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Foras Um Chláir Speisialta An AE
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IMPACT EVALUATION OF PEACE IV, OBJECTIVE 2.1 CHILDREN AND YOUNG PEOPLE 14 – 24

Phase II Mid-Term Evaluation Report

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Executive Summary

Throughout the Northern Ireland peace process, funding from the European Union has sought to support and address economic and social development in Northern Ireland and the border counties in the Republic of Ireland. The current PEACE IV Programme focuses on a narrow range of activities to ensure that funding brings about significant change in four key areas: Shared Education, Children and Young People, Shared Spaces and Services, and Building Positive Relations. Specific Objective 2.1, Children and Young People, prioritises 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 antisocial, violent, or dissident activity, are disengaged from the peace process, and are not in formal education, training, or employment.

The evaluation team from the Centre for Identity and Intergroup Relations at Queen's University, Belfast was contracted to complete the impact evaluation for Specific Objective 2.1. To do so, the evaluation team is conducting a mixed methods approach with multiple levels of analysis. This strategy enables identification of particular aspects of the implementation approach that may influence both project delivery and associated outcome indicators. The following is a summary of the major findings from Phase II midterm report.

Main Findings

Youth Participant Surveys

At the time data analysis began for the Phase II mid-term report, demographic information had been collected from 2,484 participants (2,218 responses to the Time 1 Core Version and 266 Time 1 Illustrated and Arabic versions of the survey), providing detailed background information about participants from all 11 funded projects.

Demographic Breakdown

Overall, there was a fairly even distribution of gender, with 50.1% reporting they were male, 48.7% were female, and 1.2% other. The age range was from 13-26 years; the majority between 14-17 years old (72.5%) and the minority between 18-24 years old (25.5%). The self-reported community backgrounds for the young people were skewed towards the Catholic community (50.7%), with only around one-quarter of participants reporting that they were from the Protestant community (23.8%). An additional, one-quarter of young people reported that

they were from neither the Catholic nor the Protestant community (12.1%), from both backgrounds/mixed (6.8%) or that they were unsure which community they were from (6.6%). In terms of jurisdiction, the majority of young people reported they were from Northern Ireland (78.5%) with a minority reporting that they were from the Republic of Ireland (21.5%).

The ethnic background of the young people was predominately white (87.9%), with approximately one in eight (12.1%) participants indicating that they were from a minority ethnic community (including Irish Travellers). In terms of disability, a small group indicated that they had a disability (13.9%), while 5.7% were unsure. Of note, the percentage of young people who reported they were from a minority ethnic group or had a disability is substantially higher than those found in the 2011 NI Census (1.8% minority ethnic population; 2.7% 15-19 year olds and 3.1% 20 to 24 year olds reporting a disability). In addition, 14.1% of the participants (one in seven) indicated that they were a carer for someone they lived with who was sick or elderly or who had a disability.

Participants were asked to provide the first half of their home postcode or the name of the town, village or townland where they lived. This data was used to create a Google Map to demonstrate the coverage of enrolment in the Programme. Young people's home locations were congregated in urban settings with high populations. The map suggests, however, that there are potentially gaps in coverage in the Glens area of Antrim and in parts of Monaghan, Louth and Leitrim in the Republic of Ireland.

Distance Travelled

To explore distance travelled, surveys were matched across three time points using a unique evaluation ID code. The new matching strategy has resulted in a significantly higher number of matched surveys across the time points than was the case during Phase I of the evaluation. Given the improved retention rate for the Core version of the survey, with a robust sample of 365 matched surveys from Time 1, 2 and 3, the evaluation team were able to adopt a 'repeated measures' approach to the analysis, which enables the analysis of changes in mean scores over three or more points in time. In other words, this analysis measures the distance travelled in the core outcome areas for 365 young people from the beginning, to the mid-point, to the end of their involvement with PEACEIV Specific Objective 2.1.

Good Relations

Overall, there is clear evidence of positive distance travelled in terms of the Good Relations outcome, indicating that young people had enhanced their capacity to form positive and effective relationships with young people from a different background than themselves;

including those from the other community, a different jurisdiction, and from other ethnic backgrounds. This included an increase in understanding of and respect for diversity; an increased awareness of and sensitivity to the values, beliefs, customs, and traditions of others; a stronger understanding of their own identity; and an increased respect for others of different community and cultural backgrounds; abilities and orientations. All measurement scales for these indicators showed significant change. Further, for the measurement scales which reflect a positive predisposition to others from a different community/cultural background, young people showed significant distance travelled on 17 of the 20 scales.

Personal Development

For Personal Development, all 8 outcome indicators and their associated measurement scales showed significant change. This means that as a result of participation in PEACEIV Specific Objective 2.1 projects, young people reported an increase in self-awareness and understanding; confidence and agency; planning and problem solving; positive relationships; working effectively with others; leadership; resilience and determination; and relevant knowledge and skills for supporting their own health and well-being.

Citizenship

Finally, for Citizenship, change was evident across 5 of the 6 indicators. Specifically, clear change was found for engagement with useful services and volunteering in communities of place. For participation in community structures, initiatives and democratic processes, 2 of the 3 measurement scales showed significant positive change. For positive community relations 2 of the 4 measurement scales showed positive change. There was no significant change, however, for positive family relations.

These findings indicate that 86% of the measurement scales (42 out of 49) showed statistically significant positive change over the three time points; with all but one outcome indicator (positive family relations) showing positive progression in some form. Further, the majority of these effects were significant regardless of the duration of the project, and, while there may have been a 'dampening effect' over the COVID-19 lockdown, the positive effects still held up. That is undeniable evidence of the positive impact the PEACEIV Specific Objective 2.1 projects are having.

Youth Worker Focus Groups

Two series of focus groups, 8 in total, were conducted with 42 project staff from the summer of 2019 to the summer of 2020 in various locations across Northern Ireland and the Republic of Ireland. The participants represented 10 of the PEACEIV Specific Objective 2.1 projects,

and included youth workers, monitoring officers, and project coordinators / managers. The focus of the 2019 focus groups explored successes and challenges implementing as the projects began Phase II, the connection between core project activities and achievement of outcomes, external influences that have helped or hindered project impact, and recommendations for future support and programme design. The 2020 focus groups discussed the particular challenges that were presented by the COVID-19 lockdown and the factors that promoted programme success. A thematic analysis of the data was conducted, with each of the key themes and sub-themes that emerged summarised below.

Evolution of practice from Phase I to Phase II (Mid-term)

Changes to the delivery of the PEACEIV Specific Objective 2.1 programme at a project level were discussed in two ways: changes to how partnerships worked together and intra-organisational changes. Staff reported that by the second year of the programme, there was a sense that projects had *'settled in'*, and many of the initial teething problems of forming new projects (sometimes with new partners) had been smoothed out. As a result, the partners were able to avail of each other's networks and resources in a way that improved the experience for young people on the Programme. Further, a number of staff reported that some of the key (positive) changes that had occurred were related to their own organisations and how they had handled the demands of the programme. For instance, this included being more at ease with administrative duties, understanding the needs of their target group of young people, the development of resources and toolkits, and creating more adaptable and flexible work environments.

Fundamental challenges

A second theme to emerge were a small selection of fundamental challenges that have continued from Phase I of the programme. This included challenges around recruitment, retention, and engagement with young people. These discussions centred on the challenges associated with the perceived concentration of PEACEIV projects overall (not just those related to Specific Objective 2.1) in particular geographical areas and the fact that young people who had previously completed PEACEIV projects (Specific Objective 2.1 and/or other objectives) were ineligible to enrol in subsequent projects. This led to a sense that they were *'running out of young people'*; especially those from a Protestant / Unionist / Loyalist background and those with more complex needs for whom long-term contact was too challenging of an investment. Further challenges related to the daily running of projects, such as: differing partner expectations; recruitment of staff; delays in knowing whether or not a young person was eligible to complete the project; and the length of the core version of the evaluation survey.

Factors promoting impact

A third theme that was evident were the multiple factors highlighted by project staff viewed as crucial to promote and embed positive changes in the Personal Development, Good Relations, Citizenship outcomes areas of PEACEIV Specific Objective 2.1. The most prominent of these factors was the person-centred, positive relationships built between project staff and young people. This was viewed as fundamental and necessary in the first few months to build a rapport between the two and to establish trust for, what may be, difficult and challenging conversations in the future. Relationship building was supported through one-to-one mentoring in which young people were provided space *'to talk about issues that wouldn't normally be talked about'*. Additional factors were associated with the overall design of the project including the importance of structured time for the young people and the value of group work, especially groups where young people were exposed to a diverse view of backgrounds, ideologies, and cultures.

Additional factors were discussed that seemed to act as amplification mechanisms. For example, during Phase I of the programme youth workers reported that it was a challenge to make the Good Relations element of the Programme seem relevant and engaging to young people. During the first half of Phase II, a number of youth workers found innovative ways to connect Good Relations work to real life experiences, such as current affairs and politics, microaggressions, and other behavioural consequences of sectarianism. Other factors served to embed progress, such as residentials, outdoor work, and celebratory events. Residentials were viewed as the *'cement'* that gave time and space to link the work together, thereby promoting success in all three outcome areas of the programme. The same was true for outdoor activities which included more cooperative, goal-based group tasks that were particularly effective in helping to break down intergroup barriers between young people. The more informal nature and opportunities for one-to-one mentoring for both residentials and outdoor work was viewed as an especially powerful mix of strategies that helped to further the relationship between young people and staff.

When completing projects, staff emphasised the importance of celebratory events to showcase the progress of the young people. These events served to build confidence in the young people and, for some, had a positive impact on their wider family unit. Lastly, some youth workers reported that to sustain the progress that young people had made at the end of the programme it was critical to begin the process of transitioning onwards quite early.

The Design of Peacebuilding Programmes

Youth workers felt that the PEACEIV Specific Objective 2.1 Programme was particularly unique to others due to the target group, the bespoke nature of the projects, and the varying activities and designs employed to effect change. These aspects were viewed as both positives and negatives. Based upon their experiences, youth workers had several recommendations in relation to the overall structure of future peacebuilding programmes. This included the development of programmes which may be more 'tailor made' to the young person's capacity for commitment and specific suite of needs. This may include projects which have a higher degree of family involvement; those which offer a longer or shorter time commitment; and those with differing styles of engagement or focus areas.

More fundamentally, youth workers felt that, moving forward, greater consideration needs to be given to the way the outcomes are defined and the required ratio of young people. A high level of frustration was evident about the target balance of 40/40/20 (Catholic/Protestant/Other). A larger number of young people are claiming the 'Other' identity, and their motivations for doing so can vary substantially. For some, saying they are 'Other' is a statement of removal from the perceived inefficacy of the political process, for others it was a more passive action, and for yet others it was a chance to disassociate with labels that they feel no longer define them and associate them with a sectarian stance and not a marker of civic pluralism. They felt the current target balance was not effective in capturing this growing group of young people.

COVID-19

The focus groups conducted in July 2020 with programme staff revealed the extent of the huge efforts and commitment that had gone into making a swift and creative move to an online delivery for participants in the advent of the COVID-19 lockdown in March 2020. In all respects of the Programme, staff were doing what they could, often to the point of exhaustion, to engage young people and create positive impact, even though much of the Programme impact has previously been attributed to factors that involve face-to-face experiences. Young people's levels of engagement with online activities were reported as varied for different reasons, but by quickly developing their expertise and using multiple methodologies, this filtered into a mainly positive experience for many young people, despite them missing certain key experiences (residentials and celebration events). Youth workers believed that online delivery would likely form part of their delivery for the foreseeable future. As such, there is a need for further clarity about best practice for online delivery in relation to the different outcome areas, as well as expectations from SEUPB about verification of activities and online contact hours.

The Role of YouthPact

To date, during Phase II, YouthPact has run training events and group work sessions with staff across all 11 projects. This has included specific training sessions, cluster groups/reflective practice hubs, Co-Ordinators meetings, Partnership Development sessions, and OCN Certificate in Youth Work Practice courses. Topics and themes covered within the sessions have been both reactive to the expressed needs of the groups and presented by YouthPact teams to anticipate themes for the projects in terms of delivery approach and programme content.

Focus groups with programme staff involved some discussion of the influence of the Quality and Impact Body on the work carried out by the projects. As has been the case since the beginning of PEACEIV Specific Objective 2.1, staff were overwhelmingly positive in their praise of the YouthPact team and their work. YouthPact was positioned as integral to overcoming some of the significant challenges faced in Phase I. There is evidence to suggest that the project coordinator meetings and partnership development sessions have supported the positive partnership development we now find in the first half of Phase II.

Further, the bespoke resources, toolkits, and training events which have been developed for project staff raise the knowledge base and skill set of the key workers who are trying to deliver programme content and improve the lives of young people. This was critical during the lockdown as youth workers faced considerable challenges moving face-to-face activity to an online format.

Conclusions and Recommendations Moving Forward

Across the wide body of data collected through surveys and focus groups with young people and youth workers, as well as in-depth conversations with the Quality and Impact Body, there is clear evidence that the PEACEIV Specific Objective 2.1 Programme is positively impacting the lives of young people participating in the projects. There is substantial positive distance travelled across each of the three outcome indicators and the projects themselves report that they feel they are moving from strength to strength. Lessons have been learned from Phase I and adjustments and adaptations have successful been made. The projects have faced considerable challenges and difficulties in light of the COVID-19 pandemic and subsequent lockdown; however, we can confidently say they have risen to the challenge. There are areas of concern as we move into the final stages of the programme, but we feel that with appropriate training and resources, we will continue to see progress.

1. Project Background

Northern Ireland is currently a society transitioning from violence to sustainable peace. The conflict in Northern Ireland is complex but can be understood as a struggle between those who wish to see Northern Ireland remain a part of the United Kingdom and those who wish to see 'the North' united with the Republic of Ireland. During the conflict, an approximately thirty-year stretch known as 'the Troubles', over 3,600 individuals were killed with many more suffering from direct injuries or the loss of loved ones (Fitzduff & O'Hagan, 2009). Following the Good Friday Agreement in 1998 and demilitarization, a relative calm emerged; however, Northern Ireland remains heavily divided. The EU Programme for Peace and Reconciliation aims to reinforce progress towards a peaceful and stable society in Northern Ireland and the Border Region of Ireland. As a sign of its commitment, the PEACE IV Programme provides support to projects that contribute towards the promotion of greater levels of peace and reconciliation with an emphasis on promoting cross-community relations and understanding.

In November of 2017, the Centre for Identity and Intergroup Relations evaluation team was asked to conduct the impact evaluation of the PEACEIV Objective 2.1 (branded 'PEACE4Youth'). This Objective targets young people aged 14-24 years from more marginalised and disadvantaged communities. Funded projects are required to show clear development of sustainable participant capabilities in relation to the three Programme outcome areas of Good Relations, Personal Development, and Citizenship. The overall objective of the impact evaluation is to test the intervention logic and form a view of the effectiveness and impact of the PEACEIV Objective 2.1 investment. To do so, the Centre for Identity and Intergroup Relations evaluation team has used a rigorous methodology utilising a mixed-methods, longitudinal approach focusing on multiple levels of analysis. Primary data from Phase I and the first half of Phase II of the project has been collected through participant surveys, as well as focus groups conducted with key project personnel. This data has been analysed alongside monitoring and contextual data pulled from secondary datasets. Together these sources of data allow for the exploration of individual, project level, and social factors that may influence the project impact.

The following document outlines the background and objectives for the PEACEIV Objective 2.1, the evaluation strategy and overall work plan, major findings from the first half of Phase II of the project, as well as conclusions and recommendations moving forward.

1.1 PEACE IV SPECIFIC OBJECTIVE 2.1

Throughout the Northern Ireland peace process, funding from the European Union has sought to support and address economic and social development in Northern Ireland and the border counties. In particular, following the 1994 ceasefires, the European Union funded the first PEACE Programme with an aim to, 'reinforce progress towards a peaceful and stable society and to promote reconciliation by increasing economic development and employment, promoting urban and rural regeneration, developing cross–border cooperation and extending social inclusion.' To support the region as it moves away from conflict and towards a more peaceful society, the European Union, in partnership with the British and Irish Governments, has supported three further programmes – PEACE II (2000-2004), PEACE II Extension (2004-2006), and PEACE III (2007-2013) – for a combined value of close to €2 billion.

The current PEACE IV Programme is defined through its thematic objective of promoting social inclusion, combating poverty and discrimination. Further, the European Regional Development Fund endeavours to contribute to promoting social and economic stability through actions aimed at promoting cohesion between communities. The PEACE IV Programme will focus on a narrow range of activities to ensure that funding brings about significant change. Informed by the PEACE III Programme and public consultation, the current PEACE IV Programme will focus on four key priority areas for the period of 2014-2020; these include:

- **Shared Education**: to increase the level of direct, sustained, and curriculum-based contact between pupils and teachers from all backgrounds
- **Children and Young People**: to help young people, in particular those not in education, employment and/or training to develop a greater understanding and respect for diversity, access new opportunities, and become active citizens
- **Shared Spaces and Services**: to create new shared spaces and services where people from different communities and backgrounds can come together to learn from and respect each other
- **Building Positive Relations**: to create a society characterised by good relations and respect, where cultural identity is celebrated and people can live, learn, and socialise together free from prejudice, hate, and intolerance

A key theme that stretches across the priority areas is an investment in children and young people to reach their potential and contribute to a more cohesive society. The majority of children and young people in Northern Ireland and the border counties were born after the signing of the 1998 Good Friday Agreement and do not have direct experience of the major

civil unrest and violence of the Troubles; however, its rippling effects may still reach them. The annual cycles of violence and tension continue, and certain regions are more adversely affected by on-going sectarianism and the legacy of conflict than others. Ongoing conflict and division affects the lives of children and young people, as well as their families and communities (Taylor et al., 2014; 2016).

As such, Specific Objective 2.1, Children and Young People, prioritises 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 antisocial, violent, or dissident activity, and are disengaged from the peace process and will not be in formal education, training, or employment. Funded programmes will provide young people with the opportunity to participate in shared, outcomes-focused programmes of activity incorporating quality-learning experiences with an aim to,

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

1.1.1 Theory of Change

The Programme-level theory of change anticipates that through participation in purposefully designed projects, young people will develop capabilities in relation to three Programme outcome areas; including, Good Relations, Personal Development, and Citizenship. These capabilities, in turn, will support broader societal change.

Outputs Phase 1 output - 1,875 young people aged between 14-24 years completing a relevant programme.

Outcomes Clear development of sustainable participant capabilities in relation to each of the 3 Programme outcome areas of, good relations, personal development and and citizenship.

Results Contribution to Programme results indicators - % of 16 year olds socialising or playing sport with others from a different community, views on relations between Protestants and Catholics.

Figure 1. **Specific Objective 2.1 Programme-Level Theory of Change**

Output Indicators

A target of 7,400 participants completing approved projects has been set with projects implemented across two phases,

- Phase I (2017-2018): 1,875 young people aged 14-24 years who are most marginalised and disadvantaged
- Phase II (2019-2021): 5,525 young people aged 14-24 years who are most marginalised and disadvantaged

Outcome Indicators

Funded projects and activities will be required to show clear development of sustainable participant capabilities in relation to each of the three Programme outcome areas of,

- Good Relations
- Personal Development
- Citizenship

Result Indicators

Through these actions it is anticipated there will be a measurable increase in the percentage of 16 year olds who,

- Socialise and/or play sport with people from a different religious community from a baseline of "very often" at 43% and "sometimes" at 24% to a target values of 50% and 28% respectively
- Think relations between Protestants and Catholics are better than they were five years ago from a baseline of 45% to a target value of 50%
- Think relations between Protestants and Catholics will be better in five years-time from a baseline of 38% to a target value of 45%

These result indicators will be monitored from information collected by the Northern Ireland Young Life and Times Survey and evaluated using the 2023 survey and baseline data gathered form the 2013 Northern Ireland Life and Times Survey.

1.1.2 Project Activity

To ensure that the design, duration, and intensity of the Children and Young People Programme will lead to a transformative experience, which both improves individual life circumstances and contributes to a more cohesive society. All funded projects and activities, will have the following essential features:

- Young-person-centred with an explicit learning and development focus;

- Professional youth development approach;

- Duration of 6-9 months with at least 3-4 days of participant contact per week;

- Focused development of participant capabilities aligned to all three programme outcome areas with provision of opportunity for participants to achieve qualifications or accreditation in one or more of the outcome areas;

- Delivered on a cross-border and/or cross-community basis which will include group work as a core feature;

- Support for structured, individual action planning and one-to-one mentoring, and provision for mentoring support structures;

- Activities and supports designed to address barriers to participation;

- Activities designed to take cognisance of, and improve, mental wellbeing and other elements of participants' health as appropriate;

- Practitioner support initiatives and progression support structures and activities at the project level.

All funded projects and activities will be tailored to the needs and interests of the participants with activities and methods underpinned by an agreed set of principles and practice standards (See Appendix A).

1.1.3 Quality and Impact Body

To ensure that the impact of the Programme is maximised, all funded projects will receive guidance and support through a Quality and Impact Body (QIB) which will work closely with the SEUPB and report to an interdepartmental committee established to oversee the implementation of the Programme. The QIB will develop a strong, nurturing relationship with all projects through centralised activities and events, structured project visits, and ongoing quality and impact conversations. To this end, the QIB will be responsible for,

- Encouraging a change and outcomes focus in the design and implementation of all funded projects;

- Developing a learning culture within the Programme such that knowledge and best practice is shared within and between funded projects;

- Delivering support to practitioners within and across projects to enhance the youth development approach and the achievement of impact, as well as providing

opportunities for focused reflective practice, general advice, and assisting projects to make links with external support where necessary;

- Advising and providing more general impact guidance around participant recruitment, development and implementation of project monitoring systems and distance travelled measurement, project-level theories of change, supporting quality and consistency in participant outcome progress monitoring, supporting the development of projects' individual participant development planning processes, and supporting the development and implementation of procedures and processes for data collection;

- Supporting the development of robust quality assurances processes across Programme-funded activities; and

- Provision of advice and guidance on post-project opportunities for Programme participants and specialist support services where necessary.

2.   Evaluation Objectives

To ensure that the PEACE IV Programme meets the requirements established through the Programme-level theory of change, all funded projects will be assessed using quality distance-travelled measurements and project self-evaluation techniques aligned to the Programme-level theory of change and evaluation framework. In addition, an Evaluation Plan has been developed which outlines two types of evaluation; the first, evaluating the efficiency and effectiveness of the implementation mechanism established for the Programme and the second, evaluating the intervention logic of the three outcome areas.

The evaluating team from the Centre for Identity and Intergroup Relations at Queen's University, Belfast has been contracted to complete the impact evaluation for Specific Objective 2.1. The evaluation team is required to:

- Complete a Project Initiation Document within one month of appointment;
- Carry out a longitudinal Impact Evaluation for Specific Objective 2.1, to include a report on Phase I in 2018 (October) and 2020 (October), and a final report in early 2022;
- Attend meetings of the PEACE Programme Monitoring Committee to report on progress and present on findings of reports when required;
- Attend meetings of the Evaluation Steering Group to report on progress and findings as required;
- Develop a programme for, and play an active role in, two conferences on Children and Young People (14-24) to be held in 2019, and should Phase II proceed in 2022;
- Attend other Special EU Programmes Body meetings/events as may be required.

More specifically, the impact evaluation will test the intervention logic, and form a view of the effectiveness and impact of the investment. Achievement will be assessed in terms of:

- **Effectiveness:** the attainment of the Specific Objective set and the intended results
- **Efficiency:** the relationship between the funding disbursed and the results achieved
- **Impact:** the contribution of the programme to the end-objectives of the EU Cohesion Policy.

To date, the Centre for Identity and Intergroup Relations evaluation team has delivered on the Project Initiation Document, the Phase I Impact Evaluation Report, and, in coordination

with RSM UK, the PEACEIV Impact Evaluation Conference 2019. The current document, the Phase II Mid-Term Evaluation Report, builds upon and extends their insights.

3.   Lessons Learned from Phase I

Findings from the Phase I Impact Evaluation Report were encouraging in terms of the distance travelled by the young people since entering the PEACE IV Programme. Significant change was evident in each of the three outcome areas and for the majority of indicators within them. Based upon the findings from the longitudinal surveys and insights drawn from focus groups with youth workers, a series of recommendations were made for the overall Programme moving forward to Phase II. The evaluation team also suggested that as Phase II commenced, it was an appropriate time to re-evaluate the methodological approach in an effort to ensure more reliable and valid measurements, streamline the data collection process, and develop more user-friendly surveys. This included a number of alterations to the longitudinal surveys in terms of language, measures, length, and format. Specifically, the development of new scales to measure various output indicators; more appropriate surveys for young people with learning difficulties, those for whom English was a second language, and for early leavers; and a new matching mechanism to overcome the challenges associated with the use of the Unique Learner Numbers.

3.1   CHANGES TO MEASUREMENT TOOLS

Analyses of the Phase I data revealed that a select number of scales showed significantly high correlations indicating that there was relatively little difference between what the differing scales were measuring. For example, environmental mastery showed significantly high correlation with our measure of self-efficacy and resiliency. This indicated that the way we were measuring the outcome indicator "planning and problem solving" was not appropriate. This was also true for the self-acceptance scale which showed significantly high correlations with the measure of self-efficacy and resilience; indicating that our measure of the outcome indicator for "self-awareness and understanding" was not appropriate. Upon additional scrutiny of the items used to explore awareness and understanding of one's own community it was decided that the scale used was too blunt of a measurement and did not fully capture the complexity of the psychological construct under investigation. Additionally, youth workers reported to the evaluation team young people struggled with the overall length and language within the survey. While the majority of scales within the survey had been used with young

people of a similar age in Northern Ireland, not all of the scales had not been tested with this unique target group.

To address these concerns, the evaluation team scrutinised the original instruments used during Phase I; particular attention was paid to the instructions provided and scales used to measure the various outcome indicators on the various quantitative surveys completed by the young people. As a result, for Phase II new scales for those measures that were inappropriate were developed, the language on instructions and items were adapted so that they were more user friendly, and items from scales that were either redundant or did not add to the reliability and internal validity of the scale were removed in an effort to shorten the overall length of the surveys.

Please see Appendix C for a copy of the revised Time 1 survey for an overview of the changes.

3.1.1 Creation of new measures and language adaptation

Drawing on children's rights-based approach to research, the development of new measures and the adaptation of existing measures and instruments was completed in collaboration with young people. The inclusion of youth advisors or peer researchers in studies involving children and young people is an increasingly common practice. Children are recognised as social actors in their own right, capable of presenting valid opinions on the way their lives have been, and are, unfolding. There is now a pragmatic interest among researchers to develop appropriate methods to access those voices. Whilst young people as advisors is relatively low on the 'ladder of participation' (child-led research being at the top – see Hart & UICD Center, 1992), young people can be meaningfully involved in advising on substantive issues associated with research, such as the development of research questions, design of research instruments, analysis and interpretation, and dissemination of results (Burns & Schubotz, 2009). Young researchers are more likely than adult researchers to share common experiences and a "common language" with young research participants, including local shared meanings and references associated with words, which is seen as one of the main benefits of participatory research with children and young people (Kirby, 1999). For youth advisors or peer researchers themselves, one of the main benefits is the potential emancipatory biographical effect that the project can have. This can be for both the community and individual level (Kirby, Laws, & Pettitt, 2004). Children and young people may have the opportunity to be involved in local authorities' decision-making processes or to participate more in civil society and become more critically aware of their community and its structure (Kirby, 1999). Young people can also benefit from becoming peer researchers in terms of their

personal development. Their confidence and sense of self-worth may increase, and they can develop their analytical, communication, and teamwork skills as well as gain knowledge of research methodology, community issues, and policy processes, which can transfer to other settings (McLaughlin, 2005).

As such, the evaluation team applied for and won a small amount of external funding[1] to create a Youth Advisory Forum to act as expert advisors in the adaptation of the evaluation surveys. The Youth Advisory Forum was comprised of a group of 9 young people who were previous participants in the PEACEIV Specific Objective 2.1 projects themselves and had shared characteristics of the current participants in the programme (i.e., at-risk youth; living in areas that were most affected by the Northern Irish conflict). The young people were not research participants. Instead, they were an expert group invited to contribute to the evaluation in relation to young people's views on the issues and indicators under investigation.

The Forum met two times with Dr Stephanie Burns. The first meeting included an introductory and 'capacity-building' workshop to: give background information on the PEACE IV Programme and the evaluation; set up the aims of the Forum and answer questions. As well as, discuss the results of the Phase I evaluation and their understandings of the 18 sub-indicators of the survey. Whereas the second meeting included a workshop to collate the young people's recommendations for the second phase of the evaluation concerning the (re)design of the survey and topics for focus groups.

The benefits for the young people who took part in the Youth Advisory Forum were five-fold. First, they had an opportunity to express their views in a respectful space without fear of rebuke or reprisal. They had an opportunity to build their capacity in understanding the peace-building indicators under investigation. Additionally, they gained knowledge of evaluation and research methodologies and exercised their right to inform best practice in policy and community-based services that impact them. Finally, they became more aware of the duty-bearers in their community (those who have a responsibility for acting on research findings).

In collaboration with the Youth Advisory Forum, new measures were created for the following outcome indicators:

- Agency (self-efficacy)

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[1] American Psychological Association Division 48: Society for the Study of Peace, Conflict, and Violence Small Grants Program for Peace Psychology Research, Education, or Community Projects ($600)

- Agency (empowerment in own community)
- Positive relationships
- Awareness of the beliefs of others
- Understanding of own identity
- Crossgroup friendships (future behavioural intentions)
- Positive community relations
- Participation in antisocial behaviour in own community

The young people also felt that items needed to be added to the civic engagement measure to more effectively grasp the construct. As such, two items were added to each of the three subscales (volunteering, participation in democratic processes, and engagement with useful services).

In addition, the following measures were adapted to include more appropriate and young person friendly language:

- Self-awareness and understanding
- Self-confidence
- Contact quantity and quality with various groups
- Intergroup attitudes
- Civic engagement
- Demographics

3.1.2   Removal of redundant or irrelevant items

To meet practical limitations on available time and resources, the use of shortened tests is a popular strategy with researchers (e.g., Burish, 1997; Shrout & Yager, 1989; Stanton, Sinar, Balzer, & Smith, 2002). However, it is critical when removing items from a psychometrically validated scale, that the researcher is careful to maintain a tool that is both reliable and valid with items that provide sufficient construct coverage. There are a number of strategies that can be employed separately or in combination when removing items from scales. The three most prominent include a *statistics-driven strategies* where factor analyses to evaluate the internal structure of a test and select items with the highest factor loadings and remove items that have cross-loadings or particularly low factor loadings; a *judgemental strategy* in which items are selected for removal based upon the expert judgment of the research team, including how well the item covers the construct of interest, the appropriateness of the content of the item (e.g., relevance to target group, language use); and finally, an *ad hoc strategy* in which

even vs uneven numbered items are removed, or negatively vs positively worded items (Coste, Guillemin, Pouchot, & Fermanian, 1997; Stanton et al., 2002).

While analytically rigorous, the use of a statistics-driven strategy in isolation is potentially vulnerable to the removal of items that can lead to insufficient coverage of the construct, as the strategy is "blind" to item content. As such, several authors recommend the combination of statistics-driven and a judgmental approach (Coste et al. 1997; Smith et al., 2000). This was the strategy taken by the evaluation team to evaluate scales and remove items where appropriate[2] from the following measures: :

- Self-esteem
- Help-seeking skills
- Resilience
- Leadership skills
- Respect for diversity
- Planning and problem solving

3.2 CREATION OF ADDITIONAL SURVEY FORMATS

3.2.1 Illustrated Survey

Midway through Phase I, discussions began with MENCAP staff from the Heroes and TRANSFORM projects about the creation of a shortened survey for young people who had learning difficulties. The evaluation team first met with staff to discuss their concerns and to hear about the challenges that young people were having when completing the core version of the survey. Working from this meeting, a first draft was developed in the summer of 2018 which was sent to the MENCAP team for initial comments on the length, wording and design of the survey. Following the Phase I evaluation results in October 2018 and the statistical assessment of which scales and items could be removed or shortened, the draft underwent further changes. As such, a second draft was then circulated to staff in December 2018, which included demographics and one item to measure each of the 18 sub-indicators needed for the valuation. The choice of which item to include from the scales used in the core survey was mainly based on a 'factor analysis' statistical assessment, which can give an indication of which

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[2] A full discussion of the statistical analyses conducted to remove items is not included in the current chapter. For additional information on the statistical strategy employed by the evaluation team, please contact Dr Danielle Blaylock at d.blaylock@qub.ac.uk.

questions most accurately capture the concept that is being measured. To test the validity and user-friendliness of the survey, this draft was piloted with several participants. Feedback indicated that the survey still required staff support to complete it, but that it was much improved and was suitable to be rolled out. Participants began to complete this version of the survey from February 2019.

Please see Appendix D for a copy of the Time 1 illustrated survey.

3.2.2 Arabic Language Survey

During the programme staff focus groups carried out in July 2019, one issue raised was the difficulty that some young people, particularly those who are refugees or asylum seekers from Arabic-speaking nations, have with understanding the language in the survey. Project staff asked if the text-light, illustrated version of the survey could be used with these young people, or if that text-light version of the survey could be translated into Arabic for them. In September 2019, the illustrated survey and accompanying consent and information forms were translated and back-translated by an Arabic-speaking PhD student in the School of Psychology. This student was experienced working with translation of survey materials from English to Arabic. The new Arabic language survey was circulated for use in October 2019.

Please see Appendix E for a copy of the Time 1 Arabic language survey.

3.2.3 Early Exit Survey

An 'early exit' survey for young people who were leaving PEACEIV Specific Objective 2.1 projects was first developed in December 2018 to enable the measurement of distance-travelled and qualifications achieved by this group of young people during their time in the programme, as well as to gather information on the destinations they were going to/their plans upon leaving. Given that this survey was the same length as a regular Time 3 (end-of-project) survey, however, the feedback received was that young people who had disengaged from or were in the process of disengaging from projects did not want to complete it. As such, in May 2019, the survey was shortened to include only tick-box questions about qualifications achieved and destinations after PEACEIV Specific Objective 2.1 projects, as well as a Likert-scale question about their enjoyment of the programme and an open-ended question about the main reason why they were leaving early.

Please see Appendix F for a copy of the Early Exit survey.

3.3   DEVELOPMENT OF NEW SURVEY MATCHING MECHANISM

During Phase I, to match surveys between the various time points, it was recommended to the evaluation team that young people use their Unique Learning Numbers (ULN). The ULN is a 10-digit reference number used to access the Personal Learning Record of anyone over the age of 13 involved in UK education or training. By asking the young people to provide their ULN, the surveys would have a way to match the surveys between the various time points and to link the survey data to the young person's learning achievements and verified qualifications (e.g., GCSEs, A levels, work-based learning etc.).

Unfortunately, the use of ULNs was a significant challenge for both the evaluation team and practitioners during Phase I. Youth workers expressed considerable difficulty obtaining ULNs for their young people and often did not have a ULN for them when they went to complete the participant profile and the Time 1 (and sometimes Time 2) survey. To address this problem, some youth workers created a unique identification code for their young people. In theory this should not be a problem, however, it proved to be a detriment to the matching procedure as different projects used similar codes (001, 002) and some failed to inform the evaluation team of the link between the new code and the ULN when it was finally obtained. This meant that young people used different identification codes on each of the evaluation instruments, making the matching process impossible.

To remedy this situation, Phase II surveys were matched with a bespoke identification code which included the project name, organisation name, cohort number, year of project completion, the first three letters of the participant's surname, and their day of birth.

Before we get started it is very important that we have a way to match up your surveys. Instead of asking for your name, one way we are doing this is by asking you for a unique ID number. Please know that we will not use this information for any other purpose other than to match your surveys.

We will never know your name.

* You may need to ask a staff member for help to get your ID number *

Please use the following format for ID number:

| ProjectNameOrganisationNameCohortNumberYearFirst three letters of participant's surnameDay of birth |

e.g. YOUTHSCAPESWCCohort12019BUR12

e.g. AMPLIFYForoigeCohort22020MCL10

ID Number_____

Figure 2. **Phase II Matching Mechanism**

By providing this level of detail, we can ensure that there is no duplication of identification codes across the different projects and cohorts and that young people are using a straight-forward code that can be remembered across time points. Additionally, the young person is providing a number of pieces of information (project name, cohort number) that were previously completed as part of the participant profile which allow for more sophisticated analyses of the data.

4.   COVID-19

In early 2020, during Phase II of the PEACEIV Specific Objective 2.1 Programme, the world faced a global pandemic caused by the infectious disease COVID-19. The disease and subsequent lockdown measure have had, and continue to have, a significant impact on the delivery of the projects within the PEACEIV Specific Objective 2.1 programme. In this chapter, we provide a brief summary of the infectious disease and the government measures taken to contain and slow the rate of infection in Northern Ireland and the Republic of Ireland. We will discuss more generally how these measures have affected the projects and the temporary arrangements put in place by SEUPB to ensure that Lead Partners and Project Partners could continue programme delivery, as well as some of the larger challenges for the Programme moving forward. We close the chapter by detailing how we address these factors in our analyses of the survey and focus group data and in the interpretation of the findings.

4.1   NOVEL CORONAVIRUS 2019 (COVID-19)

On 31 December 2019[3], the People's Republic of China formally notified the World Health Organisation (WHO) of a cluster of pneumonia cases of unknown cause in the city of Wuhan. By 8 January 2020, a new coronavirus was identified as the cause of the pneumonia. Coronaviruses are a broader family of viruses in mammals and birds that cause respiratory tract infections within humans that can range from mild to lethal. Coronavirus disease 2019 (COVID-19), the virus identified as the cause of the pneumonia cases in Wuhan, is a contagious and potentially lethal infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Symptoms are variable, but typical include fever, persistent cough, fatigue, shortness of breath, and muscle and joint pains. While some individuals who are infected do not develop noticeable symptoms, for others, particularly with underlying health conditions, older people and pregnant women, symptoms can progress to more serious illnesses and ultimately death.

Within days of the virus being identified, China announced its first death and in the proceeding days China's health ministry confirmed human-to-human transmission of the virus. By the end

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[3] Prior to reporting the cluster of cases to the WHO, a Wuhan hospital notified the local centre for disease control and prevention and health commissions information on the cluster on 27 December 2019.

of the month China implemented a lockdown in Wuhan province with all transport into and out of the city stopped, nations begin to evacuate their citizens from China, and the WHO declared a public health emergency of international concern. Throughout January, COVID-19 cases began to emerge outside of China, with the first case reported in Europe (France) on the 24th of the month. On 27th February authorities confirmed the first case of COVID-19 in Northern Ireland, quickly followed by the first case in the Republic of Ireland on the 29th; both were associated with travel from northern Italy. As confirmed cases escalated around the world, the WHO declared COVID-19 a pandemic. On the 11th of March and the 19th of March, the Republic of Ireland and Northern Ireland respectively announced the first deaths associated with the virus.

Details around transmission are still under investigation, but early studies report that the virus is transmitted more easily than influenza and spreads primarily when people are in close contact; specifically through small droplets and aerosols produced by an infected person. Transmission can be direct through kissing, intimate contact, fecal-oral routes and indirectly through coughing, sneezing, talking, or singing. While less common, contaminated droplets can remain on floors and surfaces and transferred to a non-infectious person who has touched the surfaces and then touches either their eyes, nose, or mouth with their unwashed hands.

To date a COVID-19 vaccine has not been found; as such, the main strategy to manage the pandemic has been to slow the infection rate to prevent health services being overwhelmed and give time for treatments and vaccines to be developed. This process of decreasing and delaying the epidemic's peak has been referred to as "flattening the curve". Preventative measures have focused on staying at home. When this is not practical, wearing a mask in public, avoiding crowds, maintaining social distance from others, frequent hand washing, and the avoidance of touching the eyes, nose, or mouth.

Both Northern Ireland and the Republic of Ireland put policies in place to "flatten the curve" in mid-March. From the 13th of March in the Republic of Ireland, schools, colleges and childcare facilities were closed, large indoor and outdoor events were cancelled, and working from home was encouraged and from the 15th all pubs were closed. On the 27th of March in the Republic of Ireland and the 28th of March in Northern Ireland, an official lockdown commenced with everyone urged to stay at home, except for shopping for basic necessities, one form of exercise a day, medical needs, to provide care, or travelling to and from work only if it absolutely necessary.

At the height of the pandemic in April, 119 deaths occurred in Northern Ireland in a single week (NISRA) and 77 deaths occurred in the Republic of Ireland in a single day (www.gov.ie). However, by the end of April it appeared that a corner had been turned and on 21st April, Northern Ireland's chief scientific advisor said the curve of new cases had flattened, and evidence suggest that Northern Ireland has passed the peak of its outbreak. While the Irish government announced a further extension of COVID-19 measures on the 1st of May, restrictions began ease as the 2km limit on exercising was extended to 5km. Shortly thereafter, both governments announce roadmaps to ease lockdown restrictions.

The table below presents a timeline of the easing of restrictions during the summer months of June, July, and August 2020.

Table 1. *Easing of Lockdown Restrictions (June – August 2020)*

Date	Actions
18 May	**Northern Ireland** • Garden centres and recycling centres to reopen • Groups of up to 6 people who do not share the same household allowed to meet outdoors provided social distancing (19 May) **Republic of Ireland (Phase 1 commences)** • Groups of up to 4 people who do not share the same household allowed to meet outdoors provided social distancing • Childcare workers may provide care for children of essential healthcare workers in the healthcare worker's home • Phased return of outdoor workers (e.g. construction, gardeners, etc.) • Outdoor shops (e.g., garden centres, hardware stores, farmers' markets) reopen provided social distancing • Outdoor spaces, tourism sites, public sport amenities reopen provided social distancing
8 June	**Northern Ireland** • Lockdown measures eased for people shielding from home **Republic of Ireland (Phase 2 commences)** • Travel within own county or up to 20 km if crossing county boundaries • Groups of up to 6 people who do not share the same household allowed to meet (indoors and outdoors), organised outdoor activities up to 15 people • All retail reopens

13 June	Northern Ireland
	• Households in with one adult may now become linked with one other household of any size, allowing them to be treated as one for the purpose of permitted gatherings ("support bubble")
23 June	Northern Ireland
	• Up to six people can meet up indoors
29 June	Northern Ireland
	• Social distancing reduced from 2 to 1 metre
	Republic of Ireland (Phase 3 commences)
	• Indoor gatherings limited to maximum of 6 people from no more than 3 households
	• Outdoor gatherings limited to 15 people
	• All adult education facilities, crèches and childmind facilities, summer camps, youth clubs, and all indoor/outdoor amenities for children reopen
	• Cafes, restaurants, and pubs/hotel bars serving food reopen
	• Hotels, hostels, caravan parks, and holiday parks reopen
	• Well-being services, hairdressers, barbers, beauty salons, spas, driving schools, and all other remaining retail services and commercial activities reopen
	• Cultural outlets (e.g., museums, galleries, concert halls) reopen
3 July	Northern Ireland
	• Bars, restaurants, and cafes reopen
6 August	Northern Ireland
	• Pubs serving food reopen
24 August	Northern Ireland
	• Schools reopen for the autumn term for students in years 7, 12, and 14 (all other years to follow 1 September)
25-31 August	Republic of Ireland
	• Majority of primary and secondary schools reopen for the autumn term (individual schools to decide specific date

4.2   SEUPB GUIDANCE FOR PROJECTS ON OUTPUTS AND RECRUITMENT

A key tenet of the PEACE IV Specific Objective 2.1 Children and Young People is the contact and interaction between young people from differing community backgrounds and intimate engagement with youth worker. Because of the lockdown measures minimising in-person contact, programme delivery was threatened and projects needed to take extraordinary measures to adapt face-to-face activities and recruitment.

In April 2020, Programme Co-ordinators shared their concerns regarding the challenges they faced, particularly in relation to contact hours, activities, and outputs, and put forth a series of suggestions which was collated by YouthPact and submitted to SEUPB. On 22nd May 2020, in response to the COVID-19 crisis, the Special EU Programmes Body sent a memo to the lead partners in the PEACEIV Specific Objective 2.1 projects providing guidance on the temporary arrangements put in place around outputs and recruitment during lockdown. The guidance was developed following engagement between the project leads and YouthPact around the evolving experiences of each project because of the COVID-19 pandemic. New arrangements for payments were put in place to support projects and temporary changes were made to the requirements outlined in the output indicator guidance from 1st March 2020 until further notice.

While the age profile, time period, and community cohort ratio remained consistent with previous requirements, the minimum contact hours were adjusted from 26 weeks at 12 hrs/week with a minimum of 80% attendance (total of 249 hrs) to 26 weeks at 6 hrs/week with a minimum of 80% attendance (total of 156 hrs). Additionally, the SEUPB indicated that they were willing to accept participants who have 125 hrs or more contact as completers, provided contact was recorded. A formal review of these temporary changes is due to take place at the end of August 2020. While no revisions would be made to the output participant target numbers for projects, the SEUPB indicated that they would be sympathetic to projects ability to deliver against targets given the current climate. A further frequently asked questions document was produced in an effort to address additional key questions specific raised by PEACEIV Specific Objective 2.1 projects (please see Appendix H).

4.3   PROJECT RESPONSE AND CONTINUING CHALLENGES

As lockdown commenced, projects were forced to move face-to-face interactions onto more virtual settings. This required that projects needed to be flexible, creative, and responsive in the way they reformatted their activities and remove activities which were no longer possible (e.g. residentials). Data collected from projects by YouthPact in April at the height of the lockdown and again in mid-June once lockdown restrictions began to ease illustrates the variety of activities and formats used for programme delivery.

This has included:

- Youth worker to young person check-ins through phone calls, text messages, and social media messenger apps
- One-to-one meetings, both online and later face-to-face, including mentoring and check-ins with peer mentors
- Online group work sessions including directed tasks, independent learning, and engagement through challenges
- OCN Delivery within online small group meetings and via Google classrooms
- OCN Portfolio Work in 1-1 and small group sessions
- Aligning social action projects delivered by young people with responses to COVID-19

The Projects primarily have relied on the Zoom app as well as Google classrooms to hold video and audio conferencing, chat, and webinars with their young people.

Once lockdown measures began to loosen, projects moved to a more blended environment pairing face-to-face interactions with online work. This has included pairing the above online and virtual activities with face-to-face contact through workshops, small group sessions, and trips to areas that allow access and have risk assessments in place for COVID-19. All face-to-face contact was in line with Public Health Guidelines and generally included no more than 7 young people at a time. Projects felt that face-to-face time was critical, particularly to the assistance of group cohesion.

Overall, since the spread of COVID-19 and the subsequent lockdown, retention rates within the projects have been reported has quite high (approximately 80%), though there has been

considerable variance with some projects losing entire groups who were school based to 100% retention for other cohorts who felt a strong need for the programme during lockdown. Given the challenging times, the high rate of retention needs to be applauded. Project coordinators reported that the high levels of retention were a factor of specialist mentors that were put in place to provide 1:1 mentoring and address barriers or disengagement and the reduction in mandatory contact hours which they felt was achievable and realistic for young people, particularly those who found it difficult to engage onsite prior to COVID-19.

There are however a number of concerns that have been raised by the projects regarding the impact the pandemic has had on the young people. These concerns include:

- Participant mental health and well-being
- Online fatigue and burnout
- Digital poverty
- Isolation
- Limitations of on-line delivery

These concerns are explored in depth in Section 7.6 of Chapter 7, which reports the qualitative findings from focus groups in relation to the impact of COVID-19. It needs to be noted that these are concerns that impact not only the young people, but the youth workers themselves.

4.4   EXAMINING THE INFLUENCE OF COVID-19

To take into account the unprecedented times in which the projects are delivering activity, the potential influence of COVID-19 and the subsequent lockdown will be addressed in two ways. Within the quantitative analyses of the survey data in Chapters 5, findings will be reported across the Phase II data collected up to 28th August 2020. These overall results have been calculated to take account of the influence of the number of days a young person spent in their project from the beginning of lockdown (estimated as 15th March 2020) through to taking their Time 2 survey and their Time 3 survey. Within the subgroup findings in Chapter 6, distance-travelled is compared for young people who completed their project in one of three delivery modes: fully face-to-face; a mix of both face-to-face and online delivery; and online delivery only.

As was the case in Phase I, qualitative data were collected through focus groups held with youth workers. These focus groups explored various topics around recruitment and

programme delivery and were conducted in the summers of 2019 and 2020. As would be suspected, focus groups conducted in the summer of 2020, as lockdown restrictions were easing, centred around the impact of COVID-19 and the subsequent lockdown on recruitment and programme delivery. As such, the impact of, and subsequent way in which staff tackled the challenges associated with the impact of COVID-19 and the lockdown will be addressed as its own separate theme at the conclusion of the chapter.

5.   Main Survey Findings

This chapter will present the findings from the quantitative element of the evaluation methodology exploring distance travelled for the participant sample collected during the first half of Phase II. First, a breakdown of the demographics of the young people who took part in the evaluation of the first half of Phase II up to 28th August 2020 and the survey completion rates will be outlined. This will be followed by the data analytic strategy employed and an examination of the 'distance travelled' findings for each outcome area (Good Relations, Personal Development, and Citizenship) based on the outcome indicators. A more nuanced breakdown of the outcome areas by various subgroups will follow in Chapter 6.

5.1   DEMOGRAPHICS BREAKDOWN

At the time data analysis began for the Phase II Mid-Term report, demographic information had been collected from 2,484 participants (2,218 responses to the Time 1 Core Version and 266 Time 1 Illustrated and Arabic versions of the survey), providing detailed background information about participants from all 11 funded projects. There was a fairly even distribution of gender, with 50.1% reporting they were male, 48.7% were female, and 1.2% other. For those who answered the age question in the survey (n = 2,197), the majority were between 14-17 years old (72.5%) and the minority were between 18-24 years old (25.5%). A small percentage of individuals indicated they were either 13 or 25-26 years old (2.0%). The self-reported community backgrounds for the young people were skewed towards the Catholic community (50.7%), with only around one-quarter of participants reporting that they were from the Protestant community (23.8%). An additional, one-quarter of young people reported that they were from neither the Catholic nor the Protestant community (12.1%), from both backgrounds/mixed (6.8%) or that they were unsure which community they were from (6.6%) - see Figure 3.
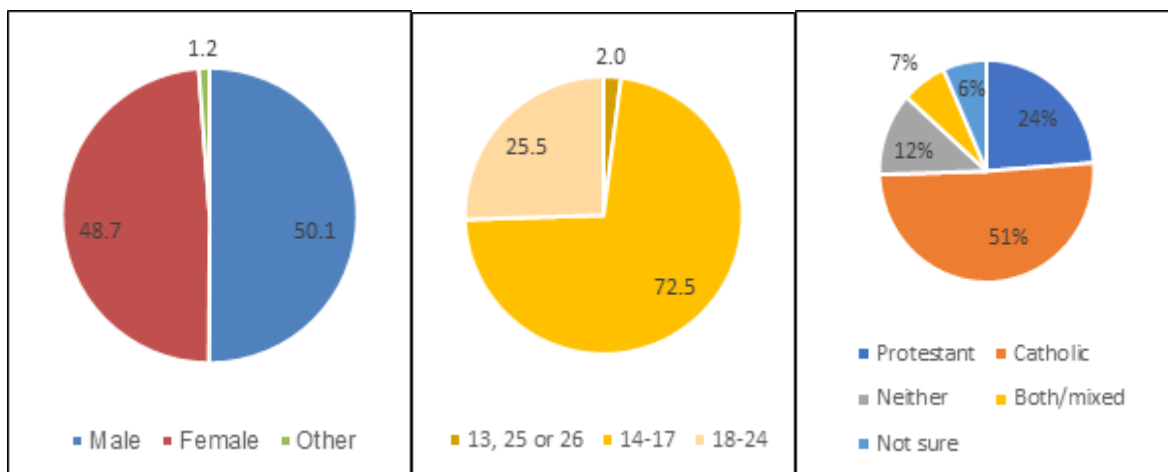
Figure 3. **Gender, Age, and Community Background Demographics**

In terms of jurisdiction, the majority of young people reported they were from Northern Ireland (78.5%) with a minority reporting that they were from the Republic of Ireland (21.5%). Of the young people who indicated that they were from Northern Ireland, 43.4% self-reported they were from the Catholic community, 31.4% from the Protestant community, 12.5% were from neither the Catholic nor the Protestant community, 8.3% had a mixed background, and 4.4% were unsure.

Of the young people who indicated that they were from the Republic of Ireland, 75.7% self-reported they were from the Catholic community whereas only 2.1% were from the Protestant community; a further 13.3% indicated they were from neither the Catholic nor the Protestant community; 3.4% had a mixed background, and 5.5% were unsure. These findings reflect the general over-representation of young people from the Catholic community compared to young people from the Protestant community within the sample described above; however, this discrepancy is more pronounced for young people from the Republic of Ireland.
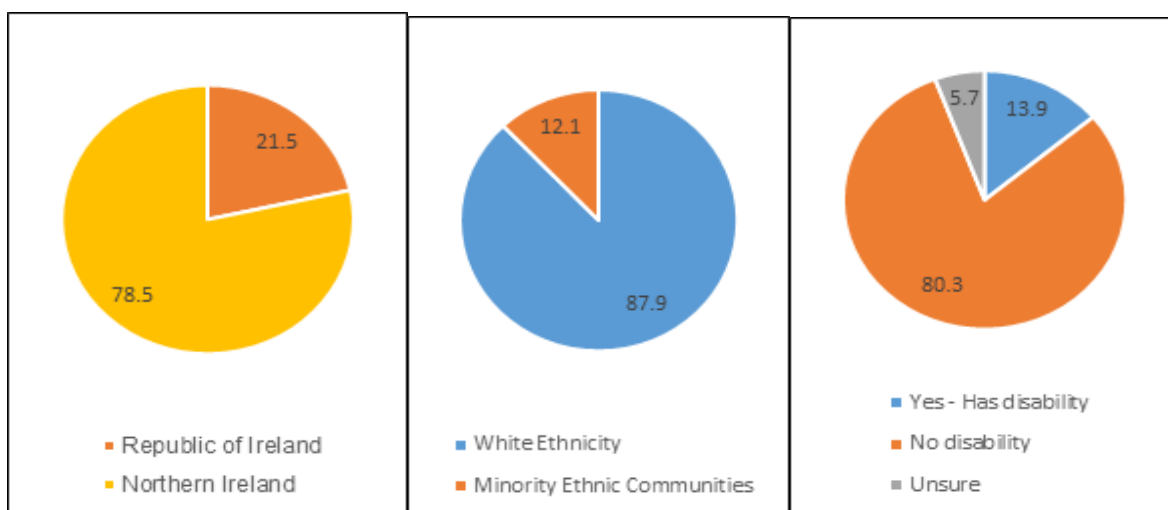
Figure 4. **Jurisdiction, Ethnicity, and Disability Status Demographics**

The ethnic background of the young people was predominately white (87.9%), with approximately one in eight (12.1%) participants indicating that they were from a minority ethnic community (including Irish Travellers). In terms of disability, a small group indicated that they had a disability (13.9%), while 5.7% were unsure. Of note, the percentage of young people who reported they were from a minority ethnic group or had a disability is substantially higher than those found in the 2011 NI Census (1.8% minority ethnic population; 2.7% 15-19 year olds and 3.1% 20 to 24 year olds reporting a disability). In addition, 14.1% of the participants (one in seven) indicated that they were a carer for someone they lived with who was sick or elderly or who had a disability (see Figure 4). In addition to self-reported demographics, young people were asked to provide the first half of their home postcode (e.g. BT1, BT2 etc.) or the name of the town, village or townland where they lived. This data was used to create a Google Map (Figure 5) of participant's locations (n = 1,931)[4]. The map demonstrates the coverage of enrolment in the Programme across the eligible regions of Northern Ireland and the border counties of the Republic of Ireland.

Figure 5. **Map of Participant Locations**

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[4] Participants sometimes included their Eircode if living in the Republic of Ireland, but as Eircodes identify a specific address, only the towns/villages indicated from the Eircodes were included in the dataset that was used to create the map to maintain anonymity.

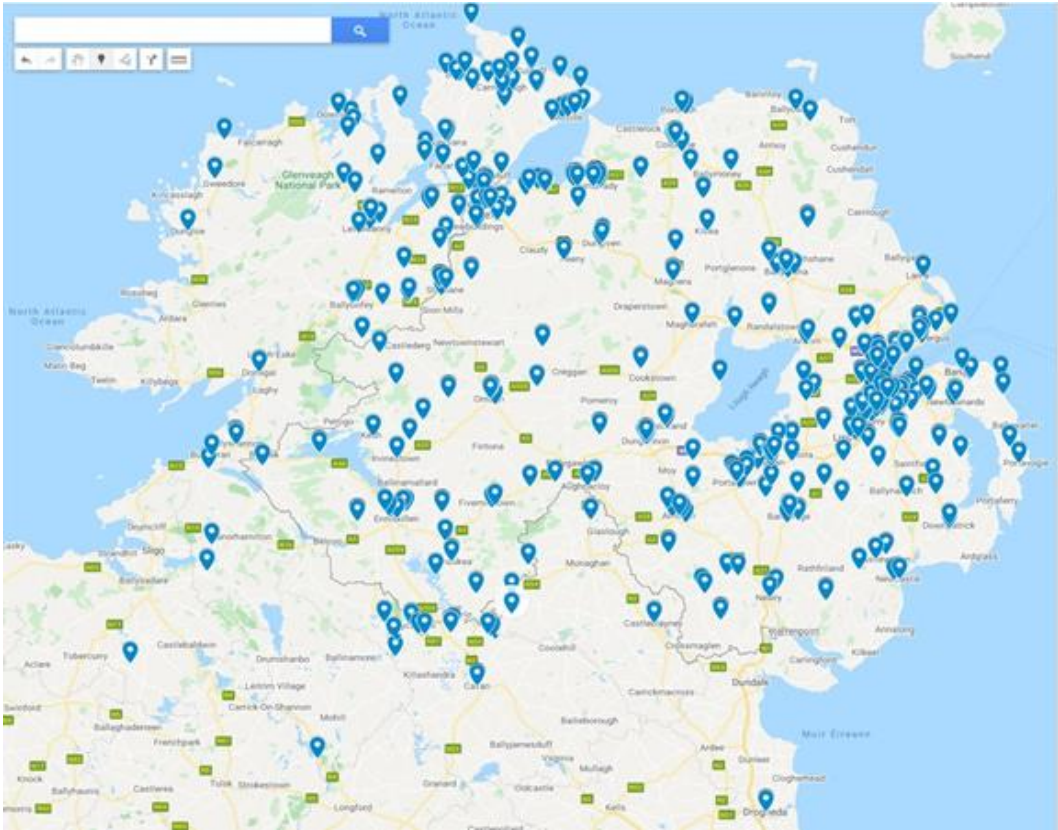Young people's home locations were congregated in urban settings with high populations. The map suggests, however, that there are potentially gaps in coverage in the Glens area of Antrim and in parts of Monaghan, Louth and Leitrim in the Republic of Ireland. As the map has been created from self-report data, it is difficult to know whether these gaps reflect a systematic gap in the provision or a systematic gap in the evaluation data.

5.2   SURVEY COMPLETION RATES

As would be expected in longitudinal data collection there is a decline in completion rates across the time points (Flick, 1988). For the PEACEIV Specific Objective 2.1 projects specifically, we know that a number of young people who initially completed the Time 1 survey may not have stayed for the full duration of the intervention, meaning that only one survey would be completed. Additionally, due to the timing of the Phase II mid-term evaluation report, a number of projects would have only completed two time points because the project had not yet concluded by the time the data was downloaded for analyses (i.e., missing Time 3). Finally, with lockdown, a number of young people may have lacked the motivation to complete the surveys on their own, away from the guidance of youth workers. Overall survey completion rates are shown in Table 2.

Table 2. *Survey Completion Rates (Before Matching)*

	Time 1 (no duplicates)	Time 2 (no duplicates)	Time 3 (no duplicates)
Core Version	N = 2,218	N = 1,541	N = 1,113
Illustrated & Arabic version	N = 266	N = 23	N = 68

To explore distance travelled, surveys were matched across time points using the unique evaluation ID code that was entered for each survey (please see Chapter 3 for further information). The use of the new matching system led to a significantly higher number of matched surveys across the time points than was the case during Phase I of the evaluation. For the Core Version of the survey in Phase I, the retention rate by Time 2 was only 17.9% and by Time 3 was 6.3%; in the first half of Phase II, the Time 2 rate doubled to 36.4% and the Time 3 rate trebled to 16.5% - see Table 3.

Table 3. *Survey Completion Rates (After Matching)**

	Time 1	Time 2 (w/ Time 1)		Time 3 (w/ Time 1 and 2)	
Core Version	N = 2,218	N = 808	36.4% retention	N = 365	16.5% retention
Illustrated & Arabic Version	N = 266	N = 23	8.6% retention	N = 10	3.8% retention

*Not all participants had finished their projects at the time of downloading the data

As shown in Table 3, the retention rate for the Illustrated and Arabic versions of the survey were not as high as the Core version. This may be due to the fact that these surveys were newly introduced during Phase II and the procedures in place to process the surveys need more time until they are come embedded.

5.3 ANALYSIS PROCEDURE

Given the improved retention rate for the Core version of the survey, with a robust sample of 365 matched surveys from Time 1, 2 and 3, the evaluation team were able to adopt a 'repeated measures' approach to the analysis, which enables the analysis of changes in mean scores over three or more points in time. In other words, this analysis measures the distance travelled in the core outcome areas for 365 young people from the beginning, to the mid-point, to the end of their involvement with PEACEIV Specific Objective 2.1 projects. In addition, the sample size allowed for the completion of subgroup analyses (i.e. results broken down by key categories or demographic information) on the dataset which will be discussed in Chapter 6.

Statistical significance was determined through repeated measures analysis of variance (ANOVA) for the overall dataset, and through mixed ANOVA for the sub-groups. Because the time points between the surveys varied for each participant (some participants were in a project for longer than other participants), a second series of analyses used statistical regression to control for length of time (i.e. how long participants were in the programme). This provides evidence for whether an observed effect could vary according to how long a young person participated in a project[5]. Finally, as mentioned in the previous chapter, regression analysis was employed to determine the potential influence of the number of days spent in lockdown on the participants' mean scores at Time 3.

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[5] The mean number of days between completion of a Time 1 and a Time 3 survey was 143 days.

Given the limited sample size of matched data for the Illustrated and Arabic versions of the survey, there was not sufficient statistical power to explore changes across the three time points. As such, the data were analysed across two time points to explore potential distance travelled (i.e., time 1 to time 3 where possible, and for those who had not completed time 3 from time 1 to time 2; n = 43). Distance travelled was measured by the change in mean scores on each of the outcome measures between the two time points. Statistical significance was determined through paired samples t-tests.

5.4   CORE EVALUATION SURVEY – Overall Distance Travelled

Below we outline the distance travelled for the three outcome areas – Good Relations, Personal Development, and Citizenship – as explained by statistically significant change on each of the outcome indicators over time. As discussed previously, progression on each of the outcome indicators are measured by differences in the mean scores between the time points as captured by one or more psychometrically validated scales. While differences on each of the scales are important and will be discussed in turn, the outcome indicators, and the scales used to measure them, are then used to inform the broader outcome areas; as such, it is the overall change across the outcome indicators that is critical to focus on.

5.4.1   Good Relations

"**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: an understanding of and respect for diversity, an awareness of and sensitivity to the values, beliefs, customs and traditions of others; an understanding of own identity; respect for others from a different community and cultural backgrounds, abilities and orientations; and a positive predisposition to others from a different community / cultural background."

Overall, there is clear evidence of positive distance travelled in terms of the Good Relations outcome, indicating that young people had enhanced their capacity to form positive and effective relationships with young people from a different background than themselves; including those from the other community, a different jurisdiction, and from other ethnic backgrounds.

The magnitude of the changes varied substantially. The biggest positive changes (medium to large in statistical terms) were observed for:

- Awareness and understanding of the beliefs of others;
- Understanding of own identity;
- Attitudes towards asylum seekers and refugees;
- Frequency and quality of contact with young people from the other community (Catholic/Protestant); and
- Frequency of online intergroup contact.

Full results from the repeated measures ANOVAs and regression analyses are shown in Appendix I, Table 1.

General Attitudes and Behaviours

In terms of the outcome indicators related to more general attitudes and behaviours, and the scales used to assess these, there were statistically significant positive changes for:

- Respect for diversity;
- Awareness and sensitivity to the values, beliefs, customs and traditions of others;
- More positive family outgroup norms (e.g. encouragement by family to make friends from the other community);
- Future behavioural intentions to develop and sustain outgroup friendships;
- Understanding of their own identity (the size of the change here was medium (in a scale of small to large), and was also found to be significantly related to the length of time a young person spent in their project).

The magnitude of change for the indicator, understanding of own identity, was medium and was found to be significantly related to the length of time a young person spent in the project. This means that the longer the person was involved with the project the "bigger" the positive change in understanding of own identity.

Attitudes and Behaviours Towards the "Other" Community

For those outcome indicators specific to attitudes and behaviours related to the other community, and the scales used to assess these, there were significant positive changes for:

- Greater frequency of contact with young people from the other community during project activities;
- Greater quality of contact with young people from the other community during project activities;

- Greater frequency of contact with young people from the other community outside of project activities;
- Great quality of contact with young people from the other community outside of project activities;
- Greater frequency of online contact with young people from the other community;
- Attitudes towards those from the other community;
- Feelings of closeness to friends from the other community.

It should be noted that for both the frequency and quality of contact with young people from the other community during project activities, the effect size can be considered medium-large. This is an anomaly in the contact literature where meta-analyses indicate that effect sizes tend to be in the small range (e.g., Pettigrew & Tropp, 2006). This is also true for studies conducted in Northern Ireland, with a recent 5-year longitudinal study of intergroup contact experienced through the shared education programme revealed a small effect size (Reimer, Hughes, Blaylock, & Hewstone, 2020). Further, the effect was significantly related to the length of time the young person spent in their project; such that, the longer the young person spent in the project the greater the effect magnitude of the change.

Cross-Border Attitudes and Behaviours

For outcome indicators specific to cross-border relations, and the scales used to assess them, there were significant positive changes for:

- Number of cross-border close friends;
- Perceived cross-border friendship closeness.

Although, as would be suspected, the number of days spent in lockdown appeared to have a 'dampening effect' on the number of close cross-border friends.

Attitudes and Behaviours Towards Minority Ethnic Groups

Finally, in terms of those outcome indicators related to attitudes and behaviours towards members of minority ethnic groups, and the scales used to assess them, there were positive changes for:

- Greater frequency of contact with individuals from minority ethnic groups;
- Greater quality of contact with individuals from minority ethnic groups;
- Greater frequency of contact with individuals from the Irish Traveller community;
- Greater quality of contact with individuals from the Irish Traveller community;
- Greater frequency of contact with individuals who are refugees or asylum seekers;

- Greater quality of contact with individuals who are refugees or asylum seekers
- Attitudes towards young people from minority ethnic groups;
- Attitudes towards young people from the Irish Traveller community;
- Attitudes towards young people who are refugees or asylum seekers;
- Number of close friends from other ethnic groups;
- Feelings of closeness to friends from other ethnic groups.

Quality of contact with individuals who are asylum seekers or refugees had the largest positive change found across these measures; however, the number of days spent in lockdown had significant impact on the frequency of the contact. This was also true for the frequency of contact with individuals from the Irish Traveller community.

Summary

Taken together, these findings suggest that as a result of participation in the PEACE IV Programme, young people reported a greater understanding of and respect for diversity; an awareness of and sensitivity to the values, beliefs, customs and traditions of others; a greater understanding of their own identity; respect for others from a different community and cultural backgrounds, abilities and orientations; and a positive predisposition to others from a different community / cultural background. The number of days spent in lockdown, however, had a negative influence on some of the indicators, particularly those which involved meeting others from different backgrounds, which is not entirely unexpected.

There were no significant differences between the time-points on young people's reported levels of helping behaviours towards members of the other community; number of close friends from the other community; or experiences of intergroup anxiety. In addition, it should be noted that, when asked about their perception of whether community relations were better now than five years ago, and whether they thought community relations would be better in five years' time, which for both of these questions, there was no significant movement across the timeframe of their involvement in the PEACEIV Specific Objective 2.1 projects.

Mean scores on the scales used for the Good Relations indicators across the three time points can be found in Figures 6-7.
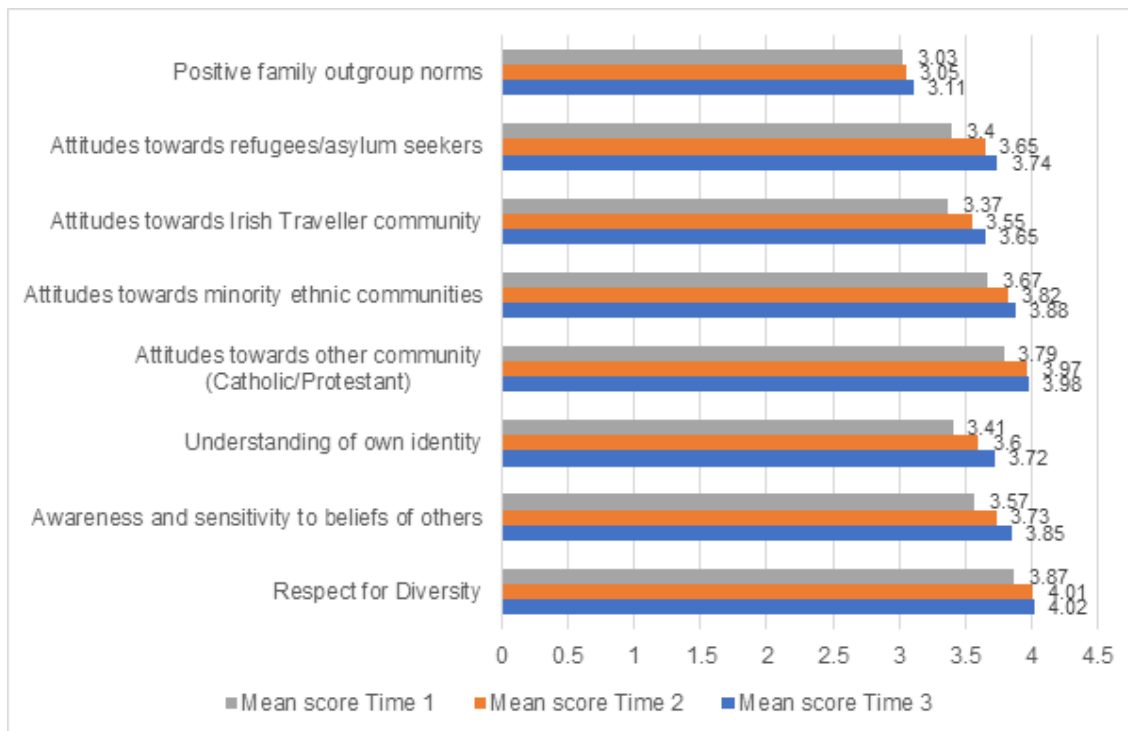
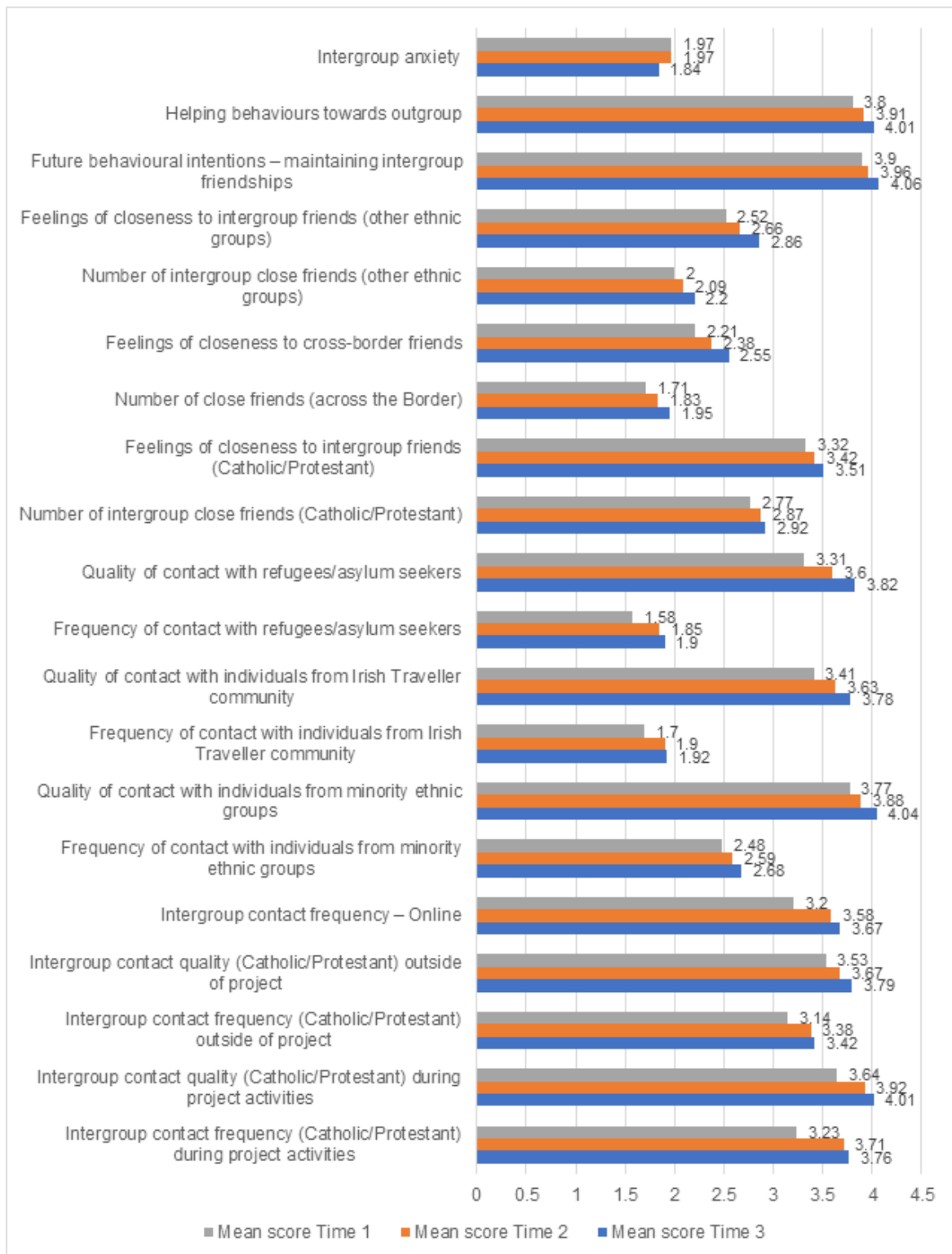*Figure 6*: **Good Relations Survey Measures**

Figure 7: Good Relations Survey Measures (Cont'd)

5.4.2 Personal Development

> **"Personal development** content will develop the social and emotion 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."

Analysis of the scales measuring the different outcome indicators suggest positive distance travelled on all indicators. Of particular note is the size of the observed effects (see Appendix I, Table 2) with the majority of the effects a medium and for self-efficacy large. Furthermore, significant positive changes occurred throughout young people's involvement: between Times 1 and 2 (baseline and mid-point); between Times 2 and 3 (mid-point and end-point); and/or change occurred gradually between Time 1 and Time 3 (baseline and end of project involvement). These changes were all significant regardless of the duration of a project (whether 5, 6, 7 months etc.).

In sum, there were significant positive changes in regards to:

- Stronger self-awareness and understanding;
- Stronger self-esteem;
- Stronger self-confidence;
- Stronger self-efficacy;
- Stronger feelings of agency in their community/feelings of empowerment;
- Stronger planning and problem-solving skills;
- More positive relationships with peers;
- Increased leadership skills;
- Stronger resilience and determination;
- Increased willingness to engage in positive help-seeking behaviours

As we observed with the frequency of intergroup contact, however, during lockdown a number of the indicators experienced what we are labelling as a 'dampening effect'. There was a negative relationship between the number of days spent in lockdown and self-esteem, self-confidence, feelings of agency in the community/feelings of empowerment, leadership skills, and willingness to engage in positive help-seeking behaviours; such that, more days spent in lockdown were associated with a decrease in self-esteem, self-confidence, feelings of agency, leadership skills, and willingness to engage in positive help-seeking behaviours.

These findings suggest that young people have developed self-awareness and understanding; confidence and agency; planning and problem solving; leadership; resiliency and determination; and other relevant knowledge and skills for supporting their own health and well-being as a result of participation in PEACEIV Specific Objective 2.1 projects. The positive distance-travelled was meaningful in its size and strength, despite the negative influence of days spent in lockdown on some of the indicators. The mean scores for the Personal Development survey outcome indicators from participants' first, second and third surveys are shown in Figure 8. Full results from the repeated measures ANOVAs and regression analyses are shown in Appendix I, Table 2.
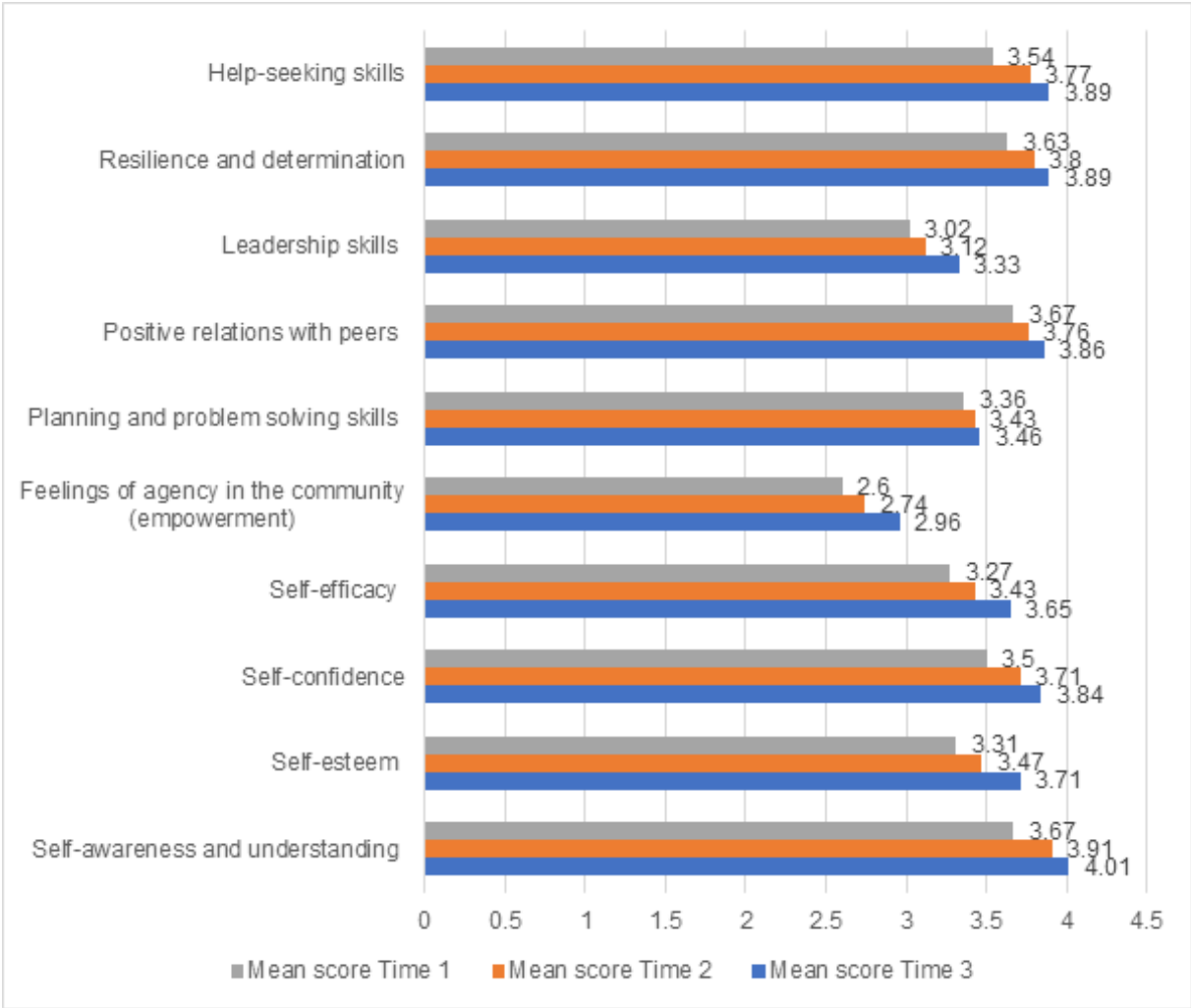

Figure 8. **Personal Development Survey Measures**

5.4.3 Citizenship

"**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; positive family and community relations."

Positive progression was evident on the majority of the outcome indicators, and these changes were small-medium in size. Specifically, there were significant positive changes for:

- Civic engagement (engagement with useful services);
- Support for peacebuilding;
- Participation in democratic processes and structures;
- Participation in volunteering/voluntary activity;
- General prosocial behaviours;
- Helping behaviours towards their own community;
- Positive relationships within their own community.

The greatest changes were observed for engagement with useful services; support for peacebuilding; and participation in democratic processes. Further, the change in these three indicators was significant throughout the lifespan of a project – from Time 1 to 2, from Time 2 to 3, and overall from Time 1 to Time 3. Changes in civic engagement were associated with the length of time a young person spent in their project; such that, the longer the person was engaged in the project, the greater the change. For support for peacebuilding, participation in volunteering/voluntary activity a 'dampening effect' was evident in that the number of days spent in lockdown decreased magnitude of the distance travelled.

As a result of participation in the PEACE IV Programme, young people have developed their capabilities for engagement with useful services; volunteering in communities of

place and / or interest; and, to some extent, more positive intra-community relations. There were mixed results for positive participation in community structures, initiatives and democratic processes as young people did show significant support for peacebuilding and participation in democratic processes, however, they did not show a change in their reported participation in sectarian behaviours. Similarly, no change was evident for participation in antisocial behaviour in their own community or positive attitudes towards their own community, as well as changes in family relations.

The mean scores for the Personal Development survey outcome indicators from participants' first, second and third surveys are shown in Figure 9. Full results from the repeated measures ANOVAs and regression analyses are shown in Appendix I, Table 3.
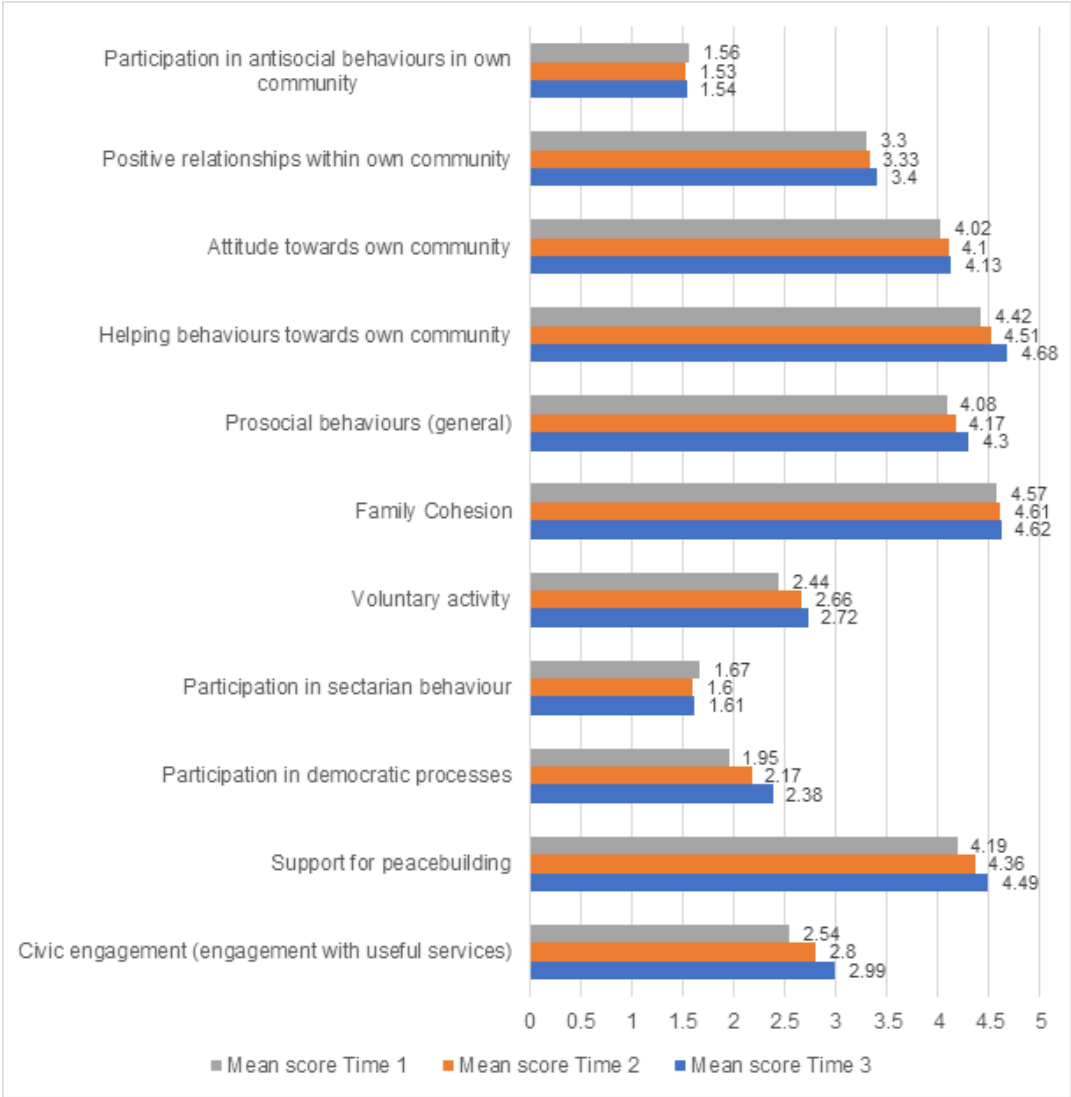

Figure 9. **Citizenship Survey Measures**

5.4.4 Qualifications and Progression

Participants who completed the Time 3 survey were asked to indicate what their intentions were upon finishing their PEACE IV project, and whether they had obtained any qualifications during the course of their involvement in the programme. A total of 1,113 Time 3 surveys were completed by 28th August 2020; the following bar charts represent the percentages of participants who indicated their progression destinations and accreditations achieved[6].
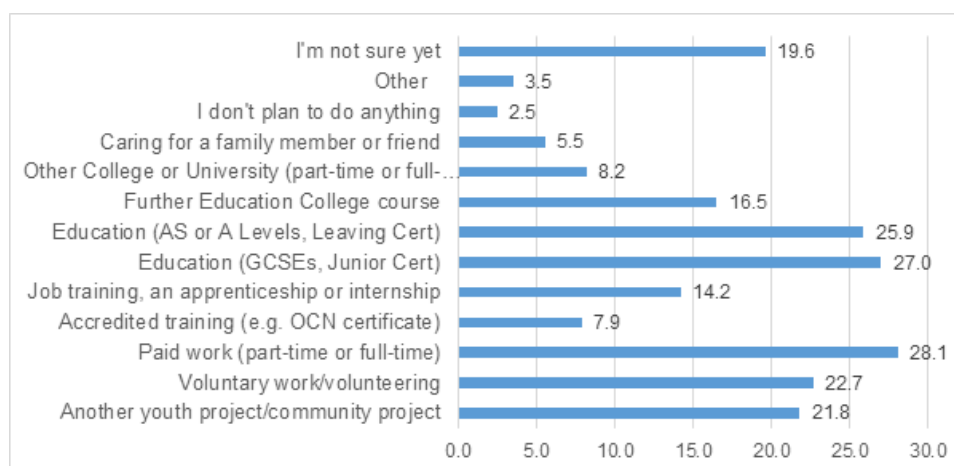

Figure 10. **Progression Destinations of Participants at the End of their PEACEIV Specific Objective 2.1 Projects (%)**

For Phase II to date, the three most popular destinations upon leaving PEACEIV Specific Objective 2.1 projects are:

- Paid work (28.1%);
- GCSEs/Junior Cert (27.0%); and
- AS, A Levels or Leaving Cert (25.9%).

The results reveal some changes from the findings in Phase I; while, paid work was also the most popular destination, the proportion has increased by a third (21.2% compared to 28.1%). Similarly, the percentage of leavers going to secondary-level education has increased from 35.9% (Phase I) to 52.9% (Phase II mid-term). Compared to Phase I, similar proportions of leavers indicated that they intended on completing another youth or community project (21.8%, compared to 20.1% in Phase I); job training (14.2%, compared to 13.2% in Phase 1); or were 'not sure' what they wanted to do (19.6%, compared to 19.1% in Phase I). A slightly higher percentage indicated that they were planning on doing voluntary work (22.7%, compared to

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[6] Percentages do not add up to 100% as participants could indicate more than one destination.

17.8% in Phase I) or continuing to further or higher education (24.7%, compared to 19.3% in Phase I).

Given the likely impact that the COVID-19 pandemic has had on the range of destinations open for young people after completion of their PEACEIV Specific Objective 2.1 project, the analysis was broken down further to compare those who completed their project by 15th March 2020 (n = 767) and those who completed from 16th March – 28th August 2020 (n = 346). The following chart compares the two groups:
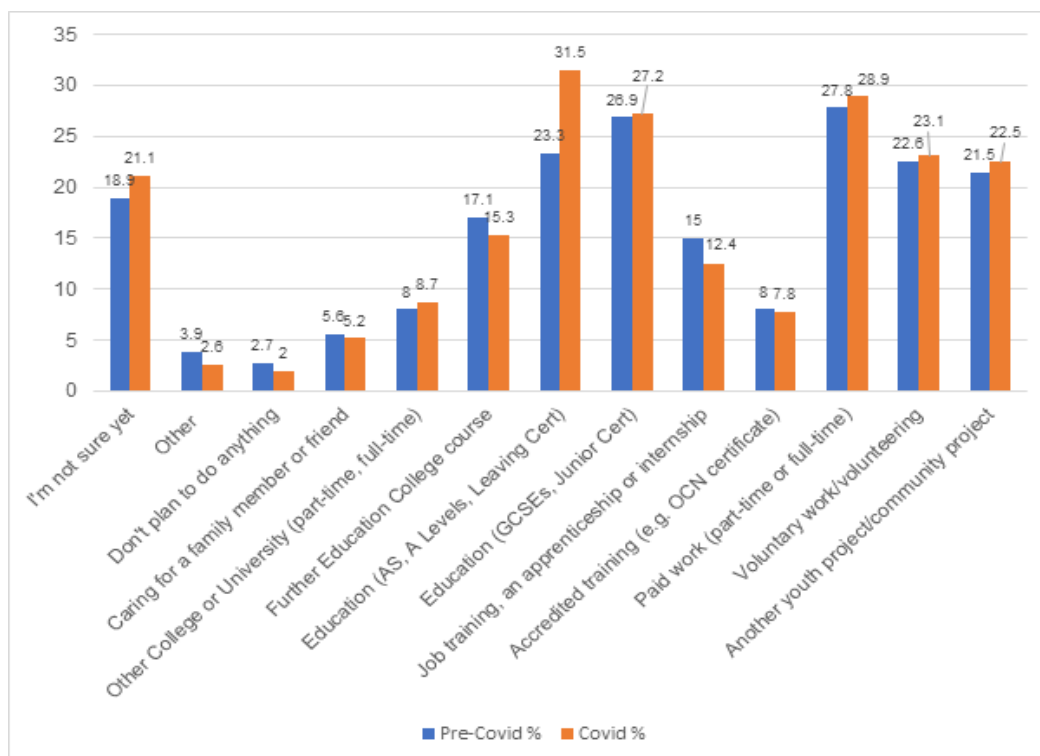

Figure 11. **Qualifications Obtained by Phase II Mid-Term Participants During PEACEIV Spec. Obj. 2.1 Projects (%) – Pre-COVID-19 Timeframes**

The pattern of responses was generally similar for the two groups of leavers, although some differences. The percentage of leavers who indicated that they were intending to do AS, A Levels, or the Leaving Cert after their PEACEIV Specific Objective 2.1 project, however, was significantly higher for the group who left in the advent of COVID-19 (31.5% compared to 23.3%). Additionally, the percentages indicating that they were going to do a Further Education course or job training/an apprenticeship or internship both fell (from 17.1% to 15.3% and from 15.0% to 12.4% respectively). Post-COVID-19, there was also a small increase in the percentage of leavers who indicated that they were not sure what they were going to do upon leaving the project (from 18.9% to 21.2%).

To date, a slightly higher percentage of Phase II leavers compared to Phase I leavers have reported that they obtained qualifications in a core area of programme activity (Personal Development, Good Relations, or Citizenship) during their time in their PEACEIV Specific Objective 2.1 project. Over 35% obtained a qualification in a Personal Development area (compared to 36.4% in Phase I); approximately one-third obtained a qualification in a Good Relations area (compared to 28.2% in Phase I); and 27.9% reported that they had obtained a qualification in a Citizenship area (compared to 21.4% in Phase I).

Figure 12. **Accreditations Achieved by Participants by the End of their PEACEIV Spec. Obj. 2.1 Projects (%)**

Further analysis comparing accreditations achieved by leavers who completed before COVID-19 lockdown and those who completed in the months post-lockdown reveals that fewer leavers from the post-lockdown time period reported that they had obtained accredited qualifications in the core programme areas compared to those who completed their projects prior to lockdown: 29.2% obtained a qualification in a Personal Development area, compared to 38.5% of pre-lockdown leavers; 19.4% obtained a qualification in a Good Relations area, compared to 39.0% of pre-lockdown leavers; and 14.2% obtained a qualification in a Citizenship area, compared to 34.0% of pre-lockdown leavers. It should be remembered however that young people who completed surveys during lockdown may not have been able to clarify questions with youth workers and they may have had about their qualifications obtained as the surveys were completed by them at home, rather than in the usual project setting.

5.5   SUMMARY

Across the three outcome areas, the majority of outcome indicators showed evidence of positive distance travelled over the course of the first half of Phase II. Moving towards the objective of enhancing the capacity of children and young people to form positive and effective relationships with others of a different background and make a positive contribution to building a cohesive society, young people have developed. For the majority of indicators, the length of time of different projects from baseline to end-point had no significant influence on the distanced travelled. Results did reveal that the time spent in lockdown did have a negative influence on certain indicators (even though the overall change was positive). The dampening effects of lockdown were mainly related to activities that involved meeting other people (e.g. frequency of contact with others from different backgrounds, volunteering); effects which are not unexpected given the circumstances.

Where the PEACEIV Specific Objective 2.1 projects appears to be showing limited reach is in regards to those psychological constructs related to behavioural outcomes and intragroup dynamics. For example, no change was found in regards to participation in sectarian behaviours; participation in antisocial behaviours; family cohesion; and positive attitudes towards their own community. Potential explanation for why this may be the case and recommendations moving forward are offered in Chapter 9.

6.   Subgroup Survey Findings

In this chapter we present findings for particular subgroup populations from whom data was collected as part of the mid-term evaluation of Phase II. Firstly, an overview of the findings from Early Leavers will be presented, following by the distance-travelled for young people who completed the illustrated version of the evaluation survey. As discussed in Chapter 3, this survey was developed in conjunction with Mencap staff for use with young people who had learning difficulties or who had literacy difficulties. For resource reasons, this version of the survey was also the one translated for use with young people who spoke Arabic as their first language.

In the rest of the chapter we present significant differences in distance-travelled (across the three evaluation timepoints) that were observed between subgroups within the dataset. These subgroups were based upon background and contextual information gathered from the young people's surveys or from cohort information supplied by projects. Mixed analysis of variance (Mixed ANOVA) tests were then used to ascertain whether changes in the outcome measures over time were significantly different for the following different subgroups:

- Community background (Catholic; Protestant; Others)
- Gender (female and male only; others was a sample of 2, and therefore unsuitable for analysis);
- Age group (14-17 year olds; 18-24 year olds)
- School-based cohort or community-based cohort
- Participants' Jurisdiction – Republic of Ireland or Northern Ireland
- Participants' location – rural or urban
- Delivery mode (whether the first three months were delivered face-to-face only; mixed face-to-face and online; virtual-only).

6.1   EARLY LEAVERS

Participants who leave their PEACEIV Specific Objective 2.1 project before the intended completion date are invited to complete an 'Early Exit' impact evaluation survey within two weeks of their finish date. The survey asks participants to state what they are planning to do upon leaving their PEACEIV Specific Objective 2.1 project; whether they had obtained any qualifications during the course of their time in the programme; how much they enjoyed the programme activities; and their main reason for leaving.

The following results are a summary of the findings for 62 early leavers from the first half of Phase II who completed the survey between January 2019 and July 2020.

Q1: 'What will you be doing after you leave this PEACE IV Specific Objective 2.1 project? Please tick all that apply.'

Looking at Table 4, it can be seen that a very small percentage of leavers reported that they did not plan to do anything upon leaving their project (3.3%), and just under one-fifth (19.7%) were not sure what they were going to do. Just over two-fifths (40.9%) were planning to enter an education-based destination (either HE or FE or school-based course), and nearly half (47.6%) were planning to enter job training or paid work.

Table 4. *Destinations of Early Leavers (Number and Overall Percentage)*

Destination Type	N	Overall (%)
Another youth/community project	6	9.8
Voluntary work	6	9.8
Paid work	25	40.3
Accredited training (OCN/FETAC)	1	1.6
Job training/apprenticeship/internship	4	6.5
GCSEs/Junior Cert	8	12.9
As/A-Levels/Leaving Cert	13	21.0
FE course	1	1.6
HE course	3	4.8
Caring for family member/friend	0	0.0
Don't plan to do anything	2	3.2
Not sure yet	13	21.0
Other	1	1.6

Q2: 'Did you get any qualifications /do accredited training while you were doing your PEACE IV youth project? Please tick all that apply.'

The greatest proportion of qualifications obtained was in the core area of Personal Development (37.7%). Just under a third (31.1%) of early leavers achieved a qualification in a Good Relations area, and just under a quarter achieved a qualification in a Citizenship area (24.6%). About one in eight early leavers (13.1%) reported leaving with no qualifications obtained.

Table 5. *Qualification of Early Leavers (Number and Overall Percentage)*

Qualification Type	N	Overall (%)
Personal Development area	23	37.7
Good Relations area	19	31.1
Citizenship area	15	24.6
Essential Skills	9	14.8
Health & Safety/First Aid	16	26.2
Other	4	6.6
None	8	13.1

Q3: 'How much have you enjoyed doing activities with other young people on this project?'

Fifty-four participants responded to the question about their enjoyment of the project they had been part of. Over 70% of early leavers enjoyed the project 'quite a lot' (36.4%) or 'very much' (34.5%). A further 9.1% reported being 'in the middle' about how much they enjoyed the project; 20.0% reported that they enjoyed it 'a little', and no participants reported not enjoying the activities 'at all',

Q4: 'What is the main reason why you are leaving this PEACE IV project early?'

Twenty-three responses were given to the question about participants' main reason for leaving early. The responses can be thematised as follows:

- Got a job/apprenticeship (9)
- Lack of confidence/social anxiety (4)
- School commitments/school work taking up too much time (3)
- Couldn't get the payment (3)
- Removed by school staff (1)
- Difficulties getting along with people in the group (1)
- Didn't want to go any more (1)
- Took up too much time in general (1)

These responses indicate that a significant number of early leavers had a positive reason for leaving their project early (obtaining work). The number of young people who answered that their lack of confidence/social anxiety was their main barrier to participation indicates that this is a key issue that may need particular focus from the outset of project activities. Clear communication regarding eligibility for payment and the time commitment involved may also be wider issues.

6.2   ILLUSTRATED SURVEY

The illustrated survey was launched in April 2019, and as of 28th August 2020, 266 young people completed a Time 1 illustrated survey; 23 completed a Time 2 survey; and 68 completed a Time 3 survey. There were 43 participants who completed both a Time 1 and a Time 3 survey. The following section outlines the distance travelled between Time 1 and Time 3 for this group of young people. The full statistical results from the paired sample t-tests can be found in Appendix I.

6.2.1 Good Relations

A statistically significant improvement was found in the following good relations measures:

- Quality of intergroup contact (Catholic/Protestant) outside of the project;
- Number of close friends from the other community (Catholic/Protestant).

This indicates that for participants who completed the illustrated version of the survey, there was positive distance travelled in regard to the outcome indicator of 'a positive predisposition to others from a different community / cultural background', but no significant change in the other good relations outcome indicators (understanding of and respect for diversity; awareness of the beliefs/customs/traditions of others; understanding of own identity; respect for others from different backgrounds).

6.2.2 Personal Development

A statistically significant improvement was found in the following personal development measures:

- Self-awareness and understanding;
- Confidence

This indicates that for these participants, there was positive distance travelled in regard to the two outcome indicators of 'self-awareness and understanding' and 'confidence'. No significant change was found for the outcome indicators of: agency; planning and problem-solving; working effectively with others; leadership; resilience and determination; and help-seeking skills.

6.2.3 Citizenship

A statistically significant improvement was found in the following citizenship measures:

- Voluntary activity

This indicates that for these participants, there was positive distance travelled on the outcome indicator of 'volunteering in communities of place and / or interest', but no significant change in the outcome indicators of: engagement with useful services; positive participation in community structures, initiatives and democratic processes; positive family and community relations.

6.3   SUBGROUP ANALYSES

Below we present findings where significant differences were found between subgroups from the Core version of the survey. Each subgroup analysis is presented in turn. It should be noted that **all significant differences found were small in size**, in statistical terms. This means that while the differences observed are not likely to have occurred simply by chance, the differences were of relatively little consequence i.e. being a member of a particular subgroup had a small effect on the distance travelled on these indicators. The statistics for all Mixed ANOVAs (interaction results) can be found in Appendix I. Further, due to small numbers within some sub-groups, and low power to engage in robust statistical analyses, these findings should be viewed with some caution.

6.3.1 Community Background

For those who had completed three evaluation surveys, the sample size by community background was as follows: Catholic background n = 155; Protestant background n = 92; and other (including mixed and neither) background n = 81.
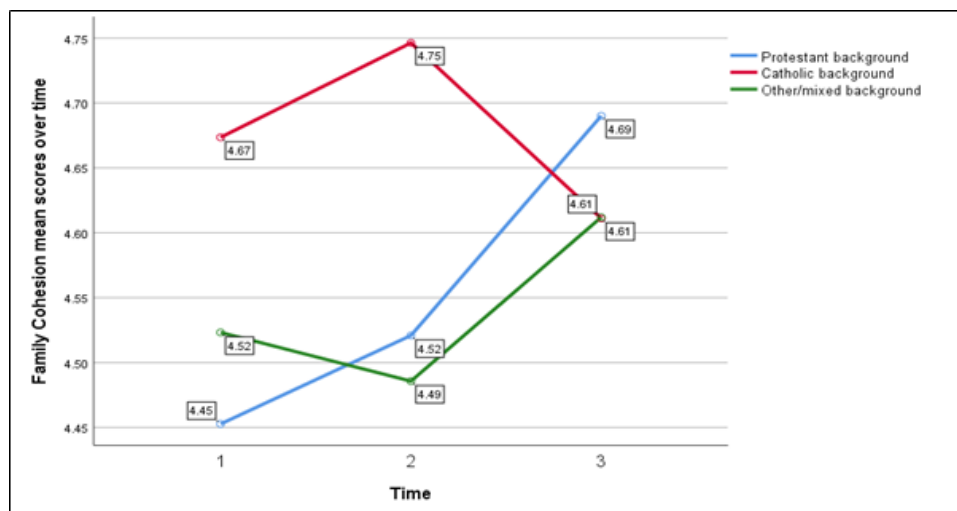

Figure 13. **Family Cohesion by Community Background**

Figure 13 above shows that while those from a Catholic background reported the highest family cohesion scores at baseline, there was no significant increase in their scores over time (perhaps due in part to a 'ceiling effect' – the highest mean score possible was 5). Catholics in fact reported a slight decrease in scores over time. Those from a Protestant background

showed the greatest rate of increase in scores over time. Scores for those from Other backgrounds also showed an increase over time.
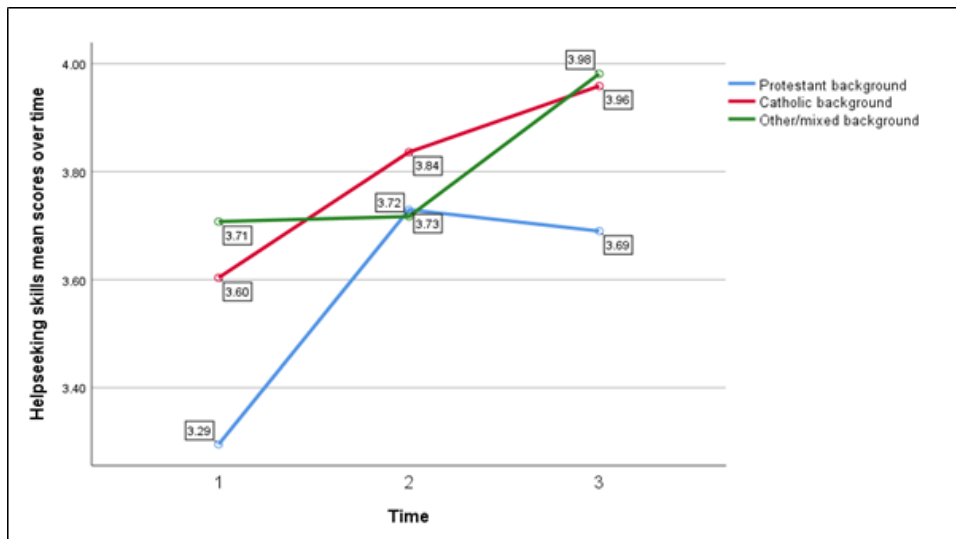

Figure 14. **Help-Seeking Skills by Community Background**

Participants from all backgrounds reported an increase in help-seeking skills over time, however, mean scores for those from a Protestant background showed a levelling-off trend by Time 2 while those from Other backgrounds only began to show an increase after Time 2 (see Figure 14).
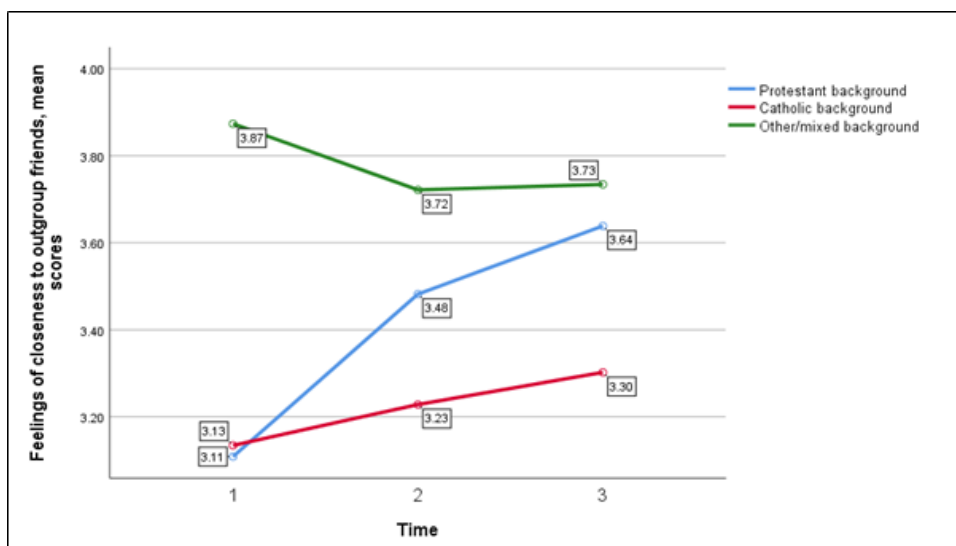

Figure 15. **Feelings of Closeness to Outgroup Friends by Community Background**

Young people from Other backgrounds reported the highest level of feelings of closeness to friends who were from different backgrounds to them, and the reported level did not vary significantly over time. Young people from Catholic and Protestant backgrounds started Time 1 with similar levels of feelings of closeness to outgroup friends, but the rate of positive change was greater for those from a Protestant background (see Figure 15).
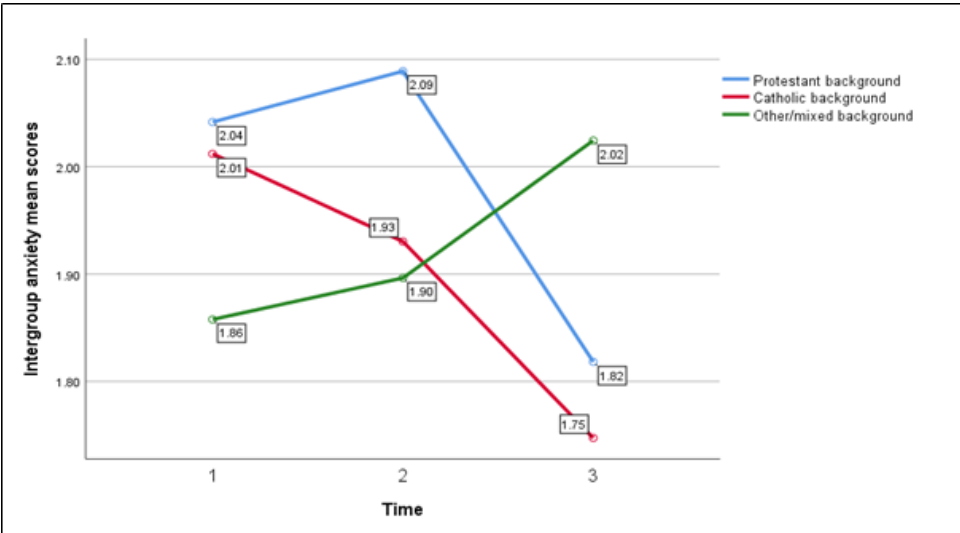

Figure 16. **Intergroup Anxiety by Community Background**

Whilst those from Catholic and Protestant backgrounds began the programme with similar levels of intergroup anxiety and showed a similar rate of decrease in intergroup anxiety over time, those from Other backgrounds started the programme with the lowest rate of anxiety but reported a slight increase in intergroup anxiety over time (that is, feelings of nervousness or anxiety about meeting young people from a different background or community to them).
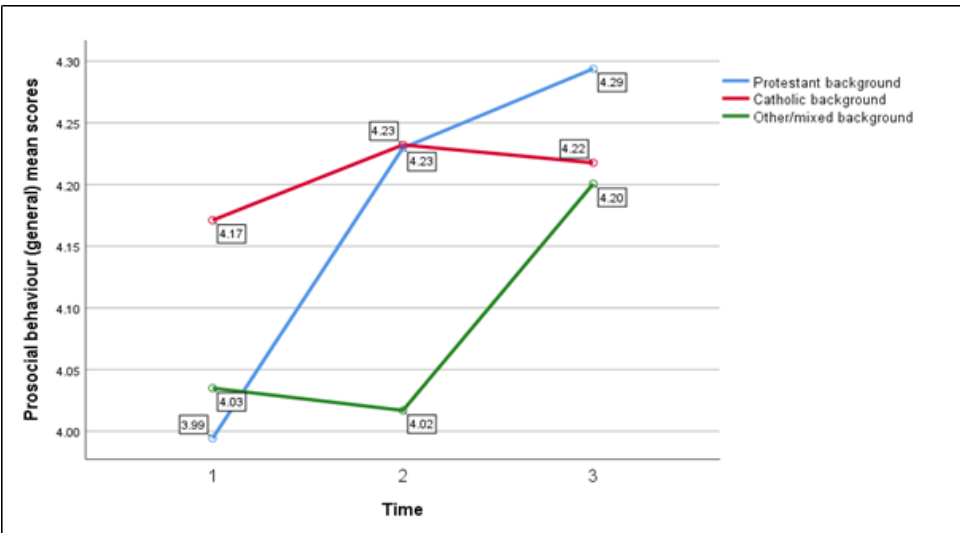

Figure 17. **Prosocial Behaviour (General) by Community Background**

Young people from a Catholic background reported the highest level of general prosocial behaviours at baseline, and there was no significant change in their reported levels over time. Young people from a Protestant background however showed the greatest rate of positive change over time – by Time 3, they reported higher levels of prosocial behaviour than both Catholic and Other groups (see Figure 17).

6.3.2 Gender

The sample of those who completed three evaluation surveys was quite evenly split by gender: the number of females was 184, and the number of males was 141. As there were only 2 young people who reported Other as their gender within the matched survey dataset, this sub-group sample was too small to include in analyses.
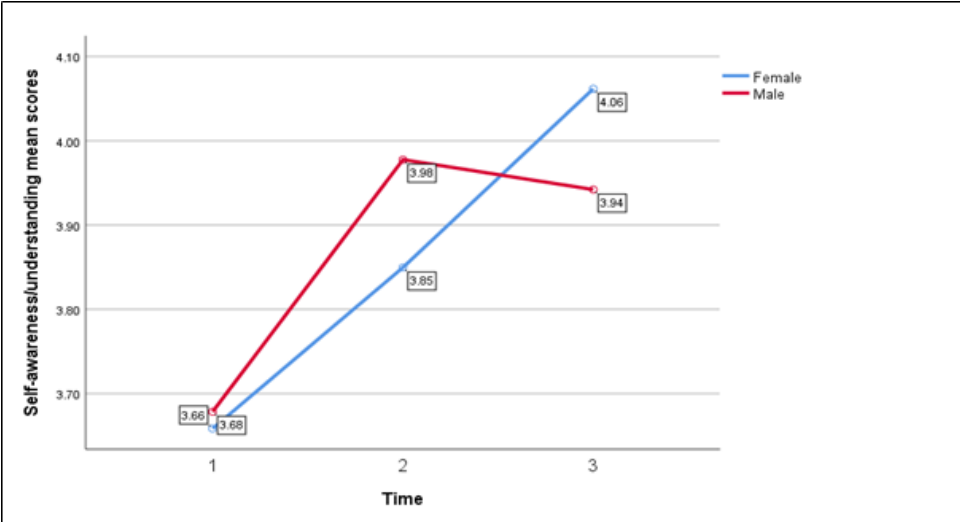

Figure 18. **Self-Awareness and Understanding by Gender**

Both males and females reported similar levels of self-awareness and understanding at Time 1, but scores for males levelled off after Time 2, whereas females' scores continued to increase, overtaking the mean score for males by Time 3 (see Figure 18).
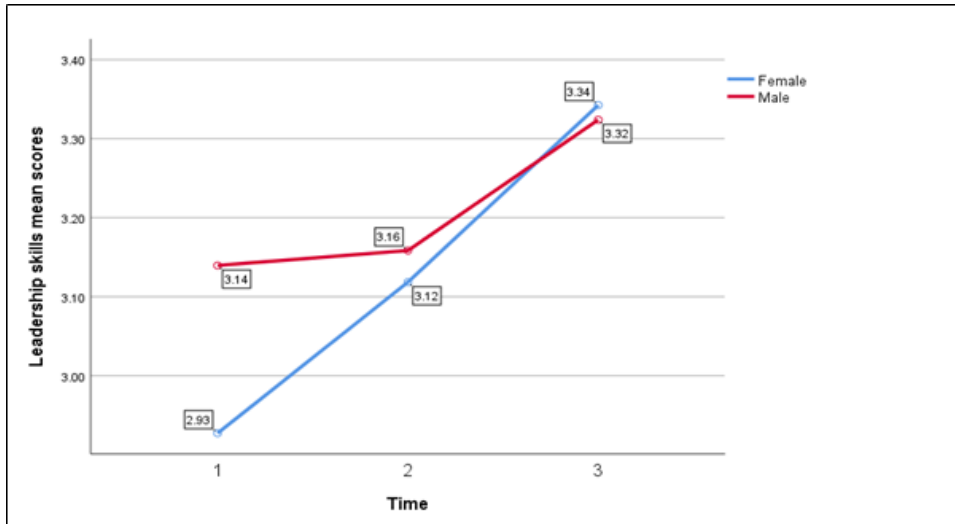
Figure 19. **Leadership Skills by Gender**

Males reported higher levels of leadership skills than females at Time 1, but females' scores showed a steep rate of positive change, such that both males and females had similar levels of leadership skills by Time 3 (Figure 19).

6.3.3 Age Group

Within the dataset of participant who completed three evaluation surveys, 222 were between the ages of 14 and 17, and 86 were between 18 and 24 years old.
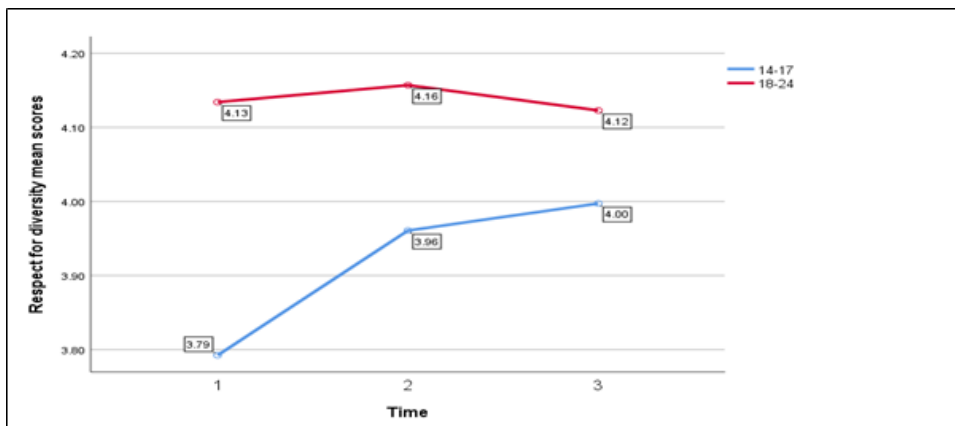

Figure 20. **Respect for Diversity by Age Group**

Significant differences were found between the two age groups on the respect for diversity scale over time – see Figure 20. Older participants had a mean score of just over 4 (on a scale of 1-5) across all three timepoints, showing little change over time. Younger participants had

a lower baseline mean score, which increased at a steep rate to Time 2, and continued to increase at a slower rate to Time 3. Their Time 3 score on respect for diversity was still lower than older participants (see Figure 20).
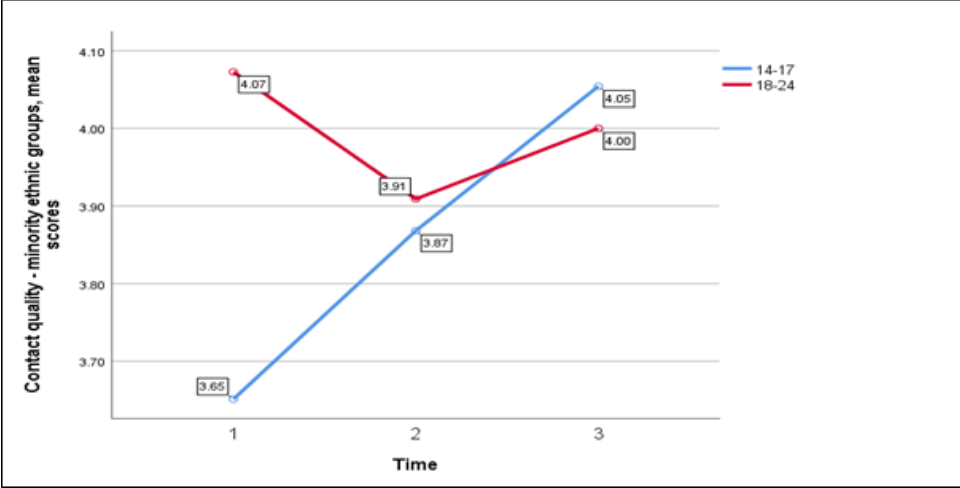

Figure 21. **Contact Quality with Minority Ethnic Groups by Age Group**

At baseline, younger participants reported a significantly lower mean score for the quality of their intergroup contact with minority ethnic groups than older participants. The reported quality of their contact however increased at a steep rate over Time 2 and Time 3, such that by Time 3 the reported quality of contact was approximately the same for both younger and older participants. Older participants reported a slight decrease in contact quality over time (see Figure 21).
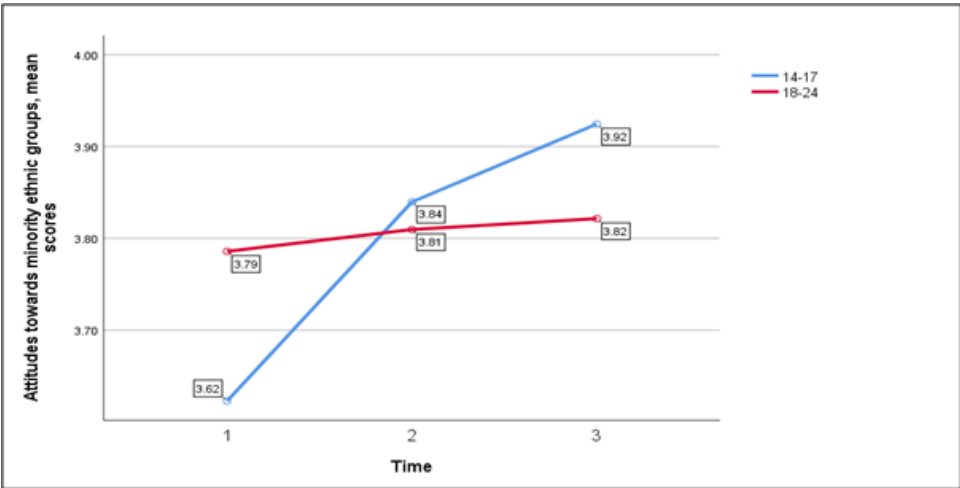

Figure 22. **Attitudes Towards Minority Ethnic Groups by Age Group**

While older participants' attitudes towards minority ethnic groups were fairly high, the reported levels remained stable over the timeframe of their involvement. Younger participants however showed a steady improvement over time, overtaking older participants by Time 3 (see Figure 22).
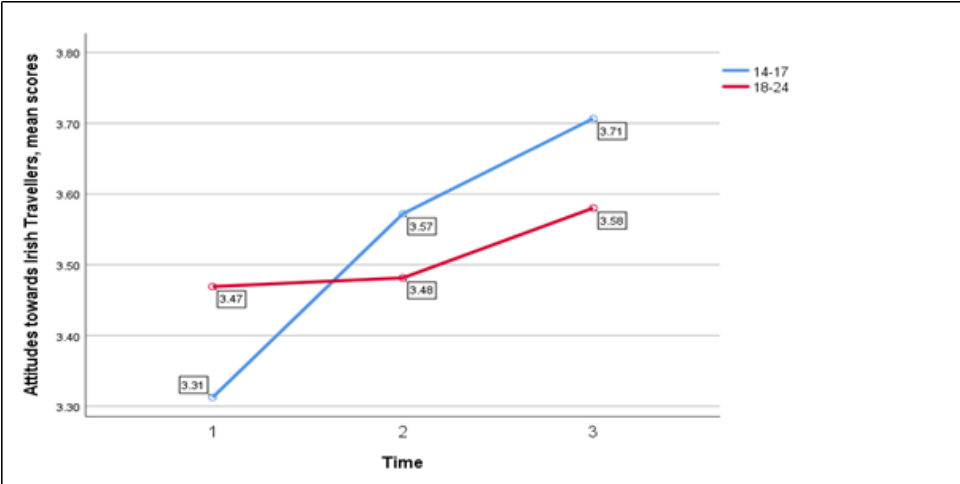
Figure 23. **Attitudes Towards Irish Travellers by Age Groups**

At baseline, older participants showed more positive attitudes towards Irish Travellers than younger participants, but there was no significant change over time for older participants. Younger participants however showed a steady improvement in their attitudes towards Irish Travellers, overtaking older participants by Time 2 (see Figure 23).
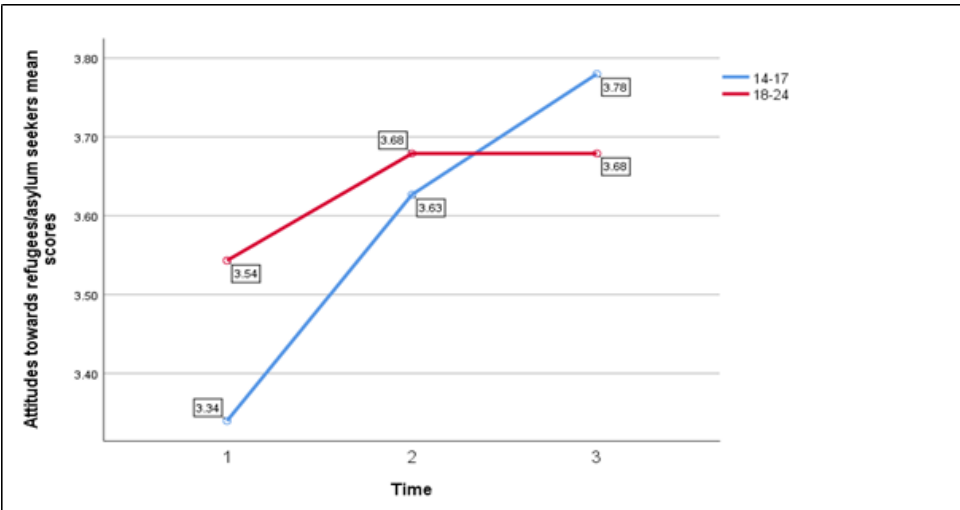
Figure 24. **Attitudes Towards Refugees and Asylum Seekers by Age Group**

Older participants showed a small improvement over time in their attitudes towards asylum seekers and refugees, but younger participants showed a steady increase from baseline

through to Time 2 and Time 3, reporting more positive attitudes than older participants by Time 3 (see Figure 24).
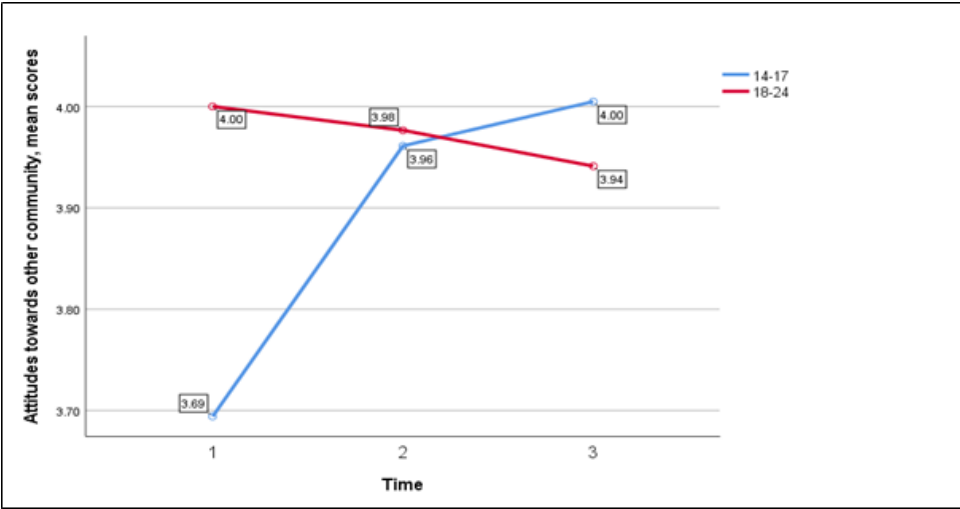
Figure 25. **Attitudes Towards the Other Community (Catholic/Protestant) by Age Group**

There was a significant difference between the older and younger age groups at baseline in their attitudes towards those from the other community (Catholic/Protestant); with older participants reporting a higher mean score. By Time 2, however, the difference between the age groups almost disappeared, with younger participants slightly overtaking older participants by Time 3. Older participants showed a slight decrease in attitudes over time (see Figure 25).

*Figure 26*. **Attitudes Towards Own Community by Age Group**

At baseline, older participants reported more positive attitudes towards their own community than younger participants, but older participants' scores showed an overall slight decrease

across time to Time 3. Younger participants however reported steady improvements in their attitudes across time; by Time 3 their attitudes towards their own community were significantly more positive than the older group (see Figure 26).
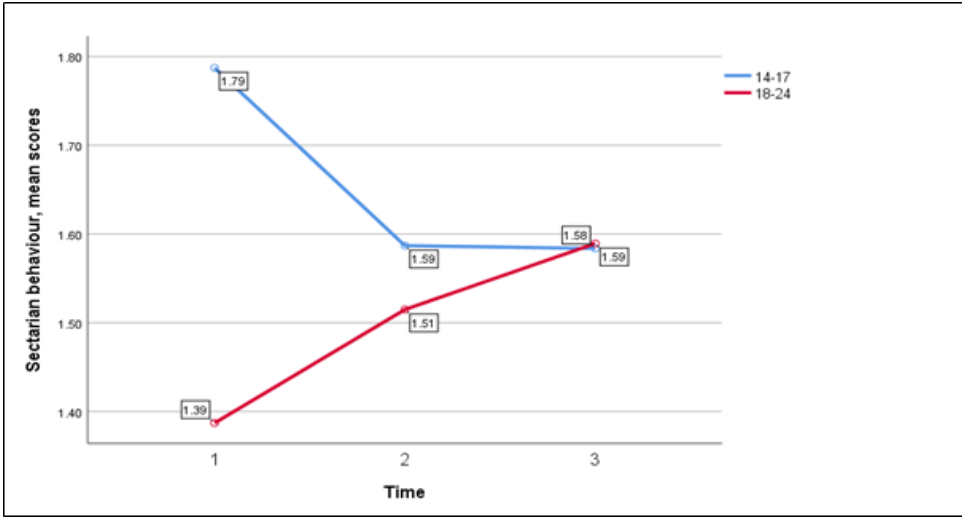
Figure 27. **Sectarian Behaviour by Age Group**
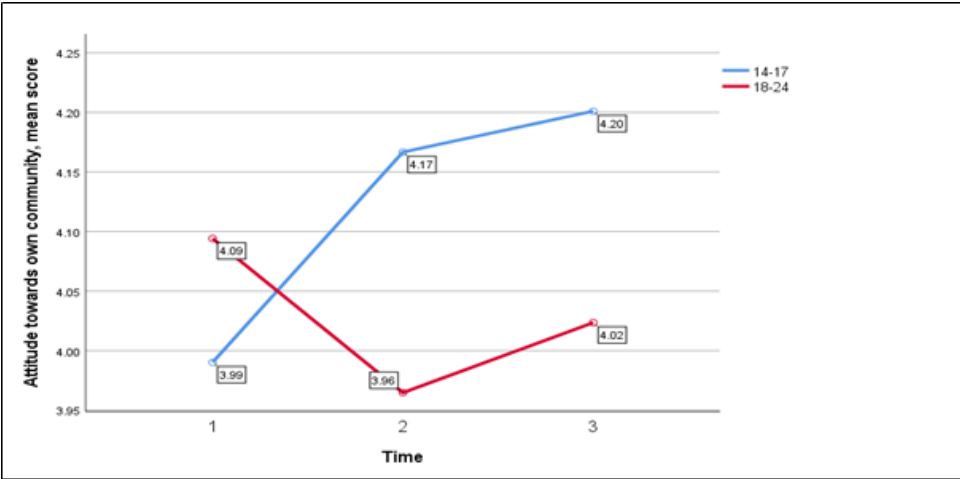
Younger participants reported significantly higher rates of participation in sectarian behaviours than older participants at Time 1. The reported levels of participation in sectarian behaviours did however decrease for younger participants by Time 2, levelling off between Time 2 and 3, but the reported levels of participation for older participants increased over time, up to the same level as younger participants by Time 3 (see Figure 27).

6.3.4 Jurisdiction

Within the dataset of participants who completed three matched evaluation surveys, the number from Northern Ireland was 275, and the number from the Republic of Ireland was 42.
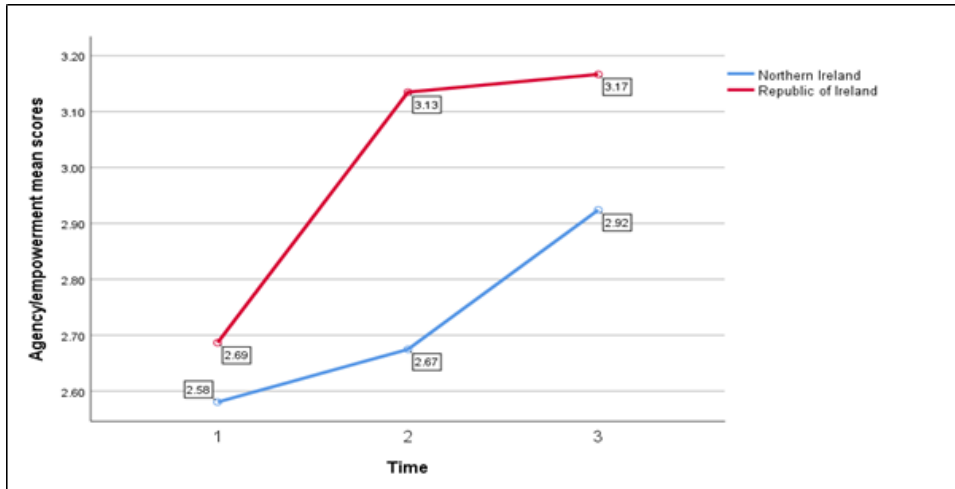
Figure 28. Feelings of Agency/Empowerment in Own Community by Jurisdiction

Feelings of agency/empowerment in communities increased for participants from both Northern Ireland and the Republic of Ireland across the timeframe of the projects, but participants from the Republic of Ireland reported significantly greater feelings of agency/empowerment than participants from Northern Ireland at each time point (Figure 28).
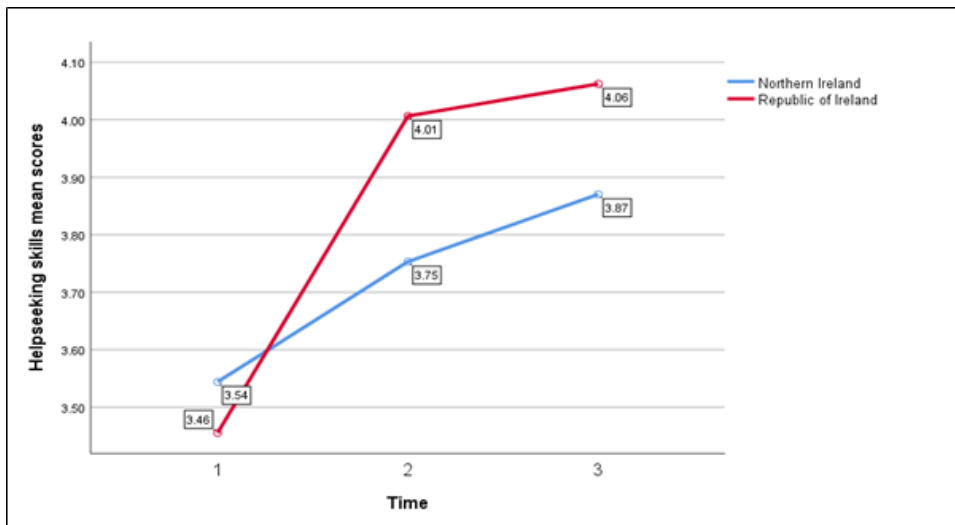
Figure 29. Help-Seeking Skills by Jurisdiction

While scores for help-seeking skills increased steadily over time for participants from Northern Ireland, the rate of positive change for participants from the Republic of Ireland was greater, with Republic of Ireland participants reporting a significantly higher mean score by Time 2 (see Figure 29).
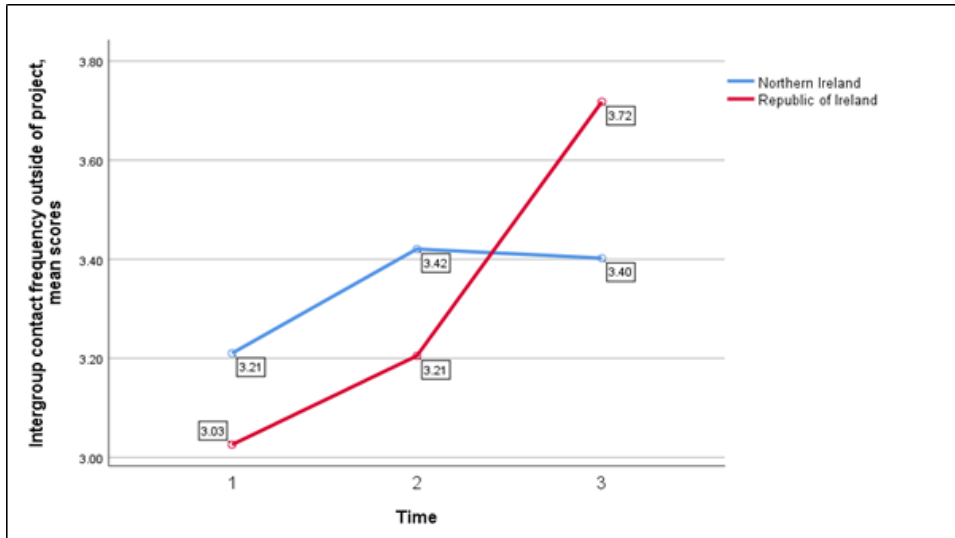
Figure 30. **Intergroup Contact Quantity (Catholic/Protestant) Outside of Project by Jurisdiction**

At baseline, Northern Ireland-based participants reported a significantly higher mean score for intergroup contact frequency (Catholic/Protestant) outside of their project than participants based in the Republic of Ireland, but the rate of positive change was the same for both groups until Time 2. From Time 2 to Time 3, the rate of positive change was steeper for participants from the Republic of Ireland, so much so that their reported intergroup contact frequency outside of the project was significantly higher than the frequency reported by Northern Ireland-based participants by Time 3 (see Figure 30).
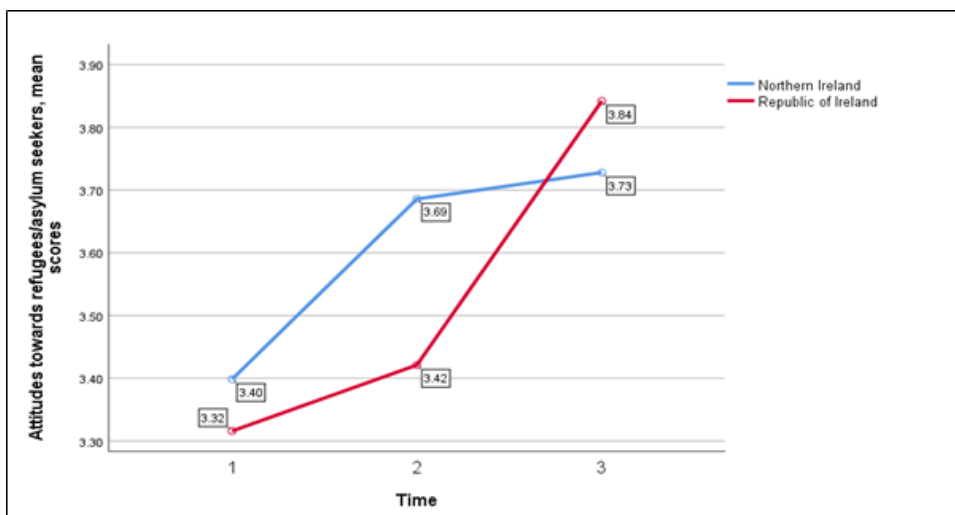
Figure 31. **Attitudes Towards Refugees and Asylum Seekers by Jurisdiction**

Participants from both jurisdictions showed similar levels of attitudes towards refugees and asylum seekers at baseline; by Time 2 however, participants based in Northern Ireland reported significantly more positive attitudes than participants based in the Republic of Ireland. This trend however reversed by Time 3, with participants based in the Republic of Ireland showing a higher (i.e. more positive attitudes) mean score (see Figure 31).
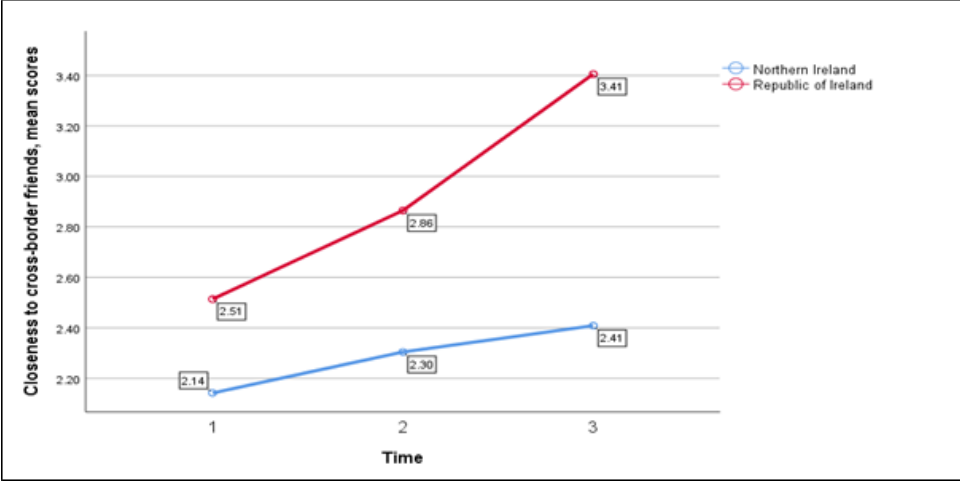
Figure 32. **Feelings of Closeness to Cross-Border Friends by Jurisdiction**

Participants based in the Republic of Ireland reported an increase in their feelings of closeness to their cross-border friends over time, in comparison to participants based in Northern Ireland who showed a smaller rate of increase. Overall they reported feeling less close to cross-border friends at each time point than young people based in the Republic of Ireland (see Figure 32).
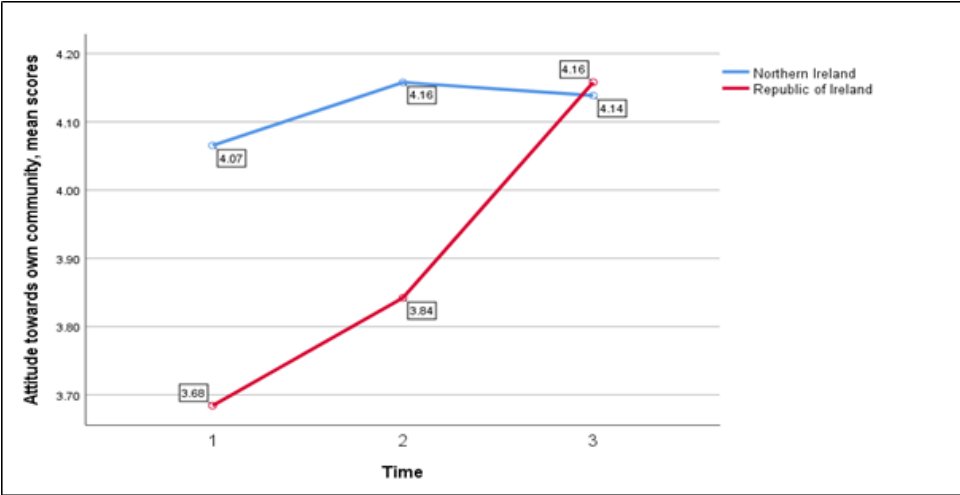
Figure 33. **Attitudes Towards Own Community by Jurisdiction**

At baseline, participants living in Northern Ireland reported more positive attitudes towards their own community than those living in the Republic of Ireland. By time 3, while Northern Ireland participant's scores remained consistent, attitudes among those living in the Republic of Ireland had sharply increased to approximately the same level as those living in Northern Ireland (see Figure 33).
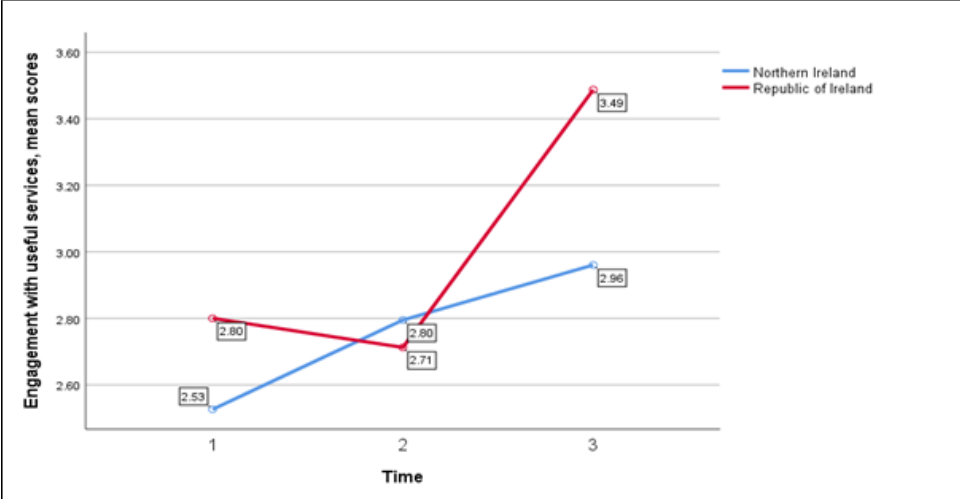
Figure 34. **Engagement with Useful Services by Jurisdiction**

Engagement with useful services increased at a steady rate over time for participants living in Northern Ireland. Participants living in the Republic of Ireland reported a steep increase in engagement with useful services, scoring significantly higher than participants from Northern Ireland by Time 3 (see Figure 34).
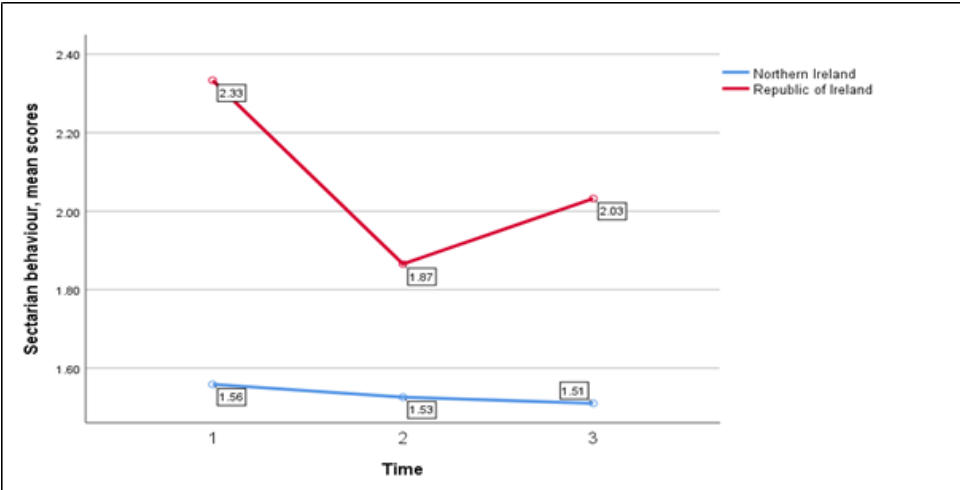
Figure 35. **Participation in Sectarian Behaviours by Jurisdiction**

Reported participation in sectarian behaviours remained stable over time for participants living in Northern Ireland. Participants living in the Republic of Ireland reported a sharp decrease in participation in sectarian behaviours between baseline and Time 2, but the rate increased slightly by Time 3. At all three timepoints, reported participation in sectarian behaviours was significantly higher among those living in the Republic of Ireland (Figure 35).

6.3.5 Location (Rural/Urban)

Within the dataset, the sample of those from rural or urban locations who completed three matched evaluation surveys was as follows: rural n = 154; urban n = 147.
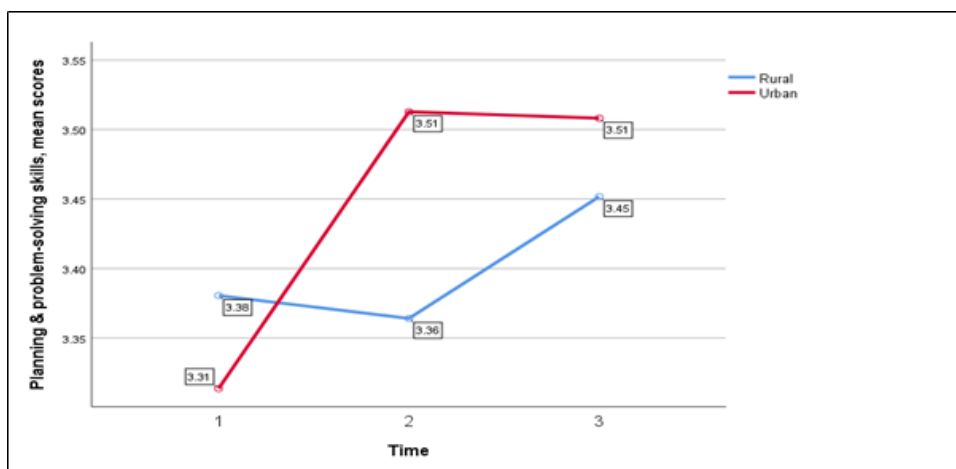
Figure 36. **Planning and Problem-Solving Skills by Location**

Young people from both rural and urban locations reported similar levels of planning and problem-solving skills at baseline, but by Time 2, young people from urban areas reported a significantly higher mean score than young people from rural areas. The significant difference between the groups disappeared by Time 3, but those from urban areas showed an overall greater rate of change over time (Figure 36).
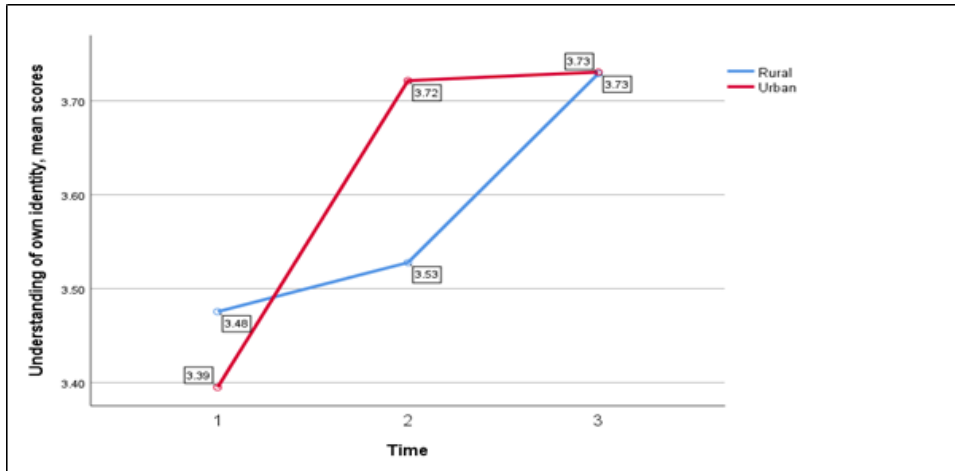
Figure 37. **Understanding of Own Identity by Location**

Figure 37 shows a steeper rate of change from Time 1 to Time 2 for young people from urban areas on the 'understanding of own identity' measure compared to young people from rural areas, but by Time 3 both groups reported similar mean scores.
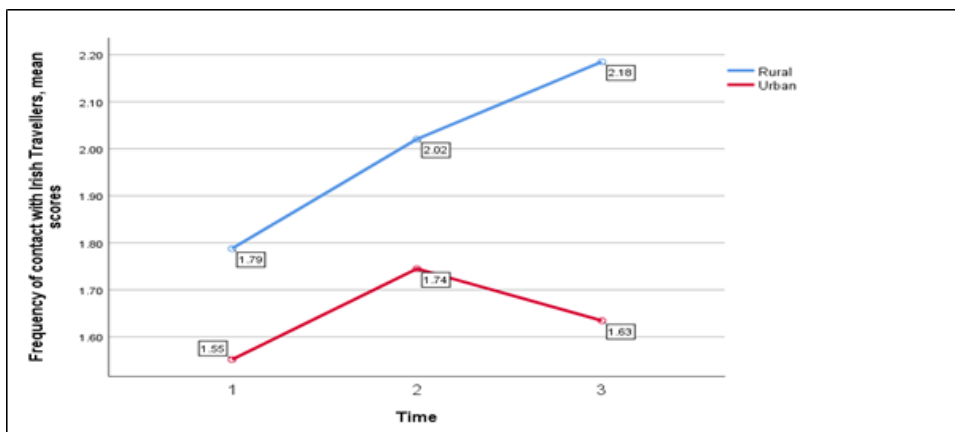
Figure 38. **Frequency of Contact with Individuals from the Irish Traveller Community by Location**

Young people from rural areas reported a significantly higher frequency of contact with individuals from the Irish Traveller community than young people from urban areas at each evaluation time point, and the frequency of their contact over time increased at a greater rate compared to young people from urban areas (Figure 38).
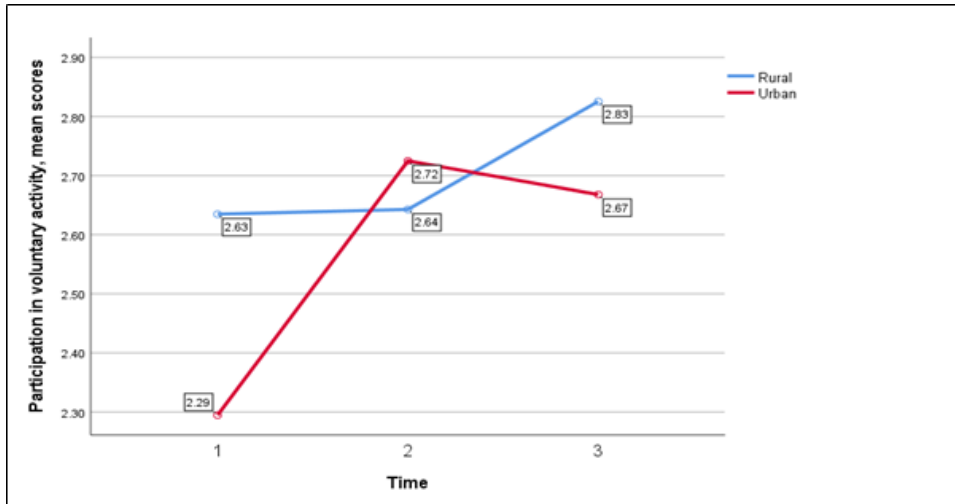
Figure 39. **Participation in Voluntary Activity by Location**

Figure 39 shows that at baseline, young people from rural areas reported a significantly higher mean score for participation in voluntary activity than young people from urban areas. By Time 2 however the mean score for volunteering amongst urban dwellers was higher than the mean score for rural dwellers, but by Time 3 young people living in rural areas again reported significantly higher participation than young people from urban areas.
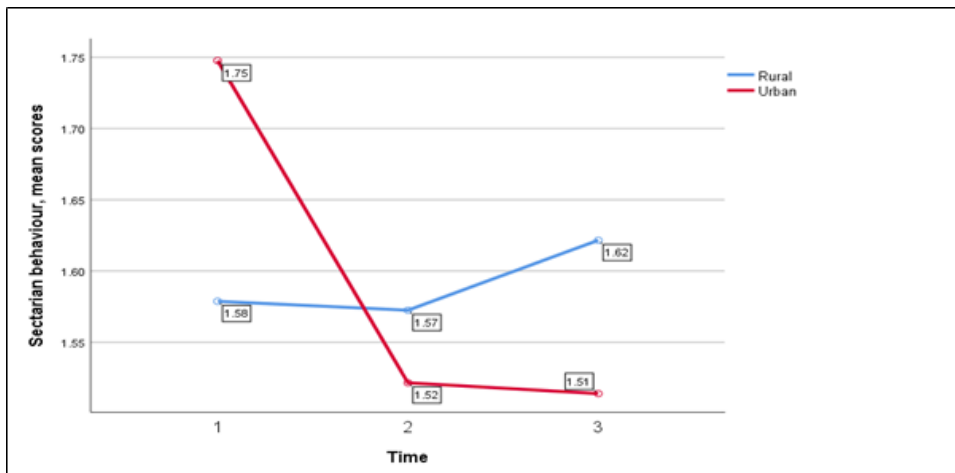
Figure 40. **Participation in Sectarian Behaviour by Location**

Figure 40 shows that young people from rural areas reported no significant change in their levels of participation in sectarian behaviour over time. Young people from urban areas however reported much a much higher mean score for sectarian behaviour at Time 1, but there was a sharp decrease in their reported involvement by Time 2, levelling off by Time 3.
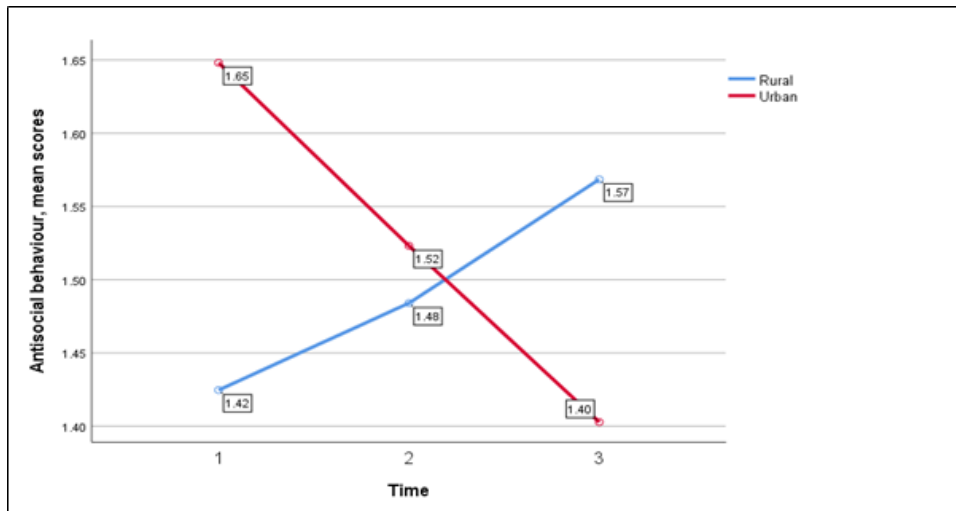
Figure 41. **Participation in Antisocial Behaviour by Location**

There was a strong interaction between reported participation in antisocial behaviour and location of participants over time. At baseline, those from urban areas reported a significantly higher level of involvement in antisocial behaviour than those from rural areas, but while urban dwellers reported a sharp decrease in their involvement in this activity over time, rural dwellers reported an increase over time.

6.3.6 School- or Community-Based Cohorts

Using the dataset that had matched data across evaluation timepoints 1, 2 and 3, and additional cohort data received from the funded projects, the evaluation team identified 30 participants who attended school-based cohorts and 180 participants who attended community-based cohorts. This section outlines significant differences that were observed between these cohort types.
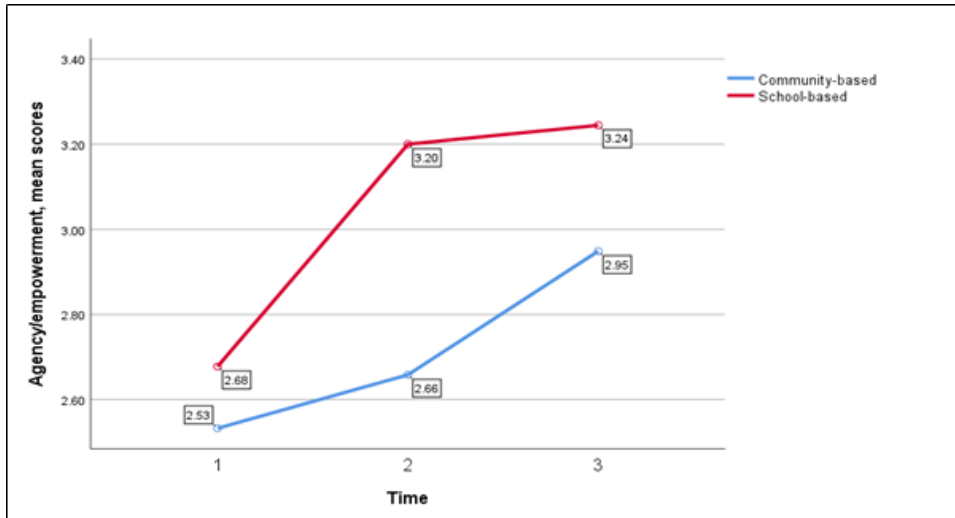
Figure 42. **Feelings of Agency/Empowerment in Own Community by Cohort Type**

Young people who attended school-based cohorts reported significantly higher mean scores for feelings of agency/empowerment in their community at all three time points.
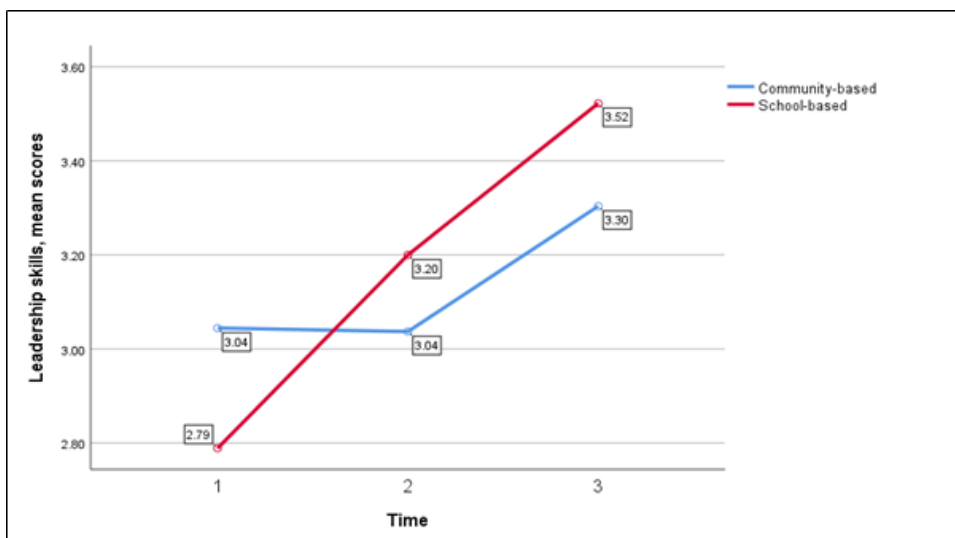
Figure 43. **Leadership Skills by Cohort Type**

Young people in community-based cohorts reported a higher mean level of leadership skills at baseline than young people in school-based cohorts, but young people in school-based cohorts showed a greater rate of positive change over time, with their mean score overtaking the mean score for community cohorts at Time 2 and staying significantly higher at Time 3 (see Figure 43).
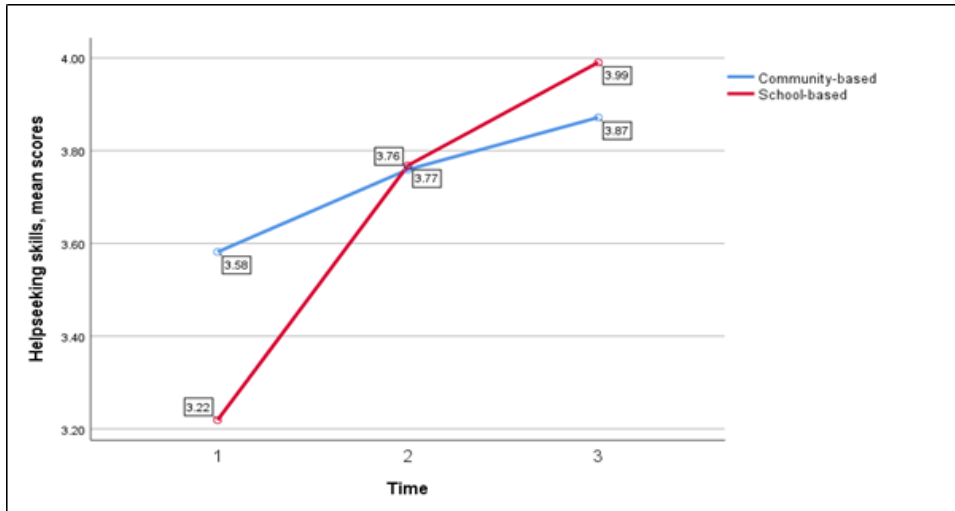
Figure 44. **Help-Seeking Skills by Cohort Type**

Figure 44 shows that at baseline, those in community-based cohorts reported a significantly higher mean level of help-seeking skills than those in school-based cohorts. Reported levels increased across the timeframe of the programme for both cohort types, but the rate of increase was steeper for school-based cohorts, such that their reported mean level of help-seeking skills was higher than community-based cohorts by Time 3.
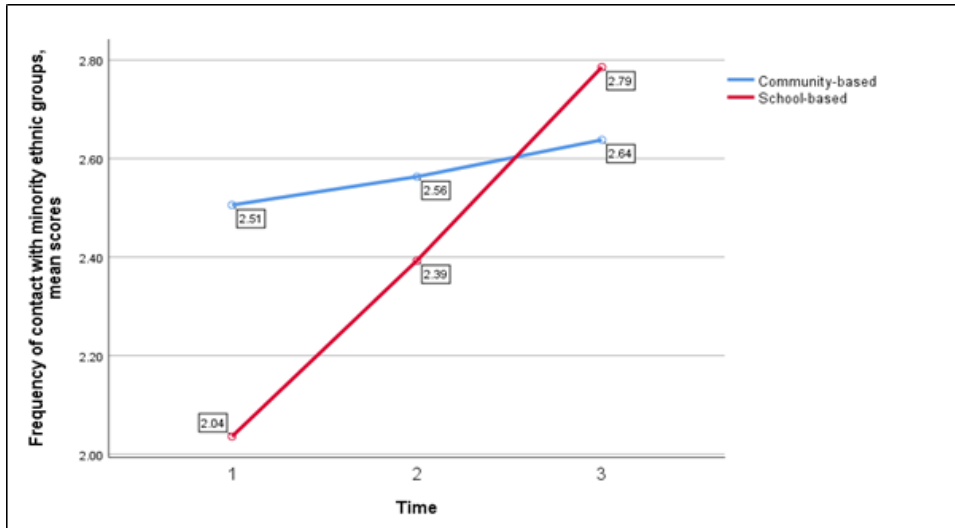
Figure 45. **Frequency of Contact with Minority Ethnic Groups by Cohort Type**

Figure 45 shows that at baseline, those in community-based cohorts reported a significantly higher frequency of contact with minority ethnic groups than those in school-based cohorts. Rates of contact increased for both cohort types, however, the rate was steeper for school-based cohorts.
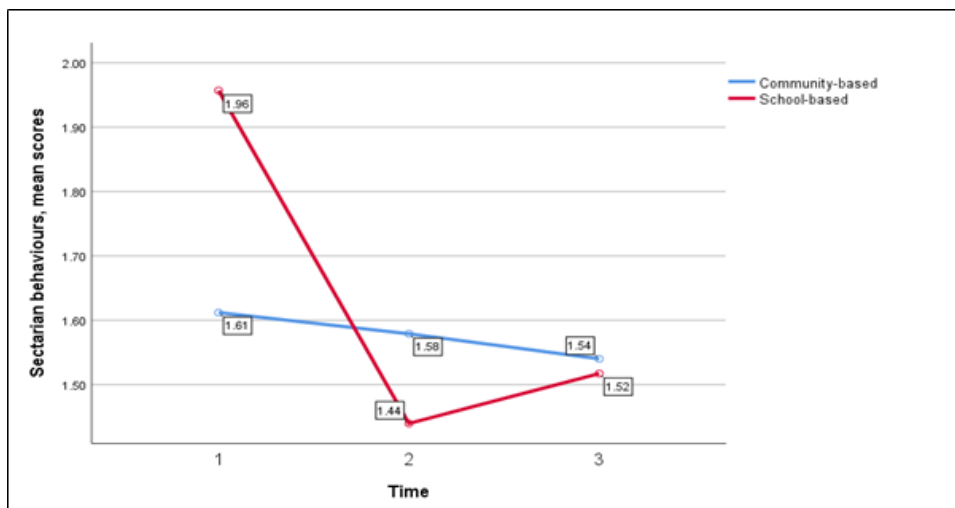
Figure 46. **Participation in Sectarian Behaviours by Cohort Type**

For both school- and community-based cohorts, reported participation in sectarian behaviour decreased overall across the timeframe of the programme. Those who attended school-based cohorts however showed a significantly higher rate of participation at baseline, and a steeper rate of decrease in their participation in sectarian behaviour by Time 2. Both cohort types reported almost the same level of participation in sectarian behaviour at Time 3 (Figure 46).

6.3.7 Delivery Mode

For those who had completed three timepoints, the sample size for different delivery modes was as follows: face-to face only, n = 243; mixed face-to-face and online, n = 13; virtual only, n = 74.

Significant differences in the distance travelled on the leadership skills measure were evident between participants based upon the mode of delivery of the first three months of their programme (see Figure 47). Those who had received face-to-face delivery reported the greatest positive change in leadership skills, while those who had mixed delivery reported a decline in delivery at Time 2, picking up again at Time 3 but not to the original level. The differences found were however small in size, in statistical terms.
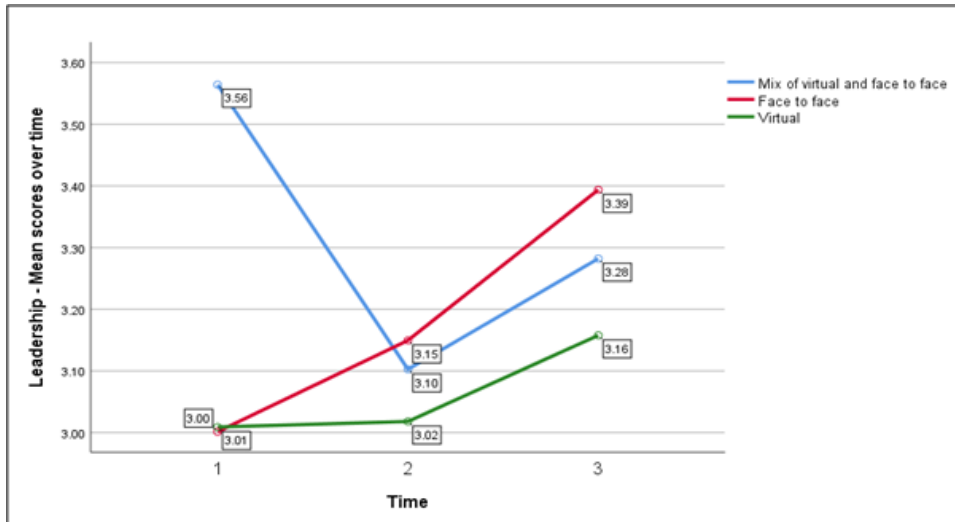
Figure 47. Leadership Skills by Delivery Mode

Significant differences were also found for help-seeking skills and behaviours by delivery mode (see Figure 47). Those who received face-to-face delivery showed the greatest positive change over time, overtaking those who had virtual delivery by Time 2. Those who received mixed delivery reported a decline in help-seeking skills by Time 3.
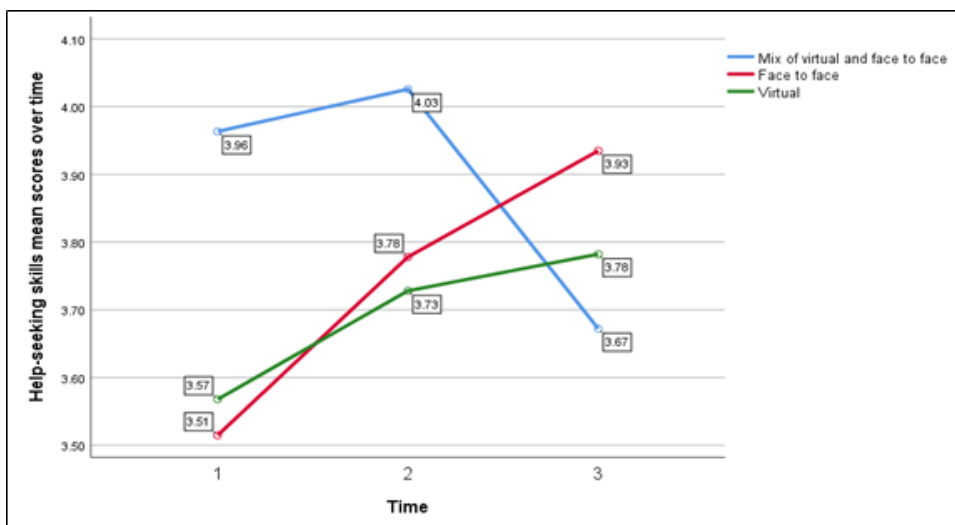
Figure 48. Help-Seeking Skills by Delivery Mode

Young people who had virtual delivery reported higher quality of intergroup contact during project activities at Time 1 than those with face-to-face delivery, and this difference continued through Time 2. Those with mixed delivery showed a sharp decline in levels of intergroup contact quality at Time 2, perhaps reflecting the onset of lockdown and a sudden change in the way they experienced their project. By Time 3, however, the rate of positive change for those receiving virtual delivery had declined and those who received mixed delivery reported

much higher contact quality, such that all modes of delivery were reporting similarly-high levels of contact quality by the end of their involvement (see Figure 48).
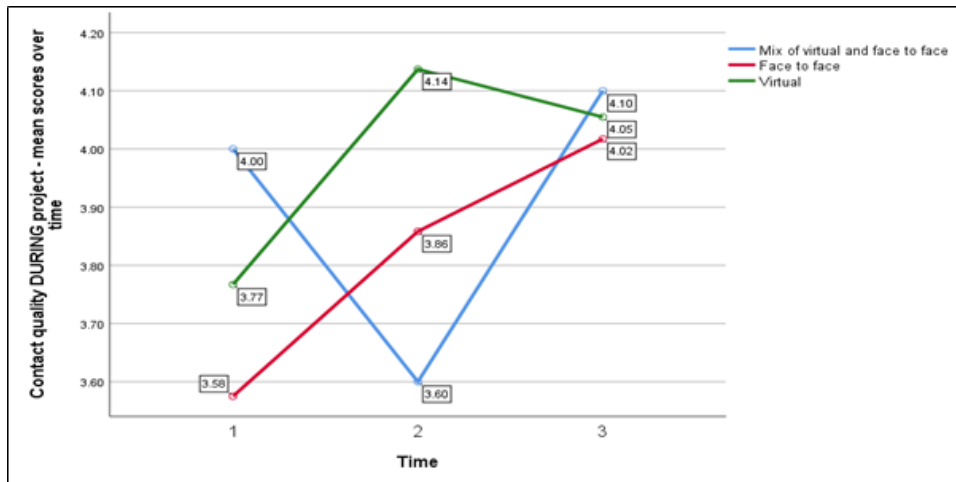
Figure 49. **Intergroup Contact Quality During Project Activities by Delivery Mode**

Levels of involvement in voluntary activity varied over time for all types of programme delivery (see Figure 49). Those who received virtual delivery showed little change over time; those who received face-to-face delivery showed some increase, particularly between Times 1 and 2; and those who received mixed delivery showed a sharp decline between Times 1 and 2 but a small increase from Time 2 to Time 3, perhaps reflecting the easing of lockdown restrictions.
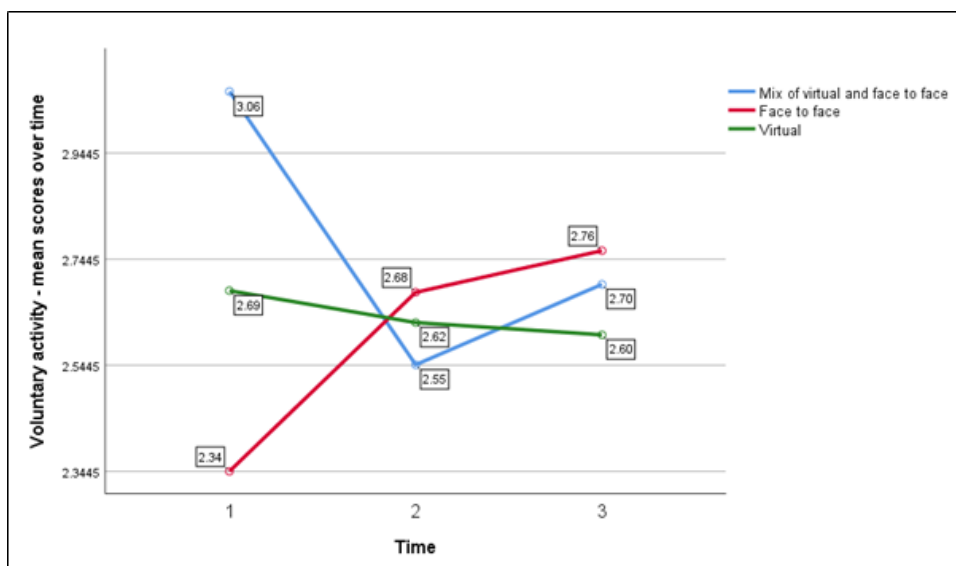
Figure 50. **Voluntary Activity by Delivery Mode**

6.4   SUMMARY

Matched data for those young people who completed all three time-points of the survey revealed a number of key differences based upon community background, gender, age group, cohort type, participation location (rural/urban and Northern Ireland/Republic of Ireland). These differences could be explained by several factors, including developmental reasons, contextual reasons (e.g. if surveys were completed at times of high tension in local communities), or heightened levels of self-awareness and self-reflection as participants spent time on their projects. Statistical analyses showed however that the relative magnitude of these differences between groups was small in in statistical terms; as such, the importance of these differences should be considered accordingly. Further, due to the limited number of participants in some of the subgroups, some of these results should be viewed with an even greater level of caution, and conclusions drawn from these differences are best saved for subsequent reports if the trends are repeated in later reports. This is particularly the case for the significant differences found within the illustrated survey dataset, as the matched sample here was small in size (n = 43).

7.   Focus Group Findings

In this chapter we present findings from a series of focus groups conducted with youth workers in 2019 and 2020 as part of the mid-term evaluation of Phase II. An overview of the nature of these focus groups is provided, including the topics under investigation and the analytic procedure used to determine themes emerging from the two sets of focus groups. Next the four major themes, and their subthemes, drawn from the qualitative dataset will be discussed in detail with relevant quotations provided for context. We close with a discussion of the challenges and recommendations made by youth workers regarding the impact of the COVID-19 pandemic and subsequent lockdown.

7.1   FOCUS GROUP METHODOLOGY AND ANALYSIS

Eight focus groups (with an average duration of 60 minutes) were conducted with 42 project staff from the summer of 2019 to the summer of 2020 in various locations across Northern Ireland and the Republic of Ireland. The participants represented 10 of the PEACEIV Specific Objective 2.1 projects, and included youth workers, monitoring officers, and project coordinators / managers.

The focus groups that took place in 2019 explored the following topics:

- The successes and challenges of implementing the first half of Phase II;
- The connection between core project activities and the achievement of outcomes;
- External influences that have helped or hindered project impact;
- Recommendations for future support and programme design.

The 2020 focus groups were completed just as lockdown restrictions were easing in July 2020. As such, these discussions centred on the particular challenges that were presented by the move from face-to-face to online delivery at the beginning of the COVID-19 pandemic as well as factors that had promoted programme successes during this time.

A thematic analysis of the focus group data was employed. In the absence of a large body of previous research, the development of a priori strategies regarding the direction of the analysis would be counterproductive (Pidgeon & Henwood, 1997). A thematic analysis is thus ideally suited because of its flexibility and bottom-up nature, allowing analytic themes to emerge inductively from the data themselves. Additionally, a thematic analysis has the advantage of

providing an insider's perspective, particularly useful to understand the factors contributing to an awareness of project implementation.

All focus groups were audio-recorded, transcribed verbatim and indexed. The sections relevant to the concerns of the evaluation were identified within the context of their occurrence in the focus groups and subjected to a thematic analysis following the guidelines set out by Braun and Clark (2006) while using the method of constant comparison to derive patterns of response types across the full data set (Glaser & Strauss, 1967). These procedures allowed for active engagement with the data in a close and rigorous examination.

The data corpus was read and reread by the evaluation team with key segments identified and descriptive categories developed based upon common features. This process was facilitated with the use of memo-writing and consensus building between members of the research team in a method of open-coding (Charmaz, 1995). Through further discussion and negotiation between the evaluation team, initial descriptive categories were further examined and both sub-categories and higher order categories identified. Next, sub-categories related to higher order categories were processed through axial-coding (Strauss & Corbin, 1998). This process was facilitated by a comparison of both positive and negative examples found within the data, and this lead to the development of a taxonomy of response types across the data. Establishing relationships between categories represented a movement from the descriptive to the conceptual, leading to the development of theories that are influenced by the data and also by existing literature. At this stage of the data analysis, theoretical saturation occurred when no new data emerging for the categories and the categories were dense enough to cover all variations and relationships (Willig, 2001).

Four major themes were identified from the transcripts. Firstly, participants spoke of major changes that had been implemented from Phase I into Phase II of the programme due to reflection on their practice. Secondly, there were a series of challenges that appeared to have continued from Phase I, which could now be viewed as fundamental problems. Thirdly, participants spoke of the factors that were key to enhancing programme impact. Fourthly, there were comments on the overall design of PEACEIV Specific Objective 2.1 Programme, and recommendations for future peacebuilding work. Finally, we will present a section on the particular issues that have arisen since the COVID-19 lockdown in March 2020, which map onto these four themes.

Below we present the four major themes that developed with sub-themes and example quotes, in turn.

7.2   THEME 1: Evolution of Practice from Phase I into Phase II

Changes to the delivery of the PEACEIV Specific Objective 2.1 Programme at a project level were discussed within focus groups as occurring in two ways: changes to how partnerships worked together, and intra-organisational changes.

7.2.1 Sub-theme: Partnership Working

Staff reported that by the second year of the programme, there was a sense that projects had *'settled in'*, and many of the initial teething problems of forming new projects (sometimes with new partners) had been smoothed out. In terms of partnership work, some staff reported better communication channels between partners (*'now we're at a place where people are just lifting the phone to each other'*), with clearer roles having emerged:

> *"We're quite lucky in that we can have those open discussions, and this is very clearly what the programme's about and very clearly what it's not about. And sort of just trying to work more to complement each other."*

> *"[We] would have staff training and then they [partners] could come and join – we could come and join theirs, which is specifically work-oriented…But I think there's that many of us that everybody's been able to somehow fill in and fit in and spread the knowledge, so our partnership relations is probably pretty good."*

Staff were keen to stress the positive impact of the strengthened relationships between partners. There was a benefit in terms of the wider use of partners' networks and resources, which improved the experience of young people on the programme:

> *"I feel like we've got better at that and kind of utilising those opportunities. And then, I feel like, the connections we've had with community organisations has just developed naturally, so…the citizenship stuff and good relations stuff has come to another level, this year – just with the partnership I suppose."*

> *"They and their training is brilliant. Being partners with them meant that we can share training resources."*

Having undergone experience of the project, some staff reported working together with partners to make adaptations to the project design:

"I think it's just one of those things, that y'know, where you can know your partners on paper, the entire thing is theoretical, but until you practically get into the day to day grind of what you're doing, those things can change, so we have had some adaptions in terms of agreement with partners, but that's just finding like what works best for both of us as we're moving forward."

The following staff member reported how, upon reflection with partners, they had changed the design of their project so that one-to-one work between a young person and youth worker occurred in the first weeks of the project before group work, to build a relationship of trust:

"The set-up of the project's changed slightly… instead of us starting then the first week, straight in with teamwork and stuff like that, our first two weeks is actually one-to-ones…because there's been so many needs coming through. We've actually had to sit with them and do intensive needs assessments and getting to know them and build a wee bit of relationship to get them in. Whenever we were sort of recruiting and then starting the first day, a lot of the ones maybe were sitting going, 'Oh I'm not ready, I'm not ready.'"

Staff also described how project partners were using each other's networks to not only recruit a greater diversity of young people within cohorts, but to open up further opportunities for young people by exposing them to a wider range of services:

"I would see a big impact on the young people, I'm working with two groups both in Belfast, and I think they get more, they would get more out of meeting groups from other parts of the country…learning about their perceptions of what the community relations and stuff like that is, where it can be very sort of black and white in Belfast."

"Embedded into our programme is [our] partner's community partners …to give young people a wider scope of the differences that are out there in the communities I suppose…so that would certainly be more better than working [with same-umbrella organisation] partners, if that makes sense."

"I suppose with ourselves one of the big themes is about reconnecting young people with their communities. Young people maybe disengaged from services [and] facilities, so you know, we've had a lot of young people who their progression has actually been into volunteering opportunities with community providers within the area. So I suppose that's been the benefit of having those partners on board and having the buy-in."

Indeed, one staff member explained how working in a partnership and coming together as a partnership for events gave young people a sense of being connected to a larger community, which complemented the Citizenship element of the programme:

"I feel like it's right where we've got better at working, as a whole team – so we do a lot more… social events, or collective social actions, together as a whole, and it's giving young people a sense of – they're part of something bigger, not just their own group that they come to every day."

Staff from one project explained, however, that while they had not had daily contact with their project partners, they had invested more in local networks as they moved into their Phase II work:

"I suppose whenever you're thinking about partner organisations….our partner organisations are like [in counties far apart from each other], so we don't really have that much contact with them in our day-to-day stuff, but, in terms of building partnerships with community organisations and just creating that wider support for young people so that they know supports that are in place after our programme finishes or that they know supports that are there in addition to our programmes for the more kinda complex needs that we're not specialised for, has really been a benefit this time around."

As well, projects that involved school-based cohorts described the positive impact of having closer relationships with schools. One staff member, whose project began to recruit more school-based cohorts than community-based cohorts in Phase II, reported how this change in design and close relationship with school partners had led to them evolving and developing their youth work practice, especially in terms of how to make good relations work relevant to a wider range of young people:

"It's changed for us in terms of, because of the numbers that we, our target is, we'd had to change. So our community-based programme has kinda had to take a backseat, it's all schools-based now for us…it's meant then that we have the opportunity to work within different schools, and we've developed really strong partnerships with those schools and had really, thankfully, great experiences working with the schools, for the most part. We have been working now with more like special needs young people and additional needs and really branched that out and really started to sort of develop our learning around that too and help us learn different things about different young people and their different additional needs as well as physical and the learning difficulties that come along with that, and adapting the programme to suit them. Y'know so if I were talking with them about good relations and about the language that we're using, they can understand it, relate to it."

7.2.2 Sub-theme: Intra-Organisational Change

A number of staff reported that some of the key (positive) changes that had occurred since the beginning of Phase II were related to their own organisations and how they had handled the demands of the programme. This included being more at ease with the paperwork, which led to more contact time with young people and a more streamlined process overall:

"We've just been able to, a wee bit, manage more with the paperwork, cause the first time round it was, all heavy paperwork, with the surveys too, but now cause we sort of, went through the first phase of it, we're sort of able to - have it set out and we know where to go and it makes it a wee bit easier for us to, sort of focus on more direct contact time with the young people and, not taking away from that to try and get surveys done and this that and the other. But, I think the paperwork has definitely been something different for us this time around."

Recruiting staff was an issue raised by several projects during Phase I. As projects moved into Phase II, data from the focus groups revealed that this was less of a core challenge. One coordinator described how their project had worked with SEUPB project officers to weave flexibility into the project design, which allowed them 'to adapt it so that it was able to be delivered by a part-time worker rather than a full-time worker.' Furthermore, being able to recruit a coordinator to post brought more stability to the project:

"I'm overseeing things, do y'know what I mean, rather than a couple of different people picking up different pieces and that it's sort of on me and I can run with it and I sort of have the broad picture."

There were some changes noted in terms of how the recruitment of young people occurred. One staff member reported that their project had experienced referrals coming in from young people who were past participants for their friends, which was taken as a positive recommendation – *"it's great when that sort of comes through because it means you're doing something right."* Others reported a wider range of referral sources than they had in Phase I. This was partly due to continuing challenges they experienced with recruitment, which will explored further in Theme 2.

Other staff reported that there wasn't as much need to 'market' the programme as compared to Phase I, as young people who are approached as potential participants are already aware of the programme and what it is trying to achieve:

"Definitely, I think last year was a lot of us explaining, the whole concept of PEACE and [the project] and what it's all about, whereas, people already know now, so you're able to hit the ground running a bit more."

In relation to within-cohort project delivery, staff from several projects reported that they had developed in-house banks of activities or a 'facilitator's toolkit', having reflected on the needs of the young people they recruited and what had worked best for them in Phase I. Staff stated that this had streamlined their planning process and saved staff time, while being responsive to the differing needs of young people:

"The biggest thing we probably did was we developed what we call a facilitator's toolkit, and it's basically like all the best bits looking in the sessions that went the best during Phase One…we kinda put it all together in a like a resource file and the materials and all for them as well and so we use that as a bit of a kind of a back-up for our planning, y'know —this session worked really well for this topic so sort of we've LGBT sessions in there, we've got mental health awareness skills, and so it's just that if there's stuff that a facilitator won't be familiar with, there's information for contacting an external speaker or information that they can go on… if they don't have time, if they're facilitating two groups and there's very limited time for planning. And that's there ready to go, and obviously you can adapt to your group's needs as well."

In a similar vein, several staff reported that their activity was more youth-led than in Phase I because they had given feedback to programme staff about what they liked or didn't like about certain activities. One person described other ways in which the activity now followed a more co-production model, rather than a top-down approach:

> *"Mine has kinda changed in a sense if you know what I mean – last time in Phase I, the day we came in we planned the whole six months. [In Phase II we planned] wee stages with these ones instead and it was actually them who planned their whole project themselves, so they organised a trip to the peace walls in Belfast…they did a couple of wee things…but the young people has got to choose where they've wanted to go, or they - like they researched the whole residential themselves now – last group didn't do that."*

Indeed, staff reported that in general, there was a better understanding of the needs presented by young people who were recruited for PEACEIV Specific Objective 2.1:

> *"Definitely, I think Phase One really opened our eyes a lot to what some of the needs are currently for young people…if you've worked on certain peace projects before you'll see that the needs now are very different from what the needs were then."*

A greater understanding of the needs of the target group of young people also resulted in youth workers having more confidence in terms of how to reach those young people:

> *"So Phase One was us sort of starting to see those issues [young people's anxiety], and then Phase Two is like, ok how did we address them then and how can we address them now, what's a better way of reaching out to young people?"*

A different project had reflected on the needs of the target young people and had altered their lead-in strategy before officially recruiting the young person, so that the young person could feel more at ease and be more likely to commit to the project if they signed up:

> *"I had young people that were sitting from March and they were waiting for ages if y'know what I mean, you were not really getting to see them but we were lucky enough I didn't lose them like. You were still getting in touch, texting them, whatever, but they were saying now about expanding the needs assessment out a wee bit, so making*

it—linking in with them if you can. Like obviously you need to be realistic and stuff, but linking in with them a wee bit more so actually going out to see them and that can reduce anxiety and stuff like that [Multiple: yeah] and then you can really see who is gonna like start the programme and who's not…if they're willing to meet up with you, say fortnightly or whatever, you have to keep in touch and stuff and I think it will work."

7.2.3 Summary

This theme has outlined the constructive changes that have been undertaken by the staff and community workers within the PEACEIV Specific Objective 2.1 projects in the first half of Phase II of the programme. These changes are on a reflection of what worked well in Phase I, as well as the challenges in the first year of the programme. At the partnership level, there was evidence of strengthened relationships, which resulted in benefits to the young people involved in the programme, due to the shared use of networks and connections to a diverse of people within communities and a sense of being part of a larger community of the PEACEIV Specific Objective 2.1 Programme. At the intra-organisation level, there was a sense that the projects had become embedded into the organisational structures. Administrative tasks and logistics were streamlined, and adaptations had been made in terms of how young people were recruited. There was a deep understanding of the needs of the young people targeted by the PEACEIV Specific Objective 2.1 Programme, and with project activities now tried and tested, there was confidence in the effectiveness of the interventions to improve young peoples' lives.

7.3 THEME 2: Fundamental Challenges

A second theme to emerge from analysis of the focus groups were a series of fundamental challenges that included a range of issues that have continued from Phase I of the programme. Due to the variety of issues discussed, the theme will be presented in several thematic sub-themes.

7.3.1 Subtheme: Recruitment, Retention, and Engagement

Despite a range of efforts to widen the 'pool' of young people recruited to PEACEIV Specific Objective 2.1 projects, representatives of several projects stated that enrolling eligible young people was a continuing difficulty. There were two main reasons given to explain this – the perceived concentration of PEACEIV projects in particular geographical areas, and the fact that young people who had previously completed a PEACEIV project were ineligible to enrol in subsequent PEACEIV projects. Staff felt that they were *"running out of young people"* in

some areas, and that it was sometimes difficult to book community spaces for their activities, given the number of local projects. As mentioned in the previous section about changes made moving into Phase II, some projects were recruiting more school-based than community-based cohorts to address this (*"especially in the South it's transition years…they've a lot more free time, but schools also do want them engaged"*), but there was a sense that it remained a challenge:

> *"We've thirteen PEACE programmes in West Belfast and you're all looking for the same age range, offering the same sort of blueprint – obviously other programmes are individual but, they're you're going round on peoples' doors and going, 'Were you not here last week?'"*

> *"We're finding that at the moment it's almost like there's too much PEACE IV work going on. We're coming across some young people that have already been through the process and they can't go through it again with another another organisation."*

Staff from one project reported that their recruitment was made easier because of the marketing capabilities of their large lead partner organisation, but noted that young people living in more rural locations still had to travel long distances to engage – the staff believed that having more satellite locations would work. Staff from both rural and urban projects noted that location was a key consideration – if project activities were not within walking distance or on a bus route, it was very difficult to engage young people. For example, gaps in public transport provision negatively impacted recruitment to rural projects more than urban projects:

> *"Part of the issue [with recruitment] is transport – the rural locations, fine if they're in Sligo town or going to school in Sligo town or around Sligo – but if they're out in Tubbercurry, or Ballymote, how do they get in?"*

Rural projects were often reliant on parents driving young people to meetings, but there was recognition that parents may have a lot to deal with themselves and may not be able to do this regularly. Staff from one project detailed the number of hours they spent in minibuses collecting young people in rural areas and leaving them home again, which was *"resource intensive"* (although one project worker used the opportunity to do one-to-one mentoring on buses). Transport costs and logistics also negatively impacted the extent of cross-community work that could be carried out in cohorts that had rural-urban links. Staff from several projects independently raised the issue of some young people's lack of confidence and anxiety about

using public transport (even if services are available), which negatively affects their participation.

Whilst some projects reported that they had experienced more success in recruiting young people from a Protestant / Unionist / Loyalist (PUL) background to their groups in than they had in Phase I, others were still struggling. These staff reported that they had approached youth clubs in predominantly Protestant areas to help with recruitment, to find that they were already partnered with other organisations. As a result, they had recruited PUL young people from the streets who were not engaged in youth clubs. One youth worker felt that part of the problem was a lack of faith that the project would lead to long-term change or support, perhaps due to past negative experiences:

> *"We're also finding that, like for us we have to have the 40/40/20 mix – we're not really getting that. There is a, there's a [PUL- background] group that just don't really want to engage that much, and going from talking with the teams up in [area] it's like 'you just want us to fill, fill seats at the moment, and then once this is finished you'll turn your backs on us again'. Y'know so that's, that's the sad thing."*

Groups that could not recruit the 40/40/20 mix of young people were reliant on meeting with other groups to do cross community hours, but some staff reported that these groups didn't have the same depth of discussion about good relations issues. The following staff member reported that more communication with project partners could help resolve this issue:

> *"I feel we need to use our connections maybe, because we're having problems recruiting, from Protestant families on the Northern side of the border. And we have connections here with our own churches y'know with our Protestant churches…that we could make the connections for them. We need to be talking among ourselves on the project boards and, and getting to know the people that actually can influence. Because that might be all it takes is a Protestant minister on this side of the [border], to be able to say to his partner or whatever up in [names of counties]."*

As in Phase I, project staff stressed that there was a challenge presented by the long-term, high contact nature of the programme, given the commitment it requires from young people. For some young people, the time investment may not be fully apparent until they are actually in the programme. Others will have personal circumstances or particularly complex needs that make a long-term commitment difficult:

"Some of the guys come into the programmes and they're totally up for it, and then they realise they're actually not ready for it and they're sitting going, 'I've bit off more than I can chew here and I'm not ready for six months,' or, 'Y'know I thought I was ready for it but I actually need to step out of it for now,' and then they'll maybe go into another programme later on down the line— to that end, it may seem like they're not achieving…"

"We have some that don't have the ability to have a proper hygiene routine; that are sofa-surfing; that are—so it's, these are the issues you're trying to break down before you can even start actually working as a group…it probably does speak for the dropout as well."

Other challenges associated with retention and engagement included engaging young people during the summer months, particularly young people in school-based cohorts (*"the [group] that starts in the summer is the hardest one to recruit because the school's aren't there, or there's other summer programmes happening"; "they've kind of equated us with school… they've kind of stopped coming and it's been really hard to keep them going")* and engaging young people in group activities who have little or no English (*"it's a challenge now trying to make sure everybody gets the same level of service")*.

A number of staff mentioned that the recruitment of young people from certain areas needed approval by *"local gatekeepers".* One project worker described how, at times, they had to ask *"to have a centre in certain areas, or is it ok if I take these young people from this estate."* One project worker noted how tensions in communities outside of the project, such as the tragic killing of Lyra McKee, local election campaigns, and the uneasy political context given the suspension of the NI assembly had led to the breakdown of engagement within one group:

"I had a group and they were obviously from different backgrounds and stuff, everything was going really, really well, and do you remember the girl who was killed in Creggan, Lyra McKee? That had a really big impact on my group, my group has went completely off-scale. Then one of them was commenting that it wasn't our side that killed her, it was your own side, d'you know that I mean? So that kinda threw everything in the air and we had to kinda take a break for a week….it's like that you would think a peace programme would bring them together, but I think just what happened in the city the last couple of months has had a big, huge impact on this group, and like I can't – like I couldn't – not to say like I'm waving my magic wand and

make them all come back again but like anytime I plan groups together then they don't – they don't show, d'you know?"

"That [election] completely divided them again… from then on, one side wasn't meeting the other side and then the days that I planned to bring them together, nobody showed."

7.3.2 Sub-theme: Meso-Level Challenges

Meso-level fundamental challenges were related to issues that continued to arise in the daily running of projects. While there was a firm sense that partnerships had smoothed out many issues of project delivery from Phase I, several project staff noted that some difficulties had arisen due to differences in how things were communicated to young people, and differences in their approaches to the work being undertaken:

> *"There kinda can be a bit of tensions going – in terms of like where people are coming from, y'know, in terms of value bases."*

> *"There's been issues with communication I suppose, trying to clarify for the young people, and that can create a little bit of tension between project staff and…that's annoying, it's annoying."*

At times there were different expectations in relation to how flexible or available youth workers could or should be for young people; a concern that was reiterated by staff during the COVID-19 lockdown period in relation to how available they should make themselves online (see Section 7.6.2):

> *"I think we're just, we're used to being flexible y'know… we suit the, the service users, like y'know, we'll work around them, and our timetable we'll go off, off of when they can meet us. But for [partner], that was almost like a new concept for them. They couldn't, and a lot of them are part-time staff, they have other jobs as well so y'know they couldn't get time off and stuff."*

Recruitment of staff did not present the same level of challenges as it had been in Phase I, but staff from three projects mentioned having to adapt their activities to fit with part-time hours or that they had issues with staff turnover, which in turn had impacted on the activities they could do and the consistency within a project (*"They haven't got the one-to-one 'cause we haven't*

got the staff at the moment to do the one-to-one, there's been issues regarding clearance and staff leaving the project, so there's only one staff there"). Staff from another project said they had agreed with the larger organisation in their partnership for a member of their staff to be seconded into the smaller organisation on a part-time basis, which filled a gap in the workload but *"it's not nearly enough – there needs to be four or five [extra staff]."* The staff member described how this had made logistics more difficult for booking and conducting activities. Another project worker stated that *"there's no commitment, the staff kept changing, they kept moving. We have them for six months, they'll be gone."*

Regarding paperwork, some project staff reported delays in administrative systems flagging up when a young person had previously completed a PEACE-funded project; sometimes young people were months into the group. This had an adverse financial impact on organisations, and some staff requested clarity about how to find out whether a young person is currently or has been previously in another project. Issues with the evaluation survey were also raised. Staff reported that the core version of the survey was onerous, particularly for young people who have English as an additional language:

> *"They've only been here for four months y'know it's just not applicable at all and we're trying to obviously break down those barriers of integration and…participate in the group, but to be honest it just feels like we're just doing the surveys for the sake of it, with these particular young people."*

The shorter, illustrated version of the evaluation survey which was developed for young people who have learning difficulties or issues with literacy was more welcomed:

> *"The adapted one's great like, we almost would love it for the groups that we're currently working with."*

Cross-border working continued to present challenges for some groups. One major barrier was the restriction on young people who are refugees crossing the border. Another issue mentioned was the invalidation of insurance policies for certain activities when they were carried out on the other side of the border, such as water sports or horse riding.

7.3.3 Summary

Despite innovations and adaptations on the part of projects, the recruitment and retention of young people into projects continues to pose some challenges. This is due to several factors:

issues with service provision; the high level of needs among the target group of young people and the intense commitment required of them to participate in the programme; and ongoing community divisions. Other challenges that continue for some projects into the first half of Phase II include: differing partner expectations; recruitment of staff; delays in knowing whether or not a young person was eligible to complete the project; and the burdensome nature of the core version of the evaluation survey.

7.4 THEME 3: Factors Promoting Programme Impact

This theme explores the multiple factors highlighted by project staff that were viewed as crucial to the achievement of the PEACEIV Specific Objective 2.1 Programme outcomes. Each factor is presented below as its own sub-theme.

7.4.1 Subtheme: Positive Relationships and Mentoring

The person-centred, positive relationships built between project staff and young people were seen as crucial for achieving programme success. Establishing that relationship from the outset was *"critical…or it's not going to work at all."* As one youth worker explained:

> *"[My role is to be] that critical frame, that lamplighter to try and sort of develop critical thinking, help them, challenge them, their values…you're not fighting with them, it's like it's all about exploring and trying to help them to explore their values and we're not putting our things on to them but it's about them."*

The first few months of the project were viewed as *"key"*, with young people getting to know the staff and building up to having more difficult conversations. Representatives from most projects claimed that during this time they met with young people mostly on a one-to-one basis to work on personal barriers and build trust:

> *"Some young people don't have a place to live, don't have any money, need a hand getting foodbank vouchers, and like all those initial steps to overcome the realistic barriers that they have in their lives is really crucial I'm finding to building relationships, to saying you're not, I don't just have to come in here to sit in a group you're actually here to work with me where I'm at, and that person-centred approach is so vital for then building that trust, and then working up to having those conversations."*

Youth workers were keen to state that progress in the Personal Development range of outcomes (particularly confidence and self-esteem) were the cornerstone of progress in the other key outcome areas of Good Relations and Citizenship, and they worked hard on this at the beginning of their time with each young person. Personal Development is *"massive, even for a child that comes from a very stable consistent structured home"*: Youth workers reported making it clear to young people what their expectations were, and what young people could expect of them. They challenged young people to build their self-reliance, resilience, and critical thinking skills; some had major issues with anxiety:

> *"There's an awful lot of groundwork and confidence-building that has to be done first before you can even start about going across the border and meeting up, with a group that's over in [town]."*

Youth workers went into great depth to explain why one-to-one mentoring has such a positive impact on young people. Young people are having the chance to *"talk about issues that wouldn't normally be talked about,"* even for those young people who are reticent to share their experiences and opinions in a group:

> *"You get loads of big personalities in a group, but having those wee one-to-one chats and conversations to see where they're at brings it back to them if you know what I mean, gives them the opportunity to go, 'Well actually I am struggling with this,' or, 'I, I am doing ok."*

Mentoring helped young people to talk through family and transgenerational issues they encountered, such as *"separation, alcohol abuse…and massive social issues….several partners maybe in a home… it's definitely where you learn more about them, is the one-to-one. And you do get to know what's the situation at home."*

With regard to Good Relations outcomes, mentoring by a role model who is perhaps from a different community background had an additional positive impact. Young people formed attachments to their youth workers (*"the lads really grew to me"*) and seeing their mentor engage with other young people from different backgrounds increased their own confidence to engage *("I didn't think some of them would have grew to me because they were that radicalised in their opinions…but they did").* One youth worker stated that young people's *"defences might be up"* about their intergroup attitudes even in a one-to-one situation, but *"when there is a bit trust…mostly they would bring it up themselves and you'd sorta just guide them, or steer them."*

Relationship-building with parents and guardians was also viewed as important to both the engagement of young people and the impact that the programme would have on young people. Youth workers described *"texting going on all the time, with change of venues maybe, bringing in whatever clothes or money or lunches…you're dropping them back again and you have a quick chat."* For more vulnerable young people, youth workers reported having meetings with parents to help resolve issues if the young people were struggling. One youth worker however said that some parents have a lot of "*fear…it's how they're raised, it is that sort of fear of putting your child at risk"* which can impact how willing they are to let young people partake in certain activities or go to certain places, while other parents or guardians "*force [young people] out of the house"* if they are reluctant to engage.

7.4.2   Subtheme: Structured Days

For some young people, having a routine in place and maintaining a structure to their day was viewed by youth workers as highly important to their success. Project activities were characterised by sitting down together, eating meals and talking together (*"it sort of replicates like a family situation…most of them never did that."*) One youth worker explained that for some young people who came from the fostering system or had been in care *"a lot of things are done for them, then they reach an age and are 'let go'….they've no concept of how to budget their money, how to live in the home by themselves, how to cook and stuff."* Having the structure in place for a sustained period of time and keep to a schedule *"gives them a wee bit of footing to actually get a bit of order into their life and then that can build them up for tying that on into five days a week for a College course then."* Indeed, for those projects connected to colleges of further and higher education, youth workers reported having to use the space carefully – they didn't want to 'split them off' and feel alienated from other students, but at the same time they wanted the experience of the project to feel like alternative education.

7.4.3   Sub-theme: Group Work and Diversity

Group work was a key element of achieving project impact. Sharing the experience of the project with other group members and progressing together *"has the potential to create a real bond between them."* Long term contact in the group gave young people an excellent chance of forming friendships, even if the sustainability of the friendships is more uncertain:

> *"Just the process, and giving them the opportunity to be friends, and now they're like that [crosses fingers] and you can't separate them, so—that's not to say some people might be a wee bit standoff-ish about making friends and stuff because they have their*

own issues and they might be a wee bit self-conscious, and just a wee bit nervous and stuff in general, but generally they do make friends—whether they last or not, it's just up to the people…cause a friendship is a lot of effort, y'know and it just depends whether or not they're ready for it because obviously as well if they are coming from a background where y'know they are struggling or they don't have a house or things like that there, then they may shy away a wee bit more."

Some youth workers gave examples of deep friendships forming (and at times, romantic relationships) between young people *"that would never have formed even though they lived in like close proximity,"* with some relationships having continued since Phase I of the programme. Social media was viewed as particularly useful for helping to connect people at the end of projects, and to also ensure that young people remained exposed to a wider range of viewpoints and ideologies.

In the same vein, helping peers with their own journeys promoted young people's personal development *"even if they don't open up…even if they're just participating on a particular topic, like say mental health issues, and they're comforting somebody or they're just, they're supporting somebody through it."* Group work with a diverse range of young people was considered especially effective, as it further developed young people's self-awareness and understanding of their own identity and respect for other cultures:

> *"We've been really lucky to have four asylum seekers in our group, which has brought that level of diversity to a whole new level, which has been brilliant and the kind of green and orange conversation has just opened up so so much."*

> *"The diversity that we've had this time round in the group has really [given] us an opportunity to bring that all into the room because having the, having two girls from Somalia sitting saying to the group, 'But Catholics and Protestants are both Christians, so what is the difference?'"*

> *"A lot of the Good Relations learning is actually very natural, because they've been in a group with people from different backgrounds, diversities like, for example a group that's seeing refugees, LGBT, Catholic, Protestant, ones that come from different ways that others would never associate themselves with…they'd never seen, never seen a Muslim before."*

The Good Relations and Citizenship elements of the programme were found to complement each other particularly well when young people from multiple cultures were together in the room, and the consideration of the circumstances of young refugees and asylum seekers in groups helped give other young people a better understanding of power structures in society and human rights:

> *"We're doing a lot of work around identity too, like what makes you 'you' and starting that from the basics of what you're presenting to us in the room right back to your core and what are your values and what is your identity…I think it's important not to understand just your own identity, but trying to figure out like the wider society as well, understanding like power structures and who pulls the string and how the media can influence us in terms of the decisions that we make, 'cause even, how often do you look at something on Facebook and think about ten minutes later, 'oh it wasn't true.'"*

Diversity could come in many forms, and youth workers were keen to show young people that their community was *"not as black and white as y'know, born and raised in [area] and that's who I am, there's a lot a lot of kind of grey areas within that as well…your community is the care system or is the hostels or is the homeless community, or is the drug-takers or is the rough sleepers."* There was a view among youth workers that young people's past intergroup contact and perception of diversity within their community had an impact on their starting point on the Good Relations indicators: *"the young people that have the really kind of entrenched views of Catholic, Protestant, whatever else…are the young people that haven't really associated with anybody outside of their street."* Indeed, one youth worker described the positive impact of deliberately running group work sessions in community centres that were viewed as 'belonging' to one community or the other, believing that it was important to open up those spaces to young people who had never been in those areas before.

7.4.4 Subtheme: Connecting Good Relations Work to Real Life

As found during Phase I of the programme, youth workers reported having a challenge making the Good Relations element of the programme seem relevant and engaging to young people. At times, sectarian attitudes and behaviours were uncovered after some discussion: *"quite often their initial reaction is, it's not my fight, dy'know, that was another generation and stuff…then once you start scratching beneath the surface [they] start to go well dy'know if they burn our flag we should burn their flag, sort of thing."*

For others, youth workers connected Good Relations work to everyday experiences, macroaggressions and other behavioural consequences of sectarianism: *"some young people would say something like, 'it's not to do with me I don't identify as Catholic or Protestant,' or whatever and maybe they have…mixed families…but then sometimes they're going, 'Well depending on where I am I'll use my other, the other surname'."* This strategy of starting with the *"small, everyday things that happen to them"* was seen as successful because these experiences could be connected back to attitudes and values, but *"if you start at the attitudes and values I find it can be difficult to get the buy-in."*

Current affairs and politics were also a starting point for conversations about good relations:

> *"They say 'it doesn't impact me' or 'that was in the past' y'know but then sort of when they start talking about identity and, like current affairs and stuff that that…'cause whenever something happens, that's whenever they do….it would make them look at themselves a bit."*

One youth worker described starting with history and culture, *"educating them on their own culture…then the guys raise the questions and they take the lead on it and you go with that and see what actually comes up."*

The good relations impact had in some cases spread wider than the young people in the programme, to their families too:

> *"I've plenty of young people who are going back and now have the confidence to challenge their parents and say, do you know what…maybe you shouldn't really be saying that about this type of group."*

One youth worker gave the example of a young person from a republican area who went to watch a Twelfth of July march, and as such, had challenged her family's cultural norms: *"her mummy went and stopped me one day and I was like 'she wanted to do it'; she was all 'you're going against us', and in all honesty - I was all 'that's the whole point of the programme, y'know you're supposed to challenge each other.'"* Another youth worker said that several parents had later contacted them about the Good Relations work to tell them about the positive change they had witnessed.

These attitudes were sometimes linked to concerns about young people's sense of personal safety *("you see a lot of parents not wanting to let their kids go, 'I don't want so and so in that*

area") and where they can go in the city; these are often transgenerational norms that need to be addressed by youth workers too, to achieve progress on Good Relations:

> *"For them, a lot of it is transgenerational, in terms of the Catholic-Protestant thing, and it's more of a—it's more either what their parents or their grandparents has told them about Catholics or Protestants, or it's more just a—a safety thing, 'cause there's this label of a particular area, and if I'm in that area I'm going to get hurt or something's going to happen to me. So it's more about addressing those sorts of issues."*

Related to the previously mentioned issue of gaining access to communities through gatekeepers for recruitment, challenging community-level norms was seen as a barrier to the long-term sustainability of positive changes in Good Relations areas:

> *"When you're running within a certain community, then the young people will know exactly who pulls what strings in that community, and they won't want to be seen to be expressing any opinion or view that goes against that, because word travels fast. And that's even from the recruitment point of view as well."*

Indeed, one youth worker relayed the story of a participant who had made many friendships within the group, but pressure from his own life outside of the group resulted in the friendships fading away: *"Everyone loved him, everyone got on very strong, but he was too ashamed to bring that outside of the group. And that's something we have no control over we can only do what we do within the group."*

7.4.5 Subtheme: The "Magic" of Residentials

Residentials were viewed as the *"cement"* that gave time and space to link a lot of the PEACEIV Specific Objective 2.1 work together, thereby promoting success in all three outcome areas of the programme.

Youth workers claimed that for some young people, the *"magic"* of residentials stemmed from *"taking them away from their usual environment…in the past they may have always been told, no this is where you're from, this is how you have to behave, this is what you must do, this is what you must wear, this is – we're taking that and going, 'run free!'"* For an extended period of time, young people *"can forget about everything they're used to…they would sort of near enough be themselves."* For those most in need, a residential can also offer stability and calm for a number of days (though it was reported as sometimes being a triggering environment for

those who had been in custody or in care), and it offered respite for young people who are carers or are worrying about making ends meet – *"they get to be kids."*

Residentials were said to *"break down those barriers"* in conversation due to the *"safe space"* it provides and the *"bubble"* that is created. One youth worker described how a residential had given her group space to reconsider an earlier argument and division in the group (*"they were having these wee conversations and then I said 'right would you look at it this way now?'"*) helping them to become a cohesive group again.

The mixture of structured and unstructured activities in the residential gave young people *"the space, I suppose, to explore both new friendships and what's important to them, their values."* Young people engaged in *"deep sharing"* and respect for each other and their past experiences emerged from this. The new environment of a residential often included a diverse range of young people from the wider project, giving them an opportunity to learn more about each other's cultural backgrounds.

Residentials also gave young people an opportunity to help and encourage others: *"what we find is a lot of young people step up to support other young people in that situation…they're like, 'Come on, you can do it.'"* The environment was also conducive to deepening young person-youth worker relationships by giving them an opportunity to talk about things in depth:

> *"if there is anything that comes up, any issues, and you wanted to address it with the young person, [you can do that]…[maybe] you haven't had time in the group to do it, and you wanted to sort of keep an eye on them over a period of time."*

Young people also get to see that the youth workers *"are human, we have fears too…the young people are cheering us on [the high ropes]…we're in the same situation as them as well, it's good for them to realise."* They role modelled the behaviours they wanted young people to emulate, *"I think it's the letting those moments happen as well, being prepared to do things that you want young people to do, and having that as a role model."*

Many project workers mentioned the importance of holding two residentials in the journey of a group. Some felt it was best to have a first residential near the beginning of the project to *"get to know each other, crack this open."* Holding a residential at the mid-point of their involvement improved relationships *"tenfold"* – youth workers got to understand the young people better, the young people got to know staff and each other better too. As one youth worker stated, after the mid-point residential, *"you're always going back to those memories— 'Ah do you remember*

[event] on the residential!'." A second residential at the end of the process helped to give "closure" and gave a chance for young people to *"reflect"* on the progress they had made, as some young people found it hard to leave after six months together – *"it's a big thing"*. Youth workers reported spending time at the final residential preparing young people for their next steps, so that they did not fall backwards in their progress:

> *"The residential at the end probably would be something that would cement it and go, 'Right well this journey's over now, what's coming next? And who am I because of that?'"*

7.4.6 Subtheme: Outdoor Work

Outdoor work often took place within the context of residentials or day trips, and project staff from across the programme stressed the importance of this to help achieve programme outcomes.

Outdoor work included cooperative, goal-based group tasks that were particularly effective in helping to break down intergroup barriers between young people (*"that's what we've found…our best tool is the outdoor environment, 'cause it breaks down all barriers….they're talking to each other a lot more."*) One youth worked described an interaction between two young men from different community backgrounds during an outdoor activity; one was helping the other to climb a rock face, and said *"Y'know you really helped me out there, it's not always me helping you out,' and then he's like ah, y'know, this is what the whole programme's been about! Unreal!"* Such experiential learning was viewed as more effective than what could be learned in a classroom: *"they're always in a classroom…sometimes their defences might be up."*

For young people who had mental health or addiction issues, outdoor experiences were associated with positive learning moments:

> *"It's invaluable to our groups. We're talking about working with young people who have drug issues and stuff and we're teaching them that you can get the exact same high from climbing up a mountain or, you know it's that seeking natural highs, it's unbelievable, it's really, really affirming for them and life-changing."*

> *""There's young people [who] have huge issues with OCD and being dirty and can't even be in that outside environment at all – some people have never left*

Belfast…we're giving them the opportunity to climb somewhere up the Mournes…you get them to look at the fear that they went through to complete that and how they feel about completing that task, and then ask them the next time they feel that fear in a classroom setting or in the community, how they can like get back to feeling that how they can face the fear and get back to that feeling good thing in that natural [environment]."

The (mainly Personal Development and Good Relations) impact of such activities was embedded by the skill of staff in their reflection of what had happened during activities, picking up on cues, and without fear, unpacking the work properly:

"If they happen to be doing abseiling, it's all related back into challenging your views by going into fears with resilience, so it's always that outdoor stuff is thematically linked in with the programme, very sort of intense work that can be done with that thing if it's reflected on properly and if you know have people who really know what they're doing. And that can be hugely beneficial."

"They're crucial and everyone says, y'know, 'Oh you're on a residential, games and activities all day.' But actually there's so much work that happens in it."

One-to-one mentoring while outdoors was an especially powerful mix of strategies that helped to further the relationship between young people and staff, which in turn had a positive impact:

"A lot of the great work that happens is literally going on a walk in a forest park somewhere, walking, talking, chatting…you're not having to do this intensive eye-contact that we're all trained to do. Do you know like if you're in a car you can talk naturally to people? That's kind of what happens, and then that's where a lot of the learning for the workers happens, 'cause they get to know a lot more about what's going on for the young people 'cause they're not under the spotlight."

For one project, personal training sessions at an outdoor gym were a key activity that helped to promote young people's personal development:

"It's a neutral venue...a couple of the girls that's in the programme like, their mental health has went has went right up…from where it was like, and their whole confidence, y'know because they're in working out… they feel confident now in their own wee bodies."

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7.4.7 Subtheme: Celebration Events

Project staff from several projects emphasised the importance of 'celebration events' when a group complete their project, to showcase the progress that young people have made during their time. Similar to the effect of residentials on programme impact, these celebrations were seen to "cement the change", particularly the change in the young people's confidence. Young people who were said to have been extremely shy and anxious at the beginning of the project "*got up and spoke about their experience on the programme"; "and there was one wee boy and he said that it had made a massive difference to his life.*" The example was also given of young men who had created a video focusing on mental health. Having that "*product, something physical*" that they could present and showcase to multiple audiences was said to have "*given them massive confidence".* The events were thought to have had a positive impact on current participants in projects, given the inspirational stories being told.

Youth workers reported that sometimes young people did not want their families to come to the celebration events (*"they just wanted their own wee group"),* but sometimes families came and there was a wider positive impact:

> "*Some families have never left their communities and like now they're in the town watching their kids on stage…you can feel that energy in the room, that this is a really special thing for everybody involved here.*"

Some youth workers mentioned that they were appreciative of SEUPB attendance at the celebration events and at other group activities, as it was a sign of support and validation of the youth work practice:

> "*SEUPB have attended some of our events and you know they have actually met with the young people…it was great…the fact that [they] sat in and was meeting the young people and hearing what they had to say for themselves.*"

7.4.8 Subtheme: A Good "End" to the Project

Lastly, some youth workers reported that to sustain the progress that young people have made at the end of the programme, they began the process of transitioning onwards quite early, at around four and a half months. For some young people, the purpose was to help them see that they had "*outgrown*" the project, and to help them find something that would enable them to grow further. On the other hand, some youth workers felt that "*"[young people] were only*

getting to know you" at the end of six months and were not ready to move into something else. Some youth workers were reluctant to call the end of the project *"transitioning out",* because *"a lot of these people are going nowhere… unless we're transitioning them to something, it's not right."* They cited the paperwork they had to do when a project came to an end and other work that was continuing with other groups as factors which made it *"unrealistic"* for them to spend a lot of time developing further pathways for participants. There was a worry that all of the trust and the relationship that had been built with that young person was not being utilised:

> *"I just have issues with that because we're coming in, even if it's only for six months, we're building a bit of a relationship with these people, they're getting to know us, they're getting to trust us, we've all this information on them, we know about them stored in our minds or whatever, and we're not able to tell anyone that to make life a little bit easier for them…it's unethical."*

7.4.9 Summary

The focus groups revealed a number of key activities and factors that helped to promote and embed positive changes in the Personal Development, Good Relations, and Citizenship outcomes areas of PEACEIV Specific Objective 2.1 Programme. This included: positive relationships between young people and their youth worker, including one-to-one mentoring; structured days; group work and high levels of diversity within group work; connecting Good Relations work to the lived experience of young people; residentials; outdoor work; celebration events; and planning for the end of the project.

It should be stated that YouthPact was highlighted within the focus groups as hugely beneficial for supporting, developing, and promoting all of the youth work practice outlined here. Data from the focus groups regarding the positive impact of YouthPact on helping projects achieve their aims is presented in Chapter 8.

7.5 THEME 4: The Design of Peacebuilding Programmes

This theme explores elements of the overall design of the PEACEIV Specific Objective 2.1 Programme that influenced how impactful it was, as well as recommendations from the programme staff for the design of future peacebuilding programmes.

7.5.1 Subtheme: High Need Target Group

Staff commented on the type of young person who the PEACEIV Specific Objective 2.1 Programme was aimed at, noting that some young people were dealing will multiple issues such as addiction and other mental health challenges. In addition, some young people needed help with 'basic needs' such a food and shelter. A more frequent issue that seemed to impact many of the young people was anxiety. There was some discussion around whether anxiety was the root of other problems, a symptom of other problems, or sometimes both. There was a sense that the design of the programme was different from previous PEACE programmes as they had to account for these additional needs:

> *"Before you could just sort of look at integration, inclusion and things like that, but nowadays what we're finding is a lot of young people coming through with maybe anxiety."*

> *"So many mental health issues, so many, anxiety is like massive. And how do you separate that from, how d'you separate the cause from the symptom? The young person doesn't invent that or make that up like, that's coming from every aspect of their life."*

> *"Some don't have the ability to have a proper hygiene routine; that are sofa-surfing; that are—so it's, these are the issues you're trying to break down before you can even start actually working as a group."*

Several of the staff interviewed believed that the focus of the programming *'should be on mental health and social difficulties – because that is much more prominent now.'* As such, putting Personal Development at the core of the programme was deemed crucial:

> *"I think for projects going forward it's, it's to have the resources to put into personal development. One-to-one first and then look at group. And even in a group people still need the one-to-one to develop themselves."*

7.5.2 Subtheme: Enrolling in Multiple Projects

Several youth workers raised the issue within the programme design of the restriction on young people participating in multiple PEACE IV-funded projects. One aspect of this issue concerned the developing needs of young people as they move from middle adolescence in school to late

adolescence outside of school. One youth worker explained that as all projects have different types of activity, young people's needs at different stages of their adolescence may be met by participating in multiple projects in succession:

> *"The way that PEACE are looking at the programmes…it's not just a PEACE programme, they're all individual and very different and target young people in very different ways. So if I – I know in [organisation] they took different adults' programmes, whereas if they're doing a programme with me they might want to go onto something else which might be a step up for them, something they generate which is completely youth-led and what way they're involved in the community and stuff, whereas another programme might just be about, y'know, surviving."*

Another youth worker discussed the challenge of working with young people who are disengaged in school, who may continue to be disengaged after they leave school and may need more structure in their lives, or that their circumstances change after leaving school, but they will find they are ineligible to join other PEACE projects if they participated in a school-based cohort:

> *"I think we're going to see this massively with schools groups as well, so we're working with sort of complex young people within a school-based setting, but these kids are going to leave school and they're going to be looking for opportunities like the ones that we're all offering and it's going to go, 'Oh sorry you've already done this programme in school.'"*

This youth worker also questioned whether all young people who agree to participate in a (school-based) project have really given their informed consent, if they do not realise that doors to community-based projects will be closed to them upon leaving school:

> *"Obviously we can do so much in telling young people what they're involved in and what the programme is and we give them that choice whether they want to be involved or not but ultimately the schools are going to go 'actually, you probably need this programme, we're going to put you in the class'. So I worry that maybe a year, two years down the line, young people are going to look for these opportunities and be turned away again. I think PEACE need to very seriously consider what I'm thinking about."*

Several youth workers gave examples of young people they had worked with who would have benefitted from further involvement in the PEACE programme after successfully completing one project:

> *"There's not gonna be nothing there for- to support her, she can't go into any more PEACE teams… That would really beneficial like benefit her to do at least another six months like d'you know. There were a few wee girls in there too that wasn't ready for employment or wasn't ready to go back into education because they didn't- they didn't- they didn't believe in themselves, they didn't have the confidence to say d'you know what I can do it."*

Indeed, there was some confusion about the circumstances or criteria under which an argument could be made for allowing a young person to transition into a second PEACE project:

> *"We had one, we'd one girl that I'm still in contact with from the first, very first cohort, and she's been looking for something like [name of other PEACE project], and I've suggested to her that – 'cause I'm nearly sure… you can make an argument, y'know."*

> *"R1: They have to be out of a peace project for at least two months or something*
> *R2: But they can't go back to the [original PEACE project], like I couldn't take my young people back again*
> *R1: they would have to move on to…somebody like different like."*

One youth worker stated that they wanted to be '*trusted'* to make a recommendation in relation to young people's recruitment to successive projects: *'our intentions are what we say they were, and that they're always for the benefit of the young people.'*

7.5.3 Subtheme: Overall Structure

Based on their experiences of the PEACEIV Specific Objective 2.1 Programme and working with young people with a diverse set of needs, youth workers had several recommendations in relation to the overall structure of future peacebuilding programmes, including PEACE Plus. While there was a lot of support for the long-term nature of the PEACEIV Specific Objective 2.1 Programme, one idea was to offer a 6-week programme or a 3-month programme, only leading into a 6-month programme for those who need it or who are ready for that level of commitment:

"We're very lucky to have six months because yes you may get a few drop-offs, young people are unpredictable, you're not—you're very unlikely to get the whole group and the whole way through, because life happens. But for to have those six months for young people to even develop…so, I think six months is a good time but obviously it depends on the young person and what they're able for and what they're ready for."

"R1: It's a shame you can't do like a six-week programme leading into the six-month programme
Multiple: Yeah
R1: Even if they're not ready for a six-month programme then we've at least achieved a six-week programme then at least that's something."

In several of the focus groups, project staff were in favour of programme design that resembled a 'menu' of options for young people; for example, some young people could benefit from being involved in mentoring in a project, whereas that may not suit others. A funded menu of options might help solve the tension between what the funding is for, and what a young person needs to help them develop:

"We've one or two as well who completed cohort one that I'm sort of engaging with now nearly like in a mentoring role… So I'm putting the time in and the work in because that's the right thing for those young people [but they aren't counted in our numbers], do you know what I mean, and it would be wrong for us to say 'that isn't part of our core [service] or we can't – do you know what I mean?... we're very value-based workers. At the end of the day that's not going to be recognised in any way in this cohort so it would be nice do y'know, if that was a possibility. At the end of the day the work's happening, do you know what I mean? Because it's, it's, it's the right thing for the young people."

There was also recognition that for many young people, a structured 6-month project is not required for their level of need; what would however be helpful is a drop-in clinic style of service, or to have someone just available for a chat:

"We've had a lot of young people come on board who've been involved in youth and community work throughout the years, but as [name] was saying earlier y'know, support networks aren't there, and everything kinda falls apart."

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"There's some young people who won't need to see you like every week or whatever…y'know, they'd build up relationship with – with the staff on the project, and just to have the option of maybe like, can I come in next – or two weeks' time…that's all they need, an hour, an hour and a half a week, that is minimal, and you could do that with mainstream youth clubs that are out there."

Some youth workers described how they already try to provide this service for young people, or do three or six-month follow-ups to try to see how young people are doing after they leave:

"We also leave it open that if they need more support they could come back to us at any point like we've had one or two of the young people just come in for conversations because it's something that they needed, you know, or references, or just to look up something, or look for courses that maybe they'd stopped at a certain point and not got on the course, and then looked for another course and said, 'Can you help me find, this is what I'm looking for?' And we've went, 'Yeah, no problem."

The recommendation of having one 'link' person for young people was also seen as a way of helping to ensure the sustainability of outcomes:

"R1: But if this one person employed by [indistinct] or whoever they are to be the drop-in person five days a week for two hours or whatever gives that continuity, the referring on, they could refer on to you, or you could refer on saying, well now there will be a person – we're not here, but there is going to be a person…when we finish off we'll be saying, now there'll be somebody in [organisation] that will go over and they'll meet you once a week. And it would ensure the sustainability of the work that has been done y'know and…
R2: Absolutely! And it's a link with a person in the community."

Another youth worker raised the idea of funding fewer projects with future PEACE money, but providing longer-term support for young people until they are fully ready to leave the extra support behind:

"I just think if we're getting money – overall a huge amount of money if all the PEACE projects come together and you've got this massive pool of money, I think you maybe need to look at doing less projects but more very good, very in-depth, longer projects, fully resourced, with meaningful outcomes…And not about filling in all this paperwork, and yet we have these young people left, left hanging."

Indeed, other youth workers spoke of working with some young people who were not ready to leave after six months of a project:

> *"I built her and built her and built her up to the last week…like the transformation from whenever she came in to me to now, and she's still not ready for work…she's progressed but she's still not there, she's - she's getting there."*

> *"The more vulnerable young people and stuff like that, and they'd actually still be in contact, the young people. So we're finding that a wee bit more difficult 'cause six months like they… we change[d] who we're recruiting kind of, 'cause then the young people would have needed more than six months and more one-to-one work or y'know maybe more intense services and stuff like that so they're still in contact and you're not going to not answer the phone to them."*

7.5.4 Sub-theme: Exiting

Closely related to the issue of the overall structure of PEACE programmes was the challenge of how to appropriately end young people's involvement. Some described it as a very emotional time for young people (*'[it was] horrendous when that project ended just because they absolutely loved it'*). As previously stated, for many young people, they experienced an intensive programme, but this was followed by a drop to little or no support. Leaving the programme is therefore very challenging, and a careful process of transitioning out might not possible with time constraints:

> *"I think even the, the – well for me anyway it's not necessarily the length of the programme for young people, it's what's moving on after. I don't think there's any space built into it whereas in my experience [indistinct] are saying you have to work eighteen hours a week to do this that and the other, but at the end of the programme, y'know what way you develop them on in life, when they finish the programme there's almost a drop, a nosedive, y'know where do they go next? And you can't refer them to another PEACE programme, there's very little you can do, where there's space and time to do that, to work with young people one-to-one and progress them on to something else, whereas you're sort of constrained to do - you have to be doing the eighteen hours group work face-to-face time."*

Indeed, as mentioned in the previous sub-theme around building impact, a careful, realistic exit plan should start about halfway through a project:

> *"The responsibility is on us, but also them, the exit and progression plans… y'know, that process needs to be started almost at the midway point of the group, start exploring ideas, start exploring is there any career interests, is it going to be college, are we going to finish in time for college applications—all those things need to be looked at then so that therefore whenever you're sitting doing a progression plan and an exit plan with a young person it needs to be 100% realistic, because the first time that they see something on that sheet that is unrealistic, the whole thing might as well just be shredded."*

Other youth workers reiterated the point about trust and attachment between the young person and their youth worker and how this needs to be carefully considered in the design of the end of a programme. It may take a young person three or more months to build a trusting relationship with their youth worker and then it is nearly time for them to leave. Furthermore, one practitioner stated that there is a risk of young people reverting to old behaviours and 'setting them up for failure' if they do not get a chance to embed new behaviours, as transformation was sometimes only evident after 3 or 6 months as they become more comfortable, but then they had to leave the programme. This could have an even bigger negative impact, as they may feel abandoned by someone they trusted:

> *"And I think it is –we're lucky in [organisation], the organisation gives us the flexibility to be able, we have a window of about eight to nine months that we're able to do like a lead-in few months where it's just one-to-ones or smaller subgroups or getting, overcoming barriers before it's meeting the full group, and then that block of six months of full group work and then a drop-in month at the end or whatever through the progression. Now the organisation has that luxury of being able to have that flexibility like, but it is key, it's, it's – and it's a nosedive, it's the biggest fear, and unfortunately it's something we see again and again and again, of the reverting right back to the behaviours, and it's almost like PEACE really needs to hear this and really needs to listen to it because, what's the point then, do you know, it's a tokenistic, tick box that you've done and it's not the reality like."*

> *"It's just showing them what they can be but not giving them the opportunity to do that."*

"R1: It's the way it's designed. It isn't designed for consistency, and building trust. Y'know it's, it's getting hours, 'cause it takes a long time to get the trust built up to begin with and then that person's just taken away from them

R2: Well yeah that's what we found as well like y'know six months isn't...

F1: You're only beginning!

F3: And that's why they can't leave! Because actually they haven't, they haven't achieved whatever they were going to – in their own goals and their own sense of it isn't right, they're not ready to leave."

"Young people are like, 'They don't care about me [indistinct],' you know—first opportunity, 'they're running off on me again, that's me I'm done, I'm dropped out.'"

Leaving after a school-based project was described as especially hard for some young people, because when the project stopped their engagement with school stopped, resulting in a reversion to some negative behaviours:

'That's something we kinda found as well, we - so our programmes in the schools are kind of split over the, kind of split over two school years, we do have the work in the summer, finishing off and then starting off again in August with the school, but the – but their first sort of batch of young people through one of the schools, attendance had shot up...most of them had full attendance, so as the programme stopped, attendance dropped, things started happening again, [indistinct] was kicking in again . So then our workers are having to go out and do a transition period, and that's being used as that work to try and support them as opposed to being able to refer over to y'know the likes of [other programmes] outside of the school environment, y'know longer term whatever, and it's restrictive that way, do y'know longer term impact.'

7.5.5 Subtheme: Family Involvement

Youth workers reported that family or parental/guardian involvement differs by group – some have little or no engagement in the life of the project, while in other groups parents might have a *'massive say'*. The differing levels of involvement of families (and youth workers' descriptions of family difficulties told to them by parents/guardians and young people) perhaps speaks to the finding of no change/distance travelled on the programme indicator of 'more positive family relations'. Nonetheless, there was a sense that when the family buy into the programme it can have a positive impact:

"I think it's a really big part of then knowing what they're involved in as well and hearing their view on what maybe their idea for their young person is or, yeah. It's good for them to get to see our faces and know who we are and we're not teachers as well y'know."

For some groups where young people have special needs, this is even more important: In some cases, parents of vulnerable young people helped to design the programme of activity:

"[Parents were] there at our initial meeting and we were really sort of questioned about, in a positive way, about sort of what the programme's going to be like and what we're going to be doing …But we've actually, we turned that on its head as well and we said to the parents, well come ahead then and help us plan the programme, you know your young people better than us so why aren't you being involved in that decision-making process and, so I think we're going to see maybe something come out of that which will be, be nice."

One youth worker discussed how the impact of the programme would be more meaningful with whole family involvement, but numbers in PEACE are too big to do that:

"Our core programme which is separate from PEACE altogether, we do have the youth work, the teaching and the family support happening, and it makes the connection a whole lot more meaningful. With this our numbers are far too big to give the family support to work with that it needs as well as hitting your twelve hours per three groups per week dy'know it's, it's too much to be able to give it the attention that it needs. It feels kinda like it's just y'know skimmed over, quick check-ins with phone calls."

Indeed, a few youth workers described instances where family members have come to them to ask for additional help and support in relation to their relationship with the young person, or that they were aware of problems that parents were experiencing that were then impacting on the young person:

"[The young person] is frustrated and [has] communication issues and bullying issues and they're not succeeding, maybe their own expectations of themselves isn't what the reality is happening at school and they haven't got the friends network they thought, so they actually take it out on the parents and the mothers would be quite afraid – two or three of the mothers are quite afraid of the young person. Y'know, and

if a father was there maybe that wouldn't be – I've had fathers had to be rang at work to come in and sort out a situation and they're ringing us, I can't be at this, I can't do this anymore, y'know.

"So there's there is generational – separation, alcohol abuse…Alcohol and drug abuse yeah, but it's more with the parents for us rather than the young person."

To help embed the impact, a recommendation from several staff was to employ an extra worker whose job it is to engage families:

"It depends on the parent, who's at home, whether they're for the programme or whether they're a negative influence but the time you need to put in to try and work with that relationship as well I mean you're trying to do so much just to get young people through the door to do their one-to-ones, group work, training and everything else, y'know, and that to me takes a backseat. Sometimes it is more [indistinct] than others but you really need to, you would need an extra worker sometimes to try and engage with families all through the programme, you really would."

"I've worked with a programme before and it was, it offered a more holistic approach do y'know what I mean, but it had a family support team and a youth support team, so you had a team who was concentrating on all the young people and then a team who was concentrating on family support and they met and y'know collaborated together whatever to try and work out what would be best for a young person and the family together."

7.5.6 Subtheme: Targets and Data Capture

It was evident that programme staff felt a level of frustration about the requirement of recruiting a target balance of 40% young people from a Catholic background, 40% young people from a Protestant background, and 20% young people from an Other background into the projects. Many staff explained that different groups of young people want to self-identify as 'Other' for multiple reasons. For some, saying they are 'Other' is a statement of removal from the perceived inefficacy of the political process (*'I think they feel completely removed and they don't have any faith in the political process'*). For some it was viewed as a more passive action, as they claim they *'don't care'* about being from one community background or another, or see it as completely irrelevant to their lives; for others still, stating themselves as 'Other' is due to not wanting to be associated with religion – this is felt to be particularly the case for some

LGBTQ young people in their cohorts ('*they're very like, "I don't associate with religion at all because religion hates us"*'). A common reason for the high number of young people identifying as 'Other' was thought to be due to young people feeling that to openly identify as 'Catholic/Nationalist' or 'Protestant/Unionist' was to position themselves in opposition to the community that was different to them, and was therefore a 'sectarian' stance and not a marker of civic pluralism:

> "They're like, 'I don't want to associate myself because that's the, maybe to do with the Troubles or, y'know us against them,' and they say, 'Oh I've loads of Protestant friends but I was born a Catholic,' and vice versa or whatever, but they see if they label themselves as one thing, then maybe automatically they don't accept the other."

There was '*a fear of being labelled as sectarian*', even if '*there is a lot more young people that we work with that are sectarian*'. Youth workers had a sense therefore that asking young people about their community background when they first met them was often not capturing accurate information. They had seen young people '*hesitating*' to disclose their background information, and often needed to build up a relationship of trust with their youth worker before feeling comfortable to do so:

> "Young people see that form as asking them if they are loyalist/republican, they know the norm is that sectarianism is bad, they don't want to seen as sectarian as a loyalist or whatever and are not ready to disclose that, they don't know you...whenever they see a form that basically is asking them, 'Are you a Loyalist?' It's like, 'No I'm not.' Especially when it's your first meeting with the young person. It's like, 'Hang on, you want me to tell you that?"

> "There is that element of, 'I'm going to tell you what you want to hear.' In, especially in this country there is a fear of being labelled one way or the other. So I think there's a lot of Other-s that are being ticked, not because of, 'I don't care about this, this is in the past.' There's a lot of Other-s being ticked because, 'I don't actually believe that this form is anonymous.'"

Some youth workers described how, as time went on with project activities, young people who described themselves as 'Other' at the beginning of the project later feel more at ease to talk about their opinions and discuss them with those who are from a different background, or to disclose sectarian behaviours that they hadn't disclosed before:

> *"You go from people sort of going, 'I don't want to be anything,' to, 'This is who I am,' type of thing, it creates a real…it sort of shows you, ok this is what this young person's identifying as and you see that their views come across quite strongly in groups as well when we're talking about certain things—which is great."*

> *"What happens is, as your relationship builds, y'know when it comes to survey two or survey three, 'Well I can't say I'm Loyalist or I'm sectarian now because I said at the start of it that I wasn't.' And, y'know as well it's—it's that fear, it's just that fear, you'll see those opinions start to come out a wee bit in the group chats."*

Another youth worker described how, as good relations work is made relevant for young people, they change their view from seeing community background as something that *'means nothing to them that was your problem'* to understanding the impact of their own actions:

> *"A couple of them have said to us, when we're younger, yeah [sectarian behaviour] is something to pass the time… but as you grow older you kind of grow out of it."*

In one discussion with youth workers, there was a feeling that there was a wide deviation in identity strength amongst the young people in the programme - those who do state an identity say they feel strongly about that identity, and those who don't state being from a particular community background feel strongly that that it is the case - it is *'one or the other.'*

A further issue with the accuracy of the data capture regarding community background was in relation to young people who were born abroad not being sure of what to be recorded as:

> *"The international students wouldn't have a clue and the, some of them were Protestants and you would never have known… but y'know you're going to have to get them to tick one or – and y'know a lot of them are 'Other' because a lot of them don't, don't care…they shouldn't have to tick which one they are just because we need the numbers and the stats for it like."*

7.5.7 Subtheme: Defining Outcomes

Good Relations

As described earlier in this chapter, youth workers reported that some young people find it hard to talk about their identity because they don't have the confidence to talk about their

identity. They felt that gaining confidence and independent thinking around identity, was an important positive indicator, for both young people born in Northern Ireland/Republic of Ireland or other non-Western countries:

> *"Like, asking their identity was quite difficult for them…to extricate themselves from the family, from the mother, from the what they – like…it's the culture, they control the young person, that the young person does what the parent says, even though they're over eighteen…they're constantly checking and not sure of their own opinion of their own likes and dislikes, of their reasons for doing anything, because they're always checking checking checking that that's ok with an adult, and we're [indistinct] 'cause we're living in a, in a Western culture, and y'know we're not used to being told what to do from nearly sixteen on. There's that separation happening from the parent and the families and they're establishing their own identity. We have eighteen and nineteens and twenty – they haven't got that sense because they're coming from an Indian culture or a Pakistani culture or y'know they're told what to think, they're told what to do, they're told who to be. So that's equally as detrimental as coming from a home where y'know parents [don't]."*

Overall, youth workers reported that young people's knowledge of their own identity is low:

> *"What I've found is that they don't have any kind of real understanding or meaning to kind of those group labels, y'know they say, 'I'm Catholic,' or 'I'm Protestant,' but whenever you ask them what does that mean…"*

As stated in the sub-theme around factors influencing impact, Good Relations work was also said to the influenced by the context outside of the programme, including residential segregation. For one youth worker, an indicator of positive change would be measuring feelings of fear about going into a community that was not their own, particularly after the project ends:

> *"The boys from the Catholic community did say that they'd probably never be back on the estate again… it was only for that reason [project activity] that they were going in and they did still feel intimidated…they lived right beside there and they couldn't use them facilities because they felt intimidated."*

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Personal Development

As has been discussed earlier in this chapter, one of the key issues that almost every youth worker interviewed mentioned was levels of anxiety amongst the young people recruited into their projects. One youth worker mentioned that it would be worthwhile tracking young people's generalised anxiety levels as they go through the programme, '*you know so it shows the, almost every aspect of their lives is kind of ruled from that anxiety.*'

An indicator that was associated with these high anxiety levels was low self-confidence and a reluctance to go out and try new things. Turning these things around was a sign of progress:

> *"You find that's one of the major things you work on with the young people is their confidence…confidence, self-esteem, yeah….you can see over the course of the cohort you know just how their confidence is building."*

> *"There's a few that I've had in my group who have dropped out of school for whatever reason, whether it be mental health, anxiety, trauma, anything like that—and they've isolated themselves, so they're not going out, they're not getting involved in things. So, when you meet them first time they're…like they have all these nerves and stuff and you're trying to unpack it—you're going, well why don't you give it a try, but there's about ten voices in their head saying, no don't because this is what's going to happen and stuff like that so it's trying to get them out of their comfort zone."*

Related to trying new experiences was resilience-building, challenging family norms about opportunities open to them, and developing independence of thought:

> *"But it's a whole different world now than it was for them and we're having young people coming through and you're sitting going, y'know what about getting a job and what about building your self-esteem and your confidence and things like that there but then they're going home to maybe things that are saying y'know, ah you just need to do this and don't worry about that and y'know, on benefits and things like that there and we're sort of trying to tackle that now….It's that way of thinking that maybe is within the family and the rest of us are going, ok how do we tackle that without sort of going that's wrong, y'know or that's not the way you should be thinking—how do we sort of go, ok you are capable of a lot more than this."*

Another aspect of developing independent thinking was related to developing self-awareness, an understanding of one's own identity, and being comfortable to discuss their own identity with others (the latter perhaps also being an indicator of support for a 'positive' model of peace in a post-conflict society). It was suggested that some of the anxiety experienced by young people partly comes from not knowing where they belong, or what they stand for:

> *"The biggest thing I would say I've probably noticed is kinda the, the need or the desire to find some kind of identity…'I believe this because my granda told me this'…there is awareness about mental health issues and identity issues and like LGBT issues and things like that, so fantastic for raising awareness and acceptance of that, but I think there's something where people kind of feel a wee bit lost in all that as well, ehm and they're trying to find what kinda crowd they belong with, what kinda group, their identity, where they fit in. And I think at least a lot of the time they're going on to more superficial identities and they're struggling to find a kinda deeper meaning to it then and whereabouts they fit in and with that there's elements of anxiety with that too."*

Citizenship Outcomes

Within the focus groups, there was some discussion about what progression and achievement looked like in terms of citizenship outcomes. The discussions resulted in some debate about the meaning of being an 'active citizen' in a community. For some, progression in citizenship was to further one's understanding of inequalities and injustices in society, linking this deepened understanding to the programme's Good Relations outcomes, and to actively work to redress inequalities:

> *"As part of [citizenship] we are stripping back where's the power structures here and we're stripping back where's the religious inequality in housing, why is that, and stripping that all way way back, so all of a sudden we have working class Protestants fighting for more social housing in Nationalist areas 'cause that's where the need is y'know, and they're understanding it on a whole different level, but it's taking that time like and stripping that all back…If we're talking about citizenship that's exactly it, I mean PEACE are asking us to do citizenship and I think a lot of people maybe just quick to tick a box y'know they've done a bit of volunteering."*

In addition to recognising injustices and inequalities, other indicators of Citizenship progression included developing young people's confidence and courage to speak out about injustices,

and to and critically question everything - including the PEACE programme and other societal structures:

> *"For me, citizenship is massive, creating young activists… those young people realise that there are social injustices that they are allowed to have a say on and that they can change [what's] happening 'cause that's the stuff that PEACE really should be highlighting because this is fundamentally one of the biggest parts of this programme, well one of the biggest successes I've seen from speaking to PEACE workers across the board that we're creating a group of young people that are ready to 'stick it to the man' and I love that."*

While there was some scepticism about the potential for 'box-ticking' in regard to Citizenship indicators, such as participation in different civic events and projects, there was sense that tracking how much young people are using services in their own communities is an indicator of their civic engagement, and potentially, of their capacity to find out about services within their community. One youth worker gave the following example:

> *"With both my groups, we researched all the services within the city and we did like- we did- wee visits to each one of them and each young person had a wee question to ask them and stuff and the last group really enjoyed that because some of them were young parents, and they didn't realise that there was a creche right in their community, they would take their children for two days a week for two hours. They didn't even know that, but the fact that then we researched it and we visited y'know them and stuff like that and, like their children now is in crèche."*

7.5.8 Subtheme: Measuring and Capturing Success

Programme staff discussed some of their thoughts around the way that success is measured and captured. There was a general impression that the impact of the work is sometimes hard to capture in outputs and numbers, or that the impact can be lost in its translation into numbers. To this end, there was a recommendation that the evaluation process included more case studies of young people's journeys:

> *"Some of the success stories we have alone with our group is fascinating and amazing and kind of spurs us on a wee bit to keep going but sometimes it kind of feels devalued in the process and the coldness of the numbers."*

For this reason showcasing success stories during the celebration events was regarded as critical by staff. Other creative methods of evaluation feedback were highlighted as further possibilities, including videos and stories that young people make in the process of their activities. These were thought to show progression in personal development in particular:

> *"We can obviously write reports or [take] photographs but we thought maybe if it was possible even to be able to submit videos since that's what the products are…they don't - they can't- so they can't actually see the young people's outcome of their work."*

> *"Whenever I used to first produce cameras and video- video cameras and stuff they don't- they don't - a lot of them don't want to do that unless they feel confident, they don't want to be part of it, but then as the weeks progress you can see that they are having like - getting ideas for stories and they want to share so it's 'cause it's really just like a platform for their voice…as we talk and as we go through the weeks and we're talking about different themes and issues and you can see that they are getting passionate about it and then they want to. So really for us it is personal development throughout."*

> *"The shared reading sometimes can be – a lot of young people maybe find it a bit like school to start with but, it's trying to get them to open up and then talk about feelings through short stories talking about their own feelings through a character in short stories so they find that very helpful…they can tell their own stories."*

A further issue with measurement that was raised was who counts as a 'successful' programme leaver. Multiple situations were discussed where some young people had perhaps gone into full-time employment after a few months of participation, or had caring responsibilities or their own health issues and were not counted in project numbers because they didn't have the required number of hours before they left the programme. Youth workers were also keen to stress that for some young people, even a short-term engagement could be viewed as a positive achievement, especially for those who had high levels of anxiety about leaving their home environment and meeting new people. As such, there was a sense that there could be a more flexible way in the design of the programme to account for and recognise the participation of young people who left before the target number of hours.

One youth worker described the pressure they felt regarding the overall design of the current programme in terms of the targets and desired outcomes:

"I think this is a very demanding job for what it places on youth workers in terms of the numbers and I've never worked in a job where I felt so under pressure in terms of recruitment. When I'm thinking about sort of my job is to plan a good supportive programme for young people and something that supports them in their day-to-day and you feel like sometimes you could be compromising that a wee bit for the sake of PEACE's outcomes, and what they're expecting. Which is very hard."

7.5.9 Summary

This theme has highlighted a number of youth workers' concerns, considerations, and recommendations regarding the design of the current the PEACEIV Specific Objective 2.1 Programme as well as future peacebuilding programmes. They spoke of the need for in-depth consideration around the high level of mental health needs and other deep needs of the target group of young people; there were concerns about the restriction on young people enrolling in multiple PEACEIV funded projects; the overall structure of programming was also discussed in terms of time-frame and perhaps a need for a broader 'menu' of programme options available to young people; recommendations for successful transitioning and exiting out of the programme were also presented; options for deeper family involvement in future programming were discussed; concerns about the way that young people's community background is recorded and the targets regarding community background were raised; youth workers had recommendations for how to define and measure progress on the Good Relations, Personal Development, and Citizenship indicators, and more general recommendations around the programme evaluation methodology.

7.6 COVID-19

This section presents an overview of the concerns, challenges and opportunities that were discussed by programme staff during the focus groups in the summer of 2020 in relation to the COVID-19 lockdown and the move to online delivery. The section is divided into three themes for clarity of presentation. The first theme relates to changes in recruitment and ways of engaging with young people, and general comments about the new method of working online. The second theme presents some of the adverse impacts that were perceived by programme staff. The third theme explores some of the factors that promoted positive impact during this time.

7.6.1 Recruitment, Engagement, and Ways of Working Online

Youth workers were keen to stress that while the situation was far from ideal, they were trying to make the best of the position they were in. There was an acceptance of it as a diluted version of the original programme that they and the young people had originally signed up for:

"You know, they try their best to make the best of things online, if there's any real substitute, it's not the same thing, but you got to make the best of the situation."

"[All the online activity] still doesn't make up for the face to face interaction and that's what this programmes about, it's just about interacting with each other, and building and forming relationships."

"This has changed, it's not normal, and it's not the way to meet the three priorities - we're not going to meet them this way through Zoom. We have groups that would have come from across the border and met with other groups too, and that's totally different groups – rural coming to a city, different religion, different background, different ages, and then rural meeting city from the same background but different viewpoints, and that whole gelling together was fantastic. But you can't do that. So how are we promoting good relations, personal growth, if we are sitting on a Zoom meeting for 5 hours and asking a young person what did you do today and they tell you they slept until 4pm? You know, that's the reality of it."

"In normality I would rather be at work, I work for the young people, doing face to face, I thrive with the young people, I don't like being in the office behind a desk, I'd rather be with the young people 5 or 6 hours a day if I could."

Nonetheless, there was a strong commitment from the youth workers that the programme they were delivering was an *'essential service'* in these strange and difficult times, even if strictly speaking it wasn't how the PEACEIV Specific Objective 2.1 Programme was intended:

"We've been here for the young people and you don't know what's going on in peoples live's…you know they have been in the house all day with whatever relationship they are dealing with or whatever environment they're in. And it's very difficult. So maybe coming online for an hour once a day or every couple of days, or getting a phone call from some of the staff really makes a big difference to their lives, you know. So I think that's a really positive thing about the whole thing."

Programme staff described how they were proud of their colleagues for making the move online and adapting so quickly, putting so much effort into creating an engaging online programme. It gave young people some structure in an otherwise very unstructured time:

"When COVID hit, it was like, how's this going to work, but I was actually really inspired…it became really creative straight away so I didn't have any take a break, and I just picked up where we left off with exactly the same days and exactly the same hours. Soon it became the only normal thing in their lives. So they only knew what day it was because I took them on a Monday and a Thursday evening you know and when it didn't happen it was like they lost all sense of time. Sometimes we did just come on and have banter, trying to make up a quiz […] it takes hours. Its not like you know aw I'll make up this wee quiz here, like I spent hours and days trying to make up something that they were going to engage it that was actually of interest to them."

Youth workers used multiple methods to recreate the real room, and several staff reported sharing and communicating more regularly with colleagues than before:

"I definitely think the staff have been very adaptive…So I definitely think the staff have been really, really creative and even just sharing that with each other so we then started having bigger team meetings that happen every Friday where we would have shown going into Google classroom, going online, and using that stuff for different groups."

Indeed, youth workers reported collaborating in multiple ways, sharing ideas facilitated by YouthPact, and attending other types of training, to the extent that there are almost too many emails about it:

"There's a Facebook page that had been created, the exact name of it is escaping me, but there's quite a lot of youth workers feeding in to that, with different ideas of engaging online. I personally find that helpful, but just as you say, just through general conversation with colleagues on trying to get a wee bit creative yourself. And just like I don't know there, you know, there's been so many emails have come through that sometimes I think I might be missing some important stuff 'cause I'm sifting through so much so there may have been offers of training around that, but I'm not entirely sure that but there has been a lot of encouragement within our company to engage in training. The training from YouthPact has been really useful…It's I think it's meetings

like this [that are helpful], like I've been writing down a couple of wee notes there some of you mentioned and I'll go I might try that, that's how it works you know, it's plagiarizing other people's work but it works and sometimes its nearly just trying these things to see how it goes."

One youth worker described however the challenge experienced by many during lockdown of feelings of boredom but also not wanting to do or focus on anything. This youth described how the design of their project became more adult-led to provide structure and focus, whereas previously the design was more young person-led:

"Are they bored of doing nothing? Like I know we're bored doing nothing, but we don't wanna do anything at the same time, so it's trying to learn about what they're doing, what social media they using, what can you do with their social media, and going back to them trying to get ideas, so at the minute it would be me giving them ideas instead of it being the opposite, whereas they should be going oh, we can write that or we can draw it, or we can dance it."

In relation to recruitment, some youth workers reported that their recruitment strategies have not changed significantly, and that numbers are continuing to join as usual:

"I was able to recruit a group, I had been to [organisation] had like a work experience week, and some of our people went along to that to help facilitate that event, and through that kind of engagement I had with 6 or 7 young people I was able to get them recruited to an online group and that's been going well."

"For us, we made a few posters about us and what we do, and we sent it out to everybody we knew on our contact list, asked everybody to share it and we were getting people responding to those messages, old groups wed worked with, they were just referring family members on."

Another youth worker highlighted the positive impact of the provision of incentives for those on Steps to Success and Education Maintenance Allowance from March 2020:

"We have contacts with the college connect, run by the NW college, they started a new programme "The incentive payments help quite a bit. They do. Especially for the 16+ age range. The Steps to Success ones being able to be involved in incentive payments

and anybody on EMA, it's not affecting that anymore, they get it too, that's all changed from March as well."

There were mixed reports regarding young people's levels of engagement with the online delivery. For some, engagement was satisfactory, but with a summer lull expected as in other years:

> *"Generally speaking I think the feedback from all of my colleagues is that they're still getting like a relatively good level of engagement with their young people, and bear in mind now that its summertime now as well and that's kind of factoring in to things, the last couple of weeks, that's maybe slowing things down maybe."*

There was also a challenge of asking young people to do activities at a laptop during good weather:

> *"There's also smaller issues, just day to day ones about kids wanting to engage and what's going on outside in the good weather - there was families even just having a barbeque outside and the kids didn't want to be inside on the computer."*

> *"I was lucky enough, I recruited my group for about four or five months lockdown, four months before lock down, so I was able to continue to engage with them 'cause I already have relationship with they were coming online twice a week. When it was lockdown, when the restrictions were quite strict, they were loving it because there was nothing else to do. But in the sun was coming out, it was harder to get them engaged."*

Engagement for school-based cohorts was deemed a significant challenge, with engagement being very low after lockdown eased:

> *"I think it's also about what did young people originally sign up for. Existing groups, our group, they signed up for a school programme. So when school closed, they saw us as part of school, they didn't do anything with us outside of school in the evenings. So it's that whole thing of how do you expect them to go online and do those other things when they didn't sign up for that in the first place."*

> *"Whenever we first started lockdown we were with the school groups, so when school closed it was hard trying to get them engaged, but they were like right school's out,*

done and we weren't there to make them do the work, that kind of thing. So that was very hard."

"It's actually been worse because that's a school-based group, and they've just went, 'no, we're on summer holiday'. They might respond, but it might take them a few hours, whereas before they would have been straight on the ball. I know from working with them the phones are never out of their hands, even in school, so for them to take a few hours to get back to you means that they are just not interested, they have better things to be doing. Like sunbathing or visiting friends. Especially since restrictions eased. Once they were able to meet outside in groups of 6 that really was the trigger for the end of it. For me, that was the downward spiral of online contact, the minute they could go out and meet up."

Other youth workers working with different cohorts reported that the easing of lockdown rules did not impact young people's level of engagement, but sometimes the way they engaged:

"We are predominantly trying to work with the Sudanese group to get them finished, and they did engage. But then, as you guys were saying, when restrictions lessened we thought they won't want to know. We're working with a friendship group. So they were all meeting anyway. There would be like you were going to be on Zoom, and then you would Zoom in and they'd all be together in one sitting. So it didn't really work."

"Once things started to ease we were in a panic in case the young people just went 'you know what I'm out of here' and finish with programme, but touch wood it hasn't happened so far."

When comparing pre-lockdown to post-lockdown engagement, some youth workers reported that levels of engagement were actually better for some young people with anxiety; the challenge is how to prepare them for social interaction again:

"Some young people who were on our project weren't coming in to some of the sites as much as they should have been, but they've actually increased their engagement online, so they're actually engaging more than they would have prior to lockdown… so young people with maybe a wee bit, high levels of anxiety or other mental health conditions are really engaging online and forming those online relationships. I see that as positive but I suppose the next thing is how are we going to get them to return to

interaction with people you know on a face to face basis, whereas they've become accustomed to this bubble at home."

"I delivered OCN booklets to the young people's doors, saying that we're going to go through the teaching online together, and one of the guys was saying like it actually really works for me because I was in the comfort of my home!"

Levels of engagement were also reportedly good for those who lived some distance from the original group meeting point, or who had struggled to come in before:

"I think it's easier as well, they don't have to get a bus. Say they only need a wee 15 minute check-in, they don't have to come all the way from Glengormley into town. It's easier to get the ones who maybe just couldn't be annoyed too. When I started delivering the incentive money to them, I realised how far some of them actually travelled to come here."

One youth worker described how online engagement was successful with their mixed ability groups who had buddied up to help each other:

"It has really, really went well, with the two groups at the minute we're engaging with almost 80 young people. We haven't lost anyone yet. The group itself is very weighed in terms of ability. We have young people who are A* students. Some of them are going to do five A levels. They also have young people with learning issues. So online you know that mix is really… You see it with the answers of they provide as well, and the evidence and, uh, one of the things that we have done is buddy up. So we have young people are here a buddied up from one extreme to the other, and you know, it's quite interesting to see that the dialogue between the two."

Some youth workers commented on young people's ease with using technology, making the transition to online somewhat easier, although engagement can be harder for some young people:

"I have seen one of my young people, she would not engage online, she would not do Zoom, she had real bad anxieties about being on camera. They do all use social media, they're very savvy with their social media and they're always online, but it took a while for her to gain that confidence."

> *"I think it's being flexible as well; you can't be prescriptive because every group is so different. For example, we have one group and they hate Zoom, will not go on Zoom and it and it's taken weeks and weeks and weeks to turn their cameras on and then there's another group and they love it and there is one wee fella who plays guitar and he can sing and the second group is different and it would be very hard to have a set structure for all."*

> *"I definitely think one method of delivery doesn't fit all here, I think it's just you work your group and find out what works for them."*

The challenge for youth workers is trying to understand what activities will engage young people when they feel they don't know the personalities of the people they have recruited online only:

> *"I think having that pre-relationship helped, whereas, recruiting a new group online, which I have done, I just don't know these kids. Trying to get a sense of them has become really hard."*

Youth workers reported that a shift is needed later in the summer of 2020 in terms of what activities to prioritise once lockdown eases. To create impact, several youth workers discussed the need to shift from Zoom to doing more relational, traditional youth work:

> *"Because they aren't at school or going to the gym, they do have more time, there is boredom set in, with a lot of the kids, but it's what can they actually do to alleviate that boredom, there's very little. We might need to shift focus over the summer rather than pursue a peace programme, in terms of the traditional sense of OCN work, I think we might need to shift a bit and do more youth work stuff, just meet them and take them to a pool table and having those conversations."*

> *"[When lockdown eases] I want to do as much relational stuff as we can. That's the stuff that's what I signed up for. I know that's when people signed up for."*

> *"I'd love to bring them together, maybe in a residential. I think the staff would get as much out of it as a young people, you know."*

In relation to administrative tasks with the new mode of delivery, there was firstly some concern about the evaluation survey as the survey links were being emailed to young people to

complete at home without the support of the youth worker present to clarify their questions or assist them. As such, there was a recommendation that the survey be simplified further to ease this task:

> *"I also think we need to look at the reporting of it, like how are we going to get them to do a final survey, you know. For me, I have to sit and type in everything for them, and hand them an iPad for doing it, and I fill the ID in for them, they just don't get it."*

There was also some anxiety about how the online hours with young people are going to be verified further down the line, with youth workers seeking clarification on this as projects are recording their activity in multiple ways:

> *"I know it's going to come down the line to say, right you are doing all this online work how have you verified those hours and what have you done to verify the hours, show me the work, show me what you've done. I really do think there just needs to be a bit more kind of clarity on what's expected from, you know, the recording of information or whatever, and I think that's just something that will come down the line…to be honest, like my case officer has been really helpful, you know, every time I've emailed, she's always come back to me straight away with the answer, but as it goes as a whole, you know projects and funding stream. I think it will be useful."*

> *"Some actually sent screenshots of their conversations. Alright, that's great. You can see them, you know, what are you doing tonight, oh I'm watching the football. And then he'll ask what are you doing? And one of the girls will say I'm dealing with piano lessons because of an exam at level 7."*

> *"I mean they could be lying let's face it and you are asking them to throw in a wee photograph or take a photograph of your scenery as you're going on your walk or things like that. Most of the time you're taking them at face value like you would in an office as well, so you prove everything. You can't prove you are online but there are wee bits of work that you can take and it's wee snapshots of all your work and that's what I've been keeping, so the data is there from the conversations we've had, the messenger group that we had specifically for the challenges, wee pictures of peoples work. Some people send you in work, some people chat about their work on your Zoom calls, just because you can physically see one person's piece of work doesn't mean another person didn't do it because they are able to talk about it, it depends on what issues you*

are discussing so I just think the logistics you can't prove everything but as long as you can say what has been done that it has to be taken that it's been done as well."

Several youth workers stated that they see online work as part of their future programming:

"I would love to combine the both. I think online is very straightforward."

"If the programme is writ for online, if it's going to be an online programme then it needs to be writ for that. If it has an online structure. As an alternative to face to face, I don't think its sustainable that way, however there are parts that could be delivered online. For example, if we are going down an employability route with Peace Plus or social entrepreneurship or whatever that's going to be, a lot of that could be online, but you still need that human interaction. As a social entrepreneur – the key is in the name, social – you need to be meeting people."

"I never thought I'd say it, but I enjoy online only! Because I'm a bit of a dinosaur, you know, but I'm really enjoying it, you know, its needs must have no other option, you know so. With our group being regional as well, we couldn't have met up….I never thought I would say this is the way forward…If young people have the technology you know, because it's cheaper, yeah. At the end of the day it all comes down to money. Especially working with young people living far apart because you can bring them together."

Another youth worker saw online methods as an effective way of helping to keep young people in touch with projects after completion:

"I definitely think I'll use they online methods to keep in touch in and yeah hope that they continue to stay in touch with the centre I'm based in."

Furthermore, online-delivery could become more youth-led as young people who have been through it can advise staff on what a good programme can look like:

"We also have the expert by experience model where people who have done the programme come back and kind of be like, not a youth worker, but kind of helpful on what the programme might look like or guide and meet with some people. Help to communicate like, he's really struggling with that, or she really likes that. Surely that's what the programme will look like and will be really valuable. They've gone through the

practice drive, and I know the young people and the young people are more honest, probably with each other than they are with us and so that helps because they understand what they're going through."

7.6.2 Barriers and Adverse Impact of Lockdown

Youth workers described how there was a delay at the beginning of lockdown in connecting some young people to the online activities due to digital poverty:

"Even trying to get them to the point of getting them on to Zoom, getting a phone, getting the internet, getting it downloaded. It took us about 3-4 months of working with the group to get them the near that point of even getting all those barriers down by you know outsourcing, buying things ourselves, doing what you need to do."

This was particularly the case for young people living in hostels:

"I think internet access has been a big thing, like it was at the very beginning. Like you have young people who are based in hostels, are going to have one or two computers and [the hostel] can shut them down very quickly depending on how young people are getting on in the hostel, which is one of the barriers we face…We then had to link in with an organization who was able to provide some routers and we were able to provide young people with some sort of access but then you had young people who were losing their phones or breaking their phones so all those barriers were in the middle of this and it's frustrating because we were at the beginning of lockdown, you couldn't physically go and get stuff for them and bring it to them as you were in lockdown too you know so that was a big, big thing at the very beginning for us."

There was also a steep learning curve for youth workers in getting ready for online delivery, especially in relation to setting up appropriate communication paths with young people:

"We didn't have android phones or anything and didn't have WhatsApp, so I was getting a phone and printer delivered to the house. There was a bit of that at the start. We tried to stay off social media because we thought it was a wee bit dated with all the old groups, so we had just one page, but now we all have our own pages and they go through our communications person, and all the young people get invited to join. So there was a wee bit of that, I'm not going to say it was all hunky dory, that two to three weeks at the start of lockdown."

"We set up a closed Facebook group and that works well as quick instant messages to young people, they can open up and send me back private messages and it's a quick way of getting our activities out, knowing what we're planning for that day."

"We deliberately had our own Facebook pages set up before this as our primary contact had been through social media, so even our part time staff who wouldn't have had a work phone, they wouldn't be contacting young people through WhatsApp, it was only through Messenger on Facebook. So that allows you to keep your work life separate from your home life."

At the beginning of lockdown, some youth workers described how they tried to do too much engagement at first, learning later how to strike a balance of online contact hours and engagement:

"We just tried to hear from the young people to see how is it working? Is it too much? Maybe there was confusion because we were trying to do too many activities. So now we try to work together and limit it to one activity per week, instead of doing something every single day - we would still have our OCN lesson once a day - but in terms of fun activities as a group we would maybe try one or two of them a week rather than every single day cause they get mixed up with what they're supposed to do."

The experience of delivering project activities online presented other issues that potentially reduced impact. A significant issue was in relation to the youth worker-young person relationship. Several youth workers described how building relationships with young people whom they have only met online is difficult, especially at the beginning:

"[Face to face], relationships are so much easier to form because obviously you communicate using all your senses. And I think part of it is they form a relationship with you because they can see you, it's even down to how you dress."

"I'm recruiting for any group which I'm struggling with to be honest, I'm doing it online over the phone. I'm struggling because normally I just meet them face to face, sometimes with parents at the start and show them the venue. I think even young people who know you are awkward on Zoom, so ones that don't know you…Yeah, it's like I don't know, I'm going to find it hard building relationships online like I think."

Secondly, given the fact that some young people were participating in online work whilst in the same room as family members, there was a perception that young people may not have felt the same level of privacy as before, and were therefore not able to say things they would normally say:

> *"There's barriers in terms of if you're trying to do work with young people one to one basis, it's understandable what household they're in because they may want to say stuff, but yet that other person could be another room that they want to talk about. Get that off their chest, or you know. So I think there's been a lot more barriers than what we've ever perceived."*

> *"That element of privacy has gone too, like even maybe if a young person has a person in the background and they want to have a conversation that is difficult, before this they would have had that privacy."*

Youth workers may feel watched too, stifling the way they usually interact with young people:

> *"I remember one time that that there was a family member in the background and I just feel like I didn't… I thought the other young people were more worried about what they were saying, and I was worried about what they were saying, though it wasn't bad. But I would have had like a range of ages. So some of my ones are 15, but they're young 15 year olds, but the ones who are 17 are nearly adults and are experimenting with drinking and stuff like that. One of them talked about drinking at the weekend, I was thinking oh this sounds really inappropriate now because there's a parent in the background. Even though like in our group chat it would come up, it's not all they talk about, but if someone mentions something during the check in, for example, we'll talk about it."*

Because of the restrictions on public transport and the health risks for some young people (and their families) of travelling on public transport, projects that were able to arrange meeting outdoors in parks were restricted to young people who lived within walking distance. There is a need to assess the health risks of all activities:

> *"What I've started doing with a few of my groups is meeting up with them in small groups of 4 with another youth worker. We are chatting, just having lunch in the park, I've done that since the second last week in June... The issue there is if they don't live locally they are relying on someone to bring them because public transport isn't really*

an option there at the minute. But not all of them live near a park, and some of them live 13 or 14 miles away from where you are. I think that's something we need to look at a wee bit more, is the health side of the risks of bringing them together, in small groups of 4 is one thing but getting them on public transport to you is another risk as well."

Many youth workers discussed changes to the way they delivered OCN work, and the struggles they often had to engage young people in the work they needed to do to complete their accreditation. One youth worker felt that those from community-based cohorts were less engaged in OCN work than school groups:

"Some of the groups were within the community centres and then for those groups where it was more evening-based and within the community centre there was a real different character to those [compared to schools], some of them seemed to be, you know, it was really to keep them off the streets as social activities, they were less inclined, or from what I witnessed they were slightly less enthused about the OCNs."

There was also the issue of youth workers being seen in a role that they associated with a more formal environment:

"I think they see me as a bit of a teacher now which I don't want to be, but I need to know about them so the only way to learn about them is to ask questions and get them to do a wee bit of work and again being creative, but it's up to them to do the work behind the scenes and we can't force it."

One staff member tried to simplify the way answers for OCN work were recorded, both to make it more engaging for young people and to lessen the additional burden of work placed on staff, but adapting the work was burdensome in itself:

"We have been delivering our OCNs on a Google classroom platform [rather than hard copy booklets], but the group I am currently working with they found that we have a group Facebook page and the group Facebook page suits them well better than using Google classroom because technically it was difficult for a lot of them. So we have transferred everything to the Facebook page, where they can just go in and type in their answers, we have been doing online lessons through Zoom around the topics to help them fill out the answers for the booklet which has been useful but a lot of the time for them you have to be doing it one-to-one… we go through each of the questions trying

to be as creative as possible like, and it can be boring, the last thing you want to be doing is sitting in front of the computer screen all day and typing down answers…so it's just about trying to adapt to that, trying to make it as creative as possible and to make it easier for them instead of feeling that they are in school and that you're a teacher and you are asking these questions which can be very off putting for young people…just trying to have it on an easier format on the online platform."

Avoiding 'boredom' was mentioned by another youth worker in relation to the struggle of making Good Relations work more engaging online:

"Everyone has to try to do something creatively, and I'm thinking what am I going to do with the Good Relations element of this new group that I've just recruited. Hopefully lockdown gets lifted, because I don't know, I keep on sending YouTube videos and discussions and stuff (sighs) – it would bore me, so I'm sure it would bore the young people."

Missing the residential experience was highlighted as a big loss to young people, especially in terms of the large number of different young people they would have been in contact with:

"I think missing residentials have been a big impact on us. We find that we sort of do one at the beginning of the programme then we do them then with summer camps... So that's all of our groups coming together, that's around 100 young people coming together."

An end-of-cohort residential would normally have been a key part of many projects, and as mentioned earlier in this chapter, would have been highly influential in embedding positive impact. Instead, youth workers had to talk through the positive change evident in young people:

"Even closing with the final residential, you know to close that experience with them, to go on a great journey and you know you've been on that journey. Now, it's looking at that transition and where you're going next, like talking about it in real positive ways, but like not going on residential. That's had a massive impact as well."

Other difficulties were highlighted in regard to how young people transitioned out of the programme. There are barriers to their traditional destinations after projects – young people faced a world of increased uncertainty upon leaving the programme:

"All our transition work was online so that was things like help with CVs, applying for jobs etc. but again because of the situation at the minute, a lot of those young people were a wee bit unsure – 'right where do we go now?' - because prior to lockdown you would have been going to meet with young people, going, right well you're on our programme now, you're going to go onto this course, you're going to go into this job, or again, because everything was locked down, there was no kind of progression for those young people so what we actually done was we extended the time frame on by I think it was another 3 weeks."

"With the restrictions, you just have to say 'right that's you done' and you were doing your exit strategy in there. But it's sad too. Because some of them you can tell don't want to move on and don't want to leave, so I usually have them like hanging on the background you know."

Celebration events also ended, and those were very important to young people to mark their achievements and to help cement the bonds they had made as a group. Youth workers however did their best to arrange alternatives in the circumstances:

"All our trips have been thrown out the window which is a shame cause we used to have like a big celebration day at the end of each cohort and a big event and we have food on and there's guest speakers come in, you know make a like a near enough a graduation ceremony that makes them feel important….a lot of them didn't have any of that going through school…now we've had to do it online, so I think we've had pizzas, so they're all given like £5 Dominos vouchers so they can go online and order their own Dominos to come on that day and they're all getting like a wee celebration pack sent out to them, so I mean we're trying to make the most of a bad situation at the minute."

As one youth worker claimed, a celebration event for these young people is needed more than ever:

"I think it would be great if we were able to hold a bit of a celebration day in person for the young people, even just to celebrate them coming through this whole kind of lockdown scenario is even an achievement I think, because they you know it's never happened before. So it's history making you know. I think a lot of young people should kind of celebrate that and even celebrate their achievements on the programme. I think it would be nice 'cause it's a pity that we have to, you know, I've seen a couple of emails coming through about pizzas being ordered, etc., but you know, it's a pity that we can't

even meet with the young people in person. And maybe in three weeks' time it might be the case that we can and have bigger groups allowed to meet up."

"It's our COVID-19 babies really isn't it? Maybe that should be noted on a certificate as well. Yeah that would be great."

Lastly, perhaps the most significant challenge mentioned by nearly all staff who participated in the 2020 focus groups was burnout and exhaustion among staff as a result of the long hours and extraordinary efforts they had made to move the programme activity online:

"It has been a lot of hard work and I actually had to stop doing as much work behind the scenes because I was exhausted myself and then I started thinking I've a real block with it."

"Youth workers have never been so creative…when this first started staff were flat out, staff were working harder than what they would have in the office. They were doing all the other stuff as well as trying to manage your whole life, manage your kids and whatever else was going on round you."

"There's been a lot of hours spent researching ways of engaging."

Several youth workers discussed the need to reframe and protect their work/home life boundaries, as this was an effective strategy to help avoid burnout:

"We had to start using our own individual phones and getting young people's numbers on our phones and creating groups, which is not ideal but it had to be done. So now it's about keeping healthy boundaries between home life and work life…A few of my young ones would have been texting at 2 or 3 in the morning, and expecting a reply. I don't know about yous but I would have always felt obligated to answer."

"So I completely like, 5:00 o'clock, my phone's getting turned off, my laptop off, log out of everything. I'll pick it up the next morning. Obviously now if dealing with an issue or a young person's disclosing to me I will act on it there and then, but no, I've seen it too many times with friends and youth workers, when they are 24/7. Previously I lived in the area where I worked and my door used to go at 12 o clock at night, I learned from that. My advice is always set your boundaries on when you're available and when you're not, because family life is more important."

A few youth workers stated that while the past few months had been very challenging, they were grateful for the additional time spent at home with their families:

> *"During COVID we very quickly moved on to Zoom which was great, very fatiguing and very tiring, but working from home did have its positives - I've got a new baby at home so it just felt like an extended maternity."*

To help alleviate some of the challenges discussed by youth workers, there were recommendations for additional training and support around maintaining motivation, preventing burnout, protecting mental health for practitioners:

> *"I'm in a lull and I can't get out of it, I need something to change, something new. I don't know where it stemmed from, because I was ok, it's just happened. And I feel like it's happening a lot with my colleagues anyway, we are having the same conversations. So maybe I feel like there could have been more support there."*

Youth workers were also keen to receive guidance about what to do in the event of further periods of lockdown. One youth worker felt that if lockdown reoccurs, they should continue with their current groups but ease off on recruiting new groups until lockdown eased again - both to help mitigate the negative influence on programme impacts and to help mental health of workers:

> *"That's maybe something that could have been looked at, to finish groups that have started and no new groups until lockdown has eased. Maybe that should have come from SEUPB and they should have took the initiative, right this is going on in the world, it's a pandemic, exceptional circumstances, let's put it in place that no more [new recruitment], just for existing people you have that you just make yourself available. You're not on furlough as such, but you are, you're not expected to do so much extra."*

7.6.3 Factors Promoting Impact

When asked during the focus groups about the factors that had helped to promote impact and achieve success in 2020, it was clear that the continuity, the successes and the positive impact of the programme that occurred during lockdown were in large part a result of the collaboration between and dedication and creativity of youth workers:

"I think it has been going surprisingly well, you know the amount things we can do from home and how well the young people, have engaged from working online. It's been positive and I suppose it's trying to get a variety of things. You know, we have a number of facilitators across the board and mentors, youth workers and mentors try different activities. We would have done a bit of Joe Wicks at the beginning. The health and wellbeing facilitator would have done cooking and baking, and a sports quiz, general knowledge quizzes and things like that there, but all in all I think the staff working together across the regions…if someone's trying something that's worked well in [town], they would share that."

The following is an example of the innovation shown to engage young people in a Personal Development activity and to develop a sense of being a 'group' at the same time:

"I definitely think it's just about being creative. One of the groups got pedometers…. they have a target to hit which is the height of Everest before a certain date using their pedometers to count how many steps so again being creative in terms of how we give back and share messages and take the learning about personal development, that the person is learning, showing determination, how are we displaying that, and being creative with that so I definitely think that the staff and the young people have been very good at adapting."

For all three of the main programme outcome areas, programme staff showed creativity in the way they altered their planned activities to suit the situation. Civic engagement was focused on where there were high levels of need in the community due to COVID-19, and young people volunteered jointly with young people from other backgrounds:

"One of the groups have linked in with a care home, an older peoples home, they're developing a care package for them that they will then send out to them and then hopefully they will send them some feedback on them like letters, just for that interaction, just to get to know a different type of community as well. One of the programs is about to do a bit of an area project so they are going to find out what's been happening in different areas of Belfast so North, East, South and West, now that we can meet up a wee bit more, young people from certain areas, finding out what's been going on and if they can help out in some sort of way. A lot of our young people went and helped out in [name] soup kitchen not too long ago as well, just to give back to the community and they seen what was going on."

"A lot of my hours would been built up in citizenship, volunteering, because the organization I work for runs big massive community events…I was still able to do a wee bit of that during lockdown. For Good Relations we joined up with another group... every week to putting out food hampers…And then the people who are shielding and stuff…there was definitely more opportunities to get involved in volunteering, helping in that way."

Alongside the pandemic, world events such as the Black Lives Matter protests have been conducive to having in-depth conversations about the nature of Citizenship and understanding and respect for diversity as part of Good Relations:

"We've kind of been having some good conversations, we've framed it as a topic of the week, so some of the things that's been happening in relation to statues being toppled at one stage was that a good thing or a bad thing or you know with the Black Lives Matter, so there's been some really good topical things to begin to interject into the conversations that were having just to get a wee bit more depth. The quizzes as light-hearted things also have their place, but eh, I mean, me personally I was glad to get a group just to give that wee bit extra focus as well."

Several programme staff believed that young people were being more open about sharing their opinions; perhaps partly as a result of feeling safe to speak out from their home environment, but also because of the online methodology itself – there was a view that it 'slows down' the conversation, allowing time for reflection and meaningful exchanges:

"I think what we have found is that you are maybe getting more of an honest opinion I think from the Good Relations side of things, and even the likes of surveys and things like that we are getting them to complete and even the initial interview forms for starting the programme, they are a bit more aware, giving us a straight answer, whereas I think if they are in a group setting they are conscious of the people beside them in the group and you know maybe they hold back a wee bit…I think we are finding young people are a bit more honest with their opinions and answers. I think we are getting a truer reflection of where they are at with things… especially when they are talking about their own barriers, whether it is Good Relations related or community background or whatever, they are likely to be more frank you know with forms when they are completing them themselves at home."

"We like, we just didn't filter [Zoom conversation about George Floyd's death)…everyone had something to say…it is maybe being comfortable with being in your own home, but there is also like, you know, everyone is able to just breathe on Zoom, everything is slowed down. And being in lockdown as well has probably mellowed everyone out a bit."

Youth workers stated that with newly-recruited online groups, they purposely conducted activities that were simply designed to build familiarity within the group over Zoom before diving into discussions about more difficult topics. While online discussions allowed some space to breathe and respond to comments, the following youth worker found it harder overall to do these discussions online:

"I actually avoided [in-depth discussions] at the start because I just was trying to keep it light-hearted and fun. And you were doing stuff like scavenger hunts. Wee challenges in their houses and stuff like that. It was an overnight change. But then a couple of weeks then I did it. We tackled some things by doing debates…Do two thumbs down or thumbs up, you know what it's like on Zoom when you've loads of people and everyone's trying to talk. As time went on, I found ways of like keeping it more structured and organised…And then I also found just using Messenger another Facebook group chats from our class book like that worked well because they don't have to wait on each other speaking, they were able to write paragraphs of their opinions on the contentious topics whatever. And then we could reply to each other so but I did, it's harder. It was definitely harder online."

Strong relationships between young people in the group and between young people and youth workers were still crucial to do deep discussions, and the relationships may even by helped by the breathing space provided online, as claimed by one youth worker:

"When the whole like George Floyd happened…that was a very common discussion in the Sudanese group because they're all Black. And so we actually just went for it and it was like, really like, probably one of the best in sessions I've ever done. And if not the best, like their honesty was spectacular. Like I think that I don't know if that would have happened in-person, but being on Zoom like they're all mates and stuff and they have really good relationships with us and we were able to ask one of our colleagues to come in, who is actually Black…I think it's because we had started off with some really light-hearted stuff… There's a mixed spectrum of academia…Some of them are really smart, some of them are just cruising, and some of them are like I don't care, and

but the discussion we had was actually really great and it was really great that they were wanting to talk about that. I think actually being on Zoom, it made it a bit not as [explosive sound]."

With online work, the ability to record sessions and typing up captions were praised as very helpful for engaging young people with English as an Additional Language, particularly in completing their OCNs:

"If a participant doesn't hit some of the learning outcomes you can do like a one to one video with them and record the session and ask each question then verbally which I suppose is really good for some of the young people then too because we have some foreign nationals, some Syrians as well, so their English maybe isn't as good others, so asking them to complete online, typing it up is very difficult. We found doing a wee bit of one to one with the actual facilitator then asking questions verbally across it has been really useful and OCN were happy for us to record it as long as the learning outcomes were hit and tutor just types up a wee statement saying you know learning outcome 2.1 was met after 2 minutes 30 seconds."

Lastly, youth workers mentioned SEUPB's decision to reduce the required contact hours as very helpful, although some reported that it could still be a struggle at times to engage some young people even with the reduction in hours:

"I suppose a reduction in the hours of down to 125 has been a blessing in disguise because it means that a lot of the young people are actually going to become completers which is brilliant. I think that it has taken a lot of pressure off staff too…you know to try and get the 15 hours before lockdown it was okay, but you know online doing 15 hours a week is not doable, you know it's very difficult, 2 hours a day is even a lot you know, you're asking a person to log on for an hours Zoom chat, you know an hour on Zoom with young people is a long time, especially if you're trying to come up with resources, different topics to talk about, and some of the young people aren't very chatty, you have to drag it out of them. If you're there beside them, you can at least work out their body language and if their comfortable or not, but online they just switch off their camera and their mic and there's no word from them, you're nearly talking to yourself."

"If SEUPB had turned around and said we are happy that you have tried your best, this is exceptional circumstances…like I know they dropped the contact time down to 5

hours, but trying to get 5 hours out of a teenager who is not going to school, who is not getting up until 3pm…how are we…?"

Going forward, some programme staff felt some additional clarity about what counts as a contact hour online would be helpful; for example, the time taken to write Messenger follow-up chats:

"See if I finish with a group at 3pm and later on send them something on Messenger, I can't add that in to my hours, we're not allowed to record that as time with the young people, it's only face to face."

7.6.4 Summary

The focus groups conducted in July 2020 with programme staff revealed the extent of the huge efforts and commitment that had gone into making a swift and creative move into online delivery for participants in the advent of lockdown in March 2020. In all respects of the programme, staff were doing what they could, often to the point of exhaustion, to engage young people and create positive impact, even though much of the programme impact has previously been attributed to factors that involve face-to-face experiences. Young people's levels of engagement with online activities were reported as varied for different reasons, but by quickly developing their expertise and using multiple methodologies (often because of the sharing of ideas between professionals about promoting engagement), this filtered into a mainly positive experience for many young people, despite them missing certain key experiences such as residentials and celebration events. Youth workers believed that online delivery would likely form part of their delivery for the foreseeable future (and indeed, that despite the challenges of online engagement, there were some key benefits in doing so). As such, there is a need now for further clarity about best practice for online delivery in relation to the different outcome areas, as well as expectations from SEUPB about verification of activities and online contact hours.

8. Quality and Impact Body

YouthPact has been established as a 'Quality and Impact Body' to support the PEACE IV Children & Young People (14-24) Programme. This cross-border partnership (including the National Youth Council of Ireland, POBAL, Co-operation Ireland and Ulster University) is funded by SEUPB, the Department for the Economy NI and the Department for Children and Youth Affairs, and aims to support and share youth work best practice within the Programme, thereby boosting its impact.

Over the first half of Phase II, YouthPact has run training events and group work sessions with staff across all 11 projects. This has included specific training sessions, cluster groups/reflective practice hubs, co-ordinators meetings, partnership development sessions, partnership specific sessions, and OCN Certificate in Youth Work Practice courses. Topics and themes covered within the sessions have been both reactive to the expressed needs of the groups and presented by YouthPact teams to anticipate themes for the projects in terms of delivery approach and programme content.

Like Phase I, focus groups with programme staff involved some discussion of the influence of the Quality and Impact Body on the work carried out by the projects. As has been the case since the beginning of the PEACEIV Specific Objective 2.1 Programme, staff were overwhelmingly positive in their praise of the YouthPact team and their work. This chapter outlines a summary of the outputs and activities organised by YouthPact as well as comments from programme staff about the impact of YouthPact's work on the programme.

8.1 YouthPact Outputs and Activities

To date, during Phase II, YouthPact have continued developing an impressive amount of resources and providing training activities for project coordinators and youth workers. In addition to the resources they have developed around such topics as theory of change, transformative practice, recruitment and retention, and group work, they provide continuing support to the projects on the completion of the evaluation survey, and have developed their own YouthPact Ezine which is published monthly. In regards to more general activities and trainings they provide, these can be categories into three broad areas: project coordinators meetings, partnership development sessions, and training events for youth workers. These activities and their perceived impact on the projects will be discussed in greater detail below.

Table 6. *Quality and Impact Body Events*

Date	Event	Attendees
25 January '19	Community Youth Work and ASC	82
28 February '19	Citizenship	39
8 March '19	Conscious use of Self Pilot	17
10 April '19	Young Voices #2	17
9 May '19	Northwest Cluster	14
17 May '19	Distilling the Essence	37
23 May '19	Western Cluster	7
14 June '19	Lifemaps	38
16 August '19	Conversations on Safeguarding	8
23 August '19	Conversations on Mentoring	13
9 September '19	Conversations on Retention	51
13 September '19	Conversations on Programme Design and Content	22
19 September '19	OCN Level 2 Belfast	8
7 October '19	ACE Training	16
12 October '19	OCN Level 2 Derry	8
4 November '19	ACE Training	19
14 November '19	Peacebuilding resources for working with groups	14
22 November '19	Youth worker and YP as social activists	13
28 November '19	Conversations on Safeguarding	6
29 November '19	ACE Training	22
12 December '19	Intro to working with Young Men	16
9 January '20	Intro to life coaching	26
16 January '20	Peacebuilding resources for working with groups	15
30 January '20	Advanced working with Young Men	10
7 February '20	Motivational Interviewing	11
6 March '20	Young People as Social Activists	7
16 June '20	Reflective Practice Clusters	8
22 June '20	Reflective Practice Clusters	7
25 June '20	Reflective Practice Clusters	6
27 June '20	Reflective Practice Clusters	12
28 July '20	Introduction to Youth Work session 1	11
30 July '20	Introduction to Youth Work session 2	12
4 August '20	Introduction to Youth Work session 3	11
6 August '20	Introduction to Youth Work session 4	10
18 August '20	Introduction to Youth Work in the online space session 1	14
24 August '20	Introduction to Youth Work in the online space session 2	12
27 August '20	Introduction to Youth Work in the online space session 3	9

8.1.1 Co-Ordinators Meetings

YouthPact has organised and managed a series of coordinators meetings for the project coordinators involved in the PEACEIV Specific Objective 2.1 Programme. These meetings have been held at the express request of project coordinators as a network of support, information sharing, and as a reflective space. Themes covered within these meetings include (but are not limited to):

- Reflections on leadership styles, acts, and actions
- Management issues regarding human resources and project management
- Reflective practice on programme issues, challenges, triumphs, and good practice
- Signposting by external agencies providing input on additional services or projects
- Collective responses to management issues regarding funding, cash flow, and/or issues impacting on the partnership
- Sharing of curriculum and programme ideas, resources, and approaches
- Recruitment and retention
- Administering the QUB evaluation survey

The coordinator meetings were described as crucial for sharing the learning from the projects and for utilising the combined expertise in the room to find solutions to problems:

> *"It's just been able to bounce ideas around, are people trying stuff, what's working. What's not working so much, and I think it's very much just it's an opportunity to keep people in the loop. You know if somebody was having issues, you know, it's about listening to the other organisations - what's working, and what learning may be taken away from them. And you know, but I they keeping their finger on the pulse and just know what is what's working. Is there anybody having any issues? Let's sort them out."*

This sharing was deemed particularly important for when the shift to online delivery occurred:

> *"I went to one meeting by YouthPact, it was like ideas bouncing off each other about how we can work more effectively online…That was probably about two months in, it was more like sharing thoughts and ideas. We did it across our whole team, because we are spread out across lots of organisations, there was like 18 people on that Zoom. So it was good to hear everyone's thoughts and ideas. But the trainer was really good, he had a background in online training so he had been doing it for a while and was*

giving us ideas, like not to do 3 hours of Zoom meetings a day, which I had heard people were doing…but it was really good to get that training from YouthPact, other groups are maybe more advanced but I really needed it for myself."

In relation to online work and resources, one project coordinator suggested the creation of an online folder to share resources, but there was a recognition that it would be up to project staff to populate this. YouthPact had encouraged staff to remotely share resources earlier in the programme, with little uptake; this may therefore be something to highlight as a recurrent item on the agenda for future coordinator meetings.

8.1.2 Partnership Development Sessions

In addition, YouthPact organises and manages partnership development meetings. These meetings provide space for individual projects to work through their own challenges in a private, safe space. This has allowed YouthPact development officers to devise session content based on the expressed needs of a single partnership. Some of these have been with the management team of a specific partnership only, while others are developed for the full staff team within the partnership. Topics and themes discussed within these sessions have included (but are not limited to):

- In-depth exploration of three programme areas and the 7 sub-themes
- Project specific theory of change
- Leadership and management across the partnership
- Case study approaches to capture the participant story
- Self-care, supervision, and staff development
- Programme design and development
- Sharing of resources and activities
- Group work
- Youth work approaches
- Responses to COVID-19 development days

When asked for examples of how Partnership Development Sessions had specifically helped them, programme staff spoke of how YouthPact's support had helped partnerships develop into successful collaborations, and had smoothed out issues related to communication, as they saw the issues through an independent set of eyes:

"There has been a lot of learning shared in terms of resources and approaches and styles and the Impact staff have been very useful that way as well in terms of stuff they've been giving us. They've run a few development days which have kinda helped the partnership sort of strengthen a wee bit and more in communication, cause it's a huge team, so trying to sort of get everyone on a level where we're trusting each other and things like that and there's no hidden agendas as, as sort of a longer term thing, and sort of at a place now where it's beneficial to us all."

"So we had a day in [name of town] there not that long ago so that was good and everybody was glad of it because it was needed big time. Instead of somebody from [organisations] leading it it was [YouthPact], so they kind of got their eyes opened too, of what, y'know, what each partner do and stuff like that but they were the one delivering it so it was a lot easier, but I think more days like that is definitely needed."

"It was sort of you know like a reset button, we talked about a lot of the issues that have gone on but it was mostly communication…but just in terms of more strategically, we came up with like a lot of sort of the issues were sort of aired and we came up with like positive solutions."

8.1.3 Training Events

Some of the training sessions that have been conducted to date received particular praise from the youth workers during the evaluation focus groups. This has included workshops by Breda Friel regarding life mapping workshops and motivational interviewing. For example:

"The young people you have coming in are coming with a lot of sort of, y'know, 'Oh I've no one.' But actually once you get chatting to them they've like a huge support and they just don't really value it or don't really see it you know that way."

During the 2020 focus groups, several programme staff praised YouthPact's training and toolkit of resources for delivering programme activity virtually:

"YouthPact sent through like a kind of toolkit. You get like a toolkit of different websites and different kinda platforms to use at the very start of it all, which was really, really useful and I know they shared that with the team. And I know they sent out a lot of information on safeguarding on different policies and procedures when working

online, which was also really useful, so that's been that's been really good from YouthPact."

Programme staff also had some recommendations for further training that they felt would benefit and support them in their work. One idea was to explore youth work approaches within schools, and how to blend the two approaches:

"I think the schools-based support on this programme is huge and I think there's a lack of training around working within schools, and how to adapt the programme to working in schools…And I think that, that clash of youth work and schools-based work is quite evident. I mean some of the teachers are very - if you get a teacher who's good and who's very pro- youth work, then you're sort of, you're flying, but, if you get a school that's maybe a bit stricter, it can be a bit of a clash of heads when it comes to the likes of residentials and stuff like that which are a key element to the programme. So maybe, I don't know if it was teacher-led or something to just give us a wee bit of an insight in how best to work within schools it'd be grand, but I think we've found it on the most part really interesting and challenging at the same time."

Another idea was to do more disability services/youth work cross-fertilisation and training on effective youth work practices specifically for young people with disabilities and autism, to help *'youth workers to understand the issues in disability and in autism. And also, there needs to be a cross – an integration going on – [disability services] need that youth work piece.'*

Several youth workers discussed how they felt they had training needs related to dealing with aspects of ethnic, cultural and linguistic diversity in groups:

"I think we'd really love some training on, or access to interpreters first of all."
"I'd love to know how other projects are dealing with it, y'know, with the language barrier."

"It would be amazing [to have] also some training on different cultures, specifically Arabic cultures, you know, Muslim culture, because it is so different and you don't want to offend anybody or anything like that and it looks like this is going to be more. So you're just going by - and then if you were ever to be asked the question [about it], or like I don't know – you just say I don't know like…I think more training or learning on it would be good."

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For others, training needs were in relation to administrative and technical skills needed as part of their role:

> "We need training on specific parts of the role - admin, finance, for workers in smaller organisations doing everything: we do everything….like all that paperwork at the start was just…too much like. Crazy."

> "IT training for me!"

In light of the challenges of Covid-19 and the shift to more online delivery, some youth workers were keen to access more support and guidelines for how to deal with future potential waves of lockdown and how to prevent staff burnout, as they were feeling exhausted from the strains caused by lockdown:

> "I think SEUPB will need something in their guidelines now somewhere, maybe in the future that if there's another worldwide pandemic that this is how we are going to deal with it and look after the workers. As I said, at the beginning I was fine with it, I had just finished a group and had all the paperwork to finish up and I could sit and do that, then there was a month while I recruited, then I started the group, and now I feel like it's…I'm in a lull and I can't get out of it, I need something to change, something new. I don't know where it stemmed from, because I was ok, it's just happened. And I feel like it's happening a lot with my colleagues anyway, we are having the same conversations. So maybe I feel like there could have been more support there."

> "I think burnout is a serious issue with everyone working at home…you know if you get emails and things in at all hours of the day, you're never really off. It is hard to make that that distinction between when I'm at home and when I'm working like….it really helps being able to prop yourself up [with a proper work space at home] and like set up like we had a spare desk…things like that really helped. But like as you say, switching off it was it was hard. It definitely was hard and just like inside of commuting home commuting home is a headspace break. It was close at times, I think for a lot of people."

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The only improvement suggested for YouthPact's training and support was in regard to the availability of the training, to schedule them for different days so that more staff can go.

"Probably just [need] more availability for the training, just because we would be, like facilitating on different days and stuff, so it's difficult for everyone to get going or like more than one or two of yous to get going. If it was ran maybe once for two or three weeks but on a different day, each time, because so rather than having to cancel groups."

Another youth worker also mentioned that it was sometimes hard to find the time for training during lockdown:

"The emails come through about the training, you know, if something sort of sounds interesting. You know I'll sign up for it, you know, but I mean, I can't believe we're into the 9th next week of this. It's hard. Because everything is just coming in constantly. You know even at night, like we're on, we used to finish at half four."

8.2   IMPACT

In addition to the specific impacts already outlined in regard to coordinators' meetings, partnership development work, and training sessions, youth workers spoke of the positive impact of YouthPact on them professionally. Benefits came from making time to get the youth workers together to talk about their experiences and their work, as this led to them feeling validated and valued:

"Whenever we all get round the same table it kind of feels like there's good stories coming out of it and there's good work and there's good youth workers and there's people out in our own communities like us and if, it's good to see."

Youth workers also spoke of the professional benefit to them in terms of developing their practice:

"I've been to a few of [the training days]…you would express you know your concerns about your work and stuff and they kinda help you and they're always trying to get you to develop your own personal development as well as doing wee courses on the side and things like that there like so they do support you."

8.3   SUMMARY

In conclusion, the work of the Quality and Impact Body has been perceived as highly instrumental in the success of the PEACEIV Specific Objective 2.1 Programme to date. The professional support it offers has empowered youth workers and promoted best practice within the peace-building projects of the PEACEIV Specific Objective 2.1 programme. It is fair to conclude that the positive impact the Programme has had on young people, as outlined in Chapter 5, can be explained in part by the existence of the YouthPact Quality and Impact Body.

9. Conclusions

Drawing from the results of the participant surveys and practitioner focus groups, a series of key findings are outlined below with discussion regarding how these fit with our understanding of youth work and intergroup relations more broadly, and community relations work with young people in Northern Ireland more specifically.

9.1 OVERCOMING CHALLENGES FROM PHASE I

9.1.1 Stronger Partnerships

It is clear that some of the significant challenges that practitioners faced in Phase I in relation to programme initiation and implementation have eased at the start of Phase II as partnerships have developed. There is evidence of more synergy between project partners, with stronger communication networks, wider use of partners' networks and resources for recruitment, retention and engagement, as well as the co-creation of resources and evidence of working together to design and adapt project activities to meet the needs of young people. This culture of collaboration and the sharing of ideas and resources was crucial to the swift and successful switch to online delivery from March 2020 due to COVID-19 lockdown restrictions. During this time, there was evidence of practitioners sharing and communicating more regularly with colleagues than even before.

YouthPact, the Quality and Impact Body that supports the youth work practice in the programme, has been absolutely integral to supporting partnership development. YouthPact facilitated regular meetings between project coordinators (thus promoting the sharing of ideas and solutions to problems) and organised and managed partnership development meetings to work through intra-partnership challenges. Indeed, practitioners were keen to stress the positive impact of YouthPact's work on the efficacy of their partnerships and their practice, which filtered into positive impacts for young people.

On the basis of this evidence, the evaluation highly recommends the continued promotion of, and investment in YouthPact, to facilitate the continued development of collaborations between partner organisations.

9.1.2 Relationship between Training and Practice

A recommendation made by the evaluation team following the analysis of Phase I data was the development of a stronger link between challenge areas and professional development training. Significant progress has been made in this regard, including providing additional support to further facilitate the progress made from Phase I of the Programme. This is in no small part due to the work of YouthPact. The breadth of work that YouthPact has completed to date during Phase II is noteworthy and they have truly lived up to the role of a quality and impact body.

YouthPact has developed a number of bespoke resources to address key concerns expressed by the project coordinators and youth workers (e.g., theory of change, recruitment and retention). These resources are crafted using both theory and practice making them academically rigorous, as well as user-friendly. However, what the evaluation team feels has been the most influential programme impact is the development of activities and training events which target challenges at differing levels of the PEACEIV Specific Objective 2.1 Programme. These are the project coordinator meetings, partnership development sessions, and training events for youth workers.

Project coordinator meetings provide the project leads with an opportunity to discuss, and receive feedback on, organisational challenges that their project face. It also creates a relationship between projects that strengthens communication, provides support, and is invaluable for the sharing of resources and best practice. Partnership development sessions on the other hand are crafted to address the needs of a single project. Intra-organisational challenges related to organisational values and work style are not uncommon within projects of this nature. Accordingly, having an outside organisation to help navigate what can potentially be 'thorny' issues is critical. The partnership development sessions have led to more successful collaborations and communication flow within the partnerships. Finally, key training events which are open to all youth workers across the PEACEIV Specific Objective 2.1 Programme raise the knowledge base and skill set of the key workers who are trying to delivery programme content and improve the lives of these young people. YouthPact has been responsive to changing needs, particularly in relation to the COVID-19 pandemic and move to virtual programme delivery. We encourage them to continue this moving forward. Youth workers have highlighted a number of areas moving forward which they feel training delivered by YouthPact would be beneficial. These include, but are not limited to, exploring youth work approaches within schools, effective youth work practices for young people with disabilities and autism, and managing ethnic, cultural, and linguistic diversity within groups.

9.2   EVIDENCE OF IMPACT

9.2.1 Positive Distance Travelled

Similar to Phase 1, the longitudinal survey findings reveal overwhelming evidence of distance travelled on each of the three outcomes for young people participating in the PEACEIV Specific Objective 2.1 Programme. Within the Good Relations indicators young people showed an increase their understanding of and respect for diversity; an increased awareness of and sensitivity to the values, beliefs, customs, and traditions of others; a stronger understanding of their own identity; and an increased respect for others of different community and cultural backgrounds; abilities and orientations. All measurement scales for these indicators showed significant change. Further, for the final Good Relations indicator, which reflects a positive predisposition to others from a different community/cultural background, young people showed significant distance travelled on 17 of the 20 measurement scales.

For Personal Development, all 8 outcome indicators and their associated measurement scales showed significant change. This means that as a result of participation in PEACEIV Specific Objective 2.1 funded projects, young people reported an increase in self-awareness and understanding; confidence and agency; planning and problem solving; positive relationships; working effectively with others; leadership; resilience and determination; and relevant knowledge and skills for supporting their own health and well-being.

Finally, for Citizenship, change was evident across 5 of the 6 indicators. Specifically, clear change was found for engagement with useful services and volunteering in communities of place. For participation in community structures, initiatives and democratic processes, 2 of the 3 measurement scales showed significant positive change. For positive community relations 2 of the 4 measurement scales showed positive change. The one indicator that did not show any signs of positive progression was positive family relations.

These findings indicate that 86% of the measurement scales (42 out of 49) showed statistically significant positive change over the three time points; with all but one outcome indicator showing positive progression in some form. Further, the majority of these effects were significant regardless of the duration of the project, and, while there may have been a 'dampening effect' over lockdown, the positive findings still held up. That is undeniable evidence of the positive impact the PEACEIV Specific Objective 2.1 Programme is having.

9.2.2 Evidence of Best Practice

There were a number of facilitating factors cited by youth workers in relation to these positive impacts. Of particular prominence was the role of mentoring relationships and the positive dynamic created between youth workers and young people, the role of diversity within group work, and the 'magic' of residentials to cement learning and provide opportunities for more informal development.

Youth workers are grappling with challenging, contentious issues with a group of marginalised young people who struggle with a number of mental, physical, and emotional needs. By focusing on the key elements of their relationship with the young person from the very beginning with more one-to-one work, personal barriers can be removed and trust can be built. The mentoring relationship that they are able to develop with the young person provides the foundation for all work completed later around each of the outcome indicators; particularly for personal development and good relations. Youth workers time and time again discussed the importance they place on this mentoring relationship as a key to future progression.

Once confidence has been built and a sense of trust developed, youth workers felt that group with a diverse range of young people was especially effective. Working within a group allows for positive relationships to develop between the young people and a sense of belonging can be fostered. Group work also provides opportunities for social learning through peer mentoring, exposure to differing cultures and ideologies, and having one's own attitudes and behaviours challenged. This is especially the case in groups with diverse young people. Northern Ireland and the border region of the Republic of Ireland are areas with deep division; the opportunities for and the fostering of positive intergroup contact between young people through group work cannot be underestimated[7].

A final area of best practice cited by youth workers for the positive impact the programme was having on young people, was what they called the 'magic' of residentials. They felt, and we concur, that residentials provide opportunities for new experiences; for relationships to develop between youth workers and the young people, as well as between the young people; and for informal learning in each of the outcome areas of the programme.

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[7] For a more detailed discussion on the role of group work within youth work settings, please see the recent resource developed by YouthPact, *Understanding Groupwork for Individual and Social Learning* (McConville, 2020).

9.3   CONTINUED CHALLENGES

While we have found evidence that Phase I 'teething' problems have been overcome and significant positive impact of the programme on the outcome areas and indicators, there are a number of continuing challenges that need to be addressed.

9.3.1 Organisational Issues

Youth workers express continued tensions within partnerships around differing organisation communication styles, values, and modes of delivery. In times of uncertainty, such as those found during the COVID-19 lockdown, these tensions increased in intensity. Overall, there has been substantial growth in the development of partnerships within the PEACEIV Specific Objective 2.1 Programme, it is imperative that tensions are addressed now while they are only described as relatively 'annoying'. One way to support continuing partnership growth is through the YouthPact Partnership Development Sessions. These sessions are dedicated to addressing specific concerns that the partnership is facing with bespoke training and discussions around key topics. Having a safe space in which to air grievances and work together is incredibly important. Collaboration is incredibly complex, and in recent years, the theoretical and practical literature around interorganisational and intersectoral collaborations has proliferated, offering a number of theoretical insights and practical guidance on fostering successful partnerships. Moving forward it would be beneficial to support YouthPact's work with resources that are from the organisational sciences to complement their current approach.

A problem which was not a concern during Phase I, but has become a substantial challenge as the projects move into Phase II is the tracking of young people's past participation in PEACEIV funded activities. A number of youth workers expressed uncertainties about how to appropriately access this information and those who were able to expressed frustrations in navigating the process, the efficient tracking of young people and the ease of accessing this data is an area in which SEUPB can potential support the PEACEIV Specific Objective 2.1 projects.

Further, while cross-border work seems less of a concern than in Phase I, youth workers still report challenges. One area of particular concern was how to appropriately work with young people who were asylum seekers and refugees. The movement of these young people is often restricted, making it difficult for cross-border interactions and activities. Providing the projects with the resources on how to best work with government policies around cross-border movement is key to ensuring successful engagement with all young people, regardless of jurisdiction.

9.3.2 Recruitment, Retention, and Cohort Ratios

Recruitment, retention, and recruitment criteria (in terms of target demographics of the young people for recruitment) were some of the key issues raised during Phase I of the evaluation. While these challenges have been mitigated to some extent due to factors such as better partnership working and more awareness of the programme in communities, they continue to be a difficulty faced by several projects.

Within the focus groups, there were two main reasons given to explain the challenge of recruitment – the perceived concentration of PEACE projects in particular geographical areas, and the fact that young people who had previously completed a PEACE project were ineligible to enrol in subsequent PEACE projects. The map of participant locations (Figure 5) shows that there are potentially gaps in coverage in the Glens area of Antrim and in parts of Monaghan, Louth and Leitrim in the Republic of Ireland, with a concentration in the urban centres of Belfast and Derry/Londonderry. Practitioners in rural areas expressed concerns about the provision of public transport, which was perceived as negatively impacting rural recruitment more than urban recruitment. There was also a concern that in some of the urban areas there were simply not enough young people to recruit, given the concentration of projects (both PEACE and other programmes). Some projects had changed their recruitment strategies and were running more school-based instead of community-based cohorts. More recruitment from schools however presented its own set of challenges. One such challenge was retention, particularly during the summer months, and there were reports of some young people's engagement with school ending once their engagement with the PEACEIV Specific Objective 2.1 project ended, which suggested that a longer transition phase may be needed. A further issue was that young people who attended a PEACEIV-funded project within school were then ineligible to join other community-based PEACEIV projects after leaving school, even though their needs may change as they enter their later adolescence. While there was evidence of strong relationships between projects and schools and a positive benefit in terms of the development of youth work practice, some staff struggled at times with a perceived clash of values in terms of school culture and youth work practice, and felt that they would benefit from further training on how to blend the two approaches.

In regard to recruitment criteria, some projects reported that they had experienced more success in recruiting young people from a Protestant / Unionist / Loyalist (PUL) background to their groups in the start of Phase II compared to Phase I, but others were still struggling. The demographic data collected through the evaluation surveys also suggest an imbalance in recruitment by community background. Staff detailed the efforts they had made to try to recruit young people from predominantly Protestant areas. There was a view that more

communication with project partners in terms of connecting to their local community networks could help resolve this, particularly with Protestant churches. This is an area that project partnerships might focus on for development going forward.

Project staff also expressed some frustration at the prescription of a 40% Catholic, 40% Protestant and 20% balance in the recruitment criteria. Project staff described in detail the different reasons why a large proportion of young people self-identify as 'Other'. There was also a sense that for some young people, disclosing their community background or designating themselves as either Catholic or Protestant was something that they were only comfortable doing later in their involvement as they built a relationship of trust with their youth worker. Given these findings, and the quantitative finding that young people's understanding of their own identity increases as they go through the programme, a more accurate reflection of the community background composition of projects could be obtained by capturing this data at the end of the project as well as the beginning, thus accounting for any change. Additional variables can also be added to the quantitative survey to create a proxy measure of community background. For example, asking young people who indicate that they are from "other" or "neither" what background others may perceive them or what background their family is. Additionally, it is worth asking more probing questions about their choice of indicating "other" or "neither". As this identity category grows across Northern Ireland, it is worth spending more time thinking critically about what this identity means to young people and their motivations for choosing it.

9.3.3 Stubborn Outcome Indicators

While the overwhelming majority of outcome indicators and their associated measurement scales showed positive distance travelled for young people engaged in PEACEIV Specific Objective 2.1 projects, there are a minority which have not showed movement over Phase I and the start of Phase II of the project. These are specifically around number of cross-community close friends, participation in sectarian behaviours, helping behaviours towards the outgroup, experiences of intergroup anxiety, and family cohesion. Two of these measures deal specifically with intergroup behaviours. To connect attitude change to behavioural change, it is important that the young people are aware of their contradictory behaviours, that they are fully supportive of the new attitudes, feel that they have the ability to enact the new behaviours, and feel supported in this process. It is clear that there is an inconsistency between young people's attitudes and behaviours towards positive community relations. In theory, the young people show an increase in their support for peacebuilding and self-efficacy in forming positive, intimate relationships with young people from the other community; however, in reality they report taking part in sectarian behaviour. As discussed in the Phase I report, we feel that this

is a case of young people not being able to draw the connection between these behaviours and the impact it may have in encouraging disharmony. We stress again, that this is not to pathologise these behaviours; for the young people these behaviours may simply be what they know as an expression of their identity. The other two indicators deal with experiences of anxiety when interacting with members of the other community and family cohesion. We feel that these measures speak to areas in which the current projects have not yet reached. Research suggests that a key mechanism to reduce intergroup anxiety, is to build young people's confidence in intergroup contact prior to initial interactions (Turner & Cameron, 2016). Moving forward, the projects may want to consider including conditions to make young people "contact ready" prior to initial cross-community interactions. This would require relatively little work for the projects as they are already engaged in a great deal of preparatory work with the young people to increase confidence and reduce generalised anxiety.

What may require more work and thought is how to address issues of family cohesion. Young people have the ability to influence family members through processes of developmental provocation (McDevitt, 2006) and Family Systems Theory (Bowe, 1978) suggests that a family system can respond to changes in one member by forming new patterns of behaviours. It is possible that young people may talk with their parents about their cross-community experiences or changes in their attitudes towards peacebuilding, and that these conversations can potentially change intergroup attitudes within the family unit (McDevitt, 2006; Merrilees et al., 2015; Reidy et al., 2015). As such, we would suggest that there may be potential distance travelled for members of the family unit on issues of Good Relations, Personal Development, and Citizenship, but it may take more time for these potential changes to result in changes to the dynamic and complex interrelationships found within the family unit. To impact family cohesion directly, programme activities may need to include work that extends beyond the young person and includes the young person and their family. This may be beyond the current remit of the Programme, but is worth considering how SEUPB could support YouthPact and the funded projects in developing activities and events that include the wider family unit.

9.4   THE IMPACT OF COVID

9.4.1 Ingenuity in a Time of Crisis

The evaluation found a plethora of evidence in relation to practitioners' high levels of skill, flexibility, creativity and innovation in adapting to the challenges presented by COVID-19 and the subsequent lockdown. Staff utilised their professional networks and the support of YouthPact to make the transition to online delivery as smooth and effective as possible, and a wide range of methodologies has been employed to make online delivery engaging for young

people, for all three outcome areas (Good Relations, Personal Development, and Citizenship). Indeed, some of the methodologies and activities show particular promise for continuation in future delivery. For example, physical activity challenges were effective in promoting group identity and for promoting individual determination; discussing difficult or controversial issues on Zoom, Facebook Messenger or other online platforms had the benefit of 'slowing down' heated conversations, allowing time for breathing space and reflection, and the option of recording sessions and captioning software helped young people who had English as an additional language to engage in conversations. There was also a benefit of online delivery in regard to the engagement of young people who lived far from youth centres, as it removed issues related to public transport, and it enabled quick 'check ins' with mentors or youth workers for those who needed them, without the effort of travel. With the continuation of the pandemic along with the easing of lockdown, the importance and potential of outdoor work, outlined in section 7.4.6 of this report, may also become ever more important in creating positive impact.

9.4.2 A 'Dampening' Effect

Online delivery was not without its challenges, and these challenges are likely to continue for the foreseeable future. Firstly, there was a perception that both young people and youth workers may not have felt the same level of privacy as before, and were therefore not able to say things they would normally say. Secondly, there were concerns that some of the online activities were viewed as 'school-work', reducing levels of engagement; this was particularly the case for completion of accredited training. Further, activities that would normally have included meeting different groups of young people were halted, reducing opportunities for developing and deepening cross-group friendships. While the nature of lockdown enabled some opportunities for volunteering in communities, there were also restrictions on community engagement. The new environment presented additional challenges in the form of relationship building. While youth workers report that the young people were ready to engage, there was a recognition that the intimacy required for relationship-building and trust between young people and youth workers takes a longer period of time when the interaction is online only; this was particularly true for youth workers and young people who had never met face to face.

Not only were there challenges for delivery, but there was a sense that for young people participating in a PEACEIV Specific Objective 2.1 project cohort during the lockdown there was a significant loss of opportunity in comparison to other cohorts. This loss related to the key stages of relationship building between youth workers and young people, as well as between young people within groups. It also related to missed opportunities in the form of events that

youth workers felt were fundamental to the programme impact, including residentials and celebratory events. Finally, as many of these young people exited their projects, they faced limited opportunities for education, training, and employment. This was evident in the surveys, where the percentage of young people who were 'not sure' of what they were going to do upon the leaving the project increased during the lockdown period and those obtaining accredited qualifications decreased.

While the findings from the surveys reveal overwhelming evidence of positive distance travelled for the young people, youth worker concerns that the impact of the lockdown could impact the measured outcomes was not unfounded. There was a clear 'dampening effect' of the lockdown on a number of variables. Not surprisingly, young peoples' reported scores on indicators related to activities and/or interactions with others (participation in volunteering/voluntary activity, number of cross-border friends, frequency of contact with asylum seekers and refugees, and frequency of contact with young people from the Irish Traveller community) showed a decline. Of greater concern, is the influence the lockdown appeared to have on areas of Personal Development including self-esteem, self-confidence, feelings of agency in the community/feelings of empowerment, leadership skills, and willingness to engage in positive help-seeking behaviours.

These findings are affirmed in the subgroup analyses, where we find that young people who experienced a mixed delivery format (face-to-face and virtual delivery) showed initial gains in a number of key outcome indicators between Time 1 and Time 2, sharply falling between Time 2 to Time 3. What is interesting is that this does not appear to be the case for those young people who received entirely virtual programme delivery. We can assume that those young people receiving a mixed delivery format began their projects pre-lockdown, while those young people receiving an entirely virtual delivery format began their projects post-lockdown. What may be the greatest influence that the COVID-19 pandemic and subsequent lockdown had on these young people is not the move to a virtual programme delivery, but the initial upheaval that the lockdown caused to the structure and organisation of the projects.

9.4.3 An Uncertain Future

As Phase II of the PEACEIV Specific Objective 2.1 Programme continues, the projects, youth workers, and young people face an uncertain future due to the continuing COVID-19 pandemic. In a Coordinators Reflection Hub meeting on the 18th of June 2020 a number of areas of concern were raised should a, highly likely, second lockdown occur. Areas of concern related to weakened relationships between projects and schools, limited training and

knowledge for staff around adapting to new safety measures, the challenges of working remotely, differing levels of IT literacy for staff and young people, how to effectively conduct OCN work, challenges recruiting new cohorts, digital fatigue for staff and young people, digital poverty, and of particular concern addressing mental health issues for participants as a result of lockdown. These are challenging times and it is crucial that these concerns are discussed openly and steps are put in place to protect all of those individuals participating in the PEACEIV Specific Objective 2.1 Programme. YouthPact has created a number of training events to address some of these issues. Moving forward more resources, tool kits, best practice guides, and training events are required to support the projects, youth workers, and the young people.

9.5   FINAL THOUGHTS

Across the wide body of data collected through surveys and focus groups with young people and youth workers, as well as in-depth conversations with the Quality and Impact Body, there is clear evidence that the PEACEIV Specific Objective Programme is positively impacting the lives of young people participating in the projects. There is substantial positive distance travelled across each of the three outcome indicators and the projects themselves report that they feel they are moving from strength to strength. Lessons have been learned from Phase I and adjustments and adaptations have successful been made. The projects have faced considerable challenges and difficulties in light of the COVID-19 pandemic and subsequent lockdown; however, we can confidently say they have risen to the challenge. There are areas of concern as we move into the final stages of the programme, but we feel that with appropriate training and resources, we will continue to see continued progress.

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Appendix A

Peace
Northern Ireland - Ireland
European Regional Development Fund

Special EU Programmes Body
Foras Um Chláir Speisialta An AE
Boord O Owre Ocht UE Projecks
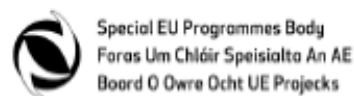
Programme principles

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 Ireland[2].

- **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.

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[2] National Quality Standards Framework (NQSF) for Youth Work – available at http://www.dcya.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.

PEACE4 Phase II Youth Group Cohorts

This is completed by the worker at the beginning of the group programme.

* Required

Email address *

Your email

To begin, please enter your group/cohort code *

For your code use your project name, followed by initials of your organisation, followed by name/number of cohort. For example, BREAKTHROUGH-SB-G1 would be the code for group 1 of Streetbeat.

Your answer

What is the start date for this group/cohort? *

Date

dd/mm/yyyy

What is the expected end date for this group/cohort? *

Date

dd/mm/yyyy

Please describe the special features of your project or intervention (i.e. project design, hours of engagement, description of activities, activity goals) *

Your answer

A copy of your responses will be emailed to the address you provided.

Submit

Never submit passwords through Google Forms.
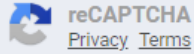
Appendix C – Phase 2: Time 1 Survey (English)

The survey you are about to complete is the FIRST of a series of four surveys to explore how young people's attitudes and experiences change during their time in their PEACE IV project.

Your answers will be kept confidential; only the evaluation team at Queen's University will see them. We do ask a few personal questions, so if you find any of these questions upsetting please speak with your youth worker. Your participation is voluntary and you can leave out any questions you do not want to answer.

The survey should only take about 20-25 minutes to complete. This is not a test, there are no right or wrong answers, we just want to know what you think so please answer as honestly as possible.

How will the information be stored?
If you agree to participate, your name will not be used in any reports that are written and published about the research. In accordance with Queen's University policy, all electronic data will be held on a secure server for a period of no less than 5 years and then destroyed. Any hard copies of the survey will be entered as soon as possible into the online database by your youth worker and will then be shredded.

What will happen with the information?
The findings of this evaluation will be reported in several ways. Reports and verbal presentations will be given to the Special European Union Programmes Body throughout the course of the evaluation. Also, the leader of your project will receive anonymised data from every completed survey for their project every 3 months; NO ONE will be able to identify your answers from this. The data gathered during the project may also be analysed for presentation and publication in academic conferences and journals.

Are there any risks?
We will take whatever steps are necessary to ensure the anonymity and confidentiality of those who take part in the research – this means we will not tell anyone you have participated and we will remove your name from all reports and raw data. To further disguise each person's identity, we will combine your responses with other people's responses so that general trends and issues are reported to the Special European Union Programmes Body.

What are the benefits of taking part?
It is important that the Special European Union Programmes Body understands the impact of the PEACE IV Specific Objective 2.1 and whether or not the funding has made a difference. By taking part in this evaluation you will be doing just that. It is also hoped that you would find the surveys to be an enjoyable opportunity to express your opinions and share your experiences.

Voluntary participation and right to withdraw
Your participation in this research is completely voluntary. You are free to refuse to participate and you may also ask for your information to be removed up until the time that the data is analysed; after which time we will not be able to remove the data. The decision to withdraw will bring no negative consequences to you or impact your relationship with the researchers, the Centre for Identity and Intergroup Relations, Queen's University, or the Special European Union Programmes Body.

Contact details
If you have any further questions about the study or about what your involvement might require, please do not hesitate to contact Danielle Blaylock or Stephanie Burns via phone, email, or the postal address below:
Dr Danielle Blaylock [d.blaylock@qub.ac.uk, 028 9097 4333]
Dr Stephanie Burns [stephanie.burns@qub.ac.uk, 028 90975655]
Queen's University Belfast, School of Psychology, 18-30 Malone Road, Belfast BT7 1NN

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Before we get started it is very important that we have a way to match up your surveys. Instead of asking for your name, one way we are doing this is by asking you for a unique ID number. Please know that we will not use this information for any other purpose other than to match your surveys.

We will never know your name.

You may need to ask a staff member for help to get your ID number

Please use the following format for ID number:

ProjectNameOrganisationNameCohortNumberYearFirst three letters of participant's surnameDay of birth

e.g. YOUTHSCAPESWCCohort12019BUR12

e.g. AMPLIFYForoigeCohort22020MCL10

ID Number_____

If you want to continue taking part in our survey, please tick Yes below.

○ Yes

○ No

Do you live in the Republic of Ireland or Northern Ireland?

O Republic of Ireland

O Northern Ireland

What is the first half of your postcode OR name of the area where you live?

What is your gender?

O Male   O Female   O Other_____

How old are you?

Do you have any kind of disability?

O Yes   O No   O Unsure

Do you provide regular service or help for any sick, disabled, or elderly relative, friend, or neighbour?

O Yes   O No   O Unsure

Which religious group do you feel you belong to?

O Protestant   O Jewish

O Catholic   O Muslim

O Hindu   O Atheist

O Buddhist   O Don't Know

O Sikh   O Other_____

In Northern Ireland there are two main community identities; do you consider yourself to be part of the...

O Protestant community

O Catholic community

O Neither Catholic nor Protestant community

O Not sure

O Both Catholic and Protestant communities/mixed

If you chose 'both Catholic and Protestant communities/mixed', do you identify with one of those communities more strongly than the other?

O I feel more strongly Catholic

O I feel more strongly Protestant

O No – I identify as equally Catholic and Protestant

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To which ethnic group do you consider yourself to belong? Please tick all that apply.

O White   O Polish

O Chinese   O Romanian

O Black   O Lithuanian

O Indian   O Irish Traveller

O Portuguese   O Other_____

	Nearly all from your community background	More from your community than the other	A mixture	More from the other community than yours	All or nearly all from the other community
We want you to think about the neighbourhood where you live. Are the people there...?	o	o	o	o	o
On an average day, is it likely that the people you see would be...?	o	o	o	o	o

The following questions ask about your personal, family, and community experiences of conflict as a result of the Troubles.

What has been the impact of the conflict on...?	None	Low impact	Some impact	Moderate impact	High impact
The area where you live	O	O	O	O	O
Your family/people you live with	O	O	O	O	O
On you	O	O	O	O	O

Please indicate (by circling the number on a scale of 0-100) how disadvantaged you feel in everyday life because of..

	Not disadvantaged at all Very disadvantaged
...the level of income in your household	0-------10------20------30------40------50------60------70--------80-------90-------100
....the area where you live	0-------10------20------30------40------50------60------70--------80-------90-------100

Across Northern Ireland and the Republic of Ireland there are a small number of integrated or mixed faith schools. This is when young people from Catholic and Protestant traditions, as well as those of other faiths, or none, go to school together (e.g. Lagan Integrated College in NI and Ballymakenny College in the Republic of Ireland).

Did you attend an integrated or mixed-faith school? Please tick all that apply.
□ Yes, primary school   □ Yes, post-primary school   □ No   □ Not sure

Shared education is when different schools work together to provide students with a wider variety of resources. One example is when students from one school take classes at a school other than their own.

Was your school involved in shared education?
□ Yes   □ No   □ Not sure

Have you participated in any other youth projects in the past 12 months?
□ Yes   (If yes, which one?_____)   □ No   □ Not sure

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SECTION 1: PERSONAL DEVELOPMENT
(Please remember you do not have to answer any questions you are uncomfortable with)

Please tell us how much do you disagree or agree with the following statements.

	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
I take time to think about what I want from life	O	O	O	O	O
I know what values are important to me	O	O	O	O	O
I am aware of my strengths and weaknesses as a person	O	O	O	O	O
On the whole, I am satisfied with myself	O	O	O	O	O
I feel that I'm a person of worth	O	O	O	O	O
I take a positive attitude toward myself	O	O	O	O	O

How much do the following statements describe you?

	Does not describe me at all	Does not describe me	In the middle	Describes me	Describes me a lot
I can deal well with change	O	O	O	O	O
No matter what comes my way, I'm usually able to handle it	O	O	O	O	O
I am confident I could interact with people who are different from me (e.g. different religion, ethnic background, disability status, etc)	O	O	O	O	O
I know how to find out about opportunities (e.g. jobs, courses, etc)	O	O	O	O	O
I have the confidence to speak up for what I believe in	O	O	O	O	O
I have the confidence to speak in a group	O	O	O	O	O
I feel that I can do things to improve my local community	O	O	O	O	O
I am willing to stand up against paramilitaries / dissidents/gang leaders in my community	O	O	O	O	O
Paramilitaries/dissidents/gang leaders control the way I behave in my community	O	O	O	O	O

How much do the following statements describe you?

	Does not describe me at all	Does not describe me	In the middle	Describes me	Describes me a lot
I am able to solve problems without harming myself or others	O	O	O	O	O
I try to plan ahead for things I want to achieve	O	O	O	O	O
I let other people make decisions for me	O	O	O	O	O
I have the willpower to stick to my decisions	O	O	O	O	O
I am determined	O	O	O	O	O

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	Does not describe me at all	Does not describe me	In the middle	Describes me	Describes me a lot
My friends know a lot about me	O	O	O	O	O
The people I am closest to stand by me during difficult times	O	O	O	O	O
For me, making new friends is easy	O	O	O	O	O
I know what a toxic friendship or relationship looks like	O	O	O	O	O
I know how to deal with a toxic friendship or relationship	O	O	O	O	O

Please tell us how much you agree or disagree with the following statements.

	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
I really like being a leader of a group	O	O	O	O	O
Project work gives me a chance to take a leading role in the group	O	O	O	O	O
I am often chosen to be the team leader or captain of a team	O	O	O	O	O

If you needed help, how likely is it you would turn to….

	Extremely unlikely	Unlikely	Slightly unlikely	Slightly likely	Likely	Extremely likely
Friend or partner	O	O	O	O	O	O
Parent or relative	O	O	O	O	O	O
Health professional (e.g. GP, mental health counsellor, etc)	O	O	O	O	O	O
Youth worker	O	O	O	O	O	O
I would look for advice online	O	O	O	O	O	O
I wouldn't seek help from anyone	O	O	O	O	O	O
Other_____	O	O	O	O	O	O

Have you ever lived in a residential home, hostel, or lived with a foster parent?

O Yes   O No   O Not sure

The next questions are about the people you consider your family. They may be relatives, people you're currently living with, or those you're closest to. Thinking about these people, how much do you disagree or agree…

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
We really help and support one another	O	O	O	O	O	O
There is a feeling of togetherness between us	O	O	O	O	O	O
The people I live with don't do things together	O	O	O	O	O	O
We really get along with each other	O	O	O	O	O	O
The people I live with seem to avoid contact with each other when at home	O	O	O	O	O	O

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SECTION 2: GOOD RELATIONS

How much are the following statements like you?

	Not at all	A little bit	In the middle	Quite a lot	A lot
Even if I don't agree with someone, I still think their opinion is important	O	O	O	O	O
If I knew I was being unfair to someone, it would make me feel bad about myself	O	O	O	O	O
If there were new people in our neighbourhood who were different from everyone else, I would go out of my way to be friendly to them	O	O	O	O	O
When someone treats me kindly, I treat them kindly in return, no matter how different they are from me	O	O	O	O	O
It makes me happy when I see groups of different people getting along together	O	O	O	O	O
It bothers me when I see someone being picked on because they are different	O	O	O	O	O
I enjoy learning about other people's beliefs, traditions and ways of life	O	O	O	O	O
I understand why people who are different to me celebrate their cultural events	O	O	O	O	O
I think about what life must be like for people who are different to me	O	O	O	O	O
I am aware of how the Catholic community suffered as a result of the Troubles	O	O	O	O	O
I am aware of how the Protestant community suffered as a result of the Troubles	O	O	O	O	O
I know about the history, values & beliefs of my community	O	O	O	O	O
I know the meaning behind flags, murals and other symbols that are present in my community	O	O	O	O	O
I understand why people celebrate things such as concerts, plays, festivals, or other events that represent my community	O	O	O	O	O

Do you identify as..... (please circle as many as you want)

		If you said yes, how strongly do you identify as that nationality?				
		Not at all strongly	A little bit strongly	In the middle	Strongly	Very strongly
British?	Yes / No	o	o	o	o	o
Irish?	Yes / No	o	o	o	o	o
Northern Irish?	Yes / No	o	o	o	o	o
Other nationality (please state)		o	o	o	o	o
None		o	o	o	o	o

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For the following questions, if you consider yourself part of the Catholic community, the "other" community would be the Protestant community. If you consider yourself part of the Protestant community, the "other" would be the Catholic community. If you are neither/unsure, the "other" would be a community other than your own.

	Never	Rarely	Sometimes	Often	Very often
How often do you talk to young people from the other community **DURING PROJECT ACTIVITIES?**	O	O	O	O	O
How often do you talk face-to-face to young people from the other community **OUTSIDE OF the project?**	O	O	O	O	O
How often do you talk to young people from the other community online (e.g. Facebook, Twitter, Instagram, Snapchat, Fortnite, etc?)	O	O	O	O	O

	Always negative	Negative	In the middle	Positive	Always positive
DURING PROJECT ACTIVITIES, how negative or positive is the time you spend with young people from the other community	O	O	O	O	O
OUTSIDE OF the Project, how negative or positive is the time you spend with young people from the other community?	O	O	O	O	O

How much do you agree or disagree?

On the whole, members of my community, family, and friends want me to...	Strongly disagree	Disagree	Agree	Strongly agree
...enjoy social activities together with members of the other community	O	O	O	O
...have a romantic relationship with someone from the other community	O	O	O	O
...have friends that are from the other community	O	O	O	O

How often do you spend your free time with young people who are...

	Never	Rarely	Sometimes	Frequently	Very Often
...from minority ethnic backgrounds?	O	O	O	O	O
...from the Irish Travelling Community?	O	O	O	O	O
...asylum seekers or refugees?	O	O	O	O	O

How happy were you when you spent time with young people who are...

	Does not apply	Very Unhappy	Unhappy	In the middle	Happy	Very Happy
...from minority ethnic backgrounds?	O	O	O	O	O	O
...from the Irish Travelling Community?	O	O	O	O	O	O
....asylum seekers or refugees?	O	O	O	O	O	O

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In general, how negative or positive do you feel towards young people who are...

	Very negative	Negative	In the middle	Positive	Very positive
...from minority ethnic backgrounds?	O	O	O	O	O
...from the Irish Travelling Community?	O	O	O	O	O
...asylum seekers or refugees?	O	O	O	O	O
....from a different community background to you (e.g. Catholic, Protestant)	O	O	O	O	O
...from your own community background?	O	O	O	O	O

If you can, please think of a situation where you might meet other young people for the first time. Would you...

	Not at all	A little	In the middle	Quite a lot	Extremely
Feel nervous around those from the other community (e.g. Catholic, Protestant)?	O	O	O	O	O
Feel nervous around those from across the border?	O	O	O	O	O
Feel nervous around those from a different race or ethnic background to you?	O	O	O	O	O

Now we'd like to ask you about your close friends – friends that you spend a lot of time with, enjoy their company, and have a strong connection with.

About how many of your close friends are from...

	None	One or Two	Quite a few	About half	Most
...the other community (e.g. Catholic, Protestant)?	O	O	O	O	O
....across the border?	O	O	O	O	O
...a different race or ethnic background to you?	O	O	O	O	O

And how close do you feel you are to your friends from....

	Not close at all	A little close	In the middle	Close	Very close
...the other community (e.g. Catholic, Protestant)?	O	O	O	O	O
....across the border?	O	O	O	O	O
...a different race or ethnic background to you?	O	O	O	O	O

Thinking about relations between Protestants and Catholics, do you think...

They are **better now** than they were five years ago? (Please tick one)
□ Better   □ Worse   □ About the same   □ Don't know

They **will be better** in five years' time from now? (Please tick one)

□ Better   □ Worse   □ About the same   □ Don't know

9

How much do you agree or disagree?

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
In the future, I would like to make new friends from other groups as much as I can	O	O	O	O	O
Even though I may have different views from my friends from different groups, I would work to maintain these friendships	O	O	O	O	O
In the future, I would be happy to let my children celebrate events/attend parades etc that are not part of my cultural tradition	O	O	O	O	O

	Strongly disagree	Slightly disagree	In the middle	Slightly agree	Strongly agree
I help my peers	O	O	O	O	O
I show recognition of the feelings of others	O	O	O	O	O
I am concerned when other people are distressed	O	O	O	O	O
I am kind towards other people	O	O	O	O	O
I am cooperative with other people	O	O	O	O	O
I offer help or comfort when other people are upset	O	O	O	O	O
I would help others if they asked me for help	O	O	O	O	O

Thinking about all these things above, how often do you do them towards people from...	Never	Rarely	Occasionally	Sometimes	Frequently	Very often
Your own community?	0	1	2	3	4	5
The other community?	0	1	2	3	4	5

Thinking about where you live, how much do you agree or disagree with each statement?

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Where I live, relations between Catholics and Protestants are an issue	O	O	O	O	O
Antisocial behaviour and crime is an issue in my area	O	O	O	O	O
I would like to bring my children up in the area where I live right now	O	O	O	O	O
I am proud to be from my area	O	O	O	O	O
I feel safe in my area	O	O	O	O	O

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SECTION 3: CITIZENSHIP

Please indicate how often you have done each of the following activities in the past three months.

	Never	Rarely	A few times	Often	Very often
Taken part in a sponsored event	○	○	○	○	○
Volunteered your time	○	○	○	○	○
Helped with fundraising and collected money (for charity)	○	○	○	○	○
Worked together with others to solve a problem in your neighbourhood	○	○	○	○	○
Signed a petition	○	○	○	○	○
Campaigned on behalf of a group (or charity)	○	○	○	○	○
Taken part in a community group discussion on Whatsapp, Facebook etc	○	○	○	○	○
Chosen to buy from local shops/businesses instead of big companies	○	○	○	○	○

How much do you disagree or agree with the following statements?

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Peace walls in Northern Ireland should be taken down to improve community relations	○	○	○	○	○	○
The Northern Irish identity offers a shared identity which can help bring communities in Northern Ireland together	○	○	○	○	○	○
Integrated and shared education can help bring divided communities together	○	○	○	○	○	○
Political parties are preventing peace in Northern Ireland	○	○	○	○	○	○
The peace bridge in Derry-Londonderry is a physical symbol of change and cross-community engagement; more symbols like this are needed	○	○	○	○	○	○
Mixed sports teams of Catholic and Protestants encourage cross-community peacebuilding	○	○	○	○	○	○
Cross-border work is important to promote positive relationships between Northern Ireland and the Republic of Ireland	○	○	○	○	○	○
I worry about changes to the border between Northern Ireland and the Republic of Ireland	○	○	○	○	○	○

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	Very negative	Negative	No change	Positive	Very positive
The influence of the Brexit vote on community relations in my area has been....	o	o	o	o	o

Below is a list of behaviours that people do <u>to get at someone from the other community</u>. Please tell us how often you have done the following to get at the other community in the past three months.

	Never	Not in the last 3 months	Once in the past 3 months	Every month	Every week	Every day
Flown a flag to taunt/provoke people from the other community (for example, waving a flag that represents your community in the face of someone from a different community)	O	O	O	O	O	O
Worn a football jersey to taunt/provoke people from the other community (for example, walking through an area where most people are from a different community to you and you want to provoke people by wearing this top)	O	O	O	O	O	O
Sang or chanted songs about the other community	O	O	O	O	O	O
Used text messaging or social media to taunt or tease someone from the other community	O	O	O	O	O	O

Within your own community, how often have you gotten involved in....

	Never	Not in the last 3 months	Once in the past 3 months	Every month	Every week	Every day
Feuds or fights	O	O	O	O	O	O
Anti-social behaviour (e.g. throwing stones, vandalism, etc)	O	O	O	O	O	O
Other behaviour that could be upsetting to people who live there	O	O	O	O	O	O

Thank you for completing the survey!

If you have any questions or want to talk to the research team about the survey you can contact us by email at D.Blaylock@qub.ac.uk and Stephanie.Burns@qub.ac.uk

Appendix D – Phase 2: Time 1 Survey (Illustrated)

We would like to ask you some questions about your experiences of the PEACE IV project. We would like to know about your experiences with other young people.

Your answers will be kept confidential. Only the evaluation team at Queen's University will see them. We do ask a few personal questions. If you find any of these questions upsetting, please talk to your youth worker.

There are no right or wrong answers to the questions. We just want to know what you think.

We will not use your name in any reports about the research. We will remove any information that could identify you from our reports so that no one will be able to know how you answered.

We will keep your information in a safe place on our computers. The information will be protected with a password. We will destroy it after 5 years unless you ask us to do so at an earlier date. You can ask us to destroy your data until we start to write our report.

> **You don't have to take part in this survey if you don't want to. If you change your mind during the survey, you can stop. You also don't have to answer any questions you don't want to answer.**

Contact details
Please contact the researchers if you have any questions about this research.
Dr Danielle Blaylock
Email: d.blaylock@qub.ac.uk
Phone: 028 9097 4333]
Dr Stephanie Burns
Email: stephanie.burns@qub.ac.uk
Phone: 028 90975655
Address: Queen's University Belfast, School of Psychology, 18-30 Malone Road, Belfast BT7 1NN

Do you want to take part in the survey?

O Yes

O No

Before we get started, we need to ask for your ID code. You may need to ask your youth worker for this number.

Please use the following format for the ID number:

ProjectNameOrganisationNameCohortNumberYearFirst three letters of participant's surnameDay of birth

e.g. HeroesMencapCohort12019BUR12

What is your ID Number?

Youth worker: Please indicate whether <u>Time 1</u> or <u>Time 2</u> survey:

About You.

We'd like to know a little bit about you. You only need to answer the questions on this page the first time you do this survey – *please skip to page 3 if you have answered this page before.*

Do you live in the Republic of Ireland or Northern Ireland?

Republic of Ireland   O

Northern Ireland   O

What is your gender?

Male   O

Female   O

Other   O

How old are you? _____

To which ethnic group do you consider yourself to belong? Please tick all that apply.

O	White	O	Polish
O	Chinese	O	Romanian
O	Black	O	Lithuanian
O	Indian	O	Irish Traveller
O	Portuguese	O	Other_____

In Northern Ireland there are two main community identities; do you consider yourself to be part of the...

Protestant community   O

Catholic community   O

Neither Catholic nor Protestant community O

Not sure   O

Both Catholic and Protestant / Mixed   O

What is the first half of your postcode (if in Northern Ireland) or the name of the town/village you are from?

_____

2

Your feelings and experiences.

Please read the sentences and circle the face which shows how you feel about it.

1. I am aware of my strengths and weaknesses as a person

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

2. I take a positive attitude towards myself

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3. No matter what comes my way, I am usually able to handle it.
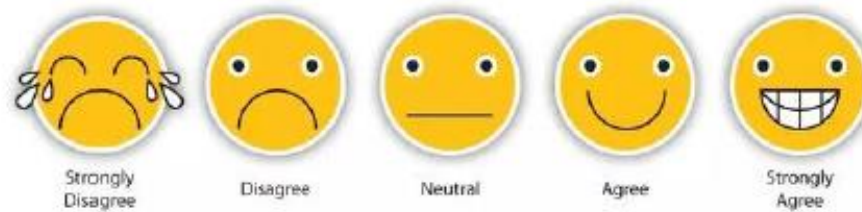
Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

4. I have the confidence to speak in a group

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3

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5. I try to plan ahead for things I want to do

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

6. I am determined

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

7. My friends know a lot about me

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

8. If you had a problem, who would you ask for help? You can tick more than one answer:

□ Friend or partner

□ Parent or relative

□ Health professional (e.g. GP, mental health counsellor, etc)

□ Youth worker

□ I would look for advice online

□ I wouldn't seek help from anyone

□ Other (please tell us who)_____

4

Your interactions and relationships with others.

How much do you agree with this sentence?

9. I really like being a leader of a group.

Strongly disagree	Disagree	In the middle	Agree	Strongly agree

How much are the following sentences like you?

10. It bothers me when I see someone being picked on because they are different.

not at all   a little bit   in the middle   quite a lot   very much

11. I enjoy learning about other people's beliefs, traditions, and ways of life

not at all   a little bit   in the middle   quite a lot   very much

12. I know the meaning behind flags, murals, and other symbols that are present in my community

not at all   a little bit   in the middle   quite a lot   very much

5

The next question is about the people in your family. There are many different types of families – they may be your relatives, people you're currently living with, or those you're closest to.

Thinking about the people in your family, how much would you disagree or agree with the sentence below.

13. We really help and support one another

| Strongly Disagree | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |

In Northern Ireland and the Republic of Ireland, many people come from two main community backgrounds – Catholic and Protestant. You might be Catholic or Protestant, mixed, or neither.

For the next few series of questions we are interested in how you get along with young people who are from a different community to you.

14. In general, how often do you have positive experiences with young people from a different community during project activities?

Never	Rarely	Sometimes	Often	Very often
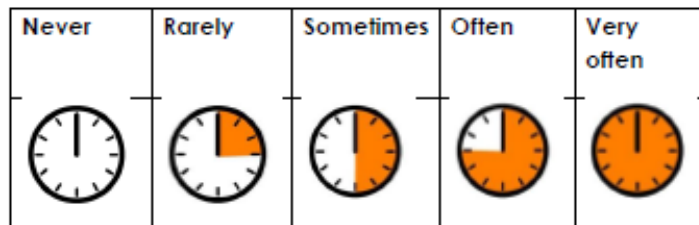
15. In general, how often do you have positive experiences with young people from a different community outside of project activities?

Never	Rarely	Sometimes	Often	Very often

6

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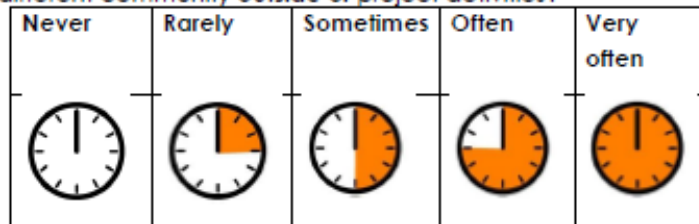
Please read the sentences and tick the circle the answer that is most like you.

	Very negative	Negative	In the middle	Positive	Very positive
16. In general, how do you feel towards young people who are from **minority ethnic backgrounds**?					
17. In general, how do you feel towards young people who are from the **Irish Travelling Community**?					
18. In general, how do you feel towards young people who are **asylum seekers or refugees**?					
19. In general, how do you feel towards young people who are from a **different community background to you (Catholic, Protestant)**?					
20. In general, how do you feel towards young people from **your own community background**?					

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21. How nervous would you feel meeting young people who are from a **different community** to you for the first time?

| not at all | a little bit | in the middle | quite a lot | extremely |

22. How nervous would you feel meeting young people who are from **across the border** for the first time?
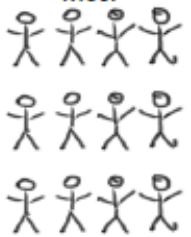
| not at all | a little bit | in the middle | quite a lot | extremely |

23. How nervous would you feel meeting young people who are from a **different race or ethnic background** to you for the first time?
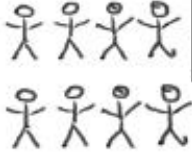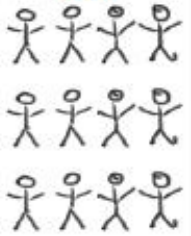
| not at all | a little bit | in the middle | quite a lot | extremely |

The next few questions are about your friends (the people you spend a lot of time with or talk to a lot, either in person or online).
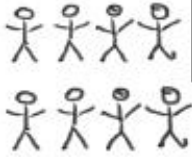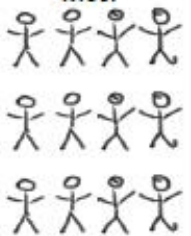
24. About how many of your friends are from the other community (e.g. Catholic, Protestant)?

None	One or two	Quite a few	About half	Most
✕	🧍	🧍🧍🧍🧍	🧍🧍🧍🧍 🧍🧍🧍🧍	🧍🧍🧍🧍 🧍🧍🧍🧍 🧍🧍🧍🧍

8

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25. About how many of your friends are from across the border?

None	One or two	Quite a few	About half	Most
✕	🯅	🯅🯅🯅🯅	🯅🯅🯅🯅 🯅🯅🯅🯅	🯅🯅🯅🯅 🯅🯅🯅🯅 🯅🯅🯅🯅

26. About how many of your friends are from a different race or ethnic background to you?

None	One or two	Quite a few	About half	Most
✕	🯅	🯅🯅🯅🯅	🯅🯅🯅🯅 🯅🯅🯅🯅	🯅🯅🯅🯅 🯅🯅🯅🯅 🯅🯅🯅🯅

How much do you agree or disagree with the following statements?

27. In the future, I would like to make new friends from other groups as much as I can

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

28. I would help other young people if they asked me for help.

Strongly Disagree Disagree Neutral Agree Strongly Agree
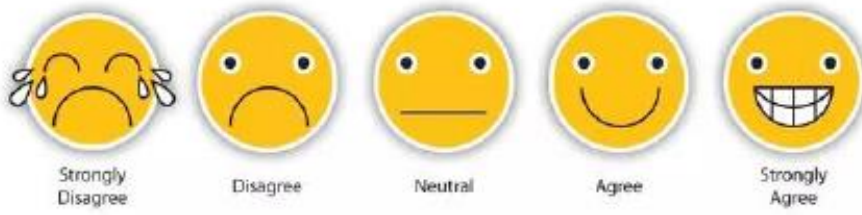
Last bit: Where you live

29. Where I live, relations between Catholics and Protestants are an issue

not at all a little bit in the middle quite a lot very much
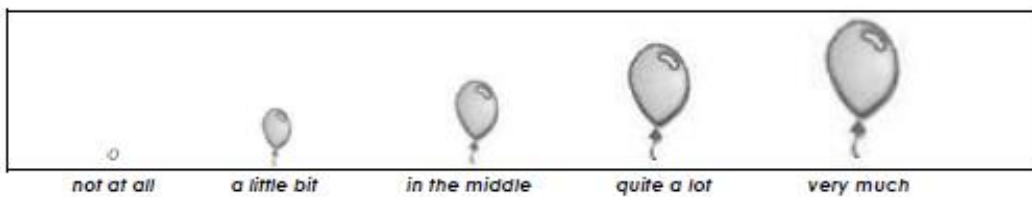
30. Antisocial behavior and crime is an issue in my area

not at all a little bit in the middle quite a lot very much

31. I am proud to be from my area

not at all a little bit in the middle quite a lot very much

10

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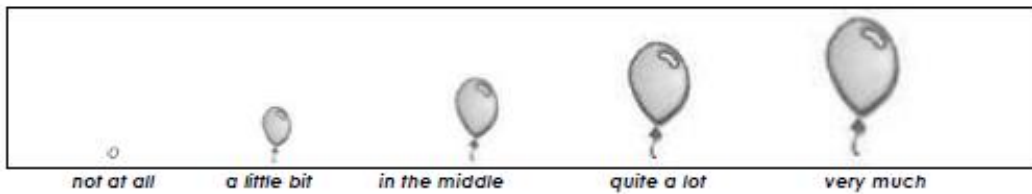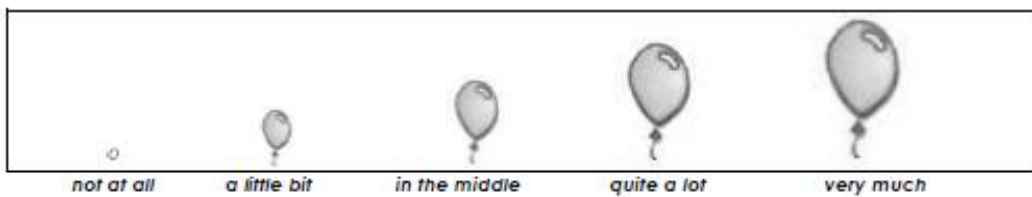
32. How often do you take part in fundraising activities or volunteer? (Please tick one)

Never	Rarely	Sometimes	Often	Very often

33. How often do you work with others to solve problems in your community? (Please tick one)

Never	Rarely	Sometimes	Often	Very often

34. How often have you done something **on purpose** to annoy someone who is **from a different community** to you?

Never	Not in the last 3 months	Once in the past 3 months	Every month	Every week	Every day
X					

35. Within your **own community**, how often have you gotten involved in behaviour that would be **upsetting** to the people who live there?

Never	Not in the last 3 months	Once in the past 3 months	Every month	Every week	Every day
X					

Thank you for completing the survey!

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Appendix E – Phase 2: Time 1 Survey (Arabic)

Special EU Programmes Body
Foras Um Chláir Speisialta An AE
Board O Owre Ocht UE Projecks

QUEEN'S UNIVERSITY BELFAST | Centre for Identity and Intergroup Relations School of Psychology

Queen's University Belfast, University Road, Belfast, BT7 1NN, Northern Ireland, United Kingdom

نود أن نطرح عليك بعض الأسئلة حول تجاربك في مشروع الشباب. نود أن نعرف عن مواقفكم وتجاربكم مع الشباب الآخرين.

ستبقى إجاباتك سرية. فقط فريق التقييم في جامعة الملكة سوف يراهم. سوف نطرح بعض الأسئلة الشخصية. إذا وجدت أي من هذه الأسئلة مزعجة، يرجى التحدث إلى عامل الشباب الخاص بك.

لا توجد إجابات صحيحة أو خاطئة على الأسئلة. نريد فقط أن نعرف ما رأيك.

لن نستخدم اسمك في أي من التقارير. سنقوم بإزالة أي معلومات قد تحدد هويتك من تقاريرنا حتى لا يعرف أحد إجاباتك.

سنحتفظ بمعلوماتك في مكان آمن على أجهزة الكمبيوتر الخاصة بنا. سيتم حماية المعلومات بواسطة كلمة مرور. سوف ندمرها بعد 5 سنوات ما لم تطلب منا أن تفعل ذلك في وقت سابق. يمكنك أن تطلب أن تدمر بياناتك إلى أن نبدأ في كتابة تقريرنا.

ليس من الضروري أن تشارك في هذا الاستطلاع إذا كنت لا تريد ذلك. إذا غيرت رأيك أثناء الاستطلاع، يمكنك التوقف. كما أنه ليس عليك الإجابة على أي أسئلة لا تريد الإجابة عليها.

تفاصيل الاتصال

يرجى الاتصال بالباحثين إذا كان لديك أي أسئلة حول هذا الاستطلاع.

Dr Danielle Blaylock
Email: d.blaylock@qub.ac.uk
Phone: 028 9097 4333]
Dr Stephanie Burns
Email: stephanie.burns@qub.ac.uk
Phone: 028 90975655
Address: Queen's University Belfast, School of Psychology, 18-30 Malone Road, Belfast BT7 1NN

هل تريد المشاركة في الاستطلاع؟

- نعم (YES)

- لا (NO)

قبل أن نبدأ، نحن بحاجة إلى أن نسأل عن رمز الهوية الخاص بك. قد تحتاج إلى أن تطلب من عامل الشباب الخاص بك إدخال هذا الرقم.

ما هو رقم هويتك؟

(Enter evaluation ID)

(Youth worker: Please indicate whether Time 1/ Time 2/ Time 3 Survey)

1

K

<u>بشأنك</u>

نود أن نعرف القليل عنك. عليك الإجابة فقط على الأسئلة في هذه الصفحة في المرة الأولى التي تقوم فيها بهذا الاستطلاع - يرجى الانتقال إلى الصفحة الثالثة إذا كنت قد أجبت على هذه الصفحة من قبل.

هل تعيش في جمهورية أيرلندا أو أيرلندا الشمالية؟

جمهورية أيرلندا ____

أيرلندا الشمالية____

ما هي جنسك؟

ذكر ____

أنثى _____

الأخرى____

إلى أي مجموعة عرقية تعتبر نفسك تنتمي؟ يرجى وضع علامة على كل ما ينطبق

البولندية		أبيض	
الرومانية		الصينية	
الليتوانية		الأسود	
الرحالة الأيرلندى		الهندى	
أخرى		البرتغالية	

وتوجد في أيرلندا الشمالية هويتان مجتمعيتان رئيسيتان؛ هل تعتبر نفسك جزءا من ...

الطائفة البروتستانتية____

الطائفة الكاثوليكية____

لا الطائفة الكاثوليكية ولا البروتستانتية ____

لست متأكداً____

الكاثوليكية والبروتستانتية على حد سواء / مختلطة____

ما هو النصف الأول من الرمز البريدي الخاص بك (إذا كان في أيرلندا الشمالية) أو اسم المدينة / القرية التي تعيش فيها؟

_____

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<u>مشاعرك وتجاربك.</u>

يرجى قراءة الجمل وضع دائرة حول الوجه الذى يظهر كيف تشعر حيال ذلك.

1. أنا على بينة من نقاط قوتي وضعفي كشخص

| أنا أعترض بشدة | أنا أعترض | محايده | أوافق | أوافق بشدة |

2. أنا اتخذا موقف إيجابي تجاه حياتي

| أنا أعترض بشدة | أنا أعترض | محايده | أوافق | أوافق بشدة |

3. بعض النظر عن ما يأتي في طريقي، أنا عادة قادر على التعامل معها.

| أنا أعترض بشدة | أنا أعترض | محايده | أوافق | أوافق بشدة |

4. لدى الثقة في التحدث في مجموعة

| أن أعترض بشدة | أنا أعترض | محايده | أوافق | أوافق بشدة |

3

5. أحاول أن أخطط مسبقا للأشياء التي أريد القيام بها

| أن أعارض بشدة | أنا أعارض | محايده | أوافق | أوافق بشدة |

6. أنا مصمم على ما يجب القيام به

| أن أعارض بشدة | أنا أعارض | محايده | أوافق | أوافق بشدة |

7. أصدقائي يعرفون الكثير عني

| أن أعارض بشدة | أنا أعارض | محايده | أوافق | أوافق بشدة |

8. إذا كان لديك مشكلة، من من ستطلب المساعدة؟ يمكنك وضع علامة على أكثر من إجابة واحدة:

□ صديق أو شريك

□ الأبوين أو الأقارب
□ طبيب أو مستشار

□ عامل الشباب

□ أود أن أبحث عن المشورة على الانترنت

□ أنا لا أطلب المساعدة من أي شخص

□ غير ذلك (من فضلك قل لنا من) _____

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<u>تفاعلاتك وعلاقاتك مع الآخرين.</u>

كم توافق على هذه الجملة؟

9. أنا حقا أحب أن أكون فالا لمجموعة.

أنا أعترض بشدة	أنا أعترض	محايد	أوافق	أوافق بشدة
👎	👎	✊	👍	👍
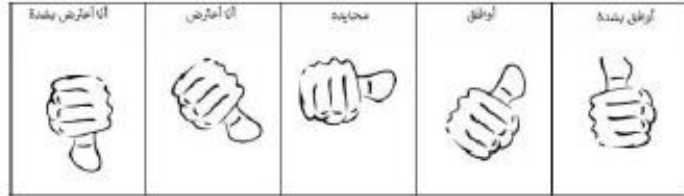
كم هي الجمل التالية مثلك؟

10. يزعجني عندما أرى شخص ما يتعرض للتخويف لأنه مختلف.

| ابدا | قليلا | في الوسط | كثير | الغايه |

11. أنا أستمتع بالتعلم عن معتقدات الآخرين وتقاليدهم وطرق حياتهم

| ابدا | قليلا | في الوسط | كثير | الغايه |

12. أعرف المعنى وراء الأعلام والجداريات والرموز الأخرى في مجتمعي

| ابدا | قليلا | في الوسط | كثير | الغايه |

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السؤال التالي هو عن الناس في عائلتك. هناك العديد من الأنواع المختلفة من الأسر ـ قد يكون أقاربك، أو الأشخاص الذين تعيش معهم حاليًا، أو الأشخاص الأقرب إليك.

اذا فكرت في الناس في عائلتك، كم تختلف أو توافق على الجملة أدناه.

13. نحن حقا نساعد وندعم بعضنا البعض
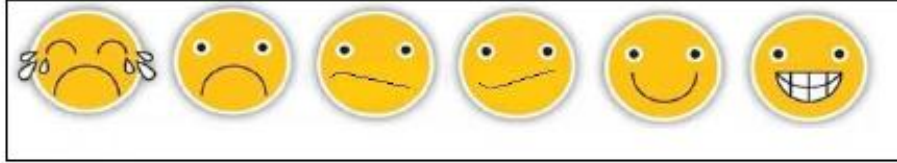
في أيرلندا الشمالية وجمهورية أيرلندا، يأتي العديد من الناس من خلفيتين مجتمعيتين رئيسيتين ـ الكاثوليكية والبروتستانتية. قد تكون كاثوليكياً أو بروتستانتياً، مختلطاً، أو لا.

في السلسلة القليلة القادمة من الأسئلة نحن مهتمون ان تعلم عن كيفية انسجامك مع الشباب الذين هم من مجتمع مختلف عنك.

14- وبوجه عام، ما هو عدد المرات التي تشهد فيها تجارب إيجابية مع شباب من مجتمع محلي مختلف أثناء أنشطة المشاريع؟

دائما	غالبا ما	احيانا	نادرا ما	ابدا
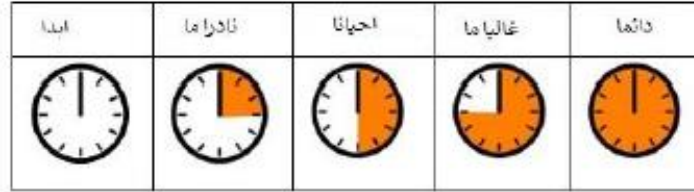
15- وبوجه عام، ما هو عدد المرات التي تشهد فيها تجارب إيجابية مع شباب من مجتمع محلي مختلف عندما لا تكون في البرنامج؟

دائما	غالبا ما	احيانا	نادرا ما	ابدا

6
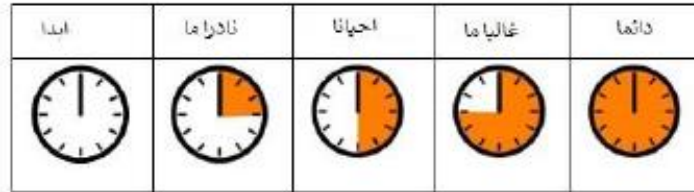
يرجى قراءة الجمل ووضع علامة على الدائرة الجواب الذى هو الأكثر مثلك.

	إيجابي جداً	ايجابيه	في الوسط	السلبيه.	سلبي جداً
16- بوجه عام، ما هو شعورك تجاه الشباب المنتمين إلى أقليات إثنية؟					
17. بشكل عام، ما هو شعورك تجاه الشباب الذين هم من مجتمع السفر الأيرلندى؟					
18- بوجه عام، ما هو شعورك تجاه الشباب من ملتمسى اللجوء أو اللاجئين؟					
19. بشكل عام، ما هو شعورك تجاه الشباب الذين هم من خلفية مجتمعية مختلفة عنك (الكاثوليكية والبروتستانتية)؟					
20. بشكل عام، ما هو شعورك تجاه الشباب من خلفيتك المجتمعية؟					

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21. ما مدى التوتر الذى تشعر به عند مقابلة الشباب الذين ينتمون إلى مجتمع مختلف بالنسبة لك لأول مرة؟

أبدا | قليلا | فى الوسط | كثير | الغايه

22. ما مدى التوتر الذى تشعر به عند مقابلة الشباب الذين هم من عبر الحدود لأول مرة؟

أبدا | قليلا | فى الوسط | كثير | الغايه
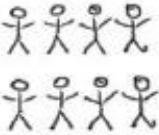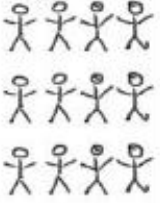
23. ما مدى التوتر الذى تشعر عند مقابلة الشباب الذين ينتمون إلى عرق أو خلفية عرقية مختلفة بالنسبة لك لأول مرة؟

أبدا | قليلا | فى الوسط | كثير | الغايه
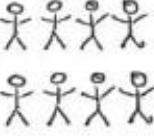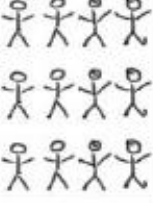
الأسئلة القليلة التالية هي عن أصدقائك (الأشخاص الذين تمضي الكثير من الوقت معهم أو تتحدث إليهم كثيرا، سواء شخصيا أو عبر الإنترنت).
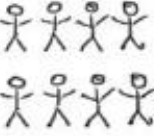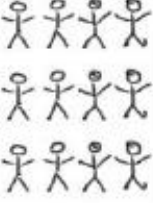
24. كم من أصدقائك هم من المجتمع الآخر (على سبيل المثال الكاثوليكية والبروتستانتية)؟

اي ✗	واحد أو اثنين	قليل	حوالي نصف	اخر

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25. كم من أصدقائك يعيشون على الجانب الآخر من الحدود الأيرلندية؟

اي	واحد أو اثنين	قليل	حوالي نصف	اخر
✗				

26. كم من أصدقائك هم من عرق أو خلفية عرقية مختلفة عنك؟

اي	واحد أو اثنين	قليل	حوالي نصف	اخر
✗				

كم توافق أو لا توافق على البيانات التالية؟

27. في المستقبل، أود تكوين صداقات جديدة من مجموعات أخرى بقدر ما أستطيع

انا اعترض بشدة	انا اعترض	محايد	اوافق	اوافق بشدة

28. أود أن اساعد الشباب الآخرين إذا طلبوا مني المساعدة.

انا اعترض بشدة	انا اعترض	محايد	اوافق	اوافق بشدة

آخر جزء: حيك

29. حيث أعيش، العلاقات بين الكاثوليك والبروتستانت هي مسألة

30. السلوك المعادي للمجتمع والجريمة هي قضية في حيي

31. أنا فخور بالعيش في حيي

32. كم مرة تشارك في أنشطة جمع الأموال أو التطوع؟ (يرجى وضع علامة واحدة)

ابدا	نادرا ما	احيانا	غاليا ما	دائما

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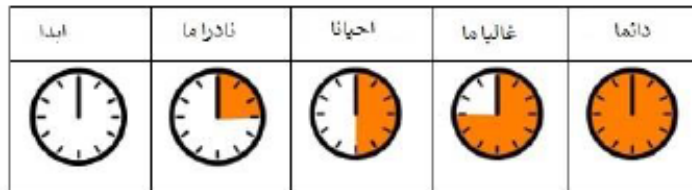
33. كم مرة تعمل مع الآخرين لحل المشاكل في مجتمعك؟ (يرجى وضع علامة واحدة)

ابدا	نادرا ما	احيانا	غالبا ما	دائما

34. كم مرة قمت بعمل شيء عن قصد لإزعاج شخص من مجتمع مختلف عنك؟

ابدا	ليس في الأشهر الثلاثة الأخيرة	مرة واحدة في الأشهر الثلاثة الماضية	كل شهر	كل أسبوع	كل يوم
X					

35. داخل مجتمعك، كم مرة تورطت في سلوك من شأنه أن يزعج أن الناس الذين يعيشون هناك؟

ابدا	ليس في الأشهر الثلاثة الأخيرة	مرة واحدة في الأشهر الثلاثة الماضية	كل شهر	كل أسبوع	كل يوم
X					

(TIME 3 ONLY)

يرجى الإجابة على هذه الأسئلة إذا كنت قد وصلت إلى نهاية مشروع الشباب الخاص بك.

ماذا ستفعل بمجرد الانتهاء من مشروع الشباب الخاص بك؟ ضع علامة على كل ما ينطبق:

- مشروع آخر للشباب/المجتمع المحلي
- العمل التطوعي/ التطوع
- العمل المدفوع الأجر (دوام جزئي أو دوام كامل)
- التدريب المعتمد (على سبيل المثال شهادة OCN ، شهادة(FETAC
- التدريب على العمل أو التلمذة الصناعية أو التدريب الداخلي
- التعليم (المدرسة الثانوية/الدرجة الإعدادية)
- التعليم (AS أو A مستويات / شهادة المعادلة)
- دورة كلية التعليم العالي
- الكلية أو أي جامعة أخرى (دورة بدوام جزئي أو بدوام كامل)
- رعاية أحد أفراد العائلة أو الأصدقاء

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o أنا لا أخطط لفعل أي شيء
o لست متأكداً بعد

كم استمتعت بالقيام بأنشطة مع شباب آخرين؟

ابدا	قليلا	في الوسط	كثير	الغايه

هل حصلت على أي مؤهلات/ تدريب معتمد أثناء القيام بمشروع الشباب الخاص بك؟ يرجى وضع علامة على كل ما ينطبق:

o التأهيل في مجال التنمية الشخصية (مثل الثقة؛ والحياة الصحية؛ والتوعية بالمخدرات؛ والتخطيط المالي)

o التأهيل في مجال العلاقات الجيدة (مثل حل النزاعات؛ والتوعية بالتنوع)

o التأهيل في مجال المواطنة (مثل العمل التطوعي؛ وتوجيه الأقران؛ والتنمية المجتمعية)

o المهارات الأساسية

o الصحة والسلامة/الإسعافات الأولية

o مؤهلات أخرى

o لا شيء

o أنا لا أعرف

سوف نتواصل معك في وقت ما من العام القادم لإكمال المسح النهائي. للقيام بذلك، نحن بحاجة إلى تزويدنا بعنوان البريد الإلكتروني أو الفيسبوك / رسول / تويتر / اسم المستخدم إينستاجرام أو رقم الهاتف حتى نتمكن من إرسال لك رابط الاستطلاع:

عنوان البريد الإلكتروني/جهة الاتصال _____

شكرا لك على إكمال الاستطلاع!

The survey you are about to complete is an EXIT SURVEY to explore what young people feel about the time they spent in their Peace4Youth project.

Your answers will be kept confidential; only the evaluation team at Queen's University will see them. Your participation is voluntary and you can leave out any questions you do not want to answer.

The survey should only take about 5 minutes to complete. This is not a test, there are no right or wrong answers, we just want to know what you think so please answer as honestly as possible.

How will the information be stored?
If you agree to participate, your name will not be used in any reports that are written and published about the research. In accordance with Queen's University policy, all electronic data will be held on a secure server for a period of no less than 5 years and then destroyed. Any hard copies of the survey will be entered as soon as possible into the online database by your youth worker and will then be shredded.

What will happen with the information?
The findings of this evaluation will be reported in several ways. Reports and verbal presentations will be given to the Special European Union Programmes Body throughout the course of the evaluation. Also, the leader of your project will receive anonymised data from every completed survey for their project every 3 months; NO ONE will be able to identify your answers from this. The data gathered during the project may also be analysed for presentation and publication in academic conferences and journals.

Are there any risks?
We will take whatever steps are necessary to ensure the anonymity and confidentiality of those who take part in the research – this means we will not tell anyone you have participated and we will remove your name from all reports and raw data. To further disguise each person's identity, we will combine your responses with other people's responses so that general trends and issues are reported to the Special European Union Programmes Body.

What are the benefits of taking part?
It is important that the Special European Union Programmes Body understands the impact of the PEACE IV Specific Objective 2.1 and whether or not the funding has made a difference. By taking part in this evaluation you will be doing just that. It is also hoped that you would find the surveys to be an enjoyable opportunity to express your opinions and share your experiences.

Voluntary participation and right to withdraw
Your participation in this research is completely voluntary. You are free to refuse to participate and you may also ask for your information to be removed up until the time that the data is analysed; after which time we will not be able to remove the data. The decision to withdraw will bring no negative consequences to you or impact your relationship with the researchers, the Centre for Identity and Intergroup Relations, Queen's University, or the Special European Union Programmes Body.

Contact details
If you have any further questions about the study or about what your involvement might require, please do not hesitate to contact Danielle Blaylock or Stephanie Burns via phone, email, or the postal address below:
Dr Danielle Blaylock [d.blaylock@qub.ac.uk, 028 9097 4333]
Dr Stephanie Burns [stephanie.burns@qub.ac.uk, 028 90975655]
Queen's University Belfast, School of Psychology, 18-30 Malone Road, Belfast BT7 1NN

1

Before we get started it is very important that we have a way to match up your surveys. Instead of asking for your name, one way we are doing this is by asking you for a unique ID number. Please know that we will not use this information for any other purpose other than to match your surveys.

We will never know your name.

" You may need to ask a staff member for help to get your ID number "

Please use the following format for ID number:

ProjectNameOrganisationNameCohortNumberYearFirst three letters of participant's surnameDay of birth

e.g. YOUTHSCAPESWCCohort12019BUR12

e.g. AMPLIFYForoigeCohort22020MCL10

ID Number_____

If you want to continue taking part in our survey, please tick Yes below.

O Yes

O No

1. What will you be doing after you leave this PEACE IV youth project? Please tick all that apply:

- ○ Another youth project/community project
- ○ Voluntary work/volunteering
- ○ Paid work (part-time or full-time)
- ○ Accredited training (e.g. OCN certificate, FETAC Certificate)
- ○ Job training, an apprenticeship or an internship
- ○ Education (GCSEs/Junior Certificate)
- ○ Education (AS or A Levels/Leaving Certificate)
- ○ Further Education College course
- ○ Other College or University (part-time or full-time course)
- ○ Looking after /caring for a family member or friend
- ○ I don't plan to do anything
- ○ I'm not sure yet
- ○ Other_____

2. How much have you enjoyed doing activities with the other young people? Please tick:

Not at all	A little bit	I'm in the middle	Quite a lot	Very much

3. What is the main reason why you are leaving this PEACE IV project early? (You don't have to answer this if you don't want to)

_____

4. Did you get any qualifications /do accredited training while you were doing your PEACE IV youth project? Please tick all that apply:

- ○ Qualification in a personal development area (e.g. confidence; healthy living; drugs awareness; financial planning)
- ○ Qualification in a good relations area (e.g. conflict resolution; diversity awareness)
- ○ Qualification in a citizenship area (e.g. volunteering; peer mentoring; community development)
- ○ Essential Skills
- ○ Health & Safety/First Aid
- ○ Other qualification
- ○ None
- ○ I don't know

For the final phase of the evaluation we will be reaching out to you sometime next year to complete the final survey. To do so, we need you to provide us with an <u>email address or Facebook/ Messenger/ Twitter/ Instagram username or phone number</u> so that we may send you the link to complete the survey:

Email Address/Contact*:_____

Thank you for completing the survey!

If you have any questions or want to talk to the research team about the survey you can contact us by email at D.Blaylock@qub.ac.uk and Stephanie.Burns@qub.ac.uk

Appendix G – Phase 2: Focus Group Protocol

<u>PEACE4YOUTH Evaluation Focus Groups 2019 – Question Schedule</u>

- *Introductions – go over the different types of questions we will be asking*

    o *The successes and challenges of implementing Phase II*

    o *The connection between core project activities (e.g., provision of one-to-one support/mentoring; residentials) and the achievement of outomes)*

    o *The involvement of families (and other key support networks in young people's lives)*

    o *External influences that have helped or hindered project impact)*

- *Please state your first name, the project you are affiliated with, and what sort of cohort you work on (type of activities, profile of the young people, area)*

- *Reminder about confidentiality and anonymity – has everyone signed consent form?*

- *Check it is OK to record the interview.*

- *Check whether there are any questions.*

****

(i) Casting your minds back, can you describe the beginning of Phase II?

- When did it start?
- How has it been different from Phase 1? What learning/changes did you bring forward?
- What kind of cohorts have you recruited? Have they changed since Phase 1? Any particular challenges or successes? i.e. different equality status groups; specific challenges with age groups; specific engagement and retention challenges – use of incentive? Are most young people at a particular level in terms of job experience or educational background?
- Staffing – recruitment? Enough resources/support to do job you have to do?
- Space and location – how has your particular context impacted the way you work?
- Any other comments on additional support received from SEUPB, YouthPact, government departments, or other external agencies?

(ii) Now that projects are a year (at least) down the road in terms of working with partner agencies, how do you feel the organisations and the partnership have evolved?

- Have there been specific challenges to overcome in regard to partnership working?
- Have there been obvious benefits in terms of the way things are done and the impact of the projects?
- What extra support or training do you think your organisation might need in terms of partnership working?

Now I'd like to talk a little about the impact of the programme, specifically in terms of the connection between particular features of the project activity and the achievement of project outcomes.

The Phase 1 report showed that young people across the programme showed positive changes in terms of:

Good Relations:

Respect for diversity and in multiple indicators of having a _positive predisposition towards others from a different community or cultural background_. This included the frequency and quality of contact with others from a different community background both during and outside of project activities, a greater frequency of contact with individuals from minority ethnic groups, more positive attitudes towards members of minority ethnic groups, and a stronger sense of self-efficacy for forming friendships with individuals from a different group than themselves.

No change – understanding own identity; number of cross-community and cross-border friendships.

Personal Development:

Young people reported a significant increase in _confidence, planning and problem solving, leadership skills, resilience and determination,_ and _other relevant knowledge and skills for supporting their own health and well-being._ They also reported significantly improved sense of _personal agency;_ however, no change was evident on sense of agency in their community. There were no significant improvements in participants' reported _positive relations / working effectively with others_ or levels of _self-awareness and understanding._

Citizenship:

Positive change - _engagement with useful services, volunteering in communities of place and/or interest,_ and _positive family relations._ No change - Interestingly, while there was no significant change in self-reported participation in sectarian behaviours, _there were positive changes in reported civic engagement and support for peacebuilding._

(iii) I would like to make some connections between these findings and the findings from YouthPact's study on the youth work practice that is happening across the programme; for example, what is it about the design of the projects that have led to the changes we have observed?

- What is the role of the relationship between young person and youth worker – the mentorship, or having one to one sessions, having a role model figure in a youth worker?
- Diversity of the group?
- The project timeline – single identity work, personal development work first; then cross-community work, group work, citizenship activities? Is there a specific order? How structured or unstructured can it be – is it fully youth-led?
- What is the significance of residentials/camping? Is it time – time to tell stories? Time to make friendships –unstructured time?
- Are there any other key features or activities that have been most successful to date in terms of achieving the aims and objectives of your project? Can you explain why these were so successful? (Routine, boundaries, repetition, tenacity, kindness in language, openly showing emotions, development of critical thinking skills)

(iv) What is your project's view of the citizenship aspect of the work? Is it linked to nationality, contested decision making, take a right's based perspective to citizenship i.e. status, rights and responsibilities of being a citizen – but recognising place and status leads to discussions of belonging to a group and identity. How do you deal with that? Is it the responsibilities aspect that

is given most attention (e.g. volunteering)? Is 'being a citizen' linked to local community or wider society?

- What's the connection between those citizenship activities and personal development? Do they develop in tandem, or are there certain aspects of one that you have to develop before you can work on another? E.g. confidence building before volunteering; volunteering leading to increased self-efficacy.

(v) Many young people have stated that they don't feel like the Good Relations aspect of the work is relevant to them. How exactly do you bring up the community relations aspect of the work? How do you make it relevant to their lives, and not just a 'history of the Troubles' lesson?

- Similarly, a substantial number of young people we have spoken to said they do not identify with the community categorisations of PUL/CNR, that they are neither, mixed, or other. Can you comment on that? Do you think it is because they aren't aware of their family background, the use of the terms, or is it a conscious choice to reject those terms?

(vi) Can you tell me a bit about how you involve families if at all in the project?

- How much contact do you have with family members? Are family members involved at all stages (relationships built with them), or are there certain times in particular when their support and involvement is needed?
- To what extent are families 'gatekeepers' in terms of a young person's decision to sign up? How much 'buy-in' do you think is needed from families for a young person to successfully complete the project? Are there noticeable age group or gender or background differences?
- To what extent do you feel like you are discussing family norms as well as individual attitudes when doing good relations work?
- Have you had any instances where a family member has rejected or clashed with any aspect of the project, particularly in terms of the good relations or citizenship work that a young person has been involved in?
- In your experience, have you had a situation where a young person's participation in the project has led to a change in attitude/behaviours of other members of their family?
- Do you have any comment on transgenerational trauma and family mental health issues in relation to the impact on the young people you work with?
- How does the project directly or indirectly promote/increase family cohesion?

(vii) I want to ask a little about young people transitioning onto something else once their involvement in the project finishes. To date we have heard feedback from youth workers that 6 months is not enough, or that they wish a young person could go on to another Peace IV programme or a related programme afterwards. What do you think is the best way to support young people when they leave a project, to ensure the sustainability of outcomes?

- Are there any other ways in which the projects could be built upon for the future, to help ensure sustainability?

(viii) Are there any other external influences that help or hinder project impact?

(ix) Any other comments or questions?

Appendix H – COVID-19 Period Arrangements Guidance for Projects on Outputs and Recruitment

European Union
European Regional
Development Fund
Investing in your future

Special EU Programmes Body
Foras Um Chláir Speisialta An AE
Boord O Owre Ocht UE Projecks

Memorandum

To:	Lead Partners, PEACE4YOUTH PEACE IV Projects
From:	Leanne Massey
Date:	22 May 2020
Re:	**COVID-19 PERIOD ARRANGEMENTS** **GUIDANCE FOR PROJECTS ON OUTPUTS AND RECRUITMENT**

Dear Colleagues,

I hope you and your teams are safe at this time. I would like to begin by thanking you for the changes you have made to your projects in order to deliver activity in the current circumstances, due to the COVID-19 crisis. The speed of change to online delivery has been truly impressive. This memo will set out the temporary arrangements that are being put in place to ensure that Lead Partners and Project Partners can continue to deliver for young people during this challenging time.

The SEUPB would like to thank you for engaging with YouthPact in the creation of this guidance, which is based on your evolving experiences of project delivering in lockdown. We would also like to thank YouthPact their role in helping to collate this information.

As you will have seen from previous correspondence, new emergency arrangements for payment have been put in place to support projects and you can avail of this by contacting the SEUPB Financial Controller (alistair.mackenzie@seupb.eu).

COVID-19 temporary changes to Output Indicator Guidance

The SEUPB wish to provide projects with assurance at this time that some requirements outlined in the Output Indicator Guidance (relating to contact hours) will be temporarily put

on hold from the 1st March 2020 until further notice due to the impact that COVID-19 is having on project delivery. This temporary arrangement will be under constant review and projects will be notified of any changes going forward. A formal review will take place at the end of August 2020.

The SEUPB will put in place revised temporary elements of the Output Indicator Guidance in order for projects to evidence outputs and achievement towards targets during this time.

The change will be in the minimum weekly contact hours, based on the Output Indicator Guidance SEUPB and Peace4Youth projects have arrived at the stated minimum requirement of 249hrs contact and one of the key parts of output verification is evidencing the following minimum.

Programme	Age profile	Time period	Minimum weekly contact hours	Community Cohort
Programme Minimum	14 - 24 years	Min 6 Months Offered	26 weeks at 12 hours a week + 312hrs/ minimum of 80% attendance = 249hrs	(NI Min. 60/40 IRE 80/20)

This minimum has and should not prohibit projects from delivering what was originally intended for your contact hours.

The SEUPB and Peace4Youth projects wish to maintain a minimum service and allow young people to continue to engage over this difficult and testing time for all, while recognising the contact has changed significantly. To this end and with effect from the 1st March 2020 the following temporary minimum will be put in place. This minimum should not stop projects delivering from the spirit of your original intended contact hours, it is simply to recognise that the nature of the contact has changed.

Programme	Age profile	Time period	Minimum weekly contact hours	Community Cohort
Programme Minimum	14 - 24 years	Min 6 Months Offered	26 weeks at 6 hours a week + 156hrs/ minimum	(NI Min. 60/40 IRE 80/20)

			of 80% attendance = 125hrs	

Note this is a 50% reduction which is minimum requirement. The programme for young people will remain between 6 to 9 months, depending on the needs of the young person and longer if required.

Projects should be aiming in most instances to deliver 156hrs of contact and the SEUPB will accept participants who have 125hrs or more contact as completers, providing that contact is recorded. Projects are also required to spread activity when possible over 3-4 days per week.

The SEUPB appreciates that for some project participants reasonable adjustments will need to be made, specifically young people with learning difficulties preventing them engaging during this current COVID crisis. Reasonable adjustment by the SEUPB to the requisite contact hours will be considered on a participant by participant basis.

The SEUPB appreciate that not all participants will fit easily into the new requirements depending on the start dates and the SEUPB Programme Officers will be in contact with you. SEUPB will look to establish which of your project participants will be doing the new revised hours, the previous hours and help in establishing which participants fall in between. SEUPB will then give guidance on a case by case basis for the participants that fall in between.

The SEUPB are aware of a number of other key questions and an FAQ specific to Children and Young People Projects is contained within Annex A, see below. Please note that at this time the SEUPB will not be revising the output participant target numbers for projects. However, the Body will be sympathetic to projects ability to deliver against targets in the current climate and this can be reviewed and discussed retrospectively with Programme Officers. The SEUPB acknowledges the position is evolving and does not wish to make further changes at this time.

In relation to the participant incentive payment administered by the Department for the Economy in Northern Ireland if you have any questions please revert direct to the Department for the Economy team at this time.

If you have any questions on this matters in this memo, please refer them to your Programme Officer in the first instance.

Leanne Massey
Joint Secretariat Director

ANNEX A

FAQ from PEACE4YOUTH Projects	
Q1.	What level of flexibility is the SEUPB prepared to accommodate, to allow the projects to explore and refine the new format of delivery?
A1.	The SEUPB is prepared to consider contact in different formats that can count towards your participant output. Please seek agreement to any proposal on a case by case basis from your Programme Officer.
Q2.	We have participants who before this health crisis, were actively engaged in face – to-face sessions, but now, not all participants are choosing to engage online, will they be discounted even though they were on course to complete sufficient hours had we not been in this pandemic?
A2.	If the participants completed the minimum requirements of engagement (249hrs plus the other elements) they will be considered a completed output. In the main participants engaged prior to 1st March that have completed the majority of the hours will be expected to work towards the original 249hrs. Please approach your Programme Officer to agree any specific case that have recently started and this will be considered on a case by case basis.
Q3.	What hours will be considered as sufficient for current cohort participants to be counted as completers? As delivery has significantly reduced due to situation we are in and sessions are substantially reduced in terms of contact time, as it is just not feasible to have 2-3 hr online sessions with participants. Also, residentials which were planned are no longer taking place, and had they attended a residential, this would have increased their contact hours.
A3.	Projects should be aiming in most instances to deliver 156hrs of contact and the SEUPB will except as a completer is a participant that has 125hrs or more contact and that contact is recorded.
Q4.	Who will be considered as a completer?

A4.	A participant that has 125hrs or more contact hours and that contact is recorded along with meeting the other minimum requirement outlined above.
Q5.	Can deliverables such as residentials be cancelled entirely? We have already got permission to delay residentials but depending on length of lockdown time and social distancing measures after we may not be able to meet these deliverables in Year 3. Until further guidance from government is received, we have delayed asking this question.
A5.	Yes they can. The SEUPB will work with projects as public guidance evolves and changes.
Q6.	A major theme in all the questions that were fed back to me from staff focused on what the SEUPB's thinking is and what their vision is for the programme for the foreseeable future? This includes staff being concerned that their jobs are potentially at risk or that their organisation will face fines for not meeting targets.
A6.	The Peace4Youth Programme is delivering to those most in need and will continue to operate towards achieving the programme outputs.
Q7.	There is a general concern about how we ensure that we are evidencing our work appropriately. Youth work outcomes are notoriously difficult to measure at the best of times. Trust from the funders for those with a previous track record of quality delivery would be most welcomed at this time and reduce stress levels for staff.
A7.	The participants should continue to complete the Queens three phase evaluation. Please retain records of contact as appropriate to allow you to progress.
8Q.	If there is a reduction in expected recruitment targets will this be reflected in a financial penalty or will the project continue to receive the allocated amount of funding regardless if overall targets not met due to current restrictions? Will projects have to make up any under-performance due to the current lockdown once restrictions lifted/by the end of the project i.e. Dec 2021?
A8.	The SEUPB are making temporary reductions to the output requirement and are retaining the output targets. The SEUPB are committed to looking sympathetically at the outcomes for projects in each case providing mitigating action has been taken.
9Q.	Will projects be financially penalised for not reaching targets/contact hours for the year?
A9.	Projects will not be penalised for failing to meet targets due to COVID-19 this year. However, projects should take all action to mitigate the risk and be able to evidence that they have taken action.

Q10.	If a project is currently underspending due to current restrictions (eg employing of additional staff) can this underspend be used in an extension of the project?
A10.	The SEUPB will review extension when projects are within 6 month of ending. Each request will be considered on a case by case basis.
Q11.	The SEUPB have claimed they will not financially penalize programmes as a result of COVID-19 disruptions, although have fallen short of explaining / clarifying what this means. With no clarification, programmes are under immense undue stress.
A11.	The SEUPB have temporarily reduced the output requirements significantly and this should assist projects in meeting the outputs. Projects should take reasonable steps to mitigate the impact of COVID-19 and providing this has been undertaken then no action will be taken this year by SEUPB for failure to meet the target.
Q12.	Is Job/pay security confirmed until end of project December 2021?
A12.	The programme is intended to deliver until December 2021 and requires projects to work with the SEUPB to deliver this.
Q13.	Does the commitment of no financial penalties apply to all agencies, including those that didn't meet their targets previously?
A13.	Yes. Providing projects can evidence that they have taken reasonable steps to mitigate the risk no penalty will apply.
Q14.	Flexibility by allowing young people to be engaged with the Programme for more than 9 months to enable us to catch up on any hours missed during this period.
A14.	The SEUPB is content for participants to engage with the programme as long as is required. The participant can only count as one completer.

Appendix I: Core Survey Overall Results and Subgroup Results: Key Statistics

Please note the following when reading the tables in this Appendix:

* Regression results showed that even when the length of time that participants were in a programme had been taken into account, scores from the first survey positively predicted scores from the second survey.

+ Indicates that time spent in the project positively predicted variance in Time 3 scores; variance in the number of days a participant spent in the project is therefore a significant factor in these results.

# Indicates that the number of days spent in lockdown during project involvement significantly predicted variance in Time 3 scores. Regression coefficients available upon request.

NB: Size of change determined by Partial Eta Squared effect sizes.

Table 1: *Core Survey - Good Relations Outcomes*

Good Relations Sub-Indicators	Survey Scale(s)	Main finding (F statistic)	Mean score Time 1	Mean score Time 2	Mean score Time 3	Statistically significant positive change?	Change occurred between…	Size of change
1. Understanding of and respect for diversity;	Respect for Diversity	$F(2, 644) = 9.54$, $p< .001$*	3.87	4.01	4.02	✓	Time 1 & 2 Time 1 & 3	Small-medium
2. An awareness of and sensitivity to the values, beliefs, customs and traditions of others;	Awareness and sensitivity to the values, beliefs, customs and traditions of others	$F(2, 640) = 18.85$, $p< .001$*	3.57	3.73	3.85	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
3. Participants will develop an understanding of their own identity.	Understanding of own identity	$F(2, 632) = 19.41$, $p< .001$+	3.41	3.60	3.72	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium

4. Respect for others from different community and cultural backgrounds, abilities and orientations.	Attitudes towards other community (Catholic/Protestant)	$F(2, 610) = 9.37$, $p< .001*$	3.79	3.97	3.98	✓	Time 1 & 2 Time 1 & 3	Small-medium
	Attitudes towards minority ethnic communities	$F(2, 624) = 11.55$, $p< .001*$	3.67	3.82	3.88	✓	Time 1 & 2 Time 1 & 3	Small-medium
	Attitudes towards Irish Traveller community	$F(2, 610) = 13.85$, $p< .001*$	3.37	3.55	3.65	✓	Time 1 & 2 Time 1 & 3	Small-medium
	Attitudes towards refugees/asylum seekers	$F(2, 614) = 24.90$, $p< .001*$	3.40	3.65	3.74	✓	Time 1 & 2 Time 1 & 3	Medium
	Positive family outgroup norms	$F(2, 638) = 3.23$, $p= .042*$	3.03	3.05	3.11	✓	Time 1 & 3	Small
5. A positive predisposition to others from a different community / cultural background.	Intergroup contact frequency (Catholic/Protestant) during project activities	$F(2, 634) = 33.86$, $p< .001^+$	3.23	3.71	3.76	✓	Time 1 & 2 Time 1 & 3	Medium - large
	Intergroup contact quality (Catholic/Protestant) during project activities	$F(2, 620) = 30.06$, $p< .001^+$	3.64	3.92	4.01	✓	Time 1 & 2 Time 1 & 3	Medium-large
	Intergroup contact frequency (Catholic/Protestant) outside of project	$F(2, 636) = 8.74$, $p< .001*$	3.14	3.38	3.42	✓	Time 1 & 2 Time 1 & 3	Small-medium
	Intergroup contact quality (Catholic/Protestant) outside of project	$F(2, 618) = 11.54$, $p< .001*$	3.53	3.67	3.79	✓	Time 1 & 2 Time 1 & 3	Small-medium
	Intergroup contact frequency – Online	$F(2, 626) = 24.24$, $p< .001*$	3.20	3.58	3.67	✓	Time 1 & 2 Time 1 & 3	Medium
	Frequency of contact with individuals from minority ethnic groups	$F(2, 626) = 4.20$, $p= .015*$	2.48	2.59	2.68	✓	Time 1 & 3	Small
	Quality of contact with individuals from minority ethnic groups	$F(2, 396) = 7.83$, $p< .001*$	3.77	3.88	4.04	✓	Time 1 & 3	Small-medium
	Frequency of contact with individuals from Irish Traveller community	$F(2, 628) = 8.09$, $p< .001*\#$	1.70	1.90	1.92	✓	Time 1 & 2 Time 1 & 3	Small

	Quality of contact with individuals from Irish Traveller community	$F(2, 204) = 7.49$, $p= .001*$	3.41	3.63	3.78	✓	Time 1 & 2 Time 1 & 3	Medium
	Frequency of contact with refugees/asylum seekers	$F(2, 616) = 16.78$, $p< .001*\#$	1.58	1.85	1.90	✓	Time 1 & 2 Time 1 & 3	Medium
	Quality of contact with refugees/asylum seekers	$F(2, 190) = 12.03$, $p< .001*$	3.31	3.60	3.82	✓	Time 1 & 2 Time 1 & 3	Large
	Number of intergroup close friends (Catholic/Protestant)	$F(2, 628) = 2.20$, $p= .117^{+\#}$	2.77	2.87	2.92	X	-	-
	Feelings of closeness to intergroup friends (Catholic/Protestant)	$F(2, 610) = 3.55$, $p= .032*$	3.32	3.42	3.51	✓	Time 1 & 3	Small
	Number of close friends (across the Border)	$F(2, 608) = 9.60$, $p< .001*\#$	1.71	1.83	1.95	✓	Time 1 & 3	Small-medium
	Feelings of closeness to cross-border friends	$F(2, 570) = 8.82$, $p< .001*$	2.21	2.38	2.55	✓	Time 1 & 3	Small-medium
	Number of intergroup close friends (other ethnic groups)	$F(2, 610) = 5.63$, $p= .004*$	2.00	2.09	2.20	✓	Time 1 & 3	Small
	Feelings of closeness to intergroup friends (other ethnic groups)	$F(2, 585) = 10.42$, $p< .001*$	2.52	2.66	2.86	✓	Time 2 & 3 Time 1 & 3	Small-medium
	Future behavioural intentions – maintaining intergroup friendships	$F(2, 634) = 6.90$, $p= .001*$	3.90	3.96	4.06	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Small
	Helping behaviours towards outgroup	$F(2, 596) = 2.87$, $p= .060*$	3.80	3.91	4.01	X	-	-
	Intergroup anxiety	$F(2, 634) = 2.74$, $p= .065*$	1.97	1.97	1.84	X	-	-
Result Indicators	Relations are better now than they were five years ago	$F(2, 440) = 0.26$, $p= .768*$	1.55	1.52	1.57	X	-	-
	Relations will be better in five years' time	$F(2, 296) = 0.50$, $p= .608^{+}$	1.59	1.51	1.53	X	-	-

Table 2: *Core Survey - Personal Development Outcomes*

Personal Development Sub-Indicators	Survey Measure(s)	Main Finding (*F* statistic)	Mean score Time 1	Mean score Time 2	Mean score Time 3	Statistically significant positive change?	Significant change occurred between…	Size of change
6. Participants will develop increased self-awareness, understanding;	Self-awareness and understanding	$F(2, 628) = 31.23$, $p< .001*$	3.67	3.91	4.01	✓	Time 1 & 2 Time 1 & 3	Medium
7. confidence;	Self-esteem	$F(2, 646) = 38.40$, $p< .001*^\#$	3.31	3.47	3.71	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
	Self-confidence	$F(2, 646) = 33.01$, $p< .001*^\#$	3.50	3.71	3.84	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
8. agency;	Self-efficacy	$F(2, 648) = 11.98$, $p< .001*$	3.27	3.43	3.65	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Large
	Feelings of agency in the community (empowerment)	$F(2, 638) = 31.24$, $p< .001*^\#$	2.60	2.74	2.96	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
9. planning and problem solving;	Planning & problem solving skills	$F(2, 640) = 3.38$, $p= .036*$	3.36	3.43	3.46	✓	Time 1 & 3	Small
10. Positive relationships, working effectively with others;	Positive relations with peers	$F(2, 648) = 14.19$, $p< .001*$	3.67	3.76	3.86	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Small-medium
11. leadership;	Leadership skills	$F(2, 648) = 23.35$, $p< .001*^\#$	3.02	3.12	3.33	✓	Time 2 & 3 Time 1 & 3	Small-medium
12. resilience and determination; and	Resilience and determination	$F(2, 636) = 18.56$, $p< .001*$	3.63	3.80	3.89	✓	Time 1 & 2 Time 1 & 3	Medium
13. other relevant knowledge and skills for supporting their own health and well-being.	Help-seeking skills	$F(2, 646) = 25.34$, $p< .001*^\#$	3.54	3.77	3.89	✓	Time 1 & 2 Time 1 & 3	Medium

Table 3: *Core Survey - Citizenship Outcomes*

Citizenship Sub-Indicators	Survey Measure(s)	Main Finding (F statistic)	Mean score Time 1	Mean score Time 2	Mean score Time 3	Statistically significant positive change?	Significant change occurred between…	Size of change
14. engagement with useful services;	Civic engagement (engagement with useful services)	$F(2, 622) = 21.95$, $p< .001^+$	2.54	2.80	2.99	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
15. positive participation in community structures, initiatives and democratic processes;	Support for peacebuilding	$F(2, 624) = 17.18$, $p< .001^{*\#}$	4.19	4.36	4.49	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
	Participation in democratic processes	$F(2, 628) = 24.64$, $p< .001^*$	1.95	2.17	2.38	✓	Time 1 & 2 Time 2 & 3 Time 1 & 3	Medium
	Participation in sectarian behaviour	$F(2, 624) = 1.08$, $p= .338^*$	1.67	1.60	1.61	X	-	-
16. volunteering in communities of place and / or interest;	Voluntary activity	$F(2, 630) = 11.23$, $p< .001^{*\#}$	2.44	2.66	2.72	✓	Time 1 & 2 Time 1 & 3	Small-medium
17. positive family and	Family Cohesion	$F(2, 646) = 25.34$, $p= .527^*$	4.57	4.61	4.62	X	-	-
18. community relations.	Prosocial behaviours (general)	$F(2, 630) = 10.81$, $p< .001^*$	4.08	4.17	4.30	✓	Time 1 & 2 Time 1 & 3	Small - medium
	Helping behaviours towards own community	$F(2, 606) = 6.00$, $p= .003^*$	4.42	4.51	4.68	✓	Time 1 & 3	Small
	Attitude towards own community	$F(2, 608) = 2.56$, $p= .082^*$	4.02	4.10	4.13	X	-	-
	Positive relationships within own community	$F(2, 624) = 3.62$, $p= .027^*$	3.30	3.33	3.40	✓	Time 1 & 3	Small
	Participation in antisocial behaviours in own community	$F(2, 646) = 25.34$, $p= .883^*$	1.56	1.53	1.54	X	-	-

Table 4: *Illustrated Survey - Good Relations Outcomes*

Good Relations Sub-Indicators	Survey Scale(s)	Main finding (paired samples t-test)	Mean score Time 1	Mean score Time 3	Statistically significant positive change?
1. Understanding of and respect for diversity;	Respect for Diversity	t= 1.22, df = 41, p = .229	4.64	4.43	X
2. An awareness of and sensitivity to the values, beliefs, customs and traditions of others;	Awareness and sensitivity to the values, beliefs, customs and traditions of others	t= -1.70, df = 41, p = .096	4.12	4.40	X
3. Participants will develop an understanding of their own identity.	Understanding of own identity	t= -.09, df = 41, p = .928	3.07	3.1	X
4. Respect for others from different community and cultural backgrounds, abilities and orientations.	Attitudes towards other community (Catholic/Protestant)	t= .408, df = 37, p = .686	9.21	9.11	X
	Attitudes towards minority ethnic communities	t= .69, df = 38, p = .493	9.10	8.90	X
	Attitudes towards Irish Traveller community	t= -1.16, df = 36, p = .254	8.86	9.08	X
	Attitudes towards refugees/asylum seekers	t= .39, df = 38, p = .702	8.92	8.79	X
	Intergroup contact quality (Catholic/Protestant) during project activities	t= .13, df = 40, p =.029	4.10	4.07	X
	Intergroup contact quality (Catholic/Protestant) outside of project	t= -2.3, df = 41, p = .898	3.2	3.76	✓
	Number of intergroup close friends (Catholic/Protestant)	t= -2.16, df = 35, p = .037	2.89	3.31	✓
	Number of close friends (across the Border)	t= -.259, df = 39, p = .797	2.08	2.13	X
	Future behavioural intentions – maintaining intergroup friendships	t= 0.0, df = 40, p = 1.0	4.29	4.29	X
	Intergroup anxiety	t= .204, df = 38, p = .839	2.45	2.41	X

Table 5: *Illustrated Survey - Personal Development Outcomes*

Personal Development Sub-Indicators	Survey Measure(s)	Main finding (paired samples t-test)	Mean score Time 1	Mean score Time 3	Statistically significant positive change?
6. Participants will develop increased self-awareness, understanding;	Self-awareness and understanding	*t*= -2.41, df = 38, *p* = .021	4.00	4.36	✓
7. confidence;	Self-esteem	*t*= -.752, df = 40, *p* = .457	4.00	4.10	X
	Self-confidence	*t*= -2.02, df = 41, *p* = .05	3.74	4.90	✓
9. planning and problem solving;	Planning & problem-solving skills	*t*= .126, df = 40, *p* = .900	3.85	3.83	X
10. Positive relationships, working effectively with others;	Positive relations with peers	*t*= -.404 df = 38, *p* = .689	3.74	3.79	X
11. leadership;	Leadership skills	*t*= -.279, df = 38, *p* = .781	3.54	3.59	X
12. resilience and determination;	Resilience and determination	*t*= .074, df = 3541, *p* = .941	3.94	3.93	X
13. relevant knowledge & skills for supporting own health and well-being.	Help-seeking skills	-	-	-	-

Table 6: *Illustrated Survey - Citizenship Outcomes*

Citizenship Sub-Indicators	Survey Measure(s)	Main finding (paired samples t-test)	Mean score Time 1	Mean score Time 3	Statistically significant positive change?
15. positive participation in community structures, initiatives and democratic processes;	Participation in democratic processes	*t*=-1.04, df = 39, *p*=.305	2.60	2.98	X
	Participation in sectarian behaviour	*t*=-1.30, df = 40, *p*=.202	1.29	1.80	X
16. volunteering in communities of place and / or interest;	Voluntary activity	*t*=-2.24, df = 40, *p*=.031	3.02	3.78	✓
17. positive family and	Family Cohesion	*t*=.33, df = 41, *p*=.743	5.43	5.38	X
18. community relations.	Prosocial behaviours (general)	*t*=-.361 df = 40, *p*=.720	4.41	4.46	X
	Attitude towards own community	T=.29, df = 37, p=.772	9.39	9.32	X
	Positive relationships within own community	*t*=-1.02, df = 40, *p*=.312	3.94	4.10	X
	Participation in antisocial behaviours in own community	*t*=-2.0, df = 40, *p*=.058	1.07	1.76	X

Table 7: *Subgroup Mixed ANOVAs (Significant Interaction results)*

Subgroup	Scale/Indicator	Significant Interactions – F statistic
Community background	Family cohesion	$F(4, 650) = 3.23$, $p=.013$, small effect
	Help-seeking skills	$F(4, 652) = 2.68$, $p=.032$, small effect
	Closeness to friends from other community	$F(4, 616) = 3.19$, $p=.014$, small effect
	Intergroup anxiety	$F(4, 640)$, $= 2.66$, $p=.032$, small effect
	Prosocial behaviours (general)	$F(4,634) = 4.60$, $p=.001$, small effect
Gender	Self-awareness	$F(2, 646) = 4.06$, $p=.019$, small effect
	Leadership	$F(2, 644) = 3.37$, $p=.038$, small effect
Age group	Respect for diversity	$F(2,606) = 3.52$, $p=.032$, small effect
	Contact quality – minority ethnic groups	$F(2,364) = 5.63$, $p=.004$, small effect
	Attitudes towards minority ethnic groups	$F(2, 588) = 3.59$, $p=.028$, small effect
	Attitudes towards Irish Travellers	$F(2, 574) = 3.22$, $p=.043$, small effect
	Attitudes towards refugees/asylum seekers	$F(2, 576) = 3.64$, $p=.028$, small effect
	Attitudes to other community	$F(2, 578) = 6.25$, $p =.003$, small effect
	Ingroup attitudes (own community)	$F(2, 574) = 4.16$, $p =.019$, small effect
	Sectarian behaviour	$F(2, 588) = 5.91$, $p =.003$, small effect
Jurisdiction - Northern Ireland or Rep. of Ireland	Agency - empowerment	$F(2, 624) = 3.47$, $p=.034$, small effect
	Help-seeking skills	$F(2, 628) = 3.16$, $p=.045$, small effect
	Contact quantity outside project	$F(2, 616) = 3,67$, $p=.028$, small effect
	Intergroup attitudes – refugees and asylum seekers	$F(2, 594) = 3.18$, $p=.044$, small effect
	Closeness to friends across the border	$F(2, 550) = 3.74$, $p=. 025$, small effect
	Ingroup attitudes (own community)	$F(2, 592) = 3.62$, $p=.031$, small effect
	Engagement with useful services	$F(2, 608) = 4.55$, $p=.013$, small effect
	Sectarian Behaviour	$F(2, 604) = 3.49$, $p=.032$, small effect
Location - rural or urban	Planning and problem-solving skills	$F(2, 586) = 3.35$, $p=.037$, small effect
	Understanding of own Identity	$F(2, 588) = 3.72$, $p=.025$, small effect
	Contact quantity – Irish Travellers	$F(2, 578)$, $= 3.77$, $p=.024$, small effect
	Volunteering	$F(2, 580) = 5.61$, $p=.005$, small effect

	Sectarian behaviour	$F(2, 574) = 3.54$, $p=.030$, small effect
	Antisocial behaviours	$F(2, 576) = 5.60$, $p=.004$, small effect
School or Community-based cohort	Agency - empowerment	$F(2, 414) = 3.35$, $p=.04$, small effect
	Leadership	$F(2, 416) = 5.47$, $p=.005$, small effect
	Help-seeking skills	$F(2, 418) = 4.33$, $p=.015$, small effect
	Intergroup norms	$F(2, 410) = 6.73$, $p=.002$, small effect
	Contact quantity – minority ethnic groups	$F(2, 400) = 3.53$, $p=.032$, small effect
	Sectarian Behaviours	$F(2, 404) = 3.75$, $p=.026$, small effect
Delivery Mode	Leadership	$F(4, 654) = 3.36$, $p = .01$, small effect
	Help-seeking skills	$F(4, 652) = 2.65$, $p= .032$, small effect
	Contact quality DURING project - other community	$F(4, 626) = 2.56$, $p= .04$, small effect
	Volunteering	$F(4, 636) = 5,02$, $p=.001$, small effect

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