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IMPACT EVALUATION OF PEACE IV, OBJECTIVE 2.1 CHILDREN AND YOUNG PEOPLE 14 – 24

Phase I 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. 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.

Programmes funded through Specific Objective 2.1 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.*" 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: Good Relations, Personal Development, and Citizenship. These capabilities, in turn, will support reconciliation processes and broader societal change.

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 I of the Programme.

<div align="center">**Main Findings**</div>

Youth Participant Surveys

Primary data was collected through surveys completed at multiple time points by the young people participating in funded projects. Each of the three core Programme outcome areas were measured using psychometrically validated items and scales that are appropriate for test-retest over the course of the evaluation and for use with young people of a similar age.

At the time of writing, young people have completed a maximum of three surveys. Funded projects varied in their start date and duration; as such, young people completed surveys based upon the bespoke timeline of their given project. The first was completed within two weeks of initiating their project activities; the second, mid-way through the project; and the final survey within the last two-weeks of project activities. Surveys measured the three outcomes, and their associated outcome indicators. Participants also completed a short participant profile that included a range of demographic information. These profiles could be completed at any time over the course of the project.

Survey Completion Rates

Data were received from eight projects funded by the PEACE IV Children & Young People Programme. At the time data analysis began for the Phase I report (20th August 2018), the completion rates were (excluding duplicates):

- Time 1 survey (n = 876)
- Time 2 survey (n = 464)
- Time 3 survey (n = 393).
- Participant Profiles (n = 862)

The number of participants, however, who completed all surveys (including a matched participant profile) was lower: matched participant profile and Time 1 survey (n = 844); matched participant profile, Time 1, and Time 2 survey (n = 151, 17.9% retention rate); and matched participant profile, Time 1, Time 2, and Time 3 surveys (n = 53, 6.3% retention rate. It should be noted that not all participants had finished their projects at the time of data analysis.

Demographic Breakdown

Of the 862 participant profiles received, 47.1% of participants were female; 51.9% were male; and 0.9% indicated that their gender was other. The age range on the programme was from 12-26 years; 53.5% were between the ages of 14-17 years and 42.9% were between the ages of 18-24 years. The vast majority of young people were from Northern Ireland (80.5%) and a

minority from the Republic of Ireland (19.5%). Finally, in terms of community background, 59.4% young people reported they were from the Catholic community; 25.6% from the Protestant community; 12.6% indicated that they were from neither Catholic nor Protestant community; and 2.3% were unsure.

Participants who completed a profile (n = 862) were asked to provide the first half of their postcode or eircode. This enabled the evaluation team to demonstrate coverage of enrolment in the Programme across the eligible regions of Northern Ireland and the border counties of the Republic of Ireland. Mapping of this data alongside the location of funded projects suggests that there are gaps in coverage in the Causeway Coast and Glens area of Antrim and in more rural parts of Armagh, Fermanagh, Tyrone in Northern Ireland, and in Leitrim and Cavan in the Republic of Ireland consistent with the locations (or lack thereof) of the funded projects.

Distance Travelled

To explore potential changes in attitudes, affect, and behaviour over time, participants who completed any two time points were merged into one dataset (i.e. those who completed a Time 1 and Time 2 survey (n = 145); those who completed a Time 1 and Time 3 survey only (n = 156); and those who completed a Time 2 and Time 3 survey only (n = 52)). This gave a matched sample of 353 participants from which to explore the distance travelled as measured by the change in mean scores on each of the outcome indicators between the two time points. Statistical significance was determined through paired samples t-tests. Because the time points between the two surveys varied for each participant, a second series of analyses used statistical regression to control for length of time (i.e. how long participants were in the programme). Below we review the main findings drawn from these analyses.

Good Relations

For the Good Relations outcome indicators, there was evidence to suggest positive change in terms of *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 was evident, however, for participants' *understanding of their own identity* as measured through participant's strength of ingroup identity and perceived family ethnic socialisation and for the development of cross-community and cross-border friendships.

Taken together, these findings suggest that as a result of participation in the PEACE IV Programme, young people had developed a greater understanding of and respect for diversity; an awareness of and sensitivity to the values, beliefs, customs and traditions of others; 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.

Personal Development

Similar to Good Relations, positive changes were evident across the majority of the Personal Development outcome indicators. 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*. It should be noted that the scale used to measure positive relations / working effectively with others appears to show poor internal reliability; as such, these results should be viewed with caution.

These findings suggest that young people have developed 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 the PEACE IV Programme.

Citizenship

Across the majority of Citizenship outcome indicators young people reported significant improvements. In particular, reported *engagement with useful services, volunteering in communities of place and/or interest*, and *positive family relations*. There were no significant changes in young peoples' *positive community relations*. 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.

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 positive family relations; however, it may take more time to see a change in reported behaviours to match the evident attitudinal change

Youth Worker Focus Groups

In addition to participant profiles, a series of focus groups were conducted from June – July 2018 with 36 key project personnel from seven funded projects. The purpose of these focus groups was to discuss the key success factors and challenges affecting project implementation and any internal and external issues which they felt had impacted (positively or negatively) their ability to achieve their specific project objectives. Each of the key themes and sub-themes that emerged are discussed in turn.

Challenges in Project Initiation

In relation to the challenges that practitioners encountered during the project initiation stage, four key sub-themes emerged. The first focused on difficulties due to competition with other non-governmental and governmental programmes. This included challenges identifying appropriate partners as well as too many organisations recruiting for the same target group and staff in the same areas. While financial incentives were reported as beneficial to recruitment for young people in Northern Ireland, participants mentioned that the lack of incentive for young people from the Republic of Ireland made it particularly difficult to attract participants. This issue was most pronounced during cross-border activities when inequalities were made cognisant to the young people.

The second sub-theme highlighted the difficulties associated with recruitment criteria. This included difficulties recruiting a balanced cohort of young people given the demographics of particular geographical areas, age restrictions, and a bipartite system of social categorisation and community identification that a number of young people felt restricted by. The third sub-theme was to do with difficulties with getting the project established in a relatively short time frame. This was particularly difficult for those partnerships that did not have previously established networks in a given area. The relatively short time frame was also a challenge in terms of preparation time particularly given late letters of offer, pulling resources together for qualifications, and paperwork requirements. The final sub-theme suggested that practitioners found it challenging to coordinate with partner organisations when setting up the programme and recruiting young people.

Challenges in Achieving Programme Outcomes

Challenges which practitioners felt hindered their projects ability to achieve programme outcomes can be understood at three levels: macro, meso, and micro level. Macro level issues focused on the difficulties associated with financial incentives, bureaucracy and interaction with SEUPB and other government agencies, unique challenges working cross-border, and overall programme design. At the meso level, practitioners highlighted heavy workload,

transportation costs and retention rates, limited resources, and difficulties associated with the evaluation requirements. At the micro level, practitioners stressed that the challenges with working with this unique target population were not fully taken into account when designing the Specific Objective. This included the extreme levels of disadvantage faced by individuals taking part in the project, the reluctance and anxiety and / or fear associated with interacting with members of the other community, unanticipated levels of racism, and that participating young people did not perceive community relation issues as relevant.

Factors Contributing to Achieving Programme Outcomes

Practitioners highlighted a number of factors that supported programme implementation and the achievement of programme outcomes. The first focused on measures that facilitated recruitment of young people, including offering taster sessions and allocating resources to communities and organisations in the project areas before the start of the project as a means to build positive working relationships. Youth workers also emphasised the youth-led, creative and participatory nature of their projects, which gave young people a sense of ownership and increased retention. Structural factors that contributed to enhancing retention rates also were reported as key. This included offering financial and other incentives (e.g. childcare, transport and lunch) and flexible meeting times, as well as the advice and support of YouthPact, SEUPB project officers, and other external agencies who provided guest speakers and training courses.

Most importantly, the positive relationships built between project staff and participants, as well as the participants' parents or guardians, was argued to be a key factor in achieving programme success. Through these relationships, youth workers were able to adapt to the needs of the young person and shape the programme content accordingly. Further, they were able to address and tackle community stereotypes and hostile intergroup relations, while supporting blossoming cross-community friendships.

Influence of YouthPact

The positive influence of the Quality and Impact Body could not be overstated by the youth workers. Practitioners praised the quality of YouthPact's staff and their expertise. Trainings and support activities offered knowledge-exchange opportunities to address challenges and share best practice. It was cautioned that unless carefully structured, the focus on challenges could become toxic; however, the overall appraisal of the trainings was that they were helpful and supportive.

Conclusions and Recommendations for Phase II

Taken together the findings suggest that Phase I of the PEACE IV Specific Objective 2.1 Children and Young People has been successful in achieving its 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 and should progress to Phase II. The overwhelming majority of outcome indicators show clear progression for young people because of participation in their funded youth projects. This is particularly the case for the skills-based outcome indicators that show the most progress. Those indicators that did not show movement appear to focus on more reflective-based youth work around increased understanding of identity and self-awareness. For example, while young people report a stronger support for peacebuilding they may not recognise that reducing or limiting their own sectarian behaviours could contribute to this wider goal. We suggest that greater capacity building and training is put in place during Phase II to support youth workers to engage with these issues on a deeper level.

In addition, discussions with practitioners highlight a number of key challenges that need to be addressed to sustain the success of the Programme. Moving into Phase II we suggest stronger lines of communication between SEUPB and the projects, as well as between the projects themselves. For example, open discussions about recruitment may shed light on areas and locations where young people currently are being underserved. Finally, we recommend that during Phase II, training and development is offered to youth workers around theories of change and intervention logic. This can be supported by a stronger feedback loop between the CIIR evaluation team, the Quality and Impact Body, and the projects in which research and empirical evidence can facilitate understanding of how programme design and content leads to intended outcomes.

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 PEACE IV Objective 2.1 Children and Young People (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 PEACE IV 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 of the project was 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 PEACE IV Objective 2.1 Children and Young People, the evaluation strategy and overall work plan, major findings from Phase I of the project, as well as conclusions and recommendations moving forward with Phase II of the project.

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 in particular, 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.
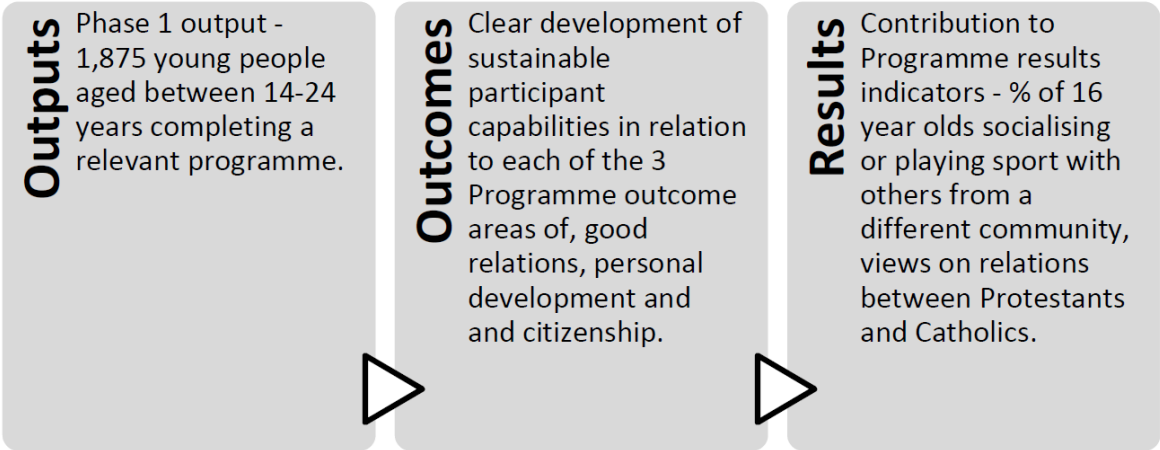
Figure 1. **Specific Objective 2.1 Programme-Level Theory of Change Output Indicators**

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 (date to be determined), and should Phase II proceed, 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.

3. Methodological Approach

To assess the impact of the interventions within the Specific Objective 2.1, and to ascertain if, and how, the Programme may contribute to the movement of the result Indicators, the evaluation team has conducted a mixed methods approach focusing on 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.

Primary data from Phase I of the Programme were collected through participant surveys, as well as focus groups conducted with key project personnel. Together these sources of data allow for the exploration of individual and project level factors that may influence project impact.

3.1 SURVEYS

Primary data was collected through participant profiles (completed by each young person once during Phase I) and surveys, completed by the young people participating in funded projects at multiple time points, including: pre-intervention, mid-intervention, post-intervention, and at 12-month post-intervention for monitoring purposes. The collection of survey data from multiple time points allow for evaluating within-person change ('distance travelled'), as well as between-person differences (as measured through demographic information captured in the participant profile). The addition of a 12-month post-intervention survey monitors participant progress following the conclusion of the project and the extent to which the lasting effects of the project even after the formal intervention has ended.

Participant profiles were short questionnaires designed to collect demographic information on each participant including, gender, age, community background, jurisdiction, disability status, and carer status. Profiles were completed by projects at different times over the course of Phase I (Please see Appendix B for a copy of the Participant Profile).

The surveys were designed to address each of the three core Programme outcome areas by using psychometrically validated measures to capture each of their indicators. The items and scales chosen are appropriate for test-retest over the course of the evaluation, have been validated with similar aged-samples, and when possible, have been tested within the Northern

Ireland context (Please see Appendix C for a copy of the Time 1 Survey). Below we detail the individual scales that were used to address each outcome indicator[1].

3.1.1 Good Relations

It is anticipated that positive changes in the good relations indicators will contribute to lower levels of community division, sectarianism and racism, and will make a positive contribution to reconciliation. Individual indicators include,

Understanding of and respect for diversity. An overall attitude towards diversity was measured using the respect for diversity scale (Burns, 2013). The full scale includes 18 statements from four different subscales which young people were asked to rate the extent to which the statement is like them or how much they agree with it using a 5-point Likert scale. The scale showed strong reliability (α = .91).

Awareness of and sensitivity to the values, beliefs, customs and traditions of others. Subscale 1 from the respect for diversity scale specifically measuring curiosity and learning were used to form an understanding of a young person's awareness and sensitivity towards others (5-items; Burns, 2013). The subscale showed strong internal reliability (α = .81).

Understanding of their own identity. Two scales were used to measure an understanding of participant's own identity, a community background identity strength scale (Hughes et al., 2013) to form an overall impression of the strength of the participant's identification with their community background. Participants respond with the extent to which they agree on a 5-point Likert scale (Strongly Disagree, Strongly Agree) with two items that assess how positive their identity makes them feel and the centrality of the identity to their sense of self (r = .68, $p < .01$). Along with the perceived family ethnic socialization measure (Umaña-Taylor, 2001; Umaña-Taylor, Zeiders, & Updegraff, 2013) designed to capture the extent to which knowledge, customs, and cultural values are taught within the family. The scale includes 6 statements to which participants rate the extent to which they agree along a 7-point Likert scale (Not at all, Very much). The scale showed strong internal reliability (α = .81).

Respect for others from different community and cultural backgrounds, abilities and orientations. Two subscales from the respect for diversity scale (Burns, 2013 were used to explore general respect for others from a different community – fair and equal treatment of others and affect towards self and others. Both subscales showed strong internal reliability (α

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[1] Unless otherwise noted, items within each scales were averaged to form a composite measure.

= .83, α = .71 respectively). Subsequent analyses using Time 1 data found that one item within the scale was particularly poor; as such, this item was removed from the scale for Time 2 and 3.

Positive predisposition to others from a different community / cultural background (other community specific). Four different scales were used to capture an understanding of participant's self-reported positive predisposition towards members of the other community along attitudinal, affective, relational, and behavioural dimensions. This included a measure of outgroup attitudes using a feeling thermometer (Cairns, Kenworthy, Campbell, & Hewstone, 2006) in which participants are asked to report how positive they feel towards members of the other community on a scale of 0 to 100. A second measure explored how anxious participants reported they were when they interacted with an individual from the other community (Hughes et al., 2013). Specifically, participants were asked to think of a situation in which they would meet a young person from the other community and report how nervous and how uncomfortable they would feel (α = .79). The quantity and closeness of cross-group friendships young people reported with members of the other community were also used as a measure of positive predispositions towards others (Bagci, et al., 2014; Cameron, Bagci, Morais, & Turner, 2017). Finally, reported prosocial behaviours towards the outgroup was used to assess the behavioural dimension of positive predispositions towards others (Taylor, Merrilees, Goeke-Morey, Shirlow, Cairns, & Cummings, 2014). Participants were first asked to indicate the extent to which they displayed prosocial behaviours in general, and then asked the extent to which they behaved this way towards young people from the other community. The 7 item scale of prosocial behaviours was measured along a 7-point Likert scale (Strongly Disagree, Strongly Agree) and showed strong internal reliability (α = .94).

Positive predisposition to others from a different community / cultural background (cross-border specific). The intergroup anxiety measure, as well as the friendship quantity and closeness items discussed above were adapted to assess positive predisposition specifically related to cross-border relationships. The intergroup anxiety measure showed strong internal reliability (α = .89).

Positive predisposition to others from a different community / cultural background (minority ethnic background specific). Attitudes, behaviours, and affective reactions towards young people from a minority ethnic background was determined using three separate items. Young people were asked, how often they spent their free time with young people from a minority ethnic background (Never – Very Often), how happy they were when they spent time with them (Very Unhappy – Very Happy), and in general how positive or negative they felt towards young

people from a minority ethnic background (Very Negative – Very Positive). Each item was measured along a 5-point Likert scale.

3.1.2 Personal Development

Positive changes in personal development indicators are anticipated to develop the social and emotional or 'soft' skills of the participant. Individual indicators included:

Self-awareness / understanding. A sense of self-awareness and understanding was measured using three items from the self-acceptance subscale of Ryff & Keyes' (1995) scale of psychological well-being. Participants were asked to indicate the extent to which they disagreed or agreed using a 6-point Likert scale. The scale showed strong internal reliability ($\alpha = .70$).

Confidence. Rosenberg's self-esteem scale (1979) was used to measure participant's self-report confidence levels. This scale includes a series of 10 statements which participants are asked to report the extent to which they agreed or disagreed along a 4-point Likert scale. The scale showed strong internal reliability ($\alpha = .85$). Discussions from youth workers, however, indicated that negatively worded items within the scale were particularly triggering for young people (e.g., "At times I think I am no good at all"); as such, the four negatively phrased items were removed from the scale for Time 2 and 3.

Agency. Self-reported agency was measured using the short form of the general self-efficacy scale (GSE-6; Romppel et al., 2013). Participants were asked to determine the extent to which 6 statements were not at all true to exactly true of them using a 4-point Likert scale. These items were averaged together to form a composite, showing a strong internal reliability ($\alpha = .76$). Subsequent analyses using Time 1 data found that one item within the scale was particularly poor; as such, this item was removed from the scale for Time 2 and 3. In addition, a second measure of agency related to agency within the young person's neighbourhood and society more generally was included. This was measured using two items drawn from the Northern Ireland Life and Times Survey.

Planning and problem solving. The environmental mastery subscale of Ryff & Keyes' (1995) scale of psychological well-being was used to measure planning and problem solving. Participants were asked to indicate the extent to which they agreed / disagreed with three items measured with a 6-point Likert scale. The scale showed an adequate internal reliability ($\alpha = .54$).

Positive relationships / working effectively with others. The subscale of Ryff & Keyes' (1995) scale of psychological well-being related to positive relations with others was used to measure positive relationships / working effectively with others. This included three items measured on a 6-point Likert scale (Strongly Disagree, Strongly Agree). The scale showed poor internal reliability ($\alpha = .48$). Subsequent analyses using Time 1 data found that one item within the scale was particularly poor; as such, this item was removed from the scale for Time 2 and 3.

Leadership. General leadership skills were measured by asking participants the extent to which they agreed with six statements measured on a 5-point Likert scale (Strongly Agree, Strongly Disagree). The leadership skills scale (Chell & Athayde, 2009) showed strong internal reliability ($\alpha = .85$).

Resilience and determination. Participant's self-reported resilience was measured using the CYRM-12 (Liebenberg, Ungar, & LeBlanc, 2013). Participants were asked the extent to which 11 statements described them on a 5-point Likert scale (Does Not Describe Me At All, Describes Me A Lot). The scale showed strong internal reliability ($\alpha = .88$).

Relevant knowledge and skills for supporting their own health and well-being. To ascertain young people's knowledge and skills for supporting their health and well-being, a general help seeking skills questionnaire which asked participants how likely it was on an 8-point Likert scale (Extremely Unlikely, Extremely Likely) that they would seek help from 11 different individuals (friend, parent, relative, mental health professional, phone help line, GP, teacher, pastor/priest, youth worker, other). The scale showed strong internal reliability ($\alpha = .79$).

3.1.3 Citizenship

Through a greater development of citizenship skills, it is hypothesised that participants will develop the capacity 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 the following indicators,

Engagement with useful services. Participants were asked to indicate on a 7-point Likert scale how often (Never, Very Often) they had engaged in 8 different civic activities in the past year (Taylor, Townsend, Merrilees, Goeke-Morey, Shirlow, & Cummings, 2017). The scale showed strong internal reliability ($\alpha = .88$).

Positive participation in community structures, initiatives and democratic processes. To capture such a complex psychological process, three different scales were used. The first, included the above mentioned civic engagement scale. The second, a scale measuring support for peacebuilding (McKeown & Taylor, 2017). Participants rated the extent to which they agreed with 7 statements related to peacebuilding in Northern Ireland (Strongly Disagree, Strongly Agree). The scale showed strong internal reliability (α = .88). And the third, measuring youth participation in sectarian antisocial behaviour (Goeke-Morey, Cummings, Ellis, Merrilees, Schermerhorn, & Shirlow, 2009). Participants were asked to read through a list of four different behaviours and asked whether or not, and how often, they had engaged in them to "get at" someone from the other community in the past three months. These behaviours included flag flying, the wearing of football jerseys, singing or chanting of songs, and teasing or taunting someone from the other community through various means. The scale showed strong internal reliability (α = .87).

Volunteering in communities of place and / or interest. The civic engagement scale discussed above was used to measure the degree to which young people had volunteered within their communities.

Positive family relations. Participants were asked to rate the extent to which they agreed (6-point Likert scale strongly disagree, strongly agree) with a series of 5 items drawn from the Bloom (1985) family functioning scale. The scale showed strong internal reliability (α = .76). Young people who indicated that they had ever lived in a residential home, hostel, or lived with a foster parent did not complete this scale.

Positive community relations. Two scales were used to explore the young person's attitudes towards community relations. The first, the above mentioned youth participation in sectarian antisocial behaviour (Goeke-Morey, Cummings, Ellis, Merrilees, Schermerhorn, & Shirlow, 2009). The second, prosocial behaviours towards members of the ingroup (ladd & Profilet, 1996; Taylor, Merrilees, Goeke-Morey, Shirlow, Cairns, & Cummings, 2014). Participants were first asked to indicate the extent to which they displayed prosocial behaviours in general, and then asked the extent to which they behaved this way towards young people from their own community. The 7 item scale of prosocial behaviours was measured along a 7-point Likert scale (Strongly Disagree, Strongly Agree) and showed strong internal reliability (α = .94).

3.1.4 Additional Indicators of Interest

Additional areas of interest to key stakeholders included the accreditations received as a result of participation in the funded projects, as well as the potential progression destinations the young people were committed to at the end of the project; as such, two questions were included in the time 3 survey.

The first, asked participants to indicate the accreditations they had received by the end of their PEACE IV projects, including the following options,

- 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 qualifications
- None
- I don't know.

The second, asked participants to indicate what they would be doing once they finished their PEACE IV youth project, including the following options,

- Another youth project/community project
- Voluntary work/volunteering
- Paid work (part-time or full-time)
- Accredited training (e.g., OCN certificate)
- Job training, an apprenticeship or an internship
- Education (GCSEs)
- Education (AS or A Levels)
- Further Education College course
- Other College or University (part-time or full-time course)
- I don't plan to do anything
- I'm not sure yet

3.2   FOCUS GROUPS

On an annual basis focus throughout the duration of the Programme, focus groups will be conducted with a select group of identified key project personnel to explore in greater detail the internal and external issues which they feel may have affected participants and project implementation.

Based on the evaluation team's previous experience exploring community relations interventions, including in-depth discussions with various key stakeholders, and its knowledge of relevant theoretical and empirical literature, a semi-structured focus group schedule was developed. In line with the semi-structured format, the schedule was used flexibly to allow specific issues of interest to arise spontaneously, whilst at the same time allowing for systematic collection of data across focus groups.

Focus groups provide an ideal methodology from which to gather data by facilitating dynamic interactions among and between members of the group. As each member is stimulated by and reacts to the discussions of another, this can lead to a synergistic group effect (Stewart & Shamdasani, 2014; Sussman et al., 1991) where a plethora of topics and ideas can be generated. The flow of ideas and information is thus enhanced by listening to each other's experiences and interactions. Additionally, the informal nature of focus group discussion is ideal for fostering an atmosphere to encourage participants to speak freely

Capitalising on this approach, the semi-structured focus group schedule discussion topics for Phase I included:

- Key success factors and challenges affecting impact implementation and achievement
- External factors influencing projects and their ability to achieve specific objectives
- Best practice and new relationships regarding the outcomes areas
- Relationship between delivery organisation and wider youth sector and community

Please see Appendix D for a copy of the full focus group protocol.

4.   Overall Work Plan

4.1   Training and Capacity Building

All funded projects were recruited at the start of Phase I to take part in the evaluation. They received a letter introducing the evaluation team, detailing the aims of the evaluation, and the process and procedures that would be used moving forward. Those consenting to participate in the evaluation were invited to attend one of two seminars produced by the evaluation team along with the Quality and Impact Body. The aim of the seminar was to ensure that project personnel had an opportunity to personally meet members of the evaluation team, have a clear understanding of the aims and procedures of the evaluation, and feel properly equipped and supported to collect robust data. Similarly, the seminar offered an opportunity for the project personnel to introduce the evaluation team to the unique issues and social context that shape each project.

The in-person seminar included two parts. The first half of the seminar was an opportunity for members of the evaluation team to describe in greater detail the rationale behind the evaluation, the methodological approaches, and the project's role. This included a lengthy question and answer period so that project personnel had a chance to ask any questions they may have. The second half of the seminar focused on capacity building, as participant surveys would be administered and collected by project personnel, often by individuals who had limited evaluation or research experience. Along with the Quality and Impact Body, the evaluation team provided practical guidance, including a detailed discussion on ethical procedures and data collection best practices.

Having the active involvement and support of project personnel is essential and the seminar provided a key setting for engaging them as partners in the evaluation process. Following the seminars, the evaluation team has worked closely with the Quality and Impact Body to keep an open line of communication with project personnel and to provide on-going support throughout the evaluation.

4.2   Data Collection

Each funded project is bespoke; therefore, data collection for participant and project surveys were tailored to the project's unique timeline. Surveys were administered at four time points: prior to the project commencing, at the project's mid-point, and at the conclusion of the project, with a follow up / monitoring survey to be sent the following year.

For example, if the funded project began in February 2018 and was due to be completed in July 2018 (6 months), surveys were to be completed, February 2018 (Time 1), end of April / early May 2018 (Time 2), end of July / early August 2018 (Time 3), and August 2019 (monitoring survey).

Table 1. *Example of Bespoke Timeline*

Survey	Collection Date
Pre-intervention	February 2018
Mid-intervention	End of April/early May 2018
Post-intervention	End of July/early August 2018
Follow up / Monitoring survey	August 2019

Once consent has been gained from the project, participants for survey and focus groups (young people and key project personnel) were contacted for recruitment. A small packet was provided to youth workers to pass along to the young people that contained an information letter explaining the details of the evaluation, what participation entailed and consent form for them to read and sign. For those young people under the age of 16, packets included a second information letter and consent form for their parent/caregiver to read and sign. Data were not collected from those individuals who had not signed a consent form.

Participant profiles and surveys were offered in both electronic and paper formats to best suit the resources of the funded project and for ease of data collection. To ensure confidentiality, those projects completing paper surveys were asked to enter the paper survey into the online site and then asked to shred the original document. Some projects chose to mail the completed surveys to the evaluation team as they were either unable to properly shred the documents or felt uncomfortable completing the data entry. This procedure was used for each subsequent wave of data collection. Participant profile and each subsequent survey were matched through an identification code assigned to each participant. In Northern Ireland, the young person's Unique Learner Number served as their identification code and in the Republic of Ireland a bespoke code created by the funded projects was used.

Primary data also were collected through a series of focus groups. To ensure that the evaluation obtained wide-ranging and valid responses from potential focus group participants, the evaluation team worked with the Quality and Impact Body to create an email list of youth workers employed on each of the funded projects. These individuals were emailed directly with information regarding the details of the focus groups and a reminder that they were under no

obligation to participate. Due to the nature of the evaluation, it was possible that some of the data gathered in the focus groups would be critical of PEACE IV and its associated bodies; therefore, participants were reminded that the organisation had clearly expressed a desire for accurate information on the challenges and difficulties they are facing. They were assured that all data would be anonymous and they would not face repercussions if they expressed opinions that was of a critical nature.

Data collected through focus groups were conducted in the summer of 2018. Six focus groups were conducted with project personnel from Northern Ireland and the border regions of the Republic of Ireland. Care was taken to ensure appropriate geographic spread. Each focus group included approximately 6 to 8 individuals and last between 47 and 69 minutes. In total, 36 key project personnel from seven funded projects took part. Focus groups were conducted at venues in close proximity to participants and were audio recorded and transcribed for analysis.

4.3   Data Analysis Plan

Data collected through participant surveys as well as focus groups provided both quantitative and qualitative data that allows for the identification of key variables influencing project delivery, variables which effected participant recruitment, participation, retention, and project impact. Quantitative and qualitative data were analysed separately using appropriate analytic techniques. However, the two datasets were not analysed in isolation. Insights gleaned from one analysis informed analysis of the other. Comprehensive details of the specific analyses completed are detailed in Chapters 5 and 6.

5.   Main Survey Findings

This chapter will present the findings from the quantitative element of the evaluation methodology exploring distance travelled for the full participant sample. First, a breakdown of the demographics of the young people who took part in the evaluation and the survey completion rates and matching figures across the three surveys and participant profile 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.

5.1   Demographic Breakdown

At the time data analysis began for the Phase I report (20th August 2018), 862 participant profiles had been completed from eight of the funded PEACE IV Children and Young People projects, providing detailed demographic information about participants in the funded projects (3 participants opted out). As shown in Figure 2, there was a fairly even distribution of gender, with 47.1% reporting they were female, 52.0% male, and 0.9% other. This was also the case for age group, with 53.5% reporting they were between 14-17 years and 42.9% between 18-24 years. A small minority of individuals indicating they were either 12-13 years or 25-26 years (0.7%). The self-reported community backgrounds for the young people were skewed towards the Catholic community (59.4%) compared to the Protestant community (25.6%). A sizeable minority of young people reported that they were from neither the Catholic nor the Protestant community or that they were unsure which community they were from (14.9%).
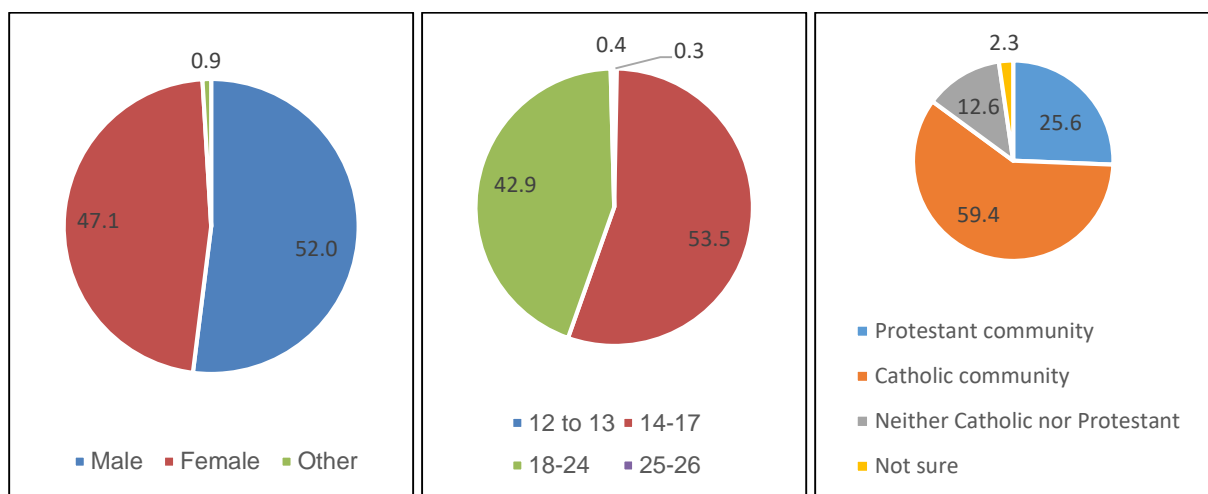

Figure 2. **Gender, Age, and Community Background Demographics**

In terms of jurisdiction, the overwhelming majority of young people reported they were from Northern Ireland (80.5%) with a minority reporting that they were from the Republic of Ireland (19.5%). Of the young people who indicated that they were from Northern Ireland, 53.7% self-reported they were from the Catholic community, 31.1% from the Protestant community, 9.8% were from neither the Catholic nor the Protestant community, and 2.5% were unsure. Of the young people who indicated that they were from the Republic of Ireland, 82.2% self-reported they were from the Catholic community whereas only 5.5% were from the Protestant community. A further 9.8% indicated they were from neither the Catholic nor the Protestant community and 2.5% 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.
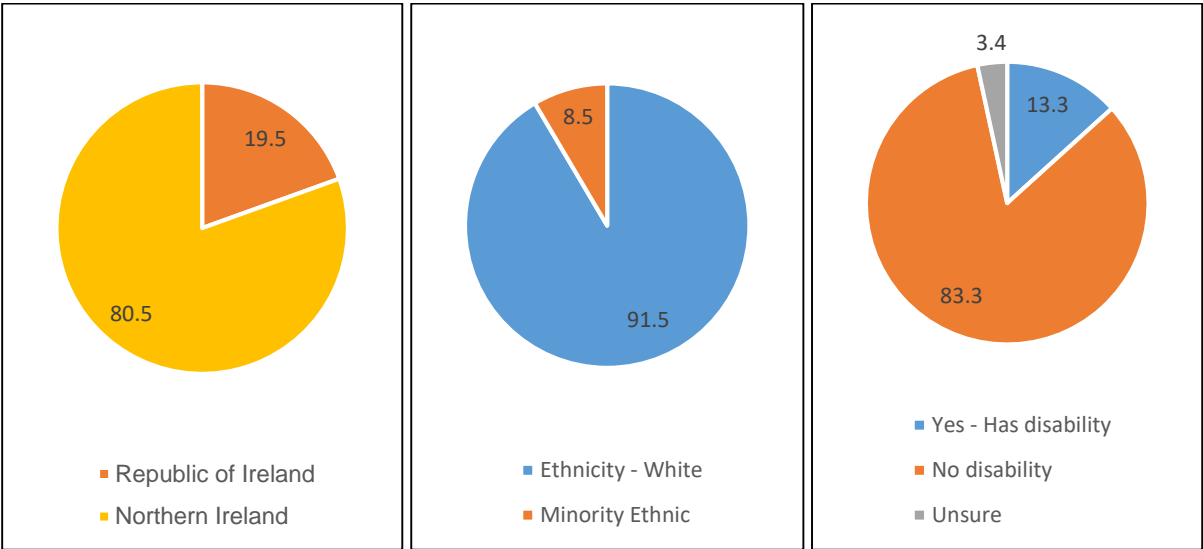

Figure 3. Jurisdiction, Ethnicity, and Disability Status Demographics

The ethnic background of the young people was predominately white (91.5%), with only a minority indicating that they were from a minority ethnic group (8.5%). In terms of disability, a small group indicated that they had a disability 13.3% with 83.3% reporting that they did not while 3.4% were unsure. Of note, the percentage of young people who reported they were from a minority ethnic group or had a disability were much 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, 9.9% of the participants indicated that they were a carer for someone they lived with who was sick or elderly or who had a disability.

In addition to self-reported demographics, young people were asked to record the first half of their home postcode (e.g. BT1, BT2 etc), or their eircode if they were in the Republic of Ireland.

If young people did not know this information, they were asked to indicate their home town or village. This data was used to create a Google Map of participant's locations (n = 862).

It should be noted that 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 in order to maintain anonymity (this is why there appears to be one pin for Dundalk, Monaghan, and so on). The map enabled the evaluation team to demonstrate coverage of enrolment in the Programme across the eligible regions of Northern Ireland and the border counties of the Republic of Ireland. The map created from this data is included in Figure 4.

Not surprisingly young people's home locations were congregated in urban settings with high populations. The map suggests, however, that there are significant gaps in coverage in the Causeway Coast and Glens area of Antrim and in more rural parts of Armagh, Fermanagh, Tyrone in Northern Ireland, and in Leitrim and Cavan in the Republic of Ireland. Comparing the distribution of young people's home locations (as seen in Figure 4) with the location of each of the funded projects (as seen in Figure 5) it is clear that gaps in coverage correspond to the locations, or the lack of thereof, of the individual organisations which make up each of the funded projects.
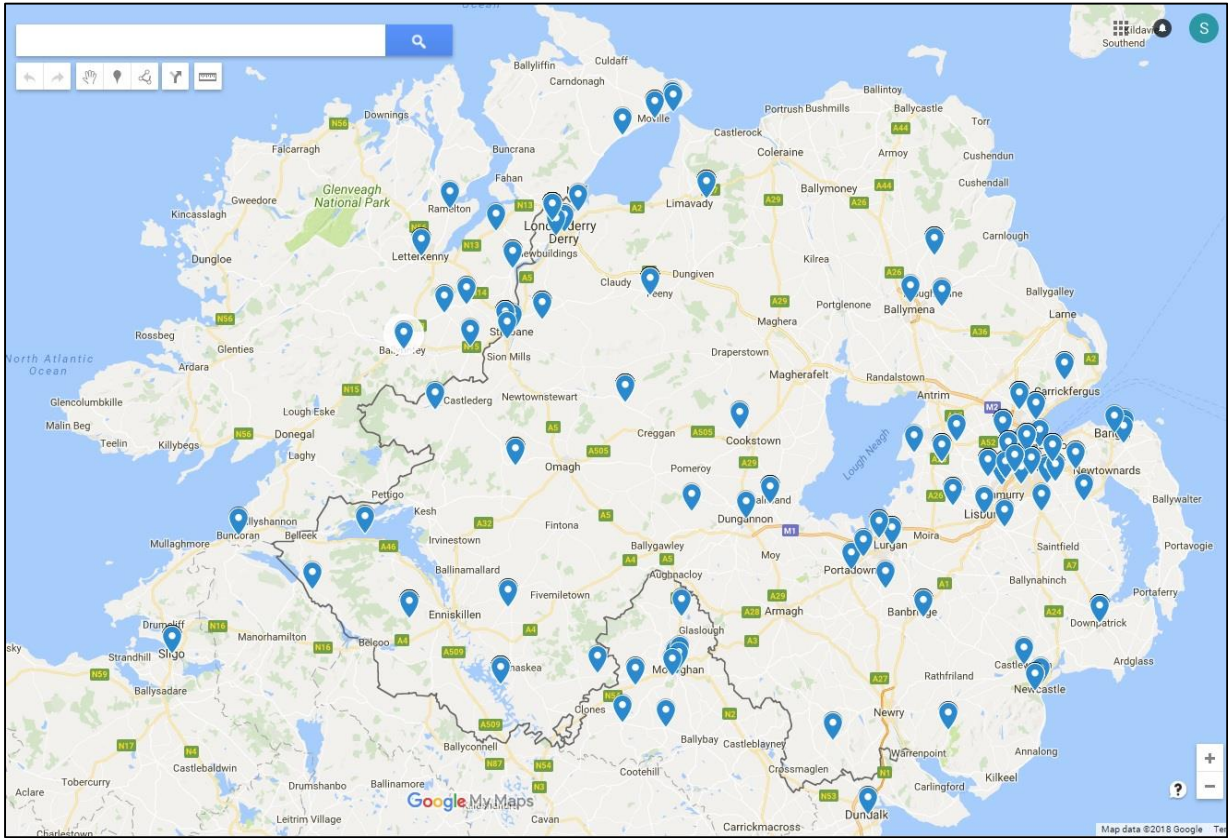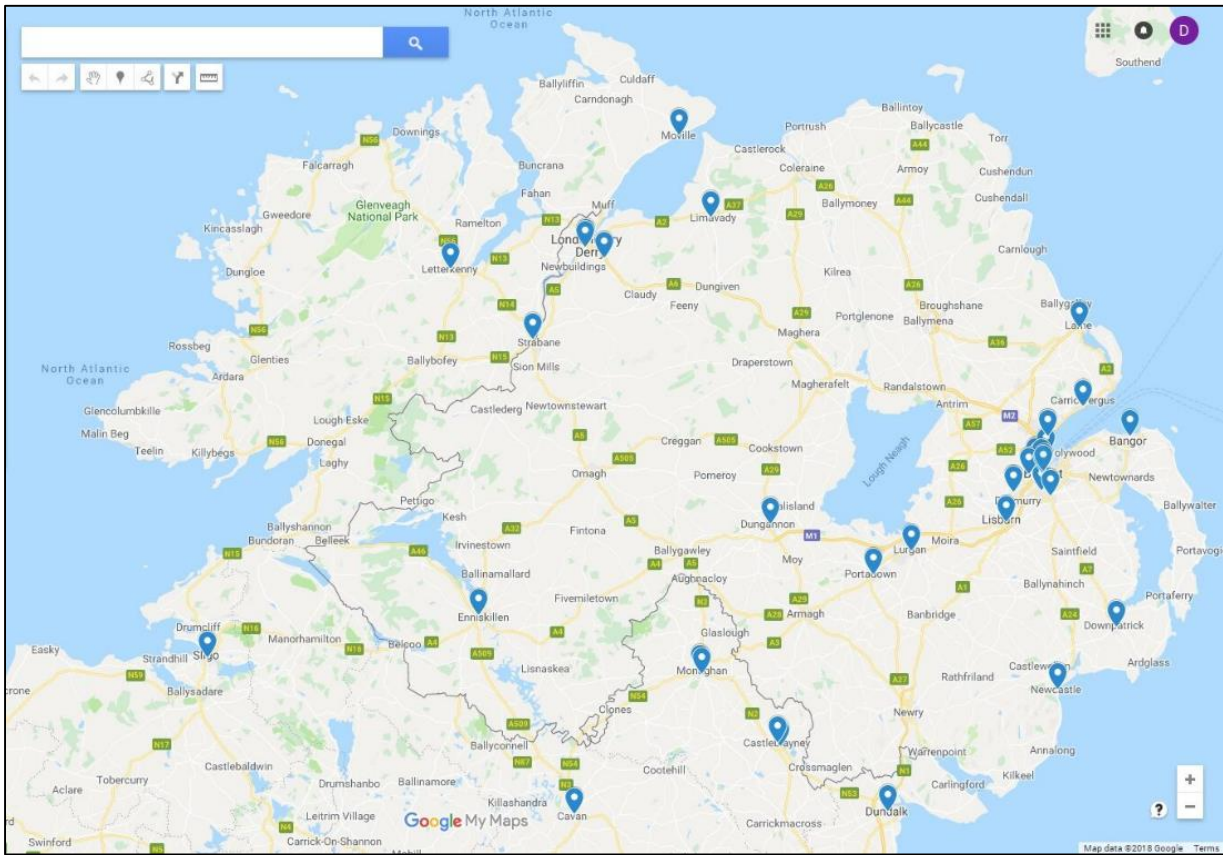
Figure 4. **Map of Participant Locations**

Figure 5. **Map of Project Locations**

5.2 Survey Completion Rates

The raw numbers of young people who completed surveys (before matching) are shown in Table 2 below. As can be seen there is a significant decline in completion rates across Phase I. This is often the case for longitudinal data collection. First, 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. Further, it should be noted that a number of projects would have only completed two time points, either because their project had started prior to the beginning of the evaluation (missing Time 1) or because the project had not yet concluded by the time the data was downloaded for analyses (missing Time 3). Additionally, projects reported that, for various reasons, they were unable to complete all three surveys.

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

Participant profiles (no duplicates)	Time 1 (no duplicates)	Time 2 (no duplicates)	Time 3 (no duplicates)
N = 862	N = 876	N = 464	N = 393

To explore distance travelled, surveys were matched according to the reported ULN (for Northern Ireland participants) or unique ID (for Republic of Ireland participants) that was entered for the participant profile and for each survey. Due to significant challenges with the matching mechanisms, there was a discrepancy between the numbers of young people who completed each survey and those for whom there was matching data (i.e. an ID on a participant profile and on at least two survey time points). Projects reported difficulty obtaining ULNs and used their own unique identification code until they received the appropriate ULNs. This means that the same participant would be using two different codes over the course of evaluation making it impossible to match across the surveys. On a practical point, the ULNs themselves were nine digits in length, as often the case, young people may not input the ULN correctly either forgetting it entirely or transposing a set of numbers by mistake thus making the process of matching impossible.

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

Time 1 (with participant profile)	Time 2 (with Time 1 and participant profile)	Time 3 (with Time 1, Time 2, and participant profile)
N=844	N=151 (17.9% retention rate)	53 (6.3% retention rate)*

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

Since the participant profiles contained young people's demographic information, if there was no identifiable participant profile to at least two surveys, it was impossible to include this data in a dataset that would enable analysis of subgroup differences. The figures for those young people who completed a participant profile, Time 1, Time 2 and Time 3 (with matched identification code) are shown in Table 3 below.

5.3   Analysis Procedure

Due to the discrepancy in matched data, the evaluation team made a decision to analyse the data received from two different angles: measuring distance travelled for young people who completed **at least two time points** – this would include young people who either completed Surveys 1 & 2, Surveys 1 & 3, or Surveys 2 and 3. In addition, subgroup analyses (i.e. results broken down by demographic information) could be completed on the smaller matched dataset of those who had a participant profile matched with all three survey time-points (findings of which will be discussed in Chapter 6).

Participants who completed any two time points were therefore merged into one dataset (those who completed a Time 1 and Time 2 survey only (n=145); those who completed a Time 1 and Time 3 survey only (n=156); and those who completed a Time 2 and Time 3 survey only (n=52)). This gave a matched sample of 353 participants. 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 the use of paired samples t-tests. In addition, because the time points between the two surveys varied for each participant, a second series of analyses used statistical regression to control for length of time (i.e. how long participants were in the programme). The mean number of days between survey time-points was 62.5 days.

5.4 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. As discussed previously, progression on each of the outcome indicators are measured by differences in the mean scores between the two time points as captured by one or more psychometrically validated scale. While individual 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

The Programme's specific sub-indicators for the Good Relations outcome area were as follows:

> "**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."

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 a minority ethnic background.

In terms of the outcome indicators related to more general attitudes and behaviours, and the survey measures used to assess these, there were positive changes in regards to:

- Stronger respect for diversity
- Stronger belief in their ability to make friends with someone from a different group (cross-group self-efficacy)

For those outcome indicators specific to attitudes and behaviours related to the other community, and the survey measures used to assess these, there were positive changes in regards to:

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

In regards to the outcome indicators specific to cross-border relations, and the survey measures used to assess them, there were positive changes in regards to:

- An increase in perceived cross-border friendship closeness

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

- Greater frequency and quality of contact with individuals from minority ethnic groups
- More positive attitudes towards young people from minority ethnic groups

Taken together, these findings suggest that as a result of participation in the PEACE IV Programme, young people had developed a greater understanding of and respect for diversity; an awareness of and sensitivity to the values, beliefs, customs and traditions of others; 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.

There has been no significant movement in participants' understanding of their own identity as measured through identity strength and / or perceived family ethnic socialisation, nor were

there any significant differences between the two time-points on young people's reported levels of helping behaviours towards members of the other community; number of cross-community friends; cross-community friendship closeness; number of cross-border friends; cross-community intergroup anxiety; or cross-border intergroup anxiety. Full results from the paired samples t-tests and regression analyses are shown in Appendix E, Table 1.
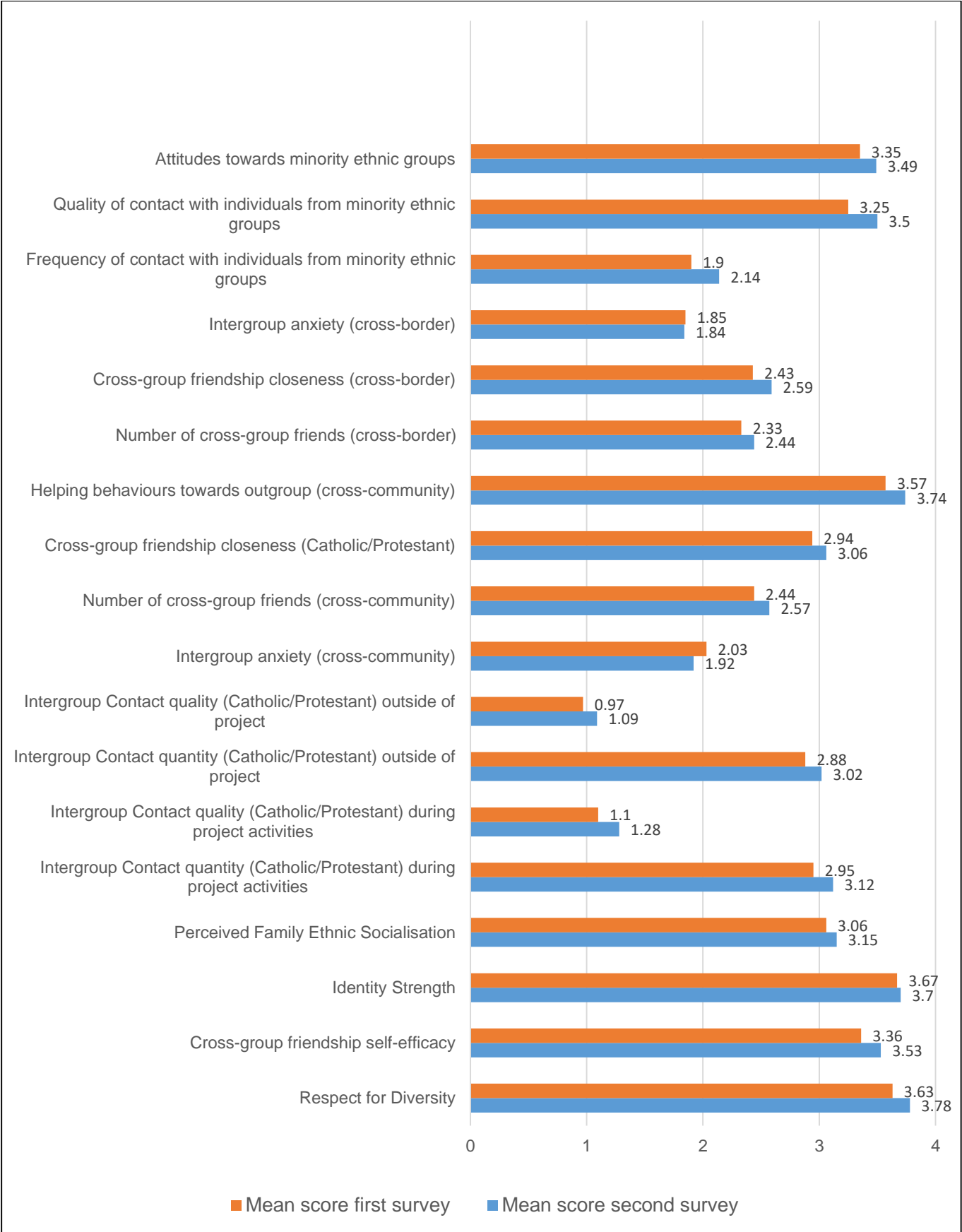
Figure 6. **Good Relations Survey Measures: Mean Scores from First and Second Surveys (Adjusted to a 1 − 4 scale)**

5.4.2 Personal Development

The Programme's specific sub-indicators for the Personal Development outcome area were as follows:

> **"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 surveys measuring the different outcome indicators suggest positive distance travelled on the majority of outcome indicators. There were positive changes in regards to:

- Stronger self-esteem
- Stronger self-efficacy
- Stronger environmental mastery
- Increased leadership skills
- Stronger resilience
- Willingness to engage in positive help-seeking behaviours

These findings suggest that young people have developed 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 the PEACE IV Programme.

No significant movement was found for participants' levels of self-acceptance, feelings of agency in the community, or reported positive relations / working effectively with others. It should be noted here that the scale measuring positive relations / working effectively with others showed poor internal reliability and does not appear to be an acceptable scale to effectively measure this psychological construct. The mean scores for the Personal Development survey outcome indicators from participants' first and second surveys are shown in Figure 6. Full results from the paired samples t-tests and regression analyses are shown in Appendix E, Table 2.
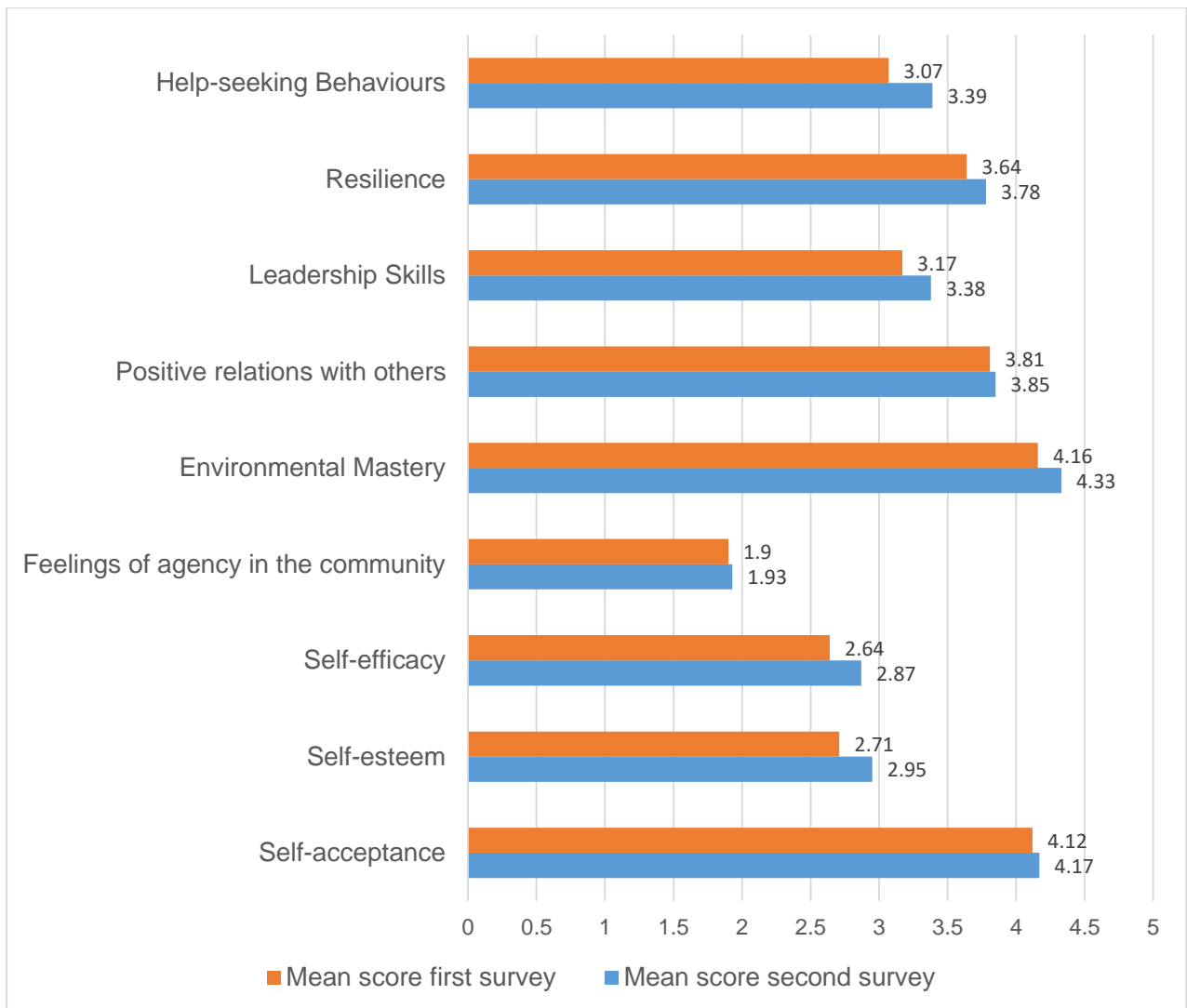
Figure 7. **Personal Development Survey measures: Mean Scores from First and Second Surveys (Adjusted to a 1 − 5 Scale)**

5.4.3 Citizenship

The Programme's specific sub-indicators for the Citizenship outcome area were as follows:

"**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. Specifically, there were positive changes in regards to:

- Civic engagement and participation
- Support for peacebuilding
- Family cohesion / family positive relations

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 positive family relations. While primarily positive due to a significant support for peacebuilding and civic engagement, there were mixed results for positive participation in community structures, initiatives and democratic processes as young people did not show a change in their reported participation in sectarian behaviours. Similarly, no change was evident for helping behaviours / prosocial behaviours towards their own community - a measure of positive community relations. Full results from the paired samples t-tests and regression analyses are shown in Appendix E, Table 3.
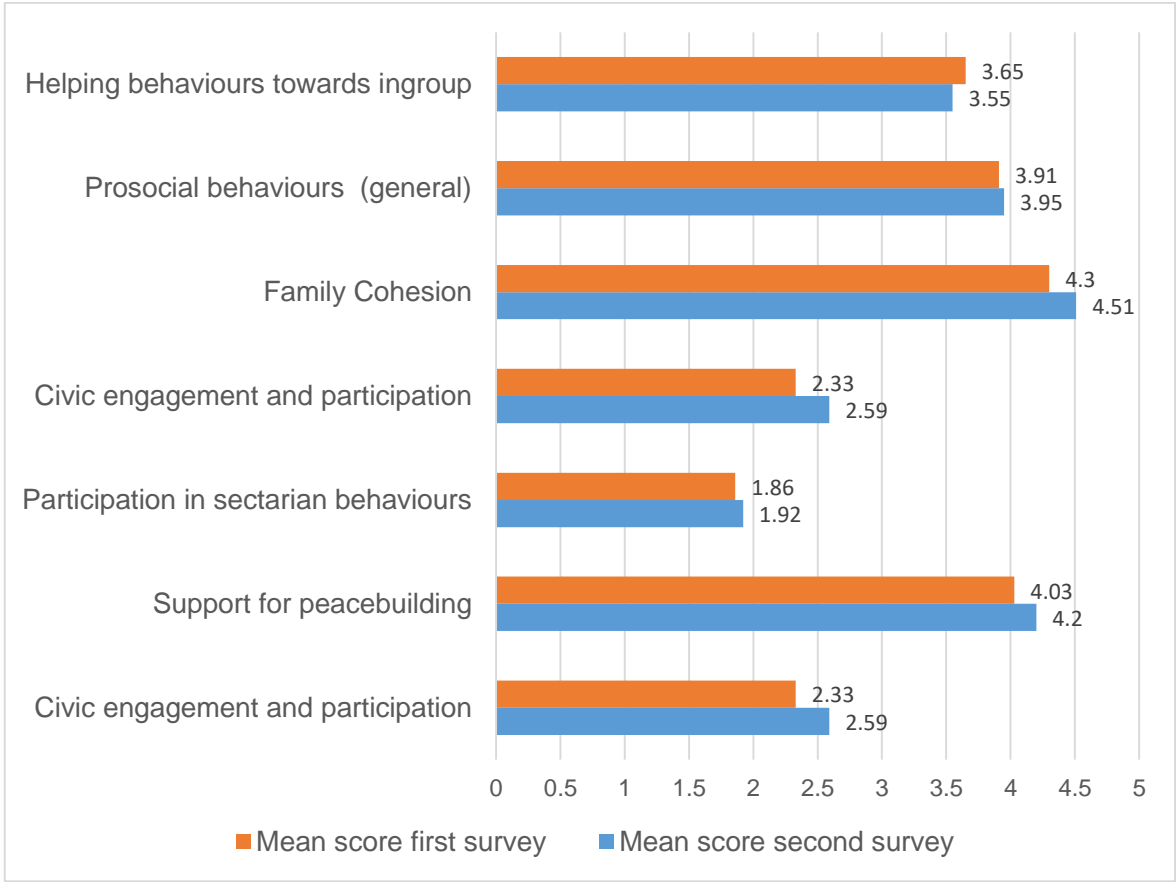
Figure 8. **Citizenship Survey Measures: Mean Scores for First and Second Surveys (Adjusted to a 1 − 5 Scale)**

5.4.4 Qualifications and Progression

Participants who completed the Time 3 survey were asked to state what they were going to do now that they were at the end of their PEACE IV project, and whether they had obtained any qualifications during the course of their involvement in the programme. A total of 393 Time 3 surveys were completed by 20th August 2018; the following bar charts represent the percentages of participants who indicated their progression destinations and accreditations achieved.
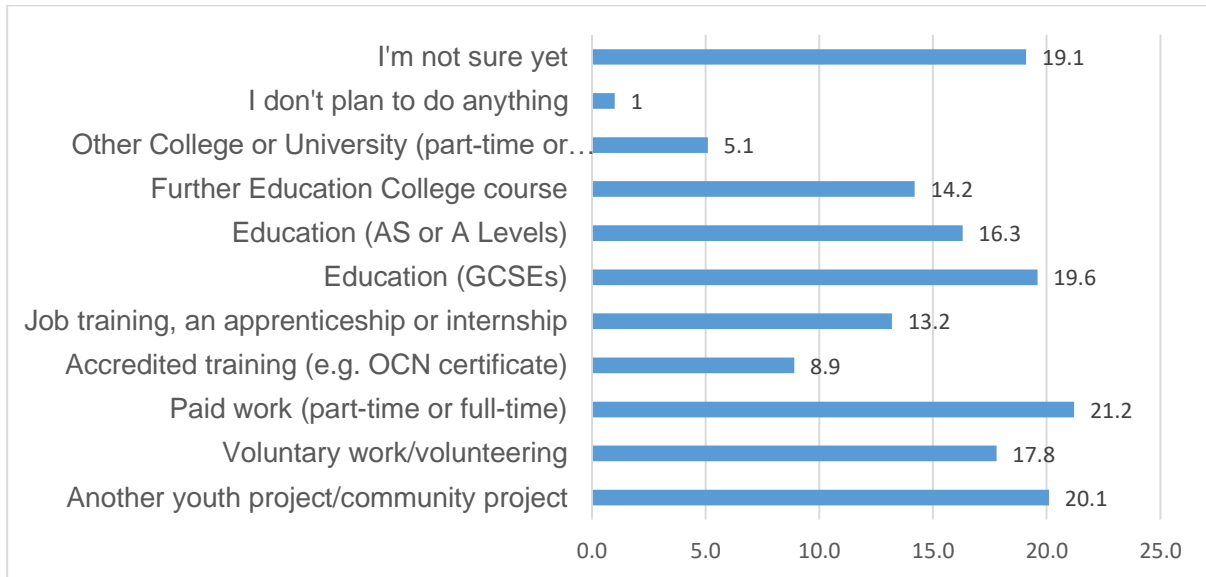
Figure 9. **Progression Destinations of Participants at the End of their PEACE IV Projects (%)**
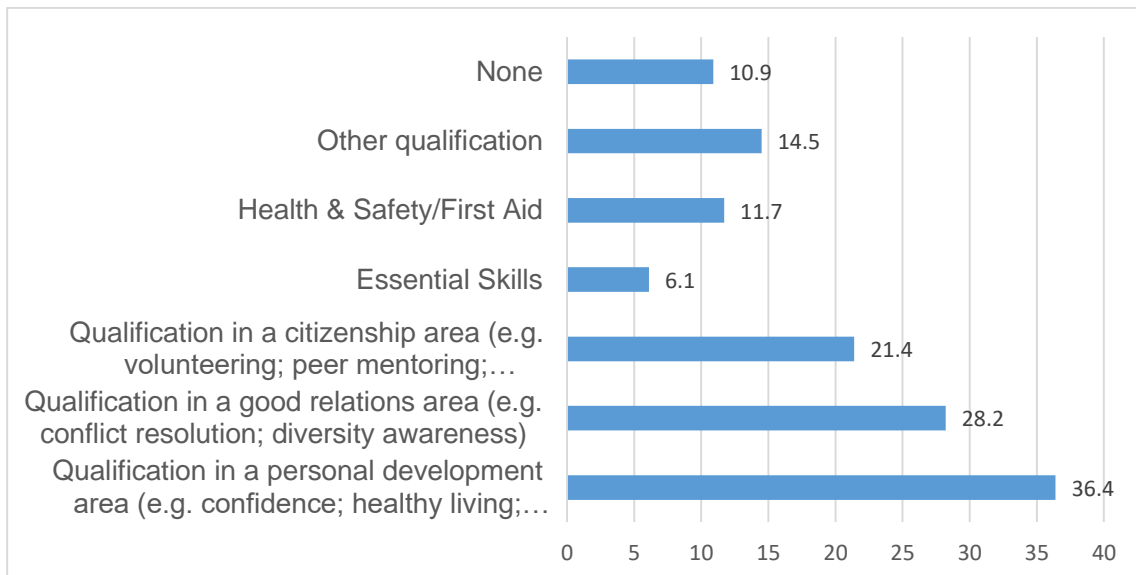
Figure 10. **Accreditations Achieved by Participants by the End of their PEACE IV Projects (%)**

5.5   SUMMARY

Across the three outcome areas the majority of outcome indicators showed evidence of positive distance travelled over the course of the PEACE IV Programme. 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: a greater understanding of and respect for diversity; an awareness of and sensitivity to the values, beliefs, customs and traditions of others; respect for others from a different community and cultural backgrounds, abilities and orientations; a positive predisposition to others from a different community / cultural background; confidence and agency; planning and problem solving; leadership; resiliency and determination; relevant knowledge and skills for supporting their own health and well-being; engagement with useful services in the community; volunteering in communities of place and / or interest; and positive family relations.

Where the PEACE IV Programme appears to be showing limited reach is in regards to those psychological constructs related to self-reflection and intragroup dynamics. For example, no change was found in regards to an understanding of their own identity; self-acceptance; participation in sectarian behaviours; feelings of agency in the community; and positive relations within 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 explore potential differences between subgroups within the dataset based upon information gathered through the participant profiles. To complete these analyses, data from participants who completed the three time-points of the survey as well as a participant profile (demographic data) were analysed separately from data contained within the main two time-point dataset (used for the main 'distance travelled' findings). Mixed analysis of variance (Mixed ANOVA) tests were then used to ascertain whether changes in the outcome measures over time were significantly different for different groups i.e., whether there were any differences in the changes observed by gender, community background, or age groups.

In total, there were 53 participants with matched information for the participant profile, Time 1, Time 2 and Time 3 surveys. It was therefore possible to conduct longitudinal analyses (mixed analysis of variance) on this smaller dataset to investigate how the outcome measures varied over time for different groups. Below we present findings where specific differences of interest were found. Due to small numbers, and low power to engage in robust statistical analyses; however, these findings should be viewed with some caution.

6.1   GOOD RELATIONS

6.1.1   Respect for Diversity

Significant differences in the distance travelled on the respect for diversity measure were evident between participants based upon their self-reported community background[2]. Overall, those who reported they were from Neither the Catholic nor the Protestant community (or were not sure) had the highest levels of respect for diversity, significantly higher than both those from a Catholic or Protestant background[3]. Examination of the overall effect of time on levels of respect for diversity shows that there was a significant difference from Time 2 to Time 3, based upon community background, and this is reflective in the line graph shown in Figure 8. Indeed, it appears that levels of respect for diversity remained relatively constant for participants from a Catholic background and participants who were Neither/Not sure, but for young people from a Protestant background, there was a steep rise from Time 2 to Time 3, indicating that this is where the significant effect arises.

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[2] In all mixed ANOVAs reported, assumptions were tested and where necessary were corrected for violations. Significant interaction between community background and time for respect for diversity: $F(4, 104) = 3.01$, $p = .02$.
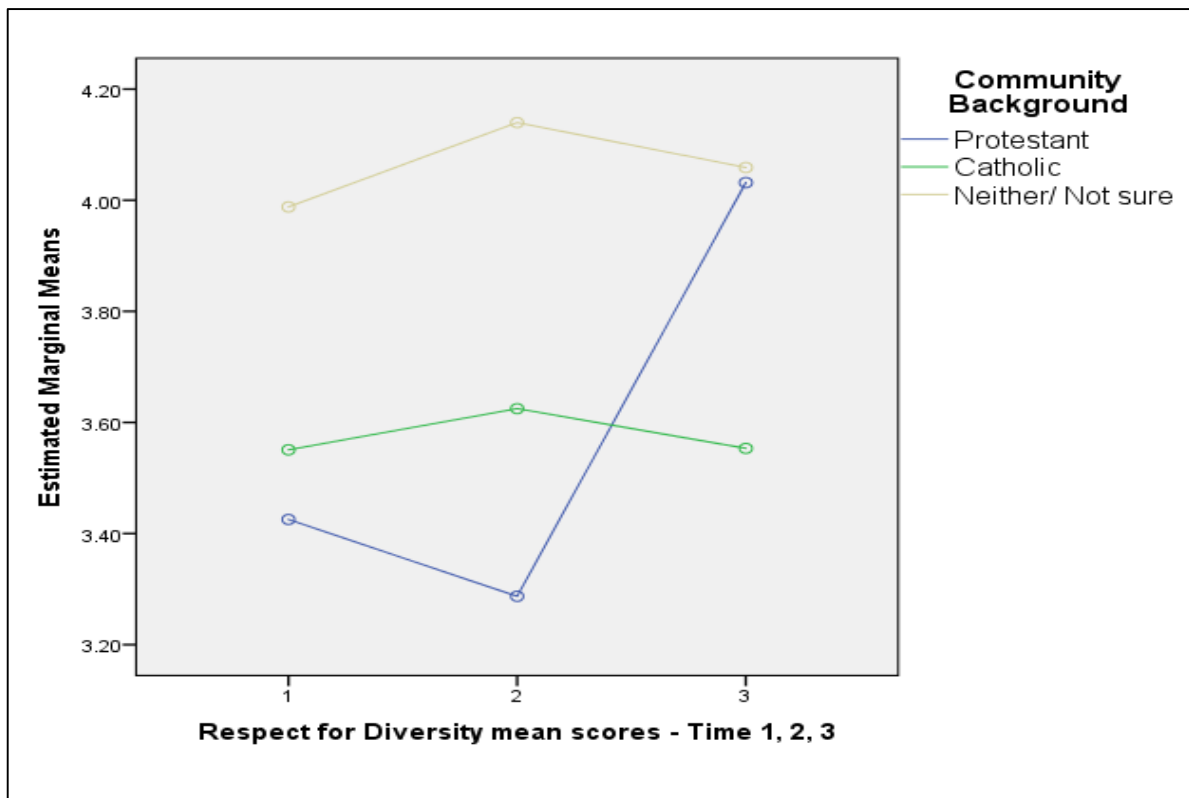[3] Confirmed by Tukey HSD post-hoc tests.

Figure 11. **Differences Across Time in Mean Scores for Respect for Diversity by Community Background**

6.1.2 Quality of Intergroup Contact During Project Activities

Gender differences across time were apparent on the intergroup contact quality during project activities[4] measure, one of the other measures used to assess progression in the Good Relations outcome indicator. Findings showed that males and females had significantly different opinions of the positivity of their interactions with those from a different community when they met up with others outside of project activities. Whilst the quality of females' reported interactions were in a positive trajectory from the beginning of their projects, the quality of males' reported interactions dipped significantly at Time 2.

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[4] Significant interaction between gender and time: $F_{(2, 104)} = 3.44$, $p = .04$.
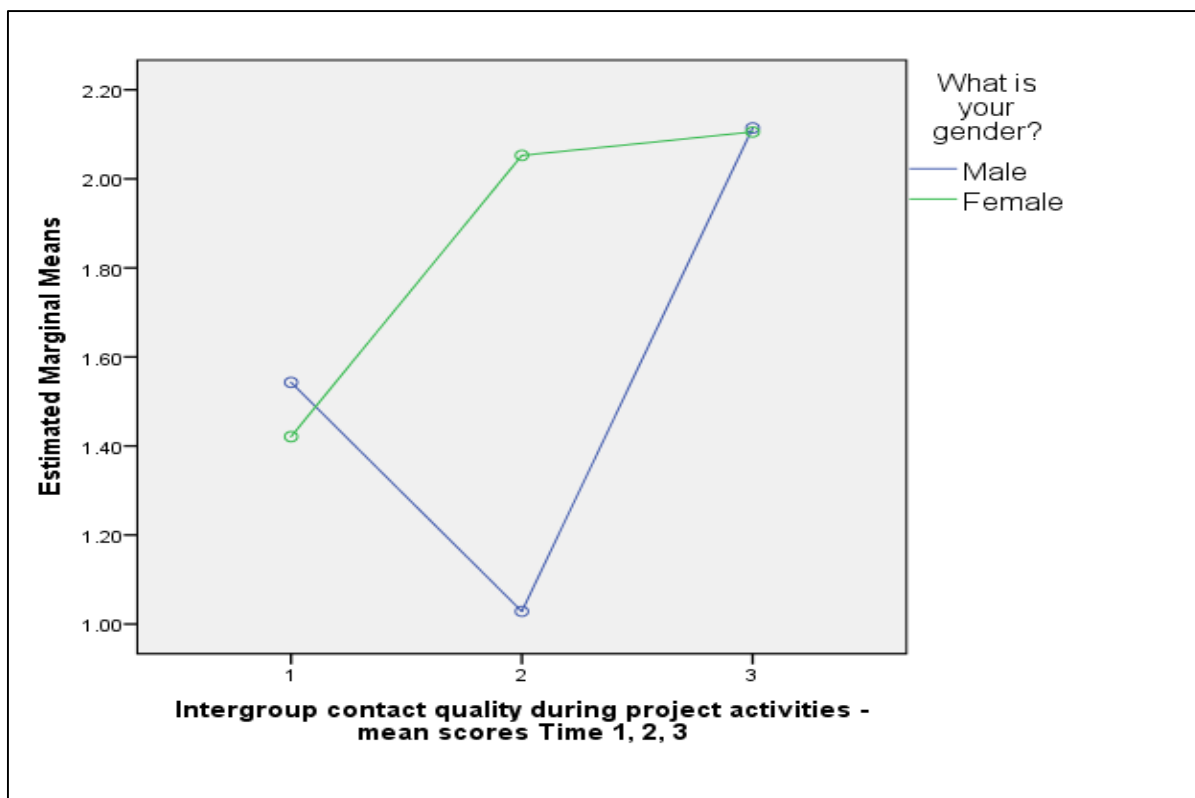
Figure 12. **Differences Across Time in Mean Scores for Intergroup Contact Quality (During Project Activities) by Gender**

However, both males and females had significantly more positive interactions with others outside of their project activities at Time 3 when compared to Time 1 (see Figure 12). The decline in males' self-reported ratings at Time 2 could be a result of increased self-awareness of the quality of their interactions with others as a result of having participated in a PEACE IV project for 3-4 months, or it could also have been due to contextual factors. These factors could include an increased tension within a community or geographical area (young people could have been completing their Time 2 survey around the time of the July marching season in 2018, and there were some violent and antisocial incidents in several areas where participants had been recruited from).

6.2 PERSONAL DEVELOPMENT

Under the Personal Development overall outcome indicator, group differences were found for reported levels of self-efficacy and in leadership skills.

6.2.1 Self-Efficacy

For self-efficacy, both gender and age differences across time were observed. Looking first at gender, females began their projects with significantly lower levels of self-efficacy than males,

but by Time 3, females' self-reported levels of self-efficacy had overtaken males (see Figure 13)[5]. Males' levels of self-efficacy had increased between Time 1 and Time 3 as well, albeit not significantly.
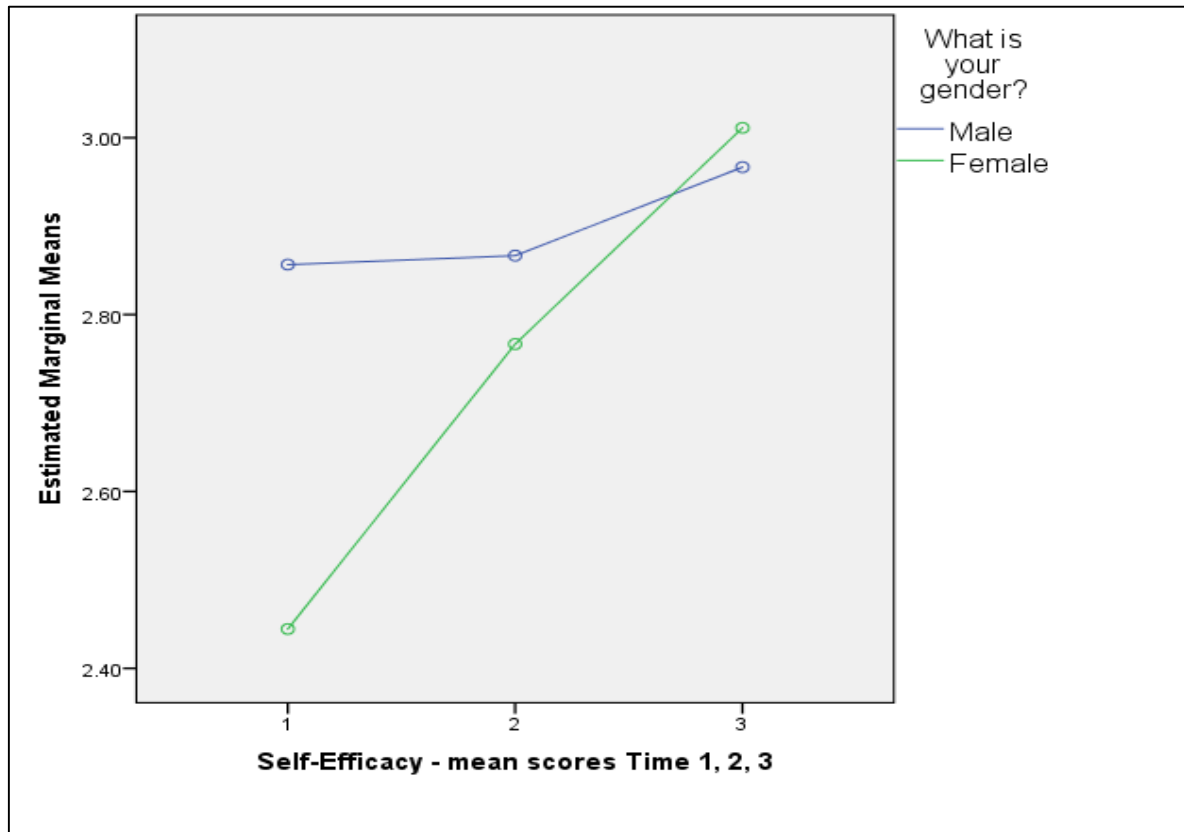

Figure 13. **Differences Across Time in Mean Scores for Self-Efficacy by Gender**

In terms of age group differences, as Figure 11 shows, while the younger age group in the sample (12-17 years old) reported significantly lower levels of self-efficacy at Time 1 than the older age group (18-26 years old), their levels of self-efficacy followed a strong upward trajectory, such that they finished their projects at Time 3 with significantly higher levels of self-efficacy than the older age group[6]. In the older age group, levels of self-efficacy remained similar at each time point – while there was a dip from Time 1 to Time 2 and Time 3, the decrease was not significant.

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[5]Significant interaction between gender and time: $F(2, 104) = 4.73$, $p = .01$.
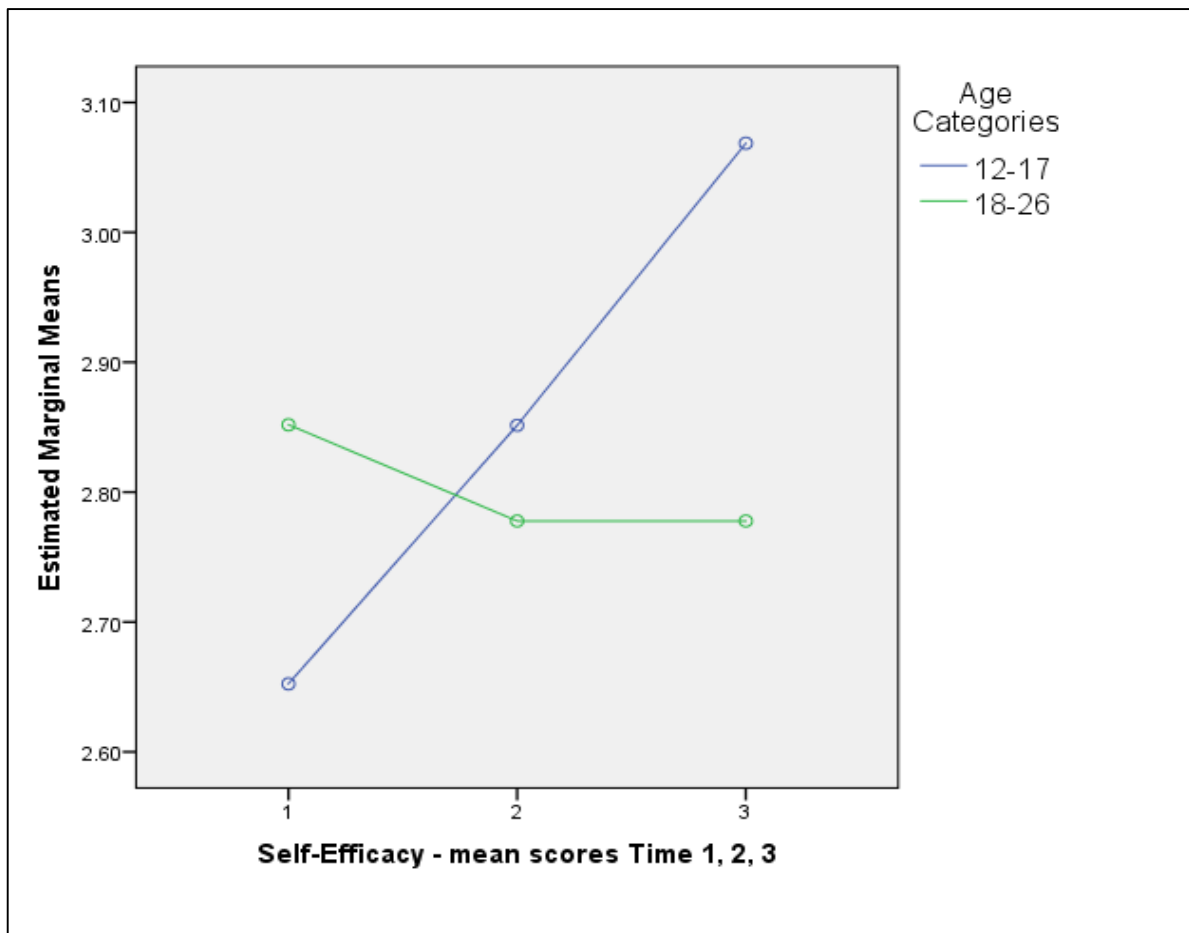[6] Significant interaction between age group and time: $F(2, 102) = 5.22$, $p = .01$.

Figure 14. **Differences Across Time in Mean Scores for Self-Efficacy by Age Group**

6.2.2 Leadership Skills

For the Leadership Skills measure, significant differences by self-reported community background were observed[7]. While participants from a Catholic background began their projects with the highest levels of self-reported leadership skills, their levels did not significantly decrease or increase over time (see Figure 15). However, participants from a Protestant background showed a steep upwards trajectory, particularly between Time 2 and Time 3, with young people self-identifying as members of the Protestant community reporting the highest level of self-reported leadership skills at Time 3. Participants who were Neither/ Not sure showed a steady increase in their Leadership skills between both Time 1 and Time 2 and between Time 2 and Time 3.

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[7] Significant interaction between community background and time: $F_{(4, 104)} = 2.80$, $p = .03$.
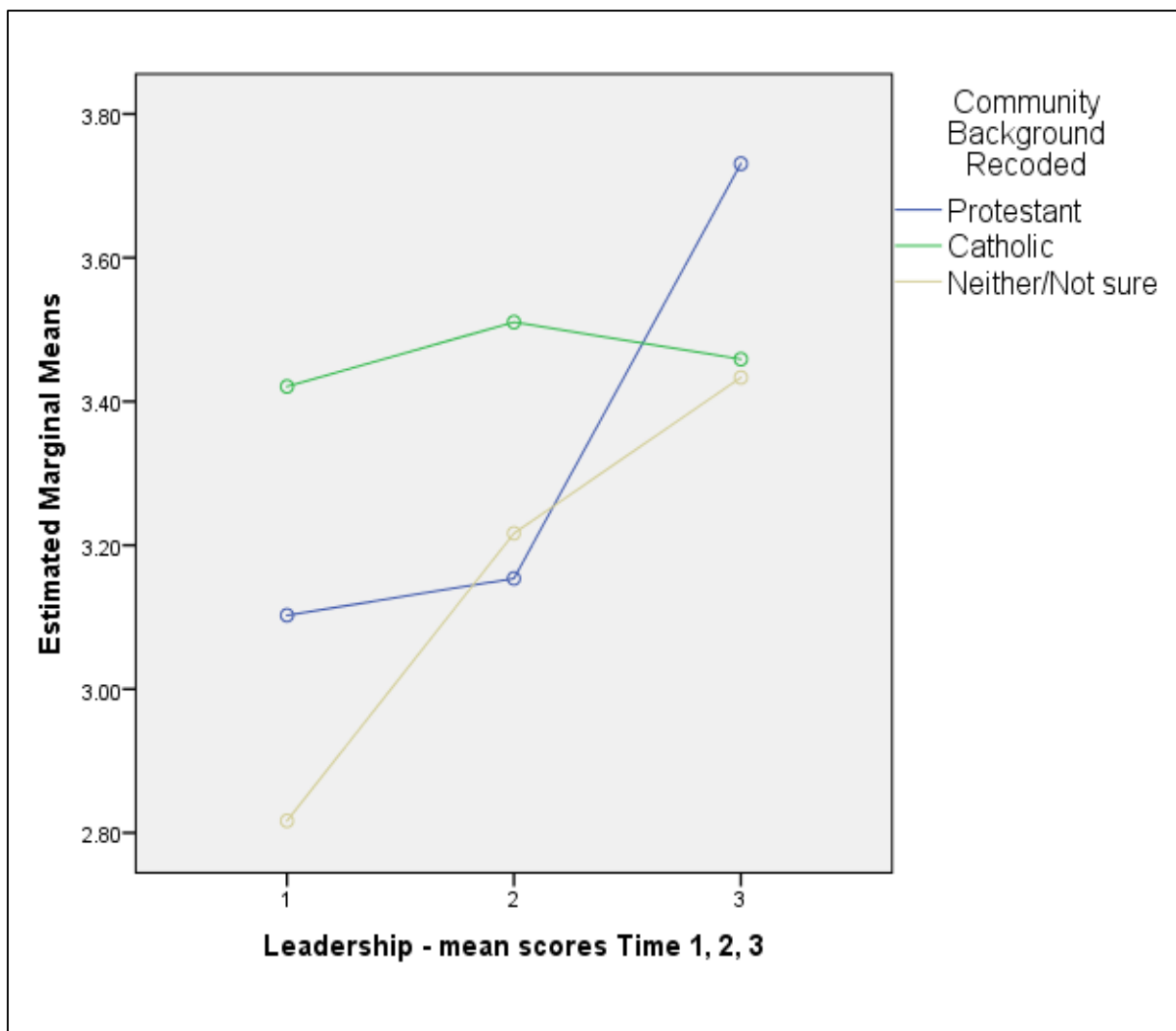
Figure 15. **Differences Across Time in Mean Scores for Leadership Skills by Community Background**

6.3 CITIZENSHIP

Three measures that were used to assess the Citizenship overall outcome measure showed significant group differences over time. These were: Civic engagement and participation; perception of community relations; and participation in sectarian behaviour.

6.3.1 Civic Engagement

Levels of civic engagement and participation differed significantly over time by age group[8]. While younger and older participants reported similar levels of civic engagement and participation at Time1, younger participants' levels rose sharply at Time 2 but fell at Time 3. Older participations however showed a steady increase between Time 1 and Time 2 and

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[8] Significant interaction between age group and time: $F_{(2, 98)} = 3.42$, $p = .04$.

between Time 2 and Time 3, with significantly higher levels of civic engagement and participation at Time 3 than younger participants (see Figure 16). This could be due to more volunteering and participation opportunities being available to older participants.
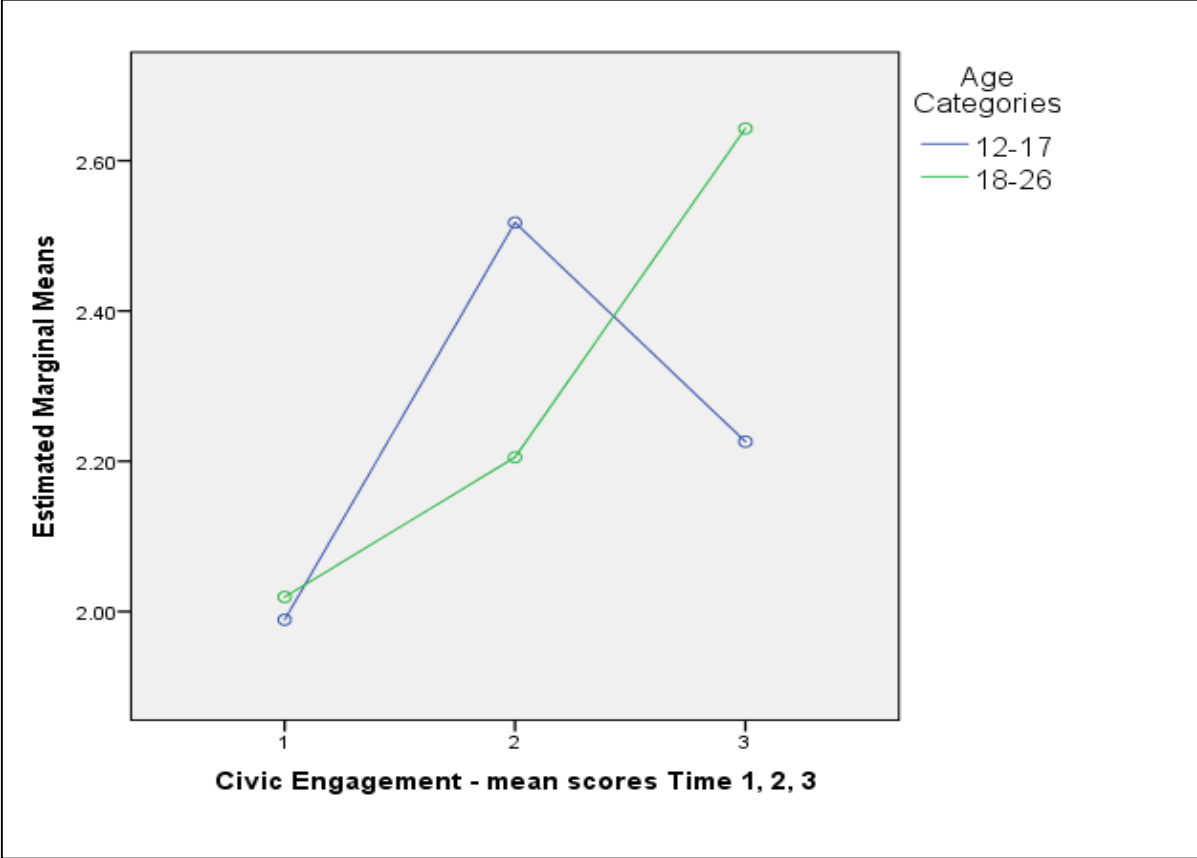

Figure 16. **Differences Across Time in Mean Scores for Civic Engagement and Participation by Age Group**

6.3.2 Participation in Sectarian Behaviours

Lastly, gender differences across time were observed for self-reported participation in sectarian behaviours[9]. Whilst females' reported participation in sectarian behaviours remained lower than the levels reported by males from Time 1 through to Time 3, their participation levels significantly increased between Time 1 and Time 3, whereas males' levels significantly decreased between Time 1 and Time 3 (see Figure 17).

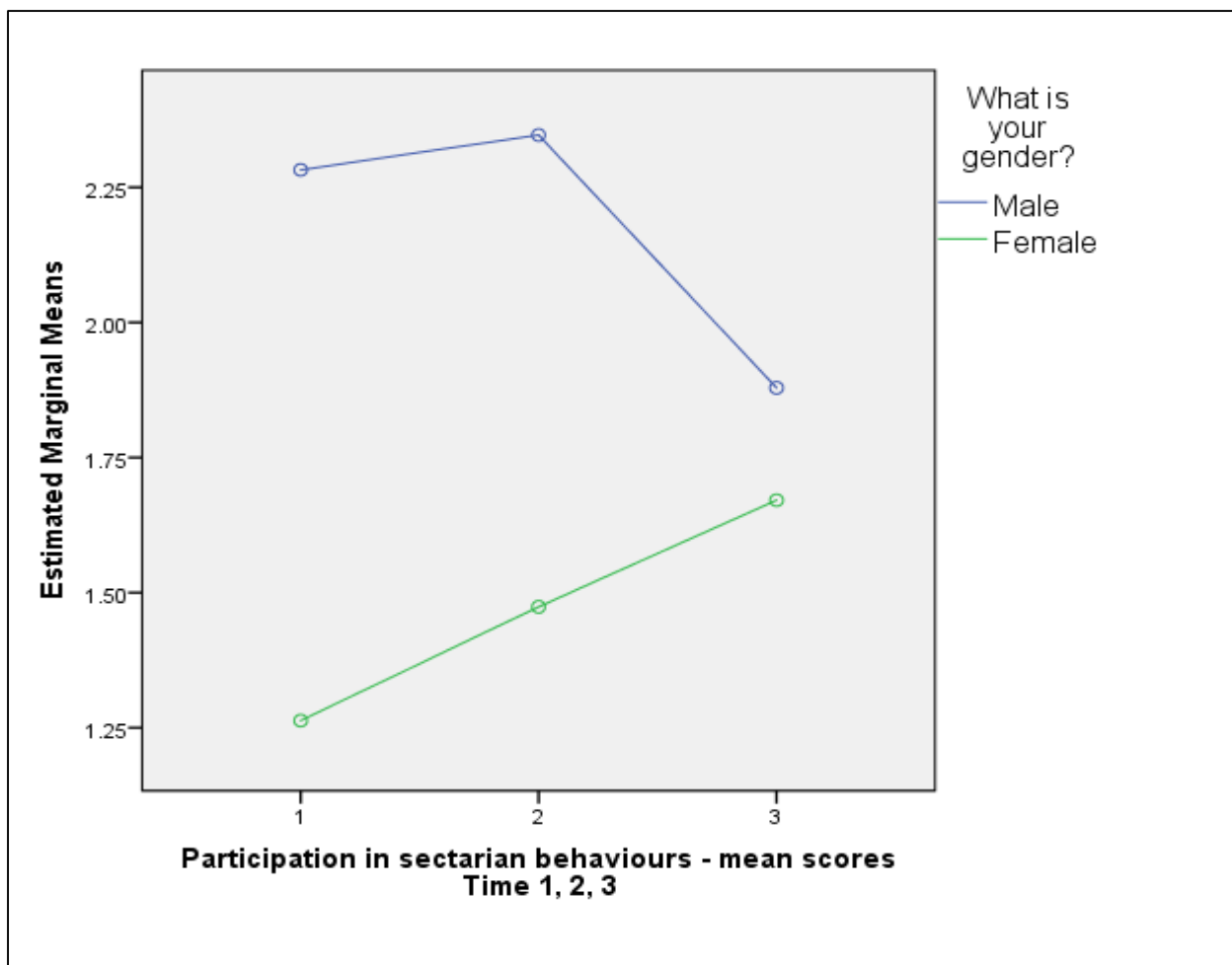[9] Significant interaction between gender and time: $F_{(2, 96)} = 3.56$, $p = .03$.

Figure 17. **Differences Across Time in Mean Scores for Participation in Sectarian Behaviours by Gender**

6.4   SUMMARY

Matched data for those young people who completed a participant profile and all three time-points of the survey revealed some key differences by gender, age group and community background on several of the measures. 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 communities), or heightened levels of self-awareness and self-reflection as participants spent time on their projects. Due to the limited number of participants, however, these results should be viewed with caution at the present time and conclusions drawn from these differences are based saved for subsequent reports if the trends are repeated during Phase II of the Programme.

7.   Focus Group Findings

Six focus groups (with an average duration of 58 minutes) were conducted between June – July 2018 with 36 key project personnel from seven funded projects. Participants included youth workers who had on-the-ground experience of delivering the projects with young people and project coordinators.

The purpose of these focus groups was to discuss:

- The challenges that projects faced in establishing the project
- Factors influencing ability to achieve project objectives (including internal and external issues which they felt had impacted positively or negatively)
- Building on the programme for Phase II

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).

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

7.1 THEME 1: CHALLENGES IN PROJECT INITIATION

In relation to the challenges that practitioners encountered during the project initiation stage, three key sub-themes emerged.

7.1.1 Competition with Other Non-Governmental and Governmental Programmes

The first sub-theme focuses on difficulties due to competition with other non-governmental and governmental programmes. Several youth workers mentioned the overlap and incompatibility with Steps 2 Success as one of the stumbling blocks they encountered. There was frustration that a young person would not be able to enrol in an intensive support project like one of the PEACE IV Children & Young People projects while they were enrolled in a lower-intensity programme such as Steps 2 Success. In addition, some youth workers mentioned difficulties with receiving information from Jobs & Benefits offices in relation to when a young person would be starting or stopping Steps 2 Success, and as a result they didn't know if they could recruit a young person onto their project, which caused delays and young people missing out on the early stages of group development work. In another example, a youth worker described how one participant had started on the project, but had to leave because they were mandated to start Steps 2 Success.

This sub-theme also included challenges identifying appropriate partners as well as too many organisations recruiting for the same target group in the same area (a finding which is supported by the mapping exercise included in this report – see Figure 4).

> "[I] realised how heavily saturated this city is with PEACE funding and it's like, well, you can't be on that programme because you're already on that programme."

Financial incentives were reported by some as unnecessary, as youth workers reported that some young people wanted to participate regardless of incentive, for others it was reported as beneficial, and for a smaller group it was reported that it was irrelevant if the project was of a poor quality, *"£8 a day is not going to keep them"*. Youth workers consistently mentioned, however, that the lack of incentive for young people from the Republic of Ireland made it particularly difficult to attract participants. As one focus group participant stated,

> "*We're competing with other agencies that do offer an incentive, so you have to compete with them and it just makes it very difficult.*"

This issue was most pronounced during cross-border activities when inequalities were made cognisant to the young people. As one youth worker reported in regards to young people from the Republic of Ireland, *"they're like, how come they're getting a payment and we're not?"* The same issue was mentioned by other youth workers who reported that when younger project participants who weren't eligible to receive the incentive (14/15 years old) learned of the existence of incentives, it caused a rift in the relationship they had formed with them – in one case, young people thought the youth worker had been withholding the payment from them, and a lot of sensitivity was required to handle the issue.

In addition to the recruitment of young people, it was highlighted that organisations were trying to recruit staff at the same time with similar skillsets, leading to competition between them,

> "*I think it's made it dog eat dog…and it shouldn't be because we're all in the one, we're in it for the one reason, we just want young people to develop and get what they need out of the programmes.*"

Beyond recruitment issues, challenges were highlighted regarding collaboration between partnerships. As there was a high need for coordination between partner organisations when setting up the programme, this presented a challenge when different partner organisations had different ideas about how to weave the three themes of the PEACE IV Programme into the project or had different expectations for the project. As one focus group participant stated,

> "*It's then negotiating; me starting, what's the expectations, and what do both organisations need, because I'm obligated as part of [my organisation] to do the good relations work, but I also then, under the tender, have community relations, development, so I have to navigate between staff skills… there's a lot of communication goes on.*"

7.1.2 Recruitment Criteria

The second sub-theme was challenges associated with the recruitment criteria. This included difficulties recruiting a balanced cohort of young people given the demographics of particular geographical areas, age restrictions, and a bipartite system of social categorisation and community identification that a number of young people felt restricted by. Further, several youth workers described how some young people do not identify with one main community background or another, and therefore do not meet the 'community background' recruitment criteria,

> "*I think a lot of the issue is, not all young people would define that as one of their necessary issues, like you're talking economics, education, universal credit, you know, life barriers as opposed to them seeing community backgrounds as an issue. A lot of them don't identify, so therefore they don't meet our criteria, even though you may have somebody on your book you know is from a group, they just say no.*"

The demographics of the border region seemed to be a particular concern for staff working in projects in that geographical area, as evident from the survey results presented in previous chapters,

> "*We cannot seem to be able to reach out to the Protestant community at all. We have tried and we have targeted specific schools and that, but our cohort is 100% Catholic.*"

Other staff noted that the particular target group of young people whom the projects aimed to recruit (i.e., those who are marginalised) made the very act of getting them through the door of their project a challenge,

> "*We're trying to target obviously the vulnerable young people who may not be as visible on the street and trying to find out where they actually are hanging out and target them when they're out and about and it's just difficult.*"

The age restrictions were also a complicating factor for some projects – one staff member reported how recruitment in schools would be easier if the age range was lowered, as it was difficult to get 15 and 16 year olds to commit to the project during busy examination periods. Another youth worker believed that the upper age limit should be extended too, as it was a *'missed opportunity'* for those with special needs.

7.1.3 Short Time Frame

The third sub-theme focused on difficulties with getting the project established in a relatively short time frame. This was particularly difficult for those partnerships that did not have previously established networks in a given area. This was highlighted by a focus group participant who indicated,

"*So you were really starting at the ground again in getting to know people or who to contact for a start. And then, conscious of the fact that other programmes were being delivered in established organisations who already had all those contacts.*"

This had an implication on the level of trust between particular communities and the funded organisations, explained by one focus group participant,

"There's something to be said about the time that you have to spend building relationships with your community in order to be able to engage young people effectively, because what you're asking that community to do is to hand over the young people… a lot of our time and effort was about building relationships, not with young people, but with their networks."

The relatively short time frame also was reported as a challenge in terms of preparation time particularly given late letters of offer, pulling resources together for qualifications, and paperwork requirements.

7.2 THEME 2: CHALLENGES IN ACHIEVING PROGRAMME OUTCOMES

Factors which practitioners felt hindered their projects ability to achieve programme outcomes can be understood at three levels: macro, meso, and micro level.

7.2.1 Macro Level

Macro level issues focused on the difficulties associated with external, structural factors that youth workers felt were beyond individual projects' control. Several of these issues were related to financial incentives (which was, as previously noted, brought up as a factor in recruitment). One of these was the fact that financial incentives could only be transferred into a participant's bank account. For young people coming from a care background or who had no fixed abode, opening a bank account was a process that took several weeks. The conditions of the incentive in terms of the hours attended per day were also deemed to be quite restrictive by some youth workers; for example, a young person might attend 5 hours on one day and 2

hours the next day, but half day attendances were not allowable. In addition, there was some confusion as to the circumstances under which the incentive can be offered, for example, if a young person is absent for a day due to health problems.

Bureaucracy and the level of paperwork needed for interactions with SEUPB and other government agencies was also mentioned as a barrier to achieving programme outcomes. Focus group participants mentioned delays with benefits statement forms and incentive payments being exchanged, which in turn sometimes delayed the engagement of young people. Staff from one project had to get a letter from the Department for Communities to confirm to Jobs & Benefits offices that participants' welfare payments were not to be affected because of the incentive they received from their PEACE IV project – some young people had encountered difficulties with this. Workers from several different projects raised the issue of cash flow as an area of concern – organisations were sometimes overdrawn by large sums of money because financial resources were late in being transferred to projects. One youth worker also verbalised a fear of financial penalties if targets (in terms of numbers) weren't met,

"People feel petrified, but nobody wants to talk about it."

Others brought up frustrations with registering participants for Unique Learner Numbers (ULNs), and the fact that claims forms were mainly in paper format and not online.

There were (not unanticipated) difficulties associated with operating a cross-border programme. For example, staff from projects that enrolled young people on particular visas could not bring them across the border due to visa restrictions. There were further issues with getting bills paid, delivering courses that might not be recognised in a different jurisdiction, and the differences in costs for services cross-border,

"I don't think the reality of the expected monies versus the resources that are in the area match up cos there should be more monies for certain areas that need travel, or there's no resources for food, there's no places for food"; "Being from the North [I] would have been aware of other organisations that would have come in and done other, like, first aid training and workshops, like, one-off things and that was part of their funded agreement and stuff … We just don't seem to be able to establish the same sort of links this side of the border… we can't find anybody that's going to do it within our budget".

In general, the rurality of many projects was raised as something that led to higher costs, which cut into projects' abilities to provide resources,

"There's a lack of facilities as well…and then, if you want to go out, you want to bring the young people somewhere, you're going to have to put out the costs of the bus and the transport to get them out there."

A further macro-level challenge discussed by the focus group participants was in relation to the overall programme design. For example, the project time frame and associated deadlines. Some youth workers struggled at the beginning of the Phase I cohorts to get things running as soon as they got letters of offer,

"Our experience that sometimes the cart was going before the horse and that was because of the ad hoc… everything was so, quite rushed"

Other projects expressed confusion and reported hearsay about whether they could recruit during October, November and December of 2018 for Phase II while Phase I was being reviewed, *"The rumour was, at our regional meeting was, there was going to be maybe a slight extension to Phase I, but whether any of us has a job in Phase II…".* This was particularly a concern for those working in schools,

"We have to push back our schools [cohort], which means it's going to run from January to June next year."

Aside from the time frame, another area of concern raised by youth workers from several different projects was the sustainability of the distance travelled in young people if they were not eligible to participate in a subsequent PEACE project; some also saw a 6-month project timeframe as too short for tackling the sorts of issues that young people in the programme were dealing with:

"They're going back into their communities I mean is there ever a risk that they will fall back into the old patterns?"

7.2.2 Meso Level

Meso level challenges to achieving programme outcomes were related to obstacles that staff faced in the daily running of their projects. A key issue highlighted by staff in all projects was the heavy workload and staff being thinly spread,

"If we're running four to five days of young people face time and then you have half a day to try and get everything else done as well as chasing up all the individual stuff"

"If, God forbid, somebody was off on an extended period of sickness or whatever situation would arise, it leaves us very stranded."

Workload difficulties also arose in relation to balancing the diverse needs of the cohort, because of the age range of those attending,

"The conversations that people would be having at 14 are very different from the conversations at 24 so, and there is a whole safeguarding issue around that. I'm very conscious of that you know, but in terms of the facilitation and teaching…it's just being very aware that there are younger members with older, you know."

One youth worker felt that the structured, linear nature of their project didn't meet some young people's needs,

"I think part of the issue is, there's the set weeks. You do this recruitment, you do this and do this. But a young person's progression personally might be different, so they may need an outdoor pursuits organisation like [name of organisation] where they go for a couple of weeks, so they get used to people, then they need personal development specifically."

Another challenge at the meso-level was the marrying-up of organisational and funder's strategic plans and the subsequent allocation of resources,

"It's the realities of an organisation only getting 40% additional funding based on the full staffing criteria. So there's all these rules and regulations and then there's strategic expectations of the organisation in which you function and then the strategic expectations of your funder which may not necessarily marry up especially when you don't have people in both."

Lastly, the evaluation survey that programme staff were asked to administer to young people involved in the projects was also criticised for being too long, and unsuitable to the target group of young people taking part in the programme, with some youth workers reporting that young people required one-to-one help in order to complete it,

"I know some of our ones you see, they – they weren't genuinely reading the question, many struggled to understand."

7.2.3 Micro Level

At the micro level, practitioners stressed that the challenges with working with this unique target population were not fully taken into account when designing the Specific Objective. The high level of support that some young people required meant that engaging them was a challenge,

"Even getting them to get to that centre point is difficult. You can't, unless you want to haul them out of their beds, which I refuse to do, that defeats the point"

Projects reported that they struggled to achieve the contact hours with young people and the 80% attendance rate, especially within school settings. For example, one youth worker stated,

"These young people were so hard to engage, they've never had an 80% attendance at school, and we're getting young people who haven't went to school all year, at 14%. And then I'm supposed to make them go from 14 to 80."

Project staff across the board felt that the level of need of the young people participating in PEACE IV was higher that it had ever been before,

"Mental health, homelessness, addictions… you know, the drugs, like heroin, whatever, like it's… so the level of need's a lot higher"

"[They have] really low self-esteem, and, I suppose for our project, that the, a lot of the initial few weeks, months, has been really focussed on that, sort of trying to build up a level of confidence and self-belief again."

Several workers reported that they have had to work in smaller groups because of the complex needs of their cohorts. Youth workers from one project also reported having to work with young men in particular around their normalisation of violence and unwillingness to admit to any issues to do with mental health.

There were different views concerning young people's reactions to doing good relations activities. While a few youth workers reported that some participants were very anxious about meeting members of other communities, others stated that,

"A lot of them don't have the Catholic and Protestant issues …they run about now in a mixed group…so I think, some of the content that's in it, about Catholic and Protestant isn't necessarily needed for the younger bracket."

This led to some projects steering away from community relations between Catholic and Protestant communities to relationships with young people from minority ethnic communities.

"It's not being identified as a problem. So, I know the good relations workers are doing a lot on Muslims and stuff like that, you know that different type of good relations because, I think it's not really applicable sometimes."

On the other hand, youth workers from several different projects reported surprise at the levels of racism they encountered during discussions with young people,

"We'd have found attitudes towards ethnic groups, refugees, we did a group work session last week and it was startling. The older ones…it was awful"

7.3 THEME 3: FACTORS CONTRIBUTING TO ACHIEVING PROGRAMME OUTCOMES

Practitioners highlighted a number of factors that supported programme implementation and the achievement of programme outcomes. The first focused on measures which facilitated recruitment of young people, including offering taster sessions and allocating resources to link with communities and organisations in the project areas before the start of the project as a means to build positive working relationships,

"You can't just come in and introduce this project; you have to find somebody who's going to sort of then, get to know them and then they'll mention to other people and it's sort of like a filter through process… it does take that bit of time to make any headway."

A second key factor was importance of commitment from the young people, which contributed to enhancing retention rates. Youth workers emphasised the positive influence of doing creative, fun, young people-led activities and excursions, giving them ownership of the project, and clear objective-setting, which meant that *"young people didn't feel like, I've been sent here, I need to be here, but, god you're staying in school an extra two hours to be with us and to participate."*

Offering training in skills that were highlighted by young people as important and providing logistical and structured help in getting to the group meetings were both mentioned as facilitating retention. Sources of support included, offering financial incentives (the £8 per day as well as childcare if needed), transport to the meetings, providing lunch, and offering flexible meeting times. Other youth workers mentioned regularly phoning participants to remind them of meetings and to encourage participation. This was linked to the clear levels of commitment of project staff to the young people,

> *"The support that's been put in by staff is above and beyond, way outside any hours of sixteen hours that goes, and for that particular type of young person it's not just the good relations element that's the important thing for them, it's all the extra support."*

Most importantly, the positive relationships built between project staff and participants, as well as the participants' parents or guardians, was argued to be a crucial factor in achieving programme success. As clearly stated by one youth worker,

> "*What I think the real strength of this programme, is the relationships that those staff have with those young people and I would go as far as to say that those relationships are transformative, you know, like those young people are really changing as a result of relationships with the staff.*"

Youth workers talked about witnessing young people's confidence levels *'bloom'* as the projects progressed, particularly as a result of the *'constant', 'consistent'* and *'one-to-one'* support they were able to provide through the programme, and that young people felt they were in a *'safe space'* to address issues they had. One youth worker described their relationship as being built on *'mutual respect'* and *'equality'* and how this was different from other relationships they may have had with authority figures,

> *"Their need is every bit as important as what we hope to achieve, you know, and it's how you speak to them, it's how you praise them – they don't really get that in school."*

Several youth workers described how they spent time making sure there was buy-in from parents or guardians to continue this support for the projects and help increase the sustainability of the project outcomes,

"You're not even building relationships with the young person, you're having to build it with the key people in their lives, so they understand if they don't hear from us, they can go round to the key people in their lives."

Through these relationships, youth workers were able to adapt to the needs of the young person and shape the programme content accordingly. Youth workers discussed using their baseline assessments to identify the needs of the young people in each cohort, and to see *"what they want to get out of the programme, whether they'll benefit from the programme and then we'll work with them towards their goals to guide them through."* Further, as a result of these close, 'safe-space' relationships, they were able to address and tackle community stereotypes and hostile intergroup relations, while supporting blossoming cross-community friendships,

"We're… facilitating those opportunities, aware of the group that's there and what's their knowledge base, so when somebody questions or challenges, they're a wee bit more open, you know, and discuss it that wee bit"

Lastly, the external support provided by SEUPB, the Quality and Impact Body (YouthPact – detailed in Chapter 7), and other external agencies was highlighted by project staff as a key factor in facilitating project outcomes. Staff appreciated that the programme was not prescriptive in terms of the daily structuring of activities and the theory of change employed by the projects, *"they say to you at the end of this process we want the young people to be or have or whatever but really how you get there is up to you."* Staff praised the flexibility and support of their SEUPB project officers and the advice and training given by YouthPact staff.

7.4   THEME 4: BUILDING ON THE PROGRAMME FOR PHASE II

As mentioned in Section 6.3.3, youth workers stressed the high level of need of the young people who were participating in the projects, and that many required one-to-one support and encouragement to attend the sessions and achieve their goals. It is perhaps unsurprising therefore that youth workers believed the Personal Development element of the programme was the most critical aspect,

"Those young people who have never had exposure to youth work programmes, those young people who have been ignored and haven't heard for a long, long time, a programme has come along, and the hook has been the personal and social development, because young people feel nurtured, they feel listened to, and they feel

valued. The other stuff, is great, but I think the niche, or, for me anyway, the personal and social development stuff, and I think, while some staff really flourish in some of the other aspects of it, good relations and citizenship, it's all youth work at the end of the day."

There was recognition that the two other core areas also had to be explored, but that there were urgent mental health and personal issues that took precedence,

"We're dealing with young people with lots of issues that we're trying to iron out with them, you know, and, life-changing issues, and good relations maybe isn't always at the forefront for them, you know. So, it's just trying to balance that. Meet the targets of the programme, show distance travelled but, ultimately, deal with young people."

The specific topics under the Personal Development area that youth workers felt they spent most time addressing were mental health, low self-esteem, and leadership.

There was widespread agreement that the Good Relations element of the programme should not only focus on the conflict between the Protestant and Catholic communities, due to the increasing diversity of Northern Ireland and the increasing public awareness of inequalities faced by other groups, as well as the fact that, as previously highlighted, many participants did not perceive good relations between the Catholic / Nationalist and Protestant / Unionist communities as relevant to their lives,

"They've got like Syrian refugees on theirs and they're going, what do I think about Protestant or Catholic, what is a Protestant and Catholic, you know? So, I think they've maybe went a bit straight down the green and orange line thing and young people are kind of going, that's not really where I'm at right now."

Nonetheless, many youth workers felt that 'understanding their own culture' was a very important part of the Good Relations aspect, because participants appeared to have very little knowledge,

"The majority of our young people are from a Protestant background and their knowledge of their own history is shocking… they're quite happy to go and build a bonfire on the eleventh and go and watch the bands, but they don't understand the, kind of, you know, the significance of it and stuff"

Recommendations from youth workers going forward into Phase II therefore included putting more of a focus on relations with other groups including ethnic minorities, refugees and asylum seekers, Travellers, and the LGB&T community, as well as understanding their own identity. In addition, general conflict resolution skills were regarded as an important life skill for the young people to have, which also linked to the Personal Development core aspect of the programme.

In regard to the Citizenship element of the programme, most youth workers put an emphasis on volunteering and civic engagement, as this leant itself towards more creative and outdoor activities than other aspects of Citizenship. At the same time, it was sometimes deemed a difficult task to engage participants in volunteering,

"*You ask young people what do you want to do to better your community, they say, look I don't even know how to better my life and you want me to better the community?*"

Nonetheless, youth workers were able to link volunteering to other programme outcomes, since volunteering gave young people a sense of pride and self-esteem, they could learn a new skill, and they had to learn to work positively with other people. As explained by one youth worker,

"When you see young people who are like I hate my community and nobody in my community likes me and they all judge me because I'm a hood and I'm this and then all of a sudden they start to take pride in themselves when I'm going out and I'm feeding the homeless and I'm getting involved and I'm more active and they're wanting to get a work placement in their community or their wanting to learn more about youth work or their wanting, you can actually see that sense of pride in them as well. This is a double benefit here."

7.5   SUMMARY

Focus group findings highlight a number of significant challenges that projects and youth workers faced in programme initiation and implementation. While some of these factors may represent teething issues for new collaborations and partnerships which may ease as the relationship develops, others will be faced by the projects moving into Phase II of the Programme. Recruiting young people and staff in the face of competition from other PEACE IV funded programmes, as well as from other governmental initiatives was particularly challenging. This was compounded by difficulties recruiting along the specified recruitment

criteria. Youth workers were frustrated by tight deadlines, heavy workloads, and administrative difficulties. They were further challenged by the unique needs faced by the target group and their reluctance to engage with community relations work.

There were a number of factors, however, that served to facilitate positive outcomes for the projects during Phase I of the Programme. The projects used a number of innovative recruitment strategies that served to build rapport and encourage positive relationships between projects, within communities, and with young people. The establishment of positive relationships with young people was paramount during the initial recruitment phase and by continuing to develop trusting relationships with young people, as well as their families, served to encourage commitment and engagement with the project. Further, the use of flexible work practices in which the needs of the young people served to determine appropriate content was referenced as key. The hard work of the youth workers was bolstered by the level of support they received from the SEUPB project workers and the Quality and Impact Body which received high praise. A more detailed discussion of the role of the Quality and Impact Body will be discussed in the following chapter.

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 (Peace4Youth). 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 course of Phase I of the Programme, YouthPact has offered training to youth workers to improve their peace-building work with young people, as well as opportunities for project leaders and partner organisations to share and learn from each other through reflective discussion sessions, sharing and learning events, and highlighting work through an E-zine. YouthPact creates and disseminates new and existing resources to Peace4Youth staff on youth work approaches, toolkits for specialised themes, online youth work materials, and YouthPact Practice and Policy Papers to connect the impact of the practice within Peace4Youth with emerging government initiatives and policies in Northern Ireland and the Republic of Ireland. YouthPact also gather and distribute information on further programmes or opportunities that participants could join after their project ends, therefore enhancing and sustaining the impact of the Peace4Youth. Full details of the remit of YouthPact are available at, www.cooperationireland.org/programmes/youth-education-programmes/youthpact/.

8.1   OUTPUTS AND ACTIVITIES

As of 1st October 2018, the YouthPact team had delivered: six training events and 11 learning and sharing events (Please see Tables 4 and 5). In addition, there have been 73 support and development meetings with project staff, and the delivery of extra resources such as the 'What is this Peace?' paper on the theory and practice of peacebuilding with young people. In total, YouthPact staff have conducted interviews with 20 youth workers and 30 young participants to inform practice studies for their Phase I report.

Table 4. *Quality and Impact Body Training Events*

Date	Event (speaker)
December 2017	The distinctive elements of youth work (Dr Mark Hammond)
April 2018	Advanced groupwork training (Jarlath Benson)
May 2018	Mentoring processes and principles (Dr Gail Neill)*
June 2018	Border lives (Ruth Taillion)
September 2018	What is this Peace? (Dr Martin McMullan, Dr Emily Stanton, Andy Hamilton)

*Two training events held (Magee, Jordanstown)

Table 5. *Quality and Impact Body Learning and Sharing Events*

Category	Date	Event / Attendees
Evaluation training and support	January 2018	Project leads
	February 2018	Project staff
	February 2018	Project staff
Cluster group meetings	May 2018	North-West cluster
	June 2018	Fermanagh cluster
	September 2018	Belfast cluster
Coordinators meeting	April 2018	
	June 2018	
	October 2018	
Youth participation event	August 2018	Young voices event

8.2   IMPACT

To gain a more in-depth understanding of the impact that the YouthPact has had over Phase I of the Programme, youth workers were asked during the evaluation focus groups to comment on their interactions with YouthPact and the influence that the Quality and Impact Body had had on their projects. Those who had connected with YouthPact were unanimous in their praise, in terms of both the quality of the staff and the training and support they had received. The YouthPact team were considered to have a high level of expertise ('*they've got a real high calibre of staff*') and knowledge of peace-building work with young people and youth work approaches, which engendered trust and credibility. As stated by one youth worker,

They got people there who have a working understanding of the sector, of the issues on the ground, who have a youth work background; listen, it's all brilliant. I think, just, like ourselves, they're probably just trying to get on their feet, and they've quite a big scope. But, yeah, I have nothing but praise for them.

Trainings and support activities were described as *'worthwhile'* and *'very applicable to the work'*, with the quality being *'absolutely brilliant'*. The activities offered knowledge-exchange opportunities to address challenges and share best practice. Youth workers described how working through issues together made *'big problems seem smaller'* and *'you get the feeling that you have greater support in the background than just your own organisation so you don't feel as alone.'* Linked to this, the events and meetings were also seen as good opportunities to speak with *'like-minded people'* and to feel *'solidarity'* and *'connection'* with others in the sector, and that it was good to know that *'there's somebody else in the same position'*. Others said that they had left the trainings feeling more confident in their work because the sharing of different ideas and tools that had worked with other groups.

The visibility of YouthPact's ongoing support (in addition to the events and training sessions) was also viewed very positively, as highlighted by one youth worker:

I think Youth Pact have been very supportive in terms of, I think it's probably a resource that, sometimes you'd be kind of battering away and you'd forget about, and then an email pops up and then you'd remember, but I think they've been very useful for even just talking to about supporting the project.

One youth worker cautioned that unless carefully structured, the focus on challenges during the training sessions could lead to toxicity and venting during the discussions; however, the overall appraisal of the trainings was that they were helpful and supportive. Those who had not yet attended trainings cited high workload and lengthy commutes.

8.3   SUMMARY

In conclusion, the work of the Quality and Impact Body has been perceived as highly instrumental in the success of the Peace4Youth Programme to date. The professional support it offers has empowered youth workers and promoted best practice within the peace-building projects of Peace4Youth. 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 and Recommendations for Phase II

Findings from the surveys are particularly encouraging in terms of the distance travelled by the young people since entering the PEACE IV Programme. Significant positive change was evident in each of the three outcome areas and for the majority of indicators within them. For example, within Good Relations four of the five indicators showed positive progression, as did four of the six indicators in Personal Development, and four of the five indicators in Citizenship.

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 PARTICIPATION AND RECRUITMENT

Based upon young people completing the participant profiles, it appears that the projects have been able to recruit a fairly representative sample of young people in a number of areas but have struggled in others. For example, while there is a fairly representative distribution in terms of gender, age group, ethnic background, and disability status there is an unbalanced distribution in terms of community background and jurisdiction. There is a disproportionate percentage of young people who self-report that they are from the Catholic community (59.4%) in comparison to those who report they are from the Protestant community (25.6%). This imbalance is something which needs to be corrected moving forward and a greater effort needs to be encouraged to recruit more young people from the Protestant community, particularly within the border counties where the imbalance of young people from the Catholic community as opposed to the Protestant community was amplified. Focus group participants vocalised the difficulties that they had with this particular group in terms of recruitment. We suggest that funded organisations from Northern Ireland collaborate with their Republic of Ireland partners, governmental bodies, and other cross-border organisations to actively focus on this target group for Phase II recruitment.

This was also evident in terms of jurisdiction with 80.5% of young people drawn from Northern Ireland and only 19.5% drawn from the Republic of Ireland. Findings from the focus groups indicated that recruitment within the Republic of Ireland was particularly difficult due to the limited incentives available; a challenge that was amplified when young people from the two jurisdictions were brought together and comparisons were made. If financial incentives cannot be introduced moving into Phase II of the Programme, it is important that the projects receive

support in terms of recruitment to ensure that there is a strong representation of young people from the Republic of Ireland so that appropriate cross-border work can be conducted.

Focus group findings highlighted the challenges and struggles that projects faced in terms of recruitment, with youth workers reporting that they felt funded projects were competing with one another for the same group of young people (and staff). This may be the case as the Google Map of participant's locations demonstrates, young people appeared to be clustered around the geographical areas where funded projects are located. However, there are a number of locations which indicate gaps that can be explored moving forward; in particular, along the Causeway Coast and Glens area of Antrim and in more rural parts of Armagh, Fermanagh, Tyrone, Leitrim, and Cavan. More efficient recruitment strategies are recommended, as is greater communication between projects regarding areas that are being targeted for recruitment. Where SEUPB can, it is also recommended that discussions around recruitment occur between PEACE IV Programmes and other governmental initiatives. There are a large number of initiatives approaching young people. To ensure that the appropriate initiatives are reaching their intended audience it is paramount that the different initiatives work with each other instead of against each other.

9.1.1 Recruitment Criteria

Youth workers expressed uncertainty about how to categorise marginalised young people who would benefit from the content of the PEACE IV Children and Young People projects but who indicate that they do not identify with either community background. Demographic information from the participant profiles finds that there is a large minority of young people who indicate that they are from neither the Catholic nor Protestant community (12.6%) or that they are unsure of their community background (2.3%). These percentages outnumber those that indicate that they are a member of a minority ethnic community. There is a small but growing body of research that indicates young people are moving away from a bipartite system of categorisation and identification (Blaylock et al., 2018; Ganiel, 2016) and figures from the Young Life and Times Survey has shown a consistent increase in the percentage of individuals who identify as belonging to neither the Catholic nor the Protestant community, with percentages rising from 12% in 2003 to 30% in 2015 (ARK, 2003, 2015). This does not mean that they were not raised in one community or the other, or that other young people would not see them as belonging to one community or the other. This data may suggest that those individuals choosing to identify as neither Catholic nor Protestant are making a conscious decision to move away from the traditional community identities which may define the area in which they are raised and the identity with their family may still hold.

As the Programme moves forward it is anticipated that projects will be faced with the challenge of recruiting young people who do not identify along the traditional Catholic / Protestant community categories. This is something that needs to be considered by SEUPB in terms of the established participant criteria. While respecting their decision to self-identify as belonging to neither community, it may be appropriate to ask more nuanced questions related to identity. For example, in addition to asking young person how they personally would like to identify, they can also be asked what community background they were raised in and what community background others perceive them to be part of. This both respects their chosen identity while allowing for balanced recruitment according to SEUPBs recruitment criteria.

9.2   PROJECT IMPLEMENTATION

9.2.1 Project Content

Evidence suggests that the skills-based outcome indicators appear to show the most progress, particularly for indicators involving action and problem-solving (i.e. help seeking skills, civic engagement and volunteering). However, no change was evident for those outcome indicators that would require a much slower, more reflective-based youth work; for example, an increased understanding of identity and self-awareness. This may be a factor of working with this unique group of young people who not only have high emotional / cognitive / and mental needs, but also come from more marginalised communities. We recommend professional development and training sessions around reflective-based youth work in general and engaging with young people with high needs more specifically. Youth workers have done an excellent job to date. Providing them with this additional support would further facilitate the progress evident in Phase I of the Programme.

It is also 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. On the surface this appears to be a contradiction, but when paired with discussions from youth workers about the limited background knowledge and awareness of their own community identity, it is possible that the young people cannot draw the connection between these behaviours and the impact it may have in encouraging disharmony. 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. We recommend professional development and training sessions around engaging young people with their own identity background in the context of a divided society. 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 that they feel supported in this process.

This speaks to a wider discussion around the community relations content offered by the projects. Youth workers reported that young people felt that community relations and discussions of the Troubles had nothing to do with them. At the same time, they also reported feeling anxious and fearful about meeting young people from the other community and not wanting to go outside of their own area, and survey results suggest that there has not been a decrease in reported sectarian behaviours. To put it bluntly, there appears to be an issue with the way community relations is 'branded' or presented to them. Young people may not see the relevance of community relations if it is viewed as something from the past; in other words, if community relations activities are seen as a history lesson on The Troubles. Instead, it is recommended that youth workers encourage reflection and discussion about *current* community relations issues and the nature of oppositional identities. We further recommend that during the initial stages of Phase II, a discussion or seminar event is held in which projects can share best practices in relation to their community relations content. Through this event, innovative strategies and approaches can be outlined and, potentially, a framework can be developed for best practices which can help guide projects through Phase II.

9.2.2 Theory of Change

Developing effective project content for Phase II of the Programme requires in-depth understanding on behalf of the project coordinators and youth workers on their project's theory of change. While not addressed in the focus groups, discussions with the Quality and Impact Body suggest that awareness of the PEACE IV Children and Young People and their specific project's theory of change is limited. Without this information it is difficult for youth workers to understand how the daily project content that they are providing fits with the wider outcome indicators that are being monitored.

Ensuring that projects have a clearly developed theory of change that they are working from and that youth workers are cognisant of how project content fits in with the model, and their role in implementing the content, is paramount. This works hand in hand with a more reflective work practice of how project content leads to Programme outcomes. Moving into Phase II we recommend holding professional development and training exercises with project coordinators around their theory of change and encouraging them to hold training sessions of their own with their youth workers. To support this, we recommend that the theme for the 2019 conference is around different theories of change in relation to peacebuilding programmes and initiatives.

9.3   Factors Influencing Project Outcomes

While projects expressed significant challenges in terms of project initiation, a number of these issues (e.g., recruitment) could be addressed by strategic communication *between* PEACE IV projects and *across* PEACE IV Programmes. Greater awareness and knowledge of where funded projects will be working and recruiting participants would enable a more nuanced understanding of the gaps that are evident in terms of content area and recruitment opportunities. Additional challenges around relatively short time frames and establishing effective collaborations between organisations may prove to be less of a challenge now that funded projects have had a chance to complete Phase I of the Programme. These organisational issues need further investigation as they could prove detrimental if they have not been adequately addressed prior to moving forward into Phase II of the Programme.

Challenges associated with project implementation, however, warrant greater consideration. Youth workers expressed some frustration with their interactions with SEUPB and other governmental agencies, feeling hampered by the bureaucracy. While outside the scope of this impact evaluation, greater insight into the procedural and management structures may be necessary. Insights from the focus groups pointed to uncertainty in policies and procedures for obtaining ULNs, reporting monitoring information, accessing evaluation materials, and specific Programme deadlines. Ensuring efficient and effective lines of communication between organisations is key and will help to determine areas where capacity building activities are necessary.

Furthermore, practitioners reported specific challenges associated with working with this unique target population both in terms of marginalisation and disadvantage, but also in terms of negative affective reactions to critical aspects of the Programme objectives. Capacity building activities and the exchange of best practices is key to supporting youth workers through this process. The current work of the Quality and Impact Body should be commended. Youth workers could not overstate the positive influence of YouthPact. The background knowledge and expertise that they bring to the table is recognised and respected by youth workers. The trainings and support activities they have offered in terms of knowledge exchange and capacity building has been effective in opening the lines of communication between projects. Moving forward into Phase II it will be paramount that these events are geared towards addressing specific challenges referenced by the practitioners.

9.4   RELATIONSHIP BETWEEN RESEARCH AND PRACTICE

One way to develop more effective projects is to strengthen the link between research and practice. As the conclusion of Phase I of the Programme nears, findings for each of the

outcome areas and their outcome indicators need to be disseminated to project coordinators and youth workers. One form that this could take is through a series of presentations and discussions with each of the funded projects individually. A second form would be through a presentation and discussion session with all project coordinators, followed by a series of presentations and discussions with youth workers. This knowledge exchange provides practitioners with an opportunity to adjust project activity based upon empirically grounded research. Additionally, the sharing of information through an open discussion of findings feeds back into the evaluation process by providing context to research findings.

It also provides an opportunity for practitioners to ask specific questions of the accumulated dataset, questions which evaluators can analyse and provide feedback on. For example, practitioners may be curious about whether the format of the project meetings (i.e., mentoring, residential, etc.) has a significant impact on the outcome indicators. Or they may want to know whether younger participants show more progress on certain outcome indicators in comparison to older participants. These are answers than can easily be addressed based upon the current dataset. Open relationships between research and practice allows for the flow of information to be bidirectional therefore creating a dynamic feedback loop in which research guides practice, and practice guides appropriate research questions.

As Phase II of the Programme begins, setting up a more structured programme of events and discussions between the evaluation team, Quality and Impact Body, and practitioners needs to be established. At the current time the three bodies have developed a strong working relationship with one another. We recommend that SEUPB supports the development of this feedback loop through the funding of a series of dissemination events.

9.5   ADJUSTMENTS TO THE EVALUATION SURVEY

As Phase I of the Programme reaches a conclusion, it is an appropriate time to re-evaluate the methodological approach taken by the evaluation team. Youth workers and young people alike reported frustration completing the surveys and there are a number of steps that can be taken to streamline the process to ensure robust data for Phase II.

9.5.1 Matching Mechanism

The first step that should be taken is changing the way that surveys are matched over time. The use of Unique Learning Numbers was a significant challenge for both the evaluation team and practitioners. Youth workers expressed considerable difficulty obtaining ULNs for their

young people and often did not have a ULN for their young people 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 is not a problem, however, it proved to be a detriment to the matching procedure as different projects used similar codes (0001, 0002) and 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. We recommend that for Phase II, ULNs are not used as the matching mechanism for the evaluation surveys. Instead we recommend using an identification code that is unique to each funded project, cohort, and young person. Projects are currently using codes to distinguish between cohorts these can be used as the first half of the identification code followed by a participant code.

9.5.2 Youth Advisory Forum

An additional challenge has been the overall length and language used within the survey. While the majority of scales within the survey have been used with young people of a similar age in Northern Ireland, they have not been tested with this target group. The evaluation team has applied for and won a small amount of external funding to create a Youth Advisory Forum to act as youth advisors in the adaptation of the evaluation surveys. The inclusion of youth advisors or peer researchers in studies involving children and young people is an increasingly common practice. Young people 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. 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 young people (Kirby, 1999).

The proposed Youth Advisory Forum for Phase II will be comprised of a group of 6-8 young people who are not currently enrolled in the PEACE IV Programme themselves, but who share characteristics of the young people who are participants in the Programme (i.e., at-risk youth living in areas that were most affected by the Northern Irish conflict). The young people will not be research participants - they will be invited to contribute to the evaluation as an expert group

in relation to young people's views on the issues and indicators under investigation. The current external funding for the Forum will enable the group to meet three times: one introductory meeting to give background information about the PEACE IV Programme and the evaluation, set up the aims for the Forum, and answer questions; a second, 'capacity-building' meeting to discuss the results of the Phase I evaluation and the 18 outcome indicators of the survey; and a third meeting to collate the young people's recommendations for the second phase of the evaluation in regard to the (re)design of the survey and topics for focus groups. We recommend that SEUPB consider granting additional funds to extend the remit and lifespan of the Youth Advisory Forum into Phase II.

9.5.3 Outcome Indicators

Of particular concern is the overall length of the survey which is based upon the substantial number of outcome indicators. If possible, we would highly recommend reducing the overall number of outcome indicators per outcome area. We are open to a wider conversation between the Quality and Impact Body and SEUPB about potential indicators to remove. For example, within the Personal Development outcome a number of outcome indicators show significant overlap, such as self-efficacy and agency as well as self-esteem and confidence.

Based upon the current survey design, a 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 measures of self-efficacy and resiliency. This indicates that the current way we are measuring the outcome indicator "planning and problem solving" is not appropriate. This is also true for the self-acceptance scale which showed significantly high correlations with the measure of self-efficacy and resilience; indicating that our current measure of the outcome indicator for "self-awareness and understanding" should be adjusted. Finally, if during Phase II a greater emphasis is placed on project content which addresses awareness and understanding of one's own community, we would like to reassess the current scales used to develop a more nuanced version which appropriately captures all of the complex psychological processes.

9.6 CONCLUSION

Based upon the extensive data collected from young people and youth workers, as well as in-depth conversations with the Quality and Impact Body, we feel confident in recommending that Phase II of the Programme progresses. There is clear evidence of distance travelled for young people engaged with the Programme on each of the three outcome indicators. While there are

outcome indicators that have not shown the anticipated positive progression, we feel that these areas can easily be addressed through professional training opportunities for youth workers.

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Appendix A

Peace | **Special EU Programmes Body**
Northern Ireland - Ireland | Foras Um Chláir Speisialta An AE
European Regional Development Fund | Boord O Owre Ocht UE Projecks
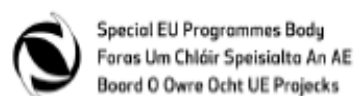
Programme principles

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 <u>practice standards</u> 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.

Appendix B – Participant Profile

We'd like to know a little bit about you so that we can understand how the PEACE IV projects impact different kinds of people. For example, whether certain types of projects are more effective for young women vs young men. While you will complete surveys throughout the course of the project, you will only need to provide this information the one time.

*****

Are you from the Republic of Ireland or Northern Ireland?

○ Republic of Ireland

○ Northern Ireland

What is your <u>Unique Learner Number</u>? If you are uncertain, please ask your youth worker.

What is your gender?

Boy	Girl	Other
○	○	○

How old are you?

Do you have any kind of disability?

Yes	No	Unsure
○	○	○

Is there anyone living with you who is sick, disabled, or elderly whom they look after or give special help to? For example, a sick, disabled, or elderly relative, partner, child, friend.

Yes ○   No ○   Unsure ○

Do you provide regular service or help for any sick, disabled, or elderly relative, friend, or neighbour who does not live with them?

Yes ○   No ○   Unsure ○

Which religious group do you feel you belong to?

○ Protestant   ○ Muslim

○ Catholic   ○ Atheist

○ Hindu   ○ Don't know

○ Sikh   ○ Other [   ]

○ Jewish   ○ Buddhist

To which ethnic group do you consider yourself to belong? Please tick all that apply.

☐ White   ☐ Polish

☐ Chinese   ☐ Romanian

☐ Black   ☐ Lithuanian

☐ Indian   ☐ Irish Traveller

☐ Portuguese   ☐ Other [   ]

In Northern Ireland there are two main community identities; do you consider yourself to be part of the...

○ Protestant community   ○ Neither Catholic nor Protestant community

○ Catholic community   ○ Not sure

What is the first half of your postcode?

The survey you are about to complete is the FIRST of a series of four surveys to explore young people's attitudes and experiences with the people around them. Our goal is to follow these same young people throughout their participation in PEACE IV funded projects. By doing this we can understand how attitudes and experiences change over time. Because this type of study where we follow young people at multiple time points is very rare, your participation is very important!

Your answers will be kept <u>confidential</u>; 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.

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 data will be held on a secure server for a period of no less than 5 years and then destroyed.

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, your project leader will receive anonymised data from every completed survey for their organisation 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 bigger ideas 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 investment has had the intended impact that was anticipated. 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

If you want to continue taking part in our survey, please tick Yes below.

◯ **Yes**

◯ **No**

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 your unique learner 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.

* If you are unsure of your number, please ask a staff member*

Unique Learner Number/ ID Number: _____

First, we would like to ask you about the school you attend(ed) and your past experiences with community projects.

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. An example in Northern Ireland is Lagan Integrated College and in the Republic of Ireland is Ballymakenny College.

Did you attend an integrated or mixed-faith school for primary and/or post-primary school? Please tick all that apply

☐ Yes, primary school   ☐ No

☐ Yes, post-primary school   ☐ Not sure

Shared education is when different schools work together to provide students with a wider variety of resources by working together. 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   ☐ Not sure   ☐ No

Are you currently participating in other youth projects?

☐ Yes   ☐ No

   If yes… Which organisation? _____

Have you participated in any other youth projects in the past 12 months?

☐ Yes   ☐ No

   If yes… Which organisation? _____

SECTION 1

This section is about your feelings and experiences.

Please select the degree to which you disagree or agree with the following statements.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
In general, I feel I am in charge of the situation in which I live.	○	○	○	○	○	○
The demands of everyday life often get me down.	○	○	○	○	○	○
I am quite good at managing the many responsibilities of my daily life.	○	○	○	○	○	○

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
When I look at the story of my life, I am pleased with how things have turned out.	○	○	○	○	○	○
I like most aspects of my personality.	○	○	○	○	○	○
In many ways, I feel disappointed about my achievements in life.	○	○	○	○	○	○
Maintaining close relationships has been difficult and frustrating for me.	○	○	○	○	○	○
People would describe me as a giving person, willing to share my time with others.	○	○	○	○	○	○
I have not experienced many warm and trusting relationships with others.	○	○	○	○	○	○

Please select the degree to which the following statements describe you.

	Does not describe me at all	Does not describe me	Describes me	Describes me a lot
If someone opposes me, I can find means and ways to get what I want.	○	○	○	○
It is easy for me to stick to my aims and accomplish my goals.	○	○	○	○
I am confident that I could deal efficiently with unexpected events.	○	○	○	○
Thanks to my resourcefulness, I know how to handle unforeseen situations.	○	○	○	○
I can remain calm when facing difficulties because I can rely on my coping abilities.	○	○	○	○
No matter what comes my way, I'm usually able to handle it.	○	○	○	○

Please select the degree to which you agree or disagree with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole, I am satisfied with myself.	O	O	O	O
At times I think I am no good at all.	O	O	O	O
I feel that I have a number of good qualities.	O	O	O	O
I am able to do things as well as most other people.	O	O	O	O
I feel I do not have much to be proud of.	O	O	O	O
I certainly feel useless at times.	O	O	O	O
I feel that I'm a person of worth.	O	O	O	O
I wish I could have more respect for myself.	O	O	O	O
All in all, I am inclined to think that I am a failure.	O	O	O	O
I take a positive attitude toward myself.	O	O	O	O

If you were having a personal-emotional problem, how likely is it that you would seek help from the following people?

	Extremely unlikely	Unlikely	Slightly unlikely	Slightly likely	Likely	Extremely likely
Friend	O	O	O	O	O	O
Parent	O	O	O	O	O	O
Relative	O	O	O	O	O	O
Mental health professional	O	O	O	O	O	O
Phone help line	O	O	O	O	O	O
Doctor/GP	O	O	O	O	O	O
Teacher	O	O	O	O	O	O
Pastor/Priest	O	O	O	O	O	O
Youth worker	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

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
…your income	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

Please select the degree to which 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 know where to go in the community to get help.	O	O	O	O	O
Getting an education is important to me.	O	O	O	O	O
I try to finish what I start.	O	O	O	O	O
I have people I look up to.	O	O	O	O	O
My parents/caregivers know a lot about me.	O	O	O	O	O
My family/the people I am closest to stand by me during difficult times.	O	O	O	O	O
I have opportunities to develop skills that will be useful later in life.	O	O	O	O	O
I am treated fairly in my community.	O	O	O	O	O
I feel I belong(ed) at my school.	O	O	O	O	O
I enjoy my cultural and family traditions.	O	O	O	O	O

SECTION 2

This section is about your interactions and relationships with others.

Please select the degree to which you agree or disagree with the following statements.

	Strongly agree	Agree	In the middle	Disagree	Strongly disagree
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
When working in a group I do my best to persuade the others to use my ideas.	O	O	O	O	O
I am often chosen to be the team leader or captain of a team.	O	O	O	O	O
I like organizing other people.	O	O	O	O	O
My friends follow my suggestions when they can't make up their minds.	O	O	O	O	O

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How much are the following statements like you?

	Not at all	A little bit	In the middle	Quite a lot	A lot
I can make up my own mind about how others should be treated and stick to it.	O	O	O	O	O
If I meet someone new, I like to ask them about where they come from and what they like to do.	O	O	O	O	O
I enjoy learning about how other people live.	O	O	O	O	O
I like to hear how other families do things in the same way or in different ways to my family.	O	O	O	O	O
Even if I don't agree with someone, I still think their opinion is important.	O	O	O	O	O
If two groups are fighting, I think they should talk to each other to sort it out.	O	O	O	O	O
If I want to imagine how people in another country feel about an issue, I try to remember times when I felt that way too.	O	O	O	O	O
I think that everyone has the same feelings inside, even if they look a little bit different on the outside.	O	O	O	O	O

How much are the following statements like you?

	Not at all	A little bit	In the middle	Quite a lot	A lot
I think about what people might feel before I say or do anything to them.	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

How much are the following statements like you?

	Not at all	A little bit	In the middle	Quite a lot	A lot
If someone is from a group that is different to most people in our country, I think they should be treated the same as everyone else.	O	O	O	O	O
If I can't understand the way someone speaks, I try my best to understand what they are saying.	O	O	O	O	O
I think my opinion is just as important as everyone else's opinion.	O	O	O	O	O
I think it's better in a community if people are the same as everyone else.	O	O	O	O	O
It bothers me when I see someone being picked on because they are different.	O	O	O	O	O

Have you ever lived in a residential home, hostel, or lived with a foster parent?

O Yes (Please skip to SECTION 3)   O No   O Not sure

The next questions are about the people you consider 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 these people, how much would you disagree or agree with the following statements.

	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

SECTION 3

In Northern Ireland and the Republic of Ireland, many people come from two main community backgrounds – Catholic and Protestant. You may be neither of these or unsure. Thinking about the community you feel most part of, please answer the following questions.

	Strongly disagree		In the middle		Strongly agree
I feel good about being from my community.	O	O	O	O	O
Being from my community is an important part of who I am.	O	O	O	O	O

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Thinking again about the people you consider your family - this may be people you are related to, people you're currently living with or those you're closest to (remember, you do not have to answer any questions you would prefer not to answer)...

	Not at all	A little	Sometimes	Often	Very much
The people I am closest to teach me about the history, values & beliefs of our community.	O	O	O	O	O
The home I live in is decorated with things that reflect my community.	O	O	O	O	O
The people closest to me attend things such as activities, concerts, plays, festivals, or celebrate other events that represent my community.	O	O	O	O	O
The people I am closest to mostly hang out with other people from the same community background.	O	O	O	O	O
The people I consider to be my family feel a strong attachment to our community.	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 the following...?

	None	Low impact	Some impact	Moderate impact	A whole lot
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

For the following questions, if you consider yourself to be part of the Catholic community, the "other" community would be the Protestant community. If you consider yourself to be part of the Protestant community, the "other" would be the Catholic community. If you are neither or are unsure, the "other" would be a community other than your own.

	Nearly all from your community	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

For the next few series of questions we are interested in the interactions you may have with young people from the other community.

For the questions below, please think about the time you spend <u>DURING PROJECT ACTIVITIES.</u>

	Never	Rarely	Sometimes	Often	Very often
How often do you spend time with young people from the other community?	○	○	○	○	○
In general, how often are your experiences with young people from the other community during project activities NEGATIVE?	○	○	○	○	○
In general, how often are your experiences with young people from the other community during project activities POSITIVE?	○	○	○	○	○

If you can, please think of a situation where you might meet other young people. Would you...

	Not at all	A little	In the middle	Quite a lot	Extremely
Feel nervous towards those from the other community?	○	○	○	○	○
Feel uncomfortable around young people from the other community?	○	○	○	○	○
Feel nervous towards those from across the border?	○	○	○	○	○
Feel uncomfortable around young people from across the border?	○	○	○	○	○

Now, please think about the time you spend <u>OUTSIDE of project activities.</u>

	Never	Rarely	Some-times	Often	Very often
How often do you spend time with young people from the other community?	○	○	○	○	○
Socialize and/or play sport with young people from a different religious community?	○	○	○	○	○
Send emails, text, or connect on social networking sites (Facebook, Twitter, Instagram, Snapchat, etc.) with young people from the other community?	○	○	○	○	○
In general, how often are your experiences with young people from the other community outside of project activities NEGATIVE?	○	○	○	○	○
In general, how often are your experiences with young people from the other community outside of project activities POSITIVE?	○	○	○	○	○

Now, please think about the people who matter to you in your life, like your family and friends. Keeping those people in mind, please answer the following questions.

On the whole, members of my community, family, and friends want me...

	Strongly agree	Agree	Disagree	Strongly disagree
To enjoy social activities together with members of the other community.	○	○	○	○
To have a romantic relationship with someone from the other community.	○	○	○	○
To have friends that are from the other community.	○	○	○	○

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 the other community?

None				Almost All Friends
1	2	3	4	5

And in numbers, how many close friends from the other community do you have?

None	One	Two to Four	Five to Nine	Ten or More Friends
1	2	3	4	5

How close do you feel you are to them?

Not close at all				Extremely close
1	2	3	4	5

How often do you get to hang out or spend time with them?

Not very frequently				Very frequently
1	2	3	4	5

How many of your CLOSE friends from your community have friends from the other community?

Most	More than half	About half	A few	None
1	2	3	4	5

In numbers, how many close friends from across the border do you have?

None	One	Two to Four	Five to Nine	Ten or More Friends
1	2	3	4	5

How close do you feel you are to them?

Not close at all				Extremely close
1	2	3	4	5

How much do you disagree or agree with the following statements?

	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
For me, making new friends from another community is easy.	O	O	O	O	O
I am confident I would be able to get close to a new friend from another community.	O	O	O	O	O
I believe I would have fun with a new friend from another community.	O	O	O	O	O
I don't think I would be able to make new friends with people from communities other than my own.	O	O	O	O	O
Being included in a friendship group with young people from lots of other backgrounds is easy.	O	O	O	O	O
I believe I could easily trust a new friend from another community.	O	O	O	O	O
I believe I could find many things in common with new friends from another community.	O	O	O	O	O

In Northern Ireland and the Republic of Ireland, people may identify with different nationalities. Please tick/circle the boxes that you identify with.

Do you identify as British?   O Yes   O No   O Not sure

If you said yes, how strongly do you identify as British?

1 ------------- 2 --------------- 3 ---------------- 4 -------------- 5

Not strongly at all   Very strongly

Do you identify as Irish?   O Yes   O No   O Not sure

If you said yes, how strongly do you identify as Irish?

1 ------------- 2 --------------- 3 ---------------- 4 -------------- 5

Not strongly at all   Very strongly

Do you identify as Northern Irish?   O Yes   O No   O Not sure

If you said yes, how strongly do you identify as Northern Irish?

1 ------------- 2 --------------- 3 ---------------- 4 -------------- 5

Not strongly at all   Very strongly

SECTION 4

This section is about your views on and contributions to the wider society.

	Strongly disagree	Slightly disagree	In the middle	Slightly agree	Strongly agree
I help my peers.	○	○	○	○	○
I show recognition of the feelings of others.	○	○	○	○	○
I am concerned when other people are distressed.	○	○	○	○	○
I am kind towards other people.	○	○	○	○	○
I am cooperative with other people.	○	○	○	○	○
I am concerned for moral issues (for example, fairness, welfare of others).	○	○	○	○	○
I offer help or comfort when other people are upset.	○	○	○	○	○

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

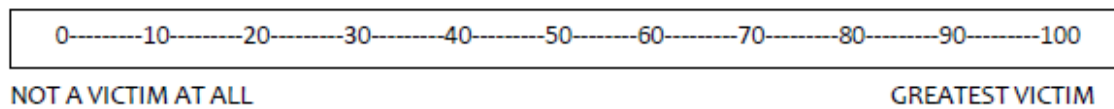|	Yes, definitely	Yes, Probably	Probably not	Definitely not	Don't know
Do you feel that you have any influence when it comes to any of the local decisions made in your neighbourhood?	○	○	○	○	○
Do you feel that you have any influence when it comes to any of the decisions made about what happens in your country?	○	○	○	○	○

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).	○	○	○	○	○
Boycotted certain products.	○	○	○	○	○

Using the thermometer below, please rate how you feel about the CATHOLIC community by placing an X on the scale anywhere between 0 and 100. The higher the number, the more positive you feel, and the lower the number, the more negative you feel towards this group.

COLD < < < < < NEUTRAL > > > > > WARM

0 10 20 30 40 50 60 70 80 90 100
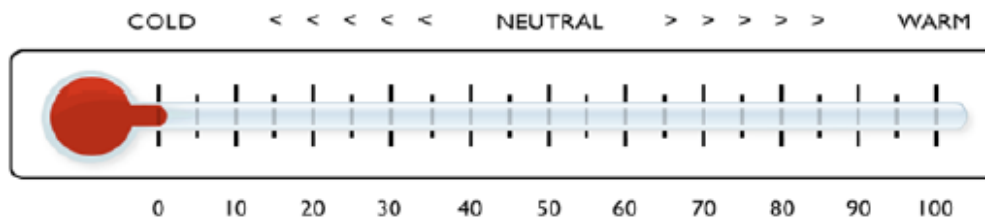
When you think about the past, please indicate on the scale by circling the number, how victimised you feel the CATHOLIC community was.

0---------10---------20---------30---------40---------50--------60---------70---------80---------90---------100

NOT A VICTIM AT ALL   GREATEST VICTIM

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

Below is a list of behaviours that people do to get at someone from the other community. 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	○	○	○	○	○	○
Wore a football jersey to taunt/provoke people from the other community	○	○	○	○	○	○
Sang or chanted songs about the other community	○	○	○	○	○	○
Used text messaging, instant messaging, or other forms of communication like Facebook to taunt or tease someone from the other community	○	○	○	○	○	○

Using the thermometer below, please rate how you feel about the PROTESTANT community by placing an X on the scale anywhere between 0 and 100. The higher the number, the more positive you feel, and the lower the number, the more negative you feel towards this group.
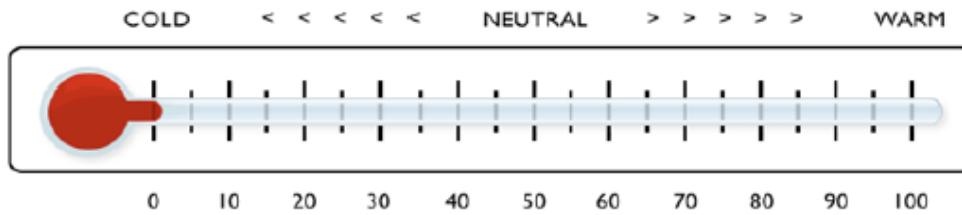
When you think about the past, please indicate on the scale by circling the number, how victimised you feel the PROTESTANT community was.

0---------10---------20---------30---------40---------50--------60---------70---------80---------90---------100
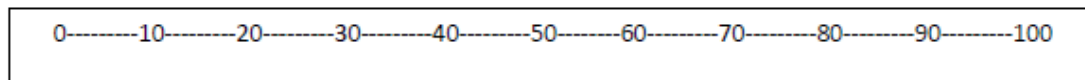
NOT A VICTIM AT ALL   GREATEST VICTIM

Please respond below to the extent to which 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.	O	O	O	O	O	O
The Northern Irish identity offers a shared identity which can help bring communities in Northern Ireland together.	O	O	O	O	O	O
Integrated and shared education can help bring divided communities together.	O	O	O	O	O	O
Political parties are preventing peace in Northern Ireland.	O	O	O	O	O	O
The peace bridge in Derry-Londonderry is a physical symbol of change and cross-community engagement; more symbols like this are needed.	O	O	O	O	O	O
Mixed sports teams of Catholic and Protestants encourage cross-community peacebuilding.	O	O	O	O	O	O
Cross-border work is important to promote positive relationships between Northern Ireland and the Republic of Ireland.	O	O	O	O	O	O

In this last part of the survey we want to ask you some questions about other young people who live in Northern Ireland and the Republic of Ireland. We have 3 groups in mind:

Young people from minority ethnic backgrounds. These are people who may have come from a different country, may speak a different language, or may have a different skin colour to you. Some of these people will have lived here all their lives; others will have only been here for a short time.

Young people from the Irish Travelling Community (they may live in a caravan and some people might call them 'Travellers').

Young people who are asylum seekers or refugees. These are people who have fled their home country because of armed conflict or persecution and need international protection because it is too dangerous for them to return home.

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...

	Very Unhappy	Unhappy	In the middle	Happy	Very Happy	Does not apply
...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

In general, how positive or negative do you feel towards young people who are...

	Very positive	Positive	In the middle	Negative	Very negative
...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

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 – Focus Group Protocol

PEACE4YOUTH Evaluation Focus Group – Question Schedule

- *Introductions – go over the different types of questions we will be asking (Key success factors and challenges affecting project implementation; Discussion of the three core outcome areas of the overall programme (personal development, good relations, citizenship); Relationships between delivery organisations and wider youth sector and community)*
- *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.*

****

Introductory questions

1. Casting your minds back, can you describe the beginning of your project - what or who was the main impetus/driving force?
2. Can you talk about the ways in which the organisations in your project have collaborated before – how if at all is the Peace4youth partnership different from other collaborative work?

Challenges

1. What were the challenges your project faced in getting set up? (prompt – recruitment? Staffing?)
   a. To what extent have these challenges been external factors?
   b. (DFE) have you had specific challenges in terms of participation rates and attrition? If so, what do you think are the factors behind this?
   c. (DFE) have you had any specific challenges in recruiting different age groups? If so, what do you think are the reasons for this?
   d. (DFE) do have any comment to make in terms of recruitment and participation of young people from across Section 75 categories?
   e. (DFE) what has been the impact of the incentive payment and welfare benefit flexibilities in NI on recruitment and retention?
   f. (DFE) do you have any comments to make in terms of the recruitment and participation of young people with varying levels of labour market status and educational attainment?
   g. What level of support do you think there is from all of the parents/wider community for the project?
   h. How do you think your particular context/location has impacted the way you work as a project?

2. How have organisations within your respective projects managed to overcome challenges related to practicalities, if at all? (e.g. transport, staffing)

3. How have organisations within your respective projects managed to overcome challenges related to differences in the way you view peacebuilding work, youth work, differences in ethos etc?
   a. (If applicable) were these differences explicitly discussed at the outset?
4. What are the continuing challenges today?
5. Do you foresee any challenges that haven't yet arisen?

Factors influencing success
1. What have been the main internal factors (i.e. within project or your own specific organisation) that have positively influenced your ability to achieve your project's aims and objectives?
2. What have been the external factors that have positively influenced your ability to achieve your project's aims and objectives?
   a. Prompt – how has SEUPB/NI executive/Dept of Children and Youth Affairs been a positive influence?
   b. How have other young sector agencies and delivery organisations worked together to meet the aims of the projects?
   c. Can you talk a bit about the influence of YouthPact – how if at all has that helped your project in terms of starting up, the work you do, your impact on young people and the wider community?
   d. How would you like YouthPact to support your project going forward?
   e. What other supports would be useful to have in place in the future (e.g. from external/statutory agencies? SEUPB?)

Impact and Outcomes
1. Going through the outcome indicators for the programme, can we discuss the first big one, Good relations. The programme outcome criteria include: understanding of and respect for diversity; an awareness of and sensitivity to the values, beliefs and customs and traditions of others; an understanding of their own identity; respect for others from different community and cultural backgrounds, abilities and orientations; a positive predisposition to others from a different community/cultural background. Which of these are you hoping to see change in as a result of young people's involvement in your programme?
   a. Are any of those indicators more important/more likely to change through the PEACE4Youth programme than others? Why? Which indicators might be less likely to show change?
   b. What other good relations indicators would be worthwhile to look at?

2. The second outcome is Personal Development. The programme outcome criteria include: increased self-awareness & understanding; confidence; agency; planning &problem solving; relationships & working effectively with others; leadership; resilience & determination; knowledge and skills for supporting own health and wellbeing. Which of these are you hoping to see change in as a result of young people's involvement in your programme?
   a. Are any of those indicators more important/more likely to change through the PEACE4Youth programme than others? Why? Which indicators might be less likely to show change?
   b. What other personal development indicators would be worthwhile to look at?

3. The third and final outcome is Citizenship. The programme outcome criteria include: engagement with useful services; positive participation in community structures, initiatives and democratic processes; volunteering in communities of place and/or interest; positive family relations; and positive community relations. Which of these are you hoping to see change in as a result of young people's involvement in your programme?
   a. Are any of those indicators more important/more likely to change through the PEACE4Youth programme than others? Why? Which indicators might be less likely to show change?
   b. What other citizenship indicators would be worthwhile to look at?

4. How have the challenges we previously talked about impacted your ability to achieve your project's aims and objectives, outcomes?
5. Conversely, how have the positive influencing factors (in terms of help from other agencies) impacted how successful you are in achieving your aims and objectives?
6. What do you think the impact of the project has been on the wider community, if any? (including young people's families – any extended impact?)
   a. Have any of the citizenship/volunteering/community based activities going on as part of the project led to wider, positive effects in the community/communities?
7. What sorts of project activities do you feel 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?
8. What sorts of project activities to date have not worked as well? Why do you think they weren't as successful?

Sustainability and building peace in Future

1. Looking ahead into Phase II, how if at all would you change things (what would you improve)?
2. What are your views on the best way to advance peacebuilding in Northern Ireland?

Any other questions/comments?

Appendix E − Paired Samples T-Test/Regression Analyses

Table 1: *Good Relations Outcomes*

Good Relations Sub-Indicators	Survey Measure(s)	Main Finding (paired samples t-tests)	Mean score first survey	Mean score second survey	Statistically significant positive change?
1. Understanding of and respect for diversity; 2. An awareness of and sensitivity to the values, beliefs, customs and traditions of others; 4. Respect for others from different community and cultural backgrounds, abilities and orientations.	Respect for Diversity	t= -3.53, df = 342, p < .01*	3.63	3.78	✓
3. Participants will develop an understanding of their own identity.	Identity Strength	t= -0.50, df = 336, p = .62*	3.67	3.70	X
	Perceived Family Ethnic Socialisation	t= -1.62, df = 335, p = .11*	3.06	3.15	X
5. A positive predisposition to others from a different community / cultural background.	Intergroup Contact quantity (Catholic/Protestant) during project activities	t= -2.27, df = 338, p = .02*	2.95	3.12	✓
	Intergroup Contact quality (Catholic/Protestant) during project activities	t= -2.04, df = 334, p = .04*	1.10	1.28	✓
	Intergroup Contact quantity (Catholic/Protestant) outside of project	t= -2.36, df = 334, p = .02*	2.88	3.02	✓
	Intergroup Contact quality (Catholic/Protestant) outside of project	t= -1.49, df = 331, p = .14*	0.97	1.09	X
	Intergroup anxiety - other community	t= 1.77, df = 331, p = .08*	2.03	1.92	X
	Intergroup anxiety - cross border	t= 0.25, df = 332, p = .80*	1.85	1.84	X
	Frequency of contact with individuals from minority ethnic groups	t= -4.47, df = 330, p <.01*	1.90	2.14	✓
	Quality of contact with individuals from minority ethnic groups	t= -3.24, df = 172, p = .01*	3.25	3.50	✓
	Attitudes towards minority ethnic groups	t= -2.14, df = 321, p = .03*	3.35	3.49	✓
	Cross-group friendship self-efficacy	t= -3.43, df = 335, p = .01*	3.36	3.53	✓
	Cross-group friendship closeness	t= -1.61, df = 315, p = .11*	2.94	3.06	X
	Helping behaviours towards outgroup	t= -1.60, df = 328, p = .11*	14.27	14.95	X

* 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.

Table 2: *Personal Development Outcomes*

Personal Development Sub-Indicators	Survey Measure(s)	Main Finding (paired samples t-tests)	Mean score first survey	Mean score second survey	Statistically significant positive change?
6. Participants will develop increased self-awareness, understanding,	Self-acceptance	*t*= -1.03, df = 341, *p* = .30*	4.12	4.17	X
7. confidence, and	Self-esteem	*t*= -6.31, df = 334, *p* < .01*	2.71	2.95	✓
8. agency;	Self-efficacy	*t*= -6.75, df = 338, *p* < .01*	2.64	2.87	✓
	Feelings of agency in the community	*t*= -.44, df = 267, *p* = .66*	1.90	1.93	X
9. planning and problem solving;	Environmental Mastery	*t*= -2.50, df = 333, *p* = .01*	4.16	4.33	✓
10. Positive relationships, working effectively with others;	Positive relations with others	*t*= -.50, df = 335, *p* = .62*	3.81	3.85	X
11. leadership;	Leadership Skills	*t*= -4.27, df = 344, *p* < .01*	3.17	3.38	✓
12. resilience and determination; and	Resilience	*t*= -3.14, df = 343, *p* = .01*	3.64	3.78	✓
13. other relevant knowledge and skills for supporting their own health and well-being.	Help-seeking Behaviours	*t*= -5.62, df = 337, *p* < .01*	3.07	3.39	✓

Table 3: *Citizenship Outcomes*

Citizenship Sub-Indicators	Survey Measure(s)	Main Finding (paired samples t-tests)	Mean score first survey	Mean score second survey	Statistically significant positive change?
14. engagement with useful services; 16. volunteering in communities of place and / or interest;	Civic engagement and participation	*t*= -4.76, df = 338, *p* < .01*	2.33	2.59	✓
15. positive participation in community structures, initiatives and democratic processes;	Support for peacebuilding	*t*= -2.71, df = 330, *p* = .01*	4.03	4.20	✓
	Participation in sectarian behaviours	*t*= -1.00, df = 322, *p* = .32*	1.86	1.92	X
	Civic engagement and participation	*t*= -4.76, df = 338, *p* < .01*	2.33	2.59	✓
17. positive family and	Family Cohesion	*t*= -3.25, df = 267, *p* = .01*	4.30	4.51	✓
18. community relations.	Prosocial behaviours (general)	*t*= -.74, df = 338, *p* = .46*	3.91	3.95	X
	Helping behaviours towards ingroup	*t*= 1.20, df = 327, *p* = .23*	18.24	17.74	X
	Participation in sectarian behaviours	*t*= -1.00, df = 322, *p* = .32*	1.86	1.92	X

* 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.

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