

BORDER ACTION

**THEMATIC REVIEW OF
CHILDREN AND YOUNG
PERSONS PROJECTS**

FINAL REPORT

MAY 2007

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Disclaimer

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EXECUTIVE SUMMARY

Project Brief

1. Deloitte MCS Limited was commissioned by Border Action to undertake a thematic evaluation of children and young people's projects funded under Peace II. The research methodology included project promoter questionnaire, case studies, interviews and literature review.

Context

2. The impact of the conflict on children and young people has been documented significantly. The focus, however, has primarily been upon Northern Ireland, rather than the border counties of Ireland. Previous research has demonstrated that the most extreme experiences and effects, such as a family member being killed, occur least frequently. In contrast there are less visible but much more frequently experienced effects of societal conflict including limited contact with the other community, verbal sectarian abuse and experience of segregation. Research has also highlighted that impacts can be identified at a very young age and that young people can participate in the perpetration of violence.
3. There has been a number of conflict related violent incidents that have directly or indirectly impacted children and young people in the border counties. There has also been a transfer of population associated with conflict. This has included families of 'displaced' and ex-prisoners from Northern Ireland. In certain areas, such as Louth, this has been a substantial number of people. There are other lower level effects linked with media exposure and segregated living patterns.
4. Policy, funding programmes, research and human rights methodologies have all made clear the need to target and engage children and young people in peace-building and reconciliation processes. The engagement of young people is considered critical to 'sustaining' and 'consolidating' peace-building efforts.
5. Aside from conflict impact the southern border counties face a distinctive mix of challenges that influence the life opportunities of children and young people growing up there. The context is one of relative poverty, isolation, high levels of rurality, historically low levels of educational attainment, lack of facilities and impact of the conflict. The consequences of these include continuing cycles of deprivation, low educational attainment and low expectations. Overall young people may face a poverty of opportunity compared to peers in other regions.

Overview of Children and Young People Projects

6. This research considered projects with a focus on children and young people in the Southern border counties, across eight Peace II Measures. There is a spread of activity across children and young people by age, with fewer projects engaging younger children (4-11 years old) than 'older' young people (11-18 or 18-24). Projects are located across the region, with a higher than expected proportion of projects reporting an urban focus. The most common activities undertaken are education, training and skills and engaging marginalised young people. These are well aligned with key socio-economic challenges facing the border region. The size of projects vary significantly, for example one project

worked with 5,000 children and young people between the ages of 5 and 18 across 50 schools per year, compared to another project which worked more intensively with 80 young people.

7. Cross-border engagement occurred in a majority of projects, several of which included it voluntarily within their design. This engagement has been considered very positively by participants. It consistently added value to outcomes, in particular providing cross-community contact, opportunities that would not have otherwise occurred and leaving enhanced impacts in both jurisdictions. Whilst the Peace programme encourages cross-border activity, key children and young people's policies, north and south, do not. Considering the added value of cross border engagement, we consider this to be a policy gap.

Reconciliation Outcomes

8. At the individual project level there have been differing levels of impacts across a range of outcomes, realised and anticipated. At the lowest level, projects have considered reconciliation as "incidental". Most, however, have contributed to reconciliation processes across the five Hamber-Kelly strands, most notably through building positive relationships and cultural and attitudinal change. Whilst substantial specific evidence has not been found across all strands, the strands are very interdependent and when considered holistically, there has been extensive evidence of reconciliation processes. We conclude that the collective impact of these children and young people projects have contributed significantly to reinforcing "progress towards a peaceful and stable society and to promote reconciliation". We also conclude that the realisation of anticipated impacts in the future will help reinforce this progress going forward.

Recommendations

9. With regard to engagement of children and young people in peace building and reconciliation processes we make the following recommendations:
 - policy, funding programmes, research and human rights methodologies have all made clear the need to target and engage children and young people in order to sustain and consolidate peace-building and reconciliation process. Our findings with regard to children and young people as both recipients and benefactors support this view. Therefore we recommend that where peace building projects continue to take place, children and young people should be a significant target group; and
 - analysis has highlighted that there are a range of conflict impacts that remain influential to varying degrees in the southern border counties. Certain groups have been identified to be most likely affected. These include victims, displaced, ex-prisoners and, admittedly to a less clear extent, the Protestant minority communities. Taking into account the previous recommendation, we recommend that children and youth initiatives including distinctive reconciliation and peace building processes continue in the region. Alongside this there remains a huge need for 'generic' youth work and facilities in the southern border region.
10. With a contracting Peace fund, future initiatives should:

- focus on groups with greatest need. These include victims, displaced and ex-prisoners and their families and to a lesser extent the Protestant minority community. The engagement of the minority Protestant community will assist in achieving cross-community outcomes. Needs for certain groups should be factored in. For example with regard to displaced and ex-prisoners and their families, building positive relationships to address issues of trust, prejudice, intolerance, may be relevant with regard to relationships within their local community, as well as cross-community and cross-border relationships;
 - apply increased understanding of reconciliation through the interdependent strands of the Hamber-Kelly model, in identifying appropriate projects. Priority should be given to projects that can demonstrate a fuller application of reconciliation processes within their design;
 - seek to include a cross-border dimension. Analysis highlighted that cross-border engagement has added value and enhanced impacts in both jurisdictions. Cross-border dimensions should facilitate cross-community engagement for southern border region projects where no or limited collective protestant identity exists locally. This approach also has the potential to deliver enhanced outcomes in both jurisdictions; and
 - bring the need for such interventions to the attention of the Office of the Minister for Children. Profiling this need is important if future intervention is to occur without reliance on European Peace funding.
11. Peace building and reconciliation processes contribute significantly to fulfilling rights of children and young people in line with the UN Convention on Rights of Children. They do so across all core principles, but especially non-discrimination and respect for the views of the child (including freedom of thought, conscience and religion). We recommend increased application of human rights principles as a framework for peace building and reconciliation processes.
 12. The impact of the conflict has been a key issue for some young people in the border counties and more widely for young people in Northern Ireland. This impact is relevant to both Governments' commitments under the UN Convention on Rights of a Child. Therefore we recommend the following:
 - the National Children's Strategy in the Republic of Ireland should make explicit reference to efforts to address conflict impact. This could valuably be done in the context of ensuring the human rights of children and young people. Children and young people policies in both jurisdictions should cross-reference the other and encourage cross-border engagement;
 - explicit reference to addressing conflict impact, including amongst young people, should be factored into County Development Board strategic planning. This is especially important considering the need identified and the proposed local government role in delivery of the Peace III programme.

1. INTRODUCTION

1.1 Introduction

Deloitte MCS Limited has been commissioned by Border Action to undertake a thematic evaluation of children and young person's projects funded under Peace II.

This section of the report outlines the terms of reference, the methodology used and a summary of the ten case studies completed during the assignment.

1.2 Terms of Reference

The specific goals of the assignment, as listed in the terms of reference, are outlined below:

- provide an overview of the activities of these Borer Action funded projects, with specific attention to their relationships both with the target group (children and young people) and with other community-based organisations and public agencies and bodies;
- provide a critical analysis of the collective contribution of the projects, to the strategic aim of Peace II: "... to reinforce progress towards a peaceful and stable society and to promote reconciliation";
- review the literature specific to the impact of the conflict on children and young people, particularly in the border counties of Ireland;
- review the literature in respect to the participation of children and young people in peacebuilding / conflict resolution / conflict transformation processes, with specific reference to the human rights of children and young people;
- situate the work of Peace II-funded projects in the context of relevant human rights instruments, e.g. the Convention on the Rights of the Child; and the Irish and British governments' commitment in the Belfast / Good Friday Agreement 1998 to safeguard rights and equal opportunities and to recognise and value the work being done by many organisations to develop reconciliation and mutual understanding and respect between and within communities and traditions, in Northern Ireland and between North and South, and their contribution to consolidating peace and political agreement:
 - "The participants particularly recognise that young people from areas affected by the troubles face particular difficulties and will support the development of special community-based initiatives based on international best practice"; and
- make recommendations for the future, including consideration of the medium to long-term sustainability of children's and young people's involvement in peacebuilding and cross-border initiatives.

The evaluation also assesses the contribution of these projects to the horizontal principles of the Peace II programme, in particular equal opportunities/balanced intervention, Impact on poverty/New TSN, and Impact on rural development in the Border Counties. The implementation of gender mainstreaming, cross-border co-operation and environmental impact principles is also to be considered. Specific attention should be given to the “added value” of cross-border co-operation by projects, whether or not they are specifically funded under one of the cross-border measures.

1.3 Methodology

The methodology used for this assignment is summarised below.

Table 1.1

Methodology

Project Initiation	Meeting with the Steering Group to agree the scope of the task and agree proposed approach. A list of projects with a focus on children and young people considered in this project are included at Appendix 1.
Project Preparation	Project preparation included literature and policy review, collection and collation of relevant project information and selection of case study projects.
Stakeholder Consultation	Consultations with a range of policy, practitioner and academic stakeholders.
Development of Evaluation Tools	This stage included the development of a questionnaire for all project promoters; the agreement and sign-off of questionnaire by steering group; and the development of case study discussion guide for interviews and focus groups.
Postal Questionnaire	A self-completion postal survey with project promoters / managers was developed in line with the evaluation framework, and was agreed with the advisory group in advance. The quantitative and qualitative results provided are analysed alongside existing data (e.g. other reviews and database information). A total of 35 questionnaires were returned. A copy of the questionnaire is at Appendix 2.
Case Studies	The approach to the ten case studies included site visits, interview with project promoter (and any staff that the manager would wish to include in that interview) and one focus group with project beneficiaries where possible.
Interim Findings	An interim report was completed and shared with the client for discussion.
Final Report	The final report based on overall analysis of findings and includes conclusions and recommendations.

1.4 Case Studies

The table below shows the ten case studies agreed with the Steering Group and completed as part of this assignment.

Table 1.2
Case Studies

Promoter	Project Title and Summary	Measure
Junior Achievement Ireland	Junior Achievement in the Border Counties - Training to young people who have been affected by the conflict from recognised areas of deprivation in the border counties. Develop links between schools and local business community, where business volunteers introduce at-risk students to benefits of staying in education through a structured programme.	1.3
CDVEC Curriculum Development Unit	Peace Education - Implement the Education for Reconciliation project for CSPE (ROI) and SCPE (NI) students, with the ultimate aim of mainstreaming the project.	2.1
The Presidents Award	Border and Surrounding Area Network - Cross-border network of leaders to strengthen further links between Presidents Award and Duke of Edinburgh Award notably through the establishment of a joint web-site, award workshops residencials and specialized reconciliation workshops.	2.2
Co. Donegal VEC	After Care/Crisis Management Support Programme for Youthreach Participants in Co Donegal - Implement an After care/Crisis Management support Programme in two areas of Donegal (Buncrana and Lifford) to support marginalized young people on the Youthreach Programme.	2.2
Balor Development Community Arts Group	Creative Activity for Young People (CAYP) - Project engaging young people through the medium of arts from both protestant and catholic communities in the area, particularly high risk young people in school and the wider community.	2.2
Ramelton Community Action Group	Ramelton Youth Project - Support the expansion of the Cross-Community Youth Initiative in Ramelton and develop an outreach project for the surrounding schools and the Milford area. Funding will be provided to employ a Youth Worker, Outreach Worker and an Administrator.	2.2
Cox's Youth Community Group	Dundalk Young People Conflict Resolution Project - A project addressing the issue of conflict and violence between the town's two main housing estates	2.2
Faile Abhaile	Youth Project - Enhance skills and employability of children & young people of displaced and political ex prisoner community.	2.2
Monaghan County Council	Youth and Civic Society - Jointly support Cavan and Monaghan county development boards to develop the capacity of youth to engage and participate in the democratic process	2.6
Cox's Youth & Community Group	West Belfast and Cox's Information Technology Education & Reconciliation Project (WEBCITER) - provide the opportunity to gain skills, knowledge and attitudes to access employment, education/training using IT as a tool	5.4

1.5 Structure

The remainder of this document is structured as follows:

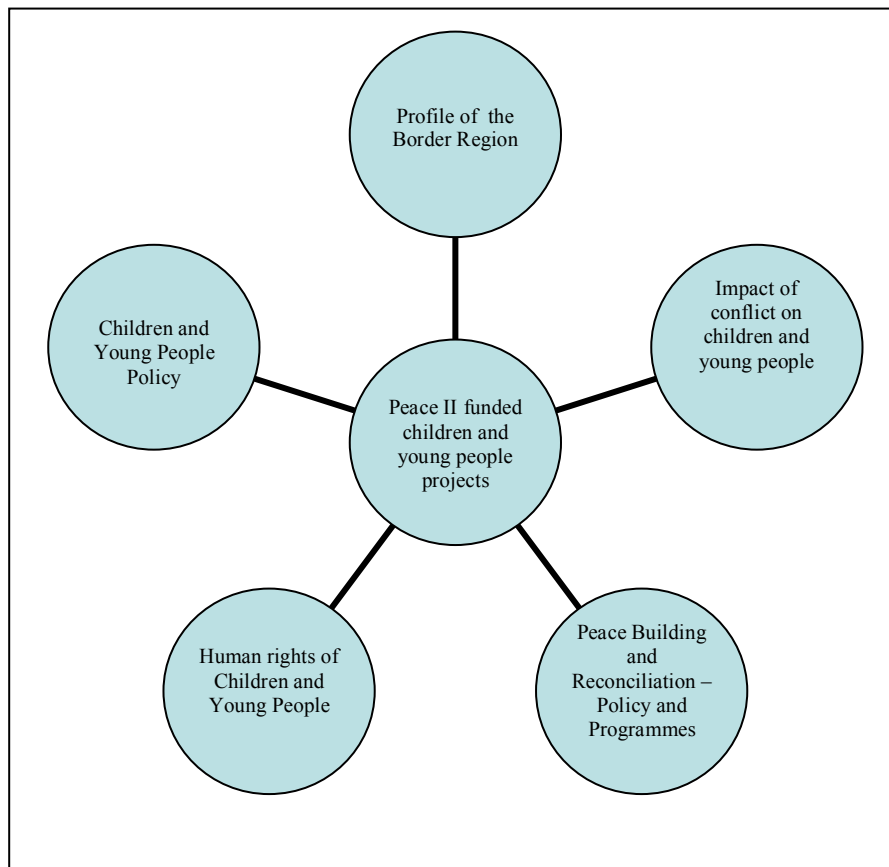
- **Section 2 – Strategic Context** – this section aims to place the research in context. This includes the impact of the conflict on children and young people, key policy documents which impact children and young people in the Republic of Ireland and Northern Ireland and key human rights legislation in regard to children and young people. It also considers the border region to give the evaluation a sense of “place”;
- **Section 3 – Overview of Activities** – this section draws out findings from returned questionnaires on the outputs from the projects and analysis of monitoring data made available;
- **Section 4 – Outcomes** – this section focuses on outcomes identified from returned questionnaires and completed case studies. In particular it focuses on peace and reconciliation impacts, the involvement of young people; sustainability, and the added value of cross border co-operation; and
- **Section 5 – Conclusions and Recommendations** – This section will draw together overall analysis in conclusions and recommendations shaped around the terms of reference.

2. STRATEGIC CONTEXT

2.1 Introduction

The purpose of this section is to provide the strategic context for this research project. The key factors affecting the strategic context are illustrated in Figure 2.1.

Figure 2.1
Strategic Context



This section builds the context and is structured in line with the issues presented in Figure 2.1.

2.2 The Border Region

The focus of the evaluation is on projects involving children and young people within the six border counties of Ireland. Some of the projects are cross-border (i.e. they engage with people and organisations on both sides of the border), however the large focus of the projects overall is on the six counties south of the border. These counties are listed in Table 2.1 along with statistics on area, population and income.

Table 2.1
Size, Population and Income of Border Counties

County	Area (hectares)	Population	Density Persons / km ²	Household Disposable Income (Ireland = 100)
Cavan	193,177	54,416	29	89.4
Donegal	486,091	137,383	28	83.7
Leitrim	159,003	25,815	16	87.5
Louth	82,613	101,802	123	98.3
Monaghan	129,509	52,772	40	91.1
Sligo	183,752	58,178	31	98.4

Source: Central Statistics Office (2001)

Studies seeking to characterise the region have drawn out similar themes. Table 2.2 presents the findings from two such studies.

Table 2.2
Characterising the Region

<ul style="list-style-type: none"> ■ the total population - 15 per cent of the island's population; ■ above average rates of dependency, economic inactivity and unemployment; ■ low rates of urbanisation. – the most rural part of Ireland; and ■ above average rates of overcrowded and poor quality housing. 	<ul style="list-style-type: none"> ■ lack of identity, profile and image; ■ deficient, economic and social infrastructure; ■ poor transport links, especially public transport; ■ above average levels of social deprivation; ■ high levels of general and youth unemployment; ■ skill shortages in some areas; ■ low value added indigenous industry; ■ dependence on agriculture; ■ low levels of public services in key areas e.g. hospitals; and ■ over-reliance on European funds.
<i>Source: Cook, Poole, Pringle and Moore (2000)</i>	<i>Source: Stutt (1999)</i>

A further issue, not specified in the above studies was educational disadvantage. Rourke and Shiels (1998) found this to be significant, attributing it to a long history of early school leaving (linked to jobs not requiring qualifications e.g. farming), longer travel to school times and more limited access to other educational opportunities.

The findings of the studies summarised in Table 2.2 highlight that at the onset of Peace II the socio-economic context of the region presented a very challenging picture.

2.2.1 Distinctions within the Region

Despite the common themes emerging from the studies, the area is by no means homogenous in character.

The density ratios in Table 2.1 indicate the rurality of the region, with the exception of Louth, which has seen increased urbanisation around Dundalk, partly due to its position on the Dublin-Belfast economic corridor.

The mid-term evaluation of the Border Midlands and Western (BMW) operational programme area highlighted population growth in south Louth and north-east Donegal around Letterkenny and near Cavan town indicating economic growth and investment (Kearney, McKeown and Walsh, 2003).

SEUPB (2003) highlighted that “peripherality and rurality are further exaggerated in those areas directly along the border”. Triskele (2000) noted that the border would create exclusions from natural hinterlands, lack of market access, lack of transport, inaccessibility of services (e.g. health or education) and lack of joined up policies.

It was noted that certain groups are disproportionately affected by poverty in the border counties and are in line with vulnerable groups across Ireland. These included lone parents, Travellers and early school leavers specifically, and women and those living in rural areas more generally (Harvey, B, A Kelly, S McGearty and S Murray, 2005).

2.2.2 Impact of the Conflict on the Southern Border Counties

The impact of the conflict in Northern Ireland has been researched and documented extensively. The extent of the research on the impact of the conflict in the southern border counties has been considerably less. Therefore the impact is comparatively difficult to assess.

This in many ways reflects the perception that impact was more limited in the southern border counties. This view was validated through strategic consultations undertaken as part of this study and arguably validated through the more limited literature and research dedicated to the subject.

The key issues that did arise regarding impact were the following:

- violence has had a differential impact on the border areas. Rourke and Shiels (1998) noted that violence created high levels of tension in areas adjacent to the border, but others living in more distant parts of border counties were comparatively unaffected;
- there are victims of the conflict or family and friends of victims of the conflict that live in the border region. Some terrorist incidents have occurred within the region (e.g. Monaghan bombing, 1974), whilst other incidents across the border (e.g. the Omagh Bomb, 1998) included victims from the southern border counties;
- certain groups living in the border region have been disproportionately affected by the conflict:
 - individuals and families displaced from Northern Ireland due to direct contact with conflict issues. “*All Over the Place: People Displaced to and from the Southern Border Counties as a result of the conflict 1969-1994*” (ADM / CPA, 2005) stated that Census data highlighted 22,000 people living in the six southern Border counties had been born in Northern Ireland. The research also noted that were these people married, households could be perceived as “Northern”, widening the social impacts. It highlighted that these were concentrated in Donegal, Louth and

Monaghan. The statistics could not distinguish who were voluntary economic migrants and who were displaced due to the conflict. One of our case studies (Failte Abhaile) estimated that the population of displaced families and ex-political prisoners totalled approximately 2,000 in County Louth alone; and

- southern protestant communities. Protestant's typically make up less than ten per cent of the border region's population and hence are the minority community. Harvey, B, A Kelly, S McGearty and S Murray (2005) noted that the Protestant community may have some feelings of "political isolation" whilst consultations highlighted that relationships with friends and family in Northern Ireland, particularly those serving in the police or army, were affected.

It was noted in some strategic consultations that the impact of the conflict was not considered to be an issue affecting a wide number of people. It was considered to be a local issue that generally was not "on the radar" when it came to national policy setting. Consultations also highlighted that many children and young people had been born since the Ceasefires. Therefore for many the worst days of the Troubles are considered historical.

Despite these views it is apparent that there have been conflict related incidents in the border region or affecting those from the border region, there has been exposure to the conflict through the media and there has been a transfer of population associated with conflict (which has been substantial in some areas). Hence the southern border counties context is one which includes some significant localised impacts and a wider range of lower level and less visible impacts due to the conflict (see also Figure 2.2).

2.3 The Conflict's Impact on Children and Young People

2.3.1 Loss of Children and Young People's Lives

The most extreme impact of the conflict has been the loss of life of children and young people as a direct consequence of the conflict. The *Cost of the Troubles Study* found that impact was disproportionately borne by young people with those aged 24 and under accounting for 40 per cent of the total number of deaths in the conflict. Between 1969 and 2003:

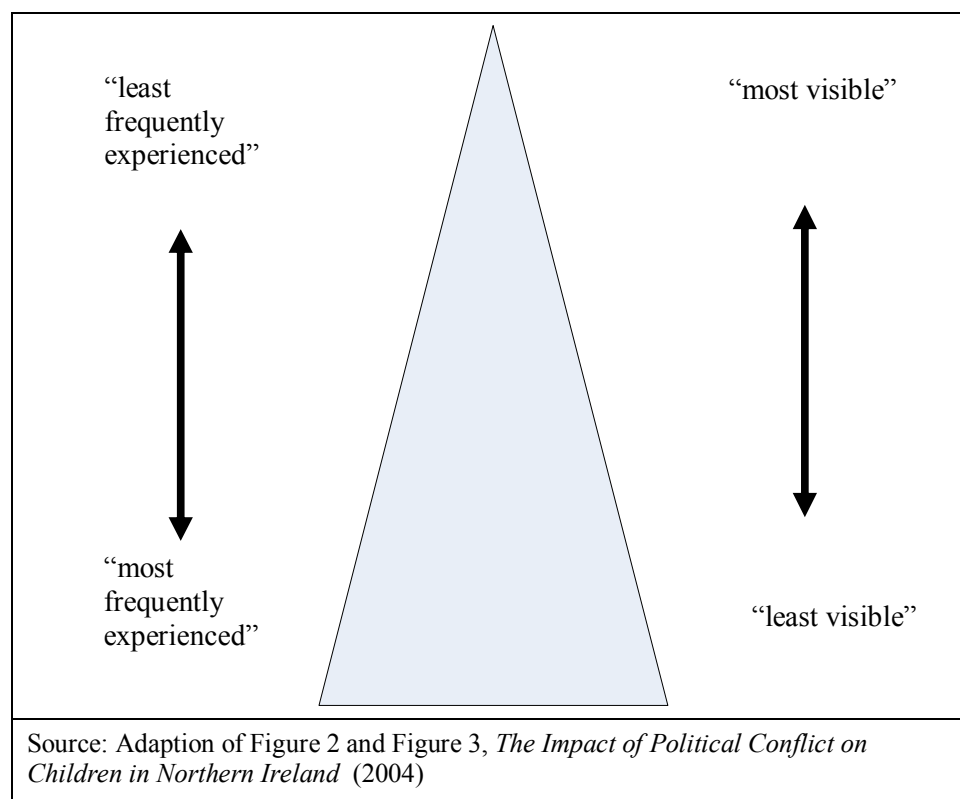
- 274 deaths of people under 18 years of age of which three quarters were male;
- almost three quarters of children killed under the age of 18 killed in the Troubles were Catholic, a fifth were Protestant and the remaining six per cent were from outside NI; and
- a further 629 people between the ages of 18 and 21 were killed.

2.3.2 Impact of Troubles

The Impact of Political Conflict on Children in Northern Ireland (Institute for Conflict Research, 2004) constructed “iceberg” models of experiences and effects of the Troubles on children and young people.

Figure 2.2

Experiences and Effects of Exposure to the Troubles and Conflict – “Iceberg Effect”



With regard to experiences (*The Impact of Political Conflict on Children in Northern Ireland*, Figure 2, page 98,) the highest profile, highly visible issues affecting a relatively small number of children – that is the tip of the ice-berg. Examples include someone whose family member was killed, the victim of a punishment attack, a witness to a killing or being injured in the Troubles. At the wider base of the ice-berg there are the less visible but much more frequently experienced effects of societal conflict. These include limited contact with the other community, avoiding certain areas, sectarian verbal abuse, fears for safety, experience of segregation and negative experiences and attitudes towards the police.

The research highlighted that the effects of the Troubles also reflected this ice-berg model (Smyth, M, MT Fay, E Brough and J Hamilton (2004) Figure 3, page 100). The less frequently suffered but most visible effects included severe psychological problems, panic attacks, chronic anger or aggression. The least visible but most frequently experienced effects included distrust of police and authority, avoidance

of certain areas, ignorance and stereotyping of the other community, scepticism about politicians and anger at political events.

Based on the discussion on the impact of the conflict on southern border counties it is reasonable to assume that the principles underlying the ice-berg model is applicable within those counties as well.

2.3.3 Impact at a Young Age

Research has also shown that the effects living in a society affected by the Troubles can be identified at a very young age. *Too Young to Notice? The Cultural and Political Awareness of 3-6 Year Olds in Northern Ireland* (University of Ulster, 2002) stated that by the age of three, Catholic children are already twice as likely to say they don't like the police compared to Protestant children. By the age of six, a third of children are identifying with one of the two main communities and just under one in six (15%) are making sectarian statements. *Children and Conflict in Northern Ireland: The Experience and Perspectives of 3-11 Year Olds* (2004, OFMDFM) carried out case studies with children of different ages living in different environments. This indicated that impact was greatest when children grew up under the shadow of sectarian violence compared to those relatively free from it.

2.3.4 Young People as Perpetrators of Conflict

It is also noted that there is a capacity amongst some young people to participate in the perpetration of conflict. *Troubled Youth? Young People, Violence and Disorder in Northern Ireland* (Institute for Conflict Research 2005), found that young people may be involved in violence, both initiated by themselves and by adults, that young people often considered themselves to be at the forefront of such violence and that it may sometimes be recreational rather than politically motivated.

Young Men and Violence (Youthnet) considered the outcomes of six Peace funded projects working with young men. Whilst accepting violence as the “way of the world” the majority perceived themselves as victims of violence or as defending themselves or their communities, rather than as perpetrators of violence. The study concluded that growing up in a culture of violence shaped a strong link between young men’s perceptions of manhood and their attitudes towards violence.

2.4 Peace Building and Reconciliation – Policies and Programmes

2.4.1 A Shared Future: A Policy and Strategic Framework for Good Relations in Northern Ireland

Shared Future provides a policy framework for the achievement of good relations in Northern Ireland. The policy set out government’s vision for the future of Northern Ireland as a:

‘peaceful, inclusive, prosperous, stable and fair society firmly founded on the achievement of reconciliation, tolerance and

mutual trust and the protection and vindication of human rights for all’.

The overall aim of the policy is:

‘to establish, over time, a shared society defined by a culture of tolerance: a normal, civic society, in which all individuals are considered as equals, where differences are resolved through dialogue in the public sphere and where all individuals are treated impartially. A society where there is equity, respect for diversity and recognition of our independence’.

‘A Shared Future’ sets out a framework of action at central, regional and local government, community and individual level together with mechanisms to deliver policy and assess progress and impact.

The policy objectives that will have an impact on children and young people are:

- eliminate sectarianism, racism and all forms of prejudice to enable people to live and work without fear or intimidation;
- reduce tension and conflict at interface areas;
- facilitate the development of a shared community where people wish to learn, live, work and play together;
- promote civic-mindedness via citizenship education through school and lifelong learning;
- encourage understanding of the complexity of our history, through museums and a common school curriculum;
- support cultural projects which highlight the complexity and overlapping nature of identities and their wider global connections;
- encourage communication, tolerance and trust across Northern Ireland, but particularly in areas where communities are living apart; and
- promote dialogue between and mutual understanding of, different faiths and cultural backgrounds, both long standing within Northern Ireland and recent arrivals to these shores, guided by overarching human rights norms.

2.4.2 Peace II - Projects Addressing the Needs of Children and Young People

The EU Programme for Peace and Reconciliation remit area is all of Northern Ireland and the Border Region of Ireland. Its main aim is to promote reconciliation and help to build a more peaceful and stable society. To do this Peace II supported a range of cross-community, cross-border and/or capacity building projects run by community and voluntary organisations, businesses, statutory organisations and other

groups and organisations. The Peace II programme complement highlighted young people as a target group that may be disadvantaged by the conflict, for example by “not fulfilling their potential in society or in the labour market”. The programme complement also highlighted the linkage between programme activity with young people and the overall objective “taking opportunities arising from peace”. It is also apparent that young people can live in areas disadvantaged by the conflict and may themselves be victims and so the evaluation will also need to consider impact with regard to how the activity has “addressed the legacy of conflict”, the second overall objective for the Peace II programme.

The main measure in the Peace II programme which aims to promote the role of children and young people in the peace and reconciliation process is Measure 2.2 ‘Developing Children and Young People’ In total 191 projects have been funded under this measure through Peace II, with a total of £29,351,560 being committed to these projects North and South of the Border. However there are several other measures that Border Action has funded projects including children and young people under. In total Border Action has funded 79 projects spread over eight different measures, identified as addressing the needs of children and young people. The eight measures under which projects have been funded are:

- M1.3 – New Skills and New Opportunities;
- M1.4 – Promoting Entrepreneurship;
- M2.1 - Reconciliation for Sustainable Peace;
- M2.2 - Developing Children and Young People;
- M2.4c - Pathways to Inclusion, Integration and Reconciliation of Target Groups in the Border Region;
- M2.6 - Promoting Active Citizenship;
- M5.3 - Developing Cross-Border Reconciliation and Understanding; and
- M5.4 - Promoting Joint approaches to Social, Education, Training and Human Resource Development.

The emphasis of this assessment will primarily focus on projects funded under Peace II, 2000-2004 with all spending complete by 2006. It is recognised, however, that some of the work has been further developed through Peace II extension monies (funding committed during 2004-2006, with spending to be complete by 2008).

2.4.3 Peace III

A Peace III intervention is already being developed for 2007-2013. The overall programme will be significantly smaller than Peace II (and Peace II extension). It will be funded under the Territorial Co-operation

Funding Stream, and although projects within one jurisdiction will be allowed, a focus on cross-border activity will be retained for a proportion of the projects. It is also expected that the focus on reconciliation, already developed by frameworks such as Hamber and Kelly, will continue to develop through Peace III. The operational programme is currently at consultation stage.

2.4.4 Children and Young People in Peace Building and Reconciliation Processes

Poverty and Conflict in Ireland: An International Perspective (2005) stressed the need for the position of children and young people to be addressed in peace building and reconciliation processes. The authors highlighted that evidence from international experience showed that children and young people needed to be central to reconstruction efforts if peace-building is to be sustained.

In the context of the Irish conflict this principle has largely been in place. The Community Conflict Impact on Children (CCIC) project was established in 1999 and developed from the Cost of the Troubles Study in order to address the issue of children and young people's experiences of the Troubles. A report made by the Institute for Conflict on Children entitled, *'The Impact of Political Conflict on Children in NI'*, made several recommendations which included:

- sustained and concerted attention to children is needed throughout the consolidation of peace;
- a new body is needed to consolidate the focus of children's rights in NI;
- remove children from paramilitary activity and address issues of community security;
- support the capacity of families and teachers to protect children;
- bring lessons learned elsewhere to bear on behalf of children in NI; and
- ensure youth participation in the consolidation of peace in NI.

Overall these recommendations highlight the principle that attention should be given to children and young people and that the participation of young people was central to the consolidation of peace. The same report made further specific recommendations which included:

- The Trauma Advisory Panels should conduct audits to identify needs of children and young people affected by the Troubles in their geographical area;
- The Victims Unit and the Victims Liaison Unit should conduct a general audit of provision for young victims, and children of victims;

- special assistance should be provided for certain youth populations such as the children of victims, and the children of security forces, prisoners and ex-prisoners;
- service providers should target children and young people particularly at risk and engage them proactively in preventative programmes, rather than wait for them to become casualties and thus access services as individuals; and
- there is a need for more schemes to facilitate the political participation of children and young people in local government and in the Northern Ireland Assembly. Such schemes would address the political marginalisation of young people from the peace process and contemporary political life.

These recommendations were written for children and young people in Northern Ireland. Consultations highlighted that there has not been equivalent mechanisms in place south of the border for supporting victims. However there is considerable overlap in the projects funded under Peace II and these recommendations. For example case studies considered youth parliament structures and a youth project working with children of ex-prisoners and displaced families.

2.4.5 Peace and Reconciliation in the Education Curriculum

Peace and reconciliation themes have been incorporated in education both in Northern Ireland and the Republic of Ireland. This section aims to give a brief overview of how it is incorporated

2.4.6 Education - Northern Ireland

In the Government's Education Reform (Northern Ireland) Order of 1989, six mandatory educational (cross curricular) themes were introduced, including the two complementary themes of Education for Mutual Understanding (EMU) and Cultural Heritage (CH). These formally came into statute in September 1992. EMU and CH have been defined as being about “learning to live with differences in a spirit of acceptance, fairness and mutual respect”.¹

In recent years the new curriculum in Northern Ireland has been shaped by the changing political climate and with the introduction of citizenship, personal development and the review of the Religious Education syllabus, a process has begun that will embed some of the central themes of peace and education throughout the NI education system. The underpinning values of the new curriculum for pupils are that they “value each individual’s unique capacity for spiritual, moral, educational, physical and intellectual growth...value equality, justice and human rights within our society and our capacity as citizens to resolve conflict by democratic means...value the environment as the

¹ Richardson, N.L. (1996): A Rational for Education for Mutual Understanding and Cultural Heritage (chapter of forthcoming book), Belfast, Queen's University School of Education.

basis of life and the need to sustain it for our future generation...value each individual's right to work and to earn a living in accordance with personal preference and attributes".²

After the Northern Ireland Council for the Curriculum, Examination and Assessment (NICCEA) curriculum review in 1998, a pilot programme called 'local and global citizenship' was introduced by the Department of Education. This is due for roll out in 2007 when it will become a statutory requirement for all secondary schools. Within this programme there are four areas of study: diversity and inclusion; equality and social justice; democracy and active participation; and human rights and social responsibility. Primary schools have been piloting a proposed programme for mutual understanding in the local and global community.

Each of the five Education and Library Boards (ELB) in Northern Ireland has appointed a 'citizenship officer' to advise schools on the form and practice of introducing citizenship. Funding was also released for teacher training in citizenship.

2.4.7 Education - Republic of Ireland

In a similar style to that in Northern Ireland, the education system in the Republic of Ireland has also integrated the principles of peace education through the Civic, Social and Political Education (CSPE) policy. The focus in the Republic of Ireland is broader than that of Northern Ireland with four main themes being concentrated on: the individual and citizenship; the community; the state; and the world, with the emphasis being that "pupils will be encouraged to recognise values and develop positive attitudes in relation to themselves, other people, the environment and the wider world"³.

The CSPE curriculum has flexibility built into it, affording teachers to tailor their courses according to their own particular interests. Therefore, although there is scope to explore issues such as gender inequality, racism, inter-culturism, minorities and conflict situation such as that in Northern Ireland, there is no mandatory obligation on teachers to cover particular topics.

Sustaining these citizenship programmes in RoI will depend on the availability of suitably qualified teachers. Unlike in Northern Ireland where citizen education is a compulsory subject for all student teachers, in the Republic, CSPE is available only as an elective module in teacher training colleges.

It can be seen that education systems both north and south of the border have citizenship themes with the potential for incorporating peace, reconciliation and conflict transformation issues.

² CCEA, 2006 as cited by McCann, G and Davey, G (2007) *'The Irish Churches and Peace Education'*

³ An Roinn Oideachais, 1996 as cited by; McCann, G and Davey, G (2007) *'The Irish Churches and Peace Education'*

2.5 Human Rights of Children and Young People

This section looks at the human rights of children and young people and how these are protected against in Northern Ireland and Republic of Ireland through both international and national policy.

2.5.1 The Human Rights Framework

Human rights are described as those rights which are essential to live as human beings – basic standards without which people cannot survive and develop in dignity. The United Nations (UN) set a common standard for human rights with the adoption of the Universal Declaration of Human Rights in 1948. Although the Declaration is not part of binding international law, its acceptance in all countries around the world gives moral weight to the fundamental principle that all human beings are to be treated equally and with respect for their natural worth as human beings.

The UN has since adopted many legally binding international human rights instruments which are used as a framework for discussing and applying human rights. The Convention on the Rights of the Child is one of the core human rights treaties which along with the Universal Declaration of Human Rights make up the instruments of the International human rights framework.

2.5.2 UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child (UNCRC) is a universally agreed set of non-negotiable standards and obligations that should be respected by governments. They are founded on respect for dignity and worth of each individual regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being.

The Convention was the first legally binding international instrument to incorporate the full range of human rights – civil, cultural, political and social rights. In 1989 the world leaders decided that children needed a special convention because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure the world recognised that children had rights too.

The Convention sets out the rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have. Core principles of the Convention are:

- non-discrimination;
- devotion to the best interests of the child;
- the right to life, survival and development; and
- respect for the views of the child (including freedom of thought, conscience and religion).

By agreeing to undertake the obligations of the Convention, national governments (including RoI and UK Governments which have both ratified the Convention), have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

In the Republic of Ireland the National Children's Strategy (2000) and in Northern Ireland, Our Children and Young People – Our Pledge: A Ten Year Strategy for Children and Young People (NI) (2004), are the policy instruments that seek to fulfil commitments regarding the rights of children and young people as articulated within the UNCRC.

2.5.3 The Good Friday Agreement

The Good Friday Agreement (GFA or Belfast Agreement), signed in April 1998 developed the main policy with regards to children and young people's human rights. Section 6 on Rights, Safeguards and Equality of Opportunity, Paragraph 12 of the GFA made special mention of young people affected by the Troubles, and called on the new dispensation to "develop special community-based initiatives for this group affected by the Troubles, based on best international practice".

Section 6 of the Agreement required the establishment of new structures dedicated to the protection and promotion of human rights. The institutions were the Northern Ireland Human Rights Commission (NIHRC) and the Irish Human Rights Commission.

The mission of the IHRC is "to endeavour to ensure that the human rights of all people in the State are fully realised and protected, in law, in policy and in practice."

2.5.4 Bill of Rights

The Good Friday Agreement called for the constituting of a Bill of Rights for Northern Ireland. Following the agreement, the NIHRC was given specific duties in relation to the Bill of Rights. NIHRC is directed by Section 69(7) to advise the Secretary of State for Northern Ireland on what should be included in the Bill of Rights. The Bill is to "reflect the particular circumstance of Northern Ireland drawing on as appropriate international instruments and experience".

The NIHRC has been asked to advise on rights which reflect the particular circumstances of Northern Ireland and that are additional to the European Convention on Human Rights. It has argued that special rights may have to be devised in the following areas: equality; education; language; cultural expression and identity; victims' rights; social and economic rights; criminal justice and implementation. It is also concerned about guarantees which may be required for certain groups of people, such as women, children and young people.

To date no political consensus has been made of what should be included in the Bill of Rights. The UK Government has established the

Bill of Rights Forum to aid the decision making process, following the St Andrews Talks.

A Bill of Rights is included in the Constitution of the Republic of Ireland.

2.5.5 A Human Rights-Based Approach to Peacebuilding and Reconciliation

The report “*Respect, Protect and Fulfil: A Human Rights-Based Approach to Peacebuilding and Reconciliation*” (2007) outlined existing human rights indicators and shows how they might be relevant to peace-building and reconciliation processes.

The report stated that the absence of respect for human rights was one of the underlying causes of conflict and one of the characteristics of the conflict itself. The human rights approach is the insistence that commitments to human rights are implemented and taken seriously. The report stated that one of the important features of this approach is to put economic, social and cultural rights on the same level as civil and political rights.

Five principles of the human rights approach have been drawn out in this report. They are: legitimacy; empowerment; accountability and transparency; participation, non-discrimination and attention to vulnerable groups. It goes on to say that the recognition of human rights protection and promotion is integral to peace-building because sustainable peace will not be achieved unless the root causes of conflict are addressed and justice restored.

In Chapter five of the report, Peace I and Peace II are looked at in terms of promoting human rights. Peace II is specifically aimed at a number of specific groups that have been affected by the NI conflict namely victims of the conflict and their families; people displaced as a result of the conflict and their families; politically motivated ex-prisoners and their families; and women and young people.

The report highlights the finding of a study looking into the target groups of a selection of projects funded through Peace II. The overwhelming majority of respondent groups said that their participants include women (85%) and young people (62%). The questionnaire that was used to carry out this research also gave the projects an opportunity to describe the issues that the project aimed to address in the community and was followed by an open question as to the extent that the project involved rights and responsibilities.

The report concluded that a human rights approach with universally recognised moral values and reinforced by legal obligations provides a compelling normative framework for the formulation of national and international policies, including those of peacebuilding and reconciliation.

2.5.6 Northern Ireland Commissioner for Children and Young People

The Commissioner's role was set out in The Commissioner for Children and Young People (Northern Ireland) Order, 2003. The principal aim of the Commissioner is to "*safeguard and promote the rights and best interests of children and young persons*". Detailed powers of the Commissioner are set out in the order, these can be summarised under three main areas:

- promoting children's rights – the Commissioner is guided by the UN Convention on the Rights of the Child. The Commissioner is developing ways of communicating with young people and encouraging their participation in decisions;
- complaints and legal action – the Commissioner can deal with individual complaints from children and young people, or their parents/guardians about government services like education, health, adoption and fostering, youth justice, road safety – indeed any service that impacts on those under 18. The Commissioner has to take account of any existing complaints mechanism first. Where appropriate the Commissioner can start or take over legal proceedings on behalf of a child or young person if a general principle is at stake; and
- research and inquiries – the Commissioner wants the Office to base all its work on helping children and young people on thorough research. The Commissioner has been working with universities and other agencies to do this. The Commissioner has the power to undertake general inquiries into issues where he believes children are being adversely affected. This may be an informal inquiry or more formal with the powers of the High Court to summons witnesses, obtain documents and enter premises. He can also respond to request from the Assembly and Parliament to look at issues. The Commissioner is also required to review the ways that those providing services for children listen to complaints and take account of children's' views.

2.6 Policy Relating to Children and Young People

The strategic context has highlighted the impact of the conflict on children, including within the Border Counties of Ireland, the principle of participation of children and young people in peace building and reconciliation processes and the relevance of the human rights framework. In this section we consider relevant policy in the two jurisdictions of Ireland. These are:

- National Children's Strategy (RoI);
- County Development Boards (RoI); and
- Our Children and Young People – Our Pledge: A Ten Year Strategy for Children and Young People (NI).

2.6.1 National Children's Strategy

The National Children's Strategy is an important Irish social policy development and is central in progressing Ireland's implementation of the United Nations Convention on the Rights of the Child. A Department of Health press statement, 18th November, 1999 identified the key elements of the strategy as:

- recognition of the best interest of the child as a first consideration;
- recognition of the intrinsic worth of childhood as a foundation for citizenship;
- promotion of the complementary relationship between the child, the family, the voluntary/community sector, the private sector and the state; and
- widespread consultation with all relevant interests

It addresses the needs of all children up to the age of eighteen. The challenge has been to draw a wide range of issues together into a coherent plan for action and to give leadership at a national level for responding to the needs of children.

The National Children's Strategy is a ten year plan and its vision is:

'An Ireland where children are respected as young citizens with a valued contribution to make and a voice of their own; where all children are cherished and supported by family and the wider society; where they enjoy a fulfilling childhood and realise their potential'.

The three National Goals of the Strategy are:

- **Goal 1** - Children will have a voice in matters which affect them and their views will be given due weight in accordance with their age and maturity;
- **Goal 2** - Children's lives will be better understood; their lives will be benefit from evaluation, research and information on their needs, rights and the effectiveness of services; and
- **Goal 3** - Children will receive quality supports and services to promote all aspects of their development.

The National Children's Office (NCO) has lead responsibility for Goals 1 and 2 of the National Children's Strategy and for certain priority issues identified by the Cabinet Committee on Children, under Goal 3. Individual Government Departments retain responsibility for implementing the actions relevant to their role in the NCS, with the NCO monitoring progress and supporting co-ordination where appropriate.

Notably the National Children's Strategy does not specifically mention the conflict or Troubles and any associated impacts on children and young people living in the Republic of Ireland.

2.6.2 County Development Boards

County Development Boards (CDBs) were established in each county and city in Ireland in early 2000. This was in a response to the need to facilitate the co-ordination of services at the point of delivery and "to address the challenge of local service integration at the County and City level". The CDBs are led by local government and are also representative of local development bodies together with the State agencies and social partners operating locally. For the first time, CDBs brought together the key players at local level to engage in a process of long-term planning for each county or city.

Each CDB drew up an agreed 10-year Strategy for Economic, Social and Cultural Development for its county or city in 2002. There is some reference to the impact of the conflict within the CDBs' strategies, for example Monaghan's Strategy states "the Northern conflict has impacted negatively on the social, economic and cultural development of the county", while Cavan's strategy refers to tourism potential given the "current climate of peace in Northern Ireland". Reference, however, across the six border county strategies is limited overall.

CDB's were identified as key agencies to deliver the National Children's Strategy at local level through establishing local Comhairle na nOg (Youth Councils). Appendix 4 provides a summary of each CDB's mission and actions in relation to children and young people. Considering the limited reference to conflict issues across the strategies generally, one result is that there is limited articulation⁴ of how conflict impact connects with CDB responsibility regarding children and young people. This largely reflects the National Children's Strategy which does not specifically mention the conflict or Troubles and any associated impacts on children and young people living in the Republic of Ireland.

Peace III's draft Operational Programme, which has been out for consultation, has indicated that Priority I under the new programme, entitled Reconciling Communities, will have two key areas. These are building positive relations at the local level and acknowledging the past.

2.6.3 Our Children and Young People – Our Pledge: A Ten Year Strategy for Children and Young People (NI)

The main aim of the strategy is to ensure that by 2016 all children and young people are fulfilling their potential. The strategy recognised that although some are doing well, there is evidence that despite investment

⁴ One example found was a reference in the Monaghan strategy noting that youth organisations were a group that had been "particularly disadvantaged" in the context of political conflict.

by government over many years, there is insufficient progress being made to improve the lives of the most marginalized and disadvantaged children and young people.

The underpinning values of the strategy are:

All children and young people:

- have dignity as human beings and are respected;
- have rights as individuals;
- need loving and supportive families or carers;
- are unique individuals each with a valuable and diverse contributions to make to society;
- are active participants;
- are important in their own right both now and in the future;
- are entitled to educational opportunities;
- need support to explore and achieve their individual potential; and
- need support and encouragement through the transition from childhood to adulthood enabling them to express respect for others and take increasing responsibility for their actions and decisions.

In order to successfully deliver on improved outcomes for children and young people, the strategy proposed a number of supporting themes that will need to underpin the outcomes framework:

- the need to adopt a ‘whole-child’ approach, which gives recognition to the complex nature of our children’s and young people’s lives;
- working in partnership with those who provide and commission children’s services, taking account of the future arrangements following the Review of Public Administration in Northern Ireland;
- securing and harnessing the support of parents, carers and the communities in which our children and young people live;
- responding appropriately to the challenges we face as a society emerging from conflict and recognising that our children and young people are key to securing a more stable and peaceful future for us all;
- making a gradual shift to preventative and early intervention approaches without compromising those children and young people who currently need our services most;

- developing a culture where the views of our children and young people are routinely sought in matters which impact on their lives;
- ensuring the needs of children are fully assessed using agreed frameworks and common language and that the services they receive are based on identified needs and evidence about what works; and
- driving towards a culture which respects and progresses the rights of the child.

Unlike the National Children’s Strategy in the Republic of Ireland, *Our Children and Young People – Our Pledge: A Ten Year Strategy for Children and Young People (NI)* does highlight the conflict as a significant context for the strategy.

“Most children and young people in Northern Ireland will not have any direct experience of the major civil unrest and violent conflict, which took place over more than thirty years. However, their families’ experience of conflict will have shaped the attitudes and thinking of many children and young people. That conflict impacted to varying degrees on Northern Ireland society; it affected whole communities, and touched many families, turning their world upside down. Today, children and young people in Northern Ireland are living in a society emerging from a long period of conflict, a society which is still in many ways divided and only beginning to take steps towards peace building, reconciliation and inclusion. We should recognise that our children and young people are key to securing a more stable and peaceful future and a society, which is inclusive and respectful of difference.” (Page 21, *Our Pledge: A Ten Year Strategy for Children and Young People (NI)*, 2004)

The strategy states a specific pledge relating to this context:

“In recognising that Northern Ireland is emerging from a prolonged period of conflict, we will ensure that our children and young people are supported to grow together in a shared, inclusive society where they respect diversity and difference.” (Page 21, *Our Pledge: A Ten Year Strategy for Children and Young People (NI)*, 2004)

It is also notable that in the strategies on both sides of the border there is no explicit cross-reference to the other strategy, or to working with the other jurisdiction.

2.6.4 Summary of Children and Young People’s Policy

This section has outlined the various policies north and south of the border in relation to children and young people. The policies all seek to give assurance that children and young people have a role in society, are supported within society and are given a voice. The Good Friday Agreement and ‘A Shared Future’ (see earlier) recognise the need to encourage children and young people to become active

citizens within society and to develop opportunities to do so. The County Development Boards south of the border are the main regional vehicle for delivering the National Children's Strategy through the creation of youth councils, which aim to give children and young people the opportunity to be involved in policy decisions that will directly affect them. The National Children's Strategy, unlike its equivalent strategy in Northern Ireland, does not specifically mention the conflict, or its consequences for children and young people. In contrast the Northern Ireland strategy places considerable weight on this. It is also noted that at present neither strategy references the other. Considering the issues and connections there would be value in this.

3. OVERVIEW OF OUTPUTS

3.1 Introduction

This section of the report summarises the evaluation findings and presents our analysis regarding the project output in delivery of the Children and Young People Projects funded under Peace II. The section is structured as follows:

- overview of projects within the scope of this research;
- profile of questionnaire responses;
- breakdown of project details;
- project focus and activities; and
- contribution of the projects to the horizontal principles of the Peace II programme.

3.2 Projects with Significant Involvement of Children and Young People

Overall 79 projects were identified by Border Action as having significant involvement of children and young people. A full list of projects considered within the research is provided at Appendix 1. These projects were across eight Peace II measures. Measure 2.2 (Developing Children and Young People) and the cross border Measures 5.3 and 5.4 contributed 62 out of the 79 projects. Table 3.1 shows the projects and the amount of funding per Measure for the projects within the scope of this research. Total funding allocated to the projects amounted to over €22 million.

Table 3.1
Children and Young People's Projects

Measure	Measure Title	Number of Projects Supported	Amount Committed (€)
M1.3	New Skills and New Opportunities	7	1,839,926
M1.4	Promoting Entrepreneurship	2	127,983
M2.1	Reconciliation for Sustainable Peace	3	986,574
M2.2	Developing Children and Young People	24	6,964,607
M2.4c	Pathways to Inclusion, Integration and Reconciliation of Target Groups in the Border Region	1	150,080
M2.6	Promoting Active Citizenship	4	143,733
M5.3	Developing C-B Reconciliation and Understanding	22	6,258,871

Measure	Measure Title	Number of Projects Supported	Amount Committed (€)
M5.4	Promoting Joint approaches to Social, Education, Training and Human Resource Development	16	5,635,948
Total		79	22,217,722

Source: Deloitte Survey (n=35)

3.3 Postal Questionnaire

3.3.1 Project details

A total of 79 questionnaires were distributed to seek information and opinion from the various organisations which received grant support from Border Action funded by Peace II to deliver specified projects. A copy of the questionnaire is provided at Appendix 2. Table 3.2 illustrates the breakdown of the questionnaires distributed and returned, and the response rate of the questionnaires by each measure.

Table 3.2

Breakdown of Questionnaire response by Peace II Measure

Measure	Number of Projects	Questionnaire Return	Response Rate %
1.3	7	3	43
1.4	2	1	50
2.1	3	0	0
2.2	24	11	46
2.4c	1	1	100
2.6	4	1	25
5.3	22	16	72
5.4	16	2	13
TOTAL	79	35	44

Source: Deloitte Survey (n=35)

Of the 79 questionnaires distributed, 35 were returned. This resulted in an overall response rate of 44 per cent. The highest number of questionnaires returned came from Measures 5.3 (16 returns) and 2.2 (11 returns) reflecting the high number of projects within those Measures. There was however an extremely low return came from projects funded under Measure 5.4 (2 out of 16 made returns). A

telephone follow-up was undertaken and whilst that encouraged more responses it also highlighted that several projects and staff or co-ordinators had moved on. One project got in contact to say they did not feel their project had sufficient focus on children and young people to have been considered to be in scope. Considering these issues and other experience with postal questionnaires we consider a response rate of 44 per cent reasonable.

Due to the spread of returns it was agreed at the interim findings stage to present results as 2.2, 5.3 and other. The breakdown by measure is only possible for M2.2 and M5.3 as they had multiple returns. The overall nature of the evaluation however is thematic, therefore analysis will often focus on the overall results (i.e. n=35). In addition as the overall numbers are not large it was agreed that absolute numbers rather than percentages would be used.

3.3.2 Peace II Extension Funding

Peace II funding had to be complete by December 31st 2006. The questionnaire was undertaken in January 2007 after Peace II funding finished. Participants were asked to indicate whether the Peace II extension funding had been secured. Table 3.3 provides a breakdown of the response.

Table 3.3
Peace II Extension Funds

Measure	Has Your Project Received Peace II Extension Funds		
	Yes	No	Missing
2.2	6	4	1
5.3	11	4	1
Other	3	5	0
Total	20	13	2

Source: Deloitte Survey (n=35)

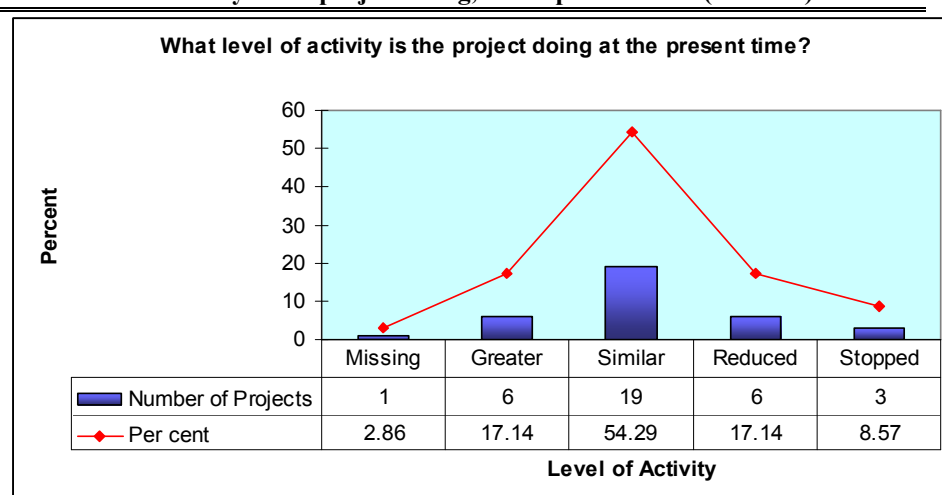
The majority of respondents (n=20) indicated that their project was in receipt of Peace II extension funding. Thirteen projects stated that they were not receiving extension funding, whilst two projects did not respond to the question.

3.3.3 Current Level of Project Activity

Promoters were also asked to estimate the level of activity that their project is doing at the time of evaluation (i.e. January 2007). The responses to the question are summarised in Figure 3.1.

Figure 3.1

What level of activity is the project doing, at the present time (i.e. 2007)?



Source: Deloitte Survey (n=35)

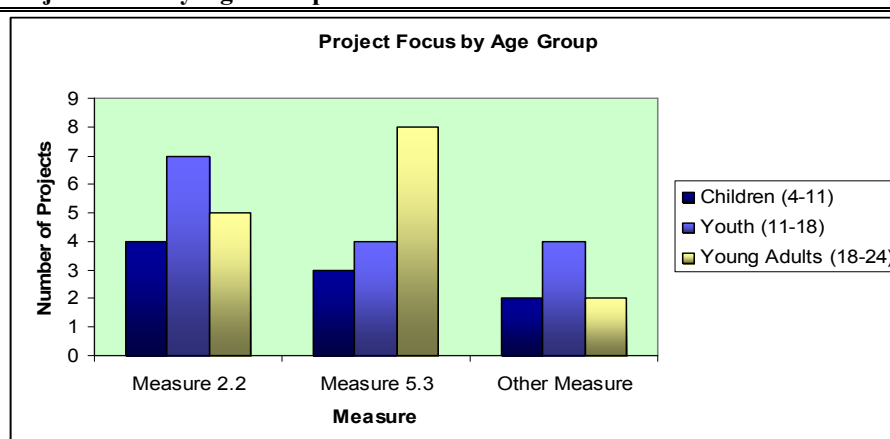
The majority of projects that responded (n=25) indicated that there was a similar or greater level of activity at the present time. This is greater than the numbers receiving extension funding, indicating that some projects have been able to carry on at least at a similar level of activity for at least a short period of time beyond funding. It is expected that a mixture of other funding and voluntarism is maintaining the projects. Sustainability is considered further in Section 4.

The remaining ten projects acknowledged a reduced level of activity or that the activity had stopped completely. Whilst only three out of 35 projects that reported activity had stopped it would be expected that this set of projects would be the least likely to make a return. One questionnaire did not include a response to the question.

3.3.4 Project Focus and Activities

Project Promoters were asked to indicate the age range of children or young people that their projects focussed on. Where the project worked with more than one age range, the project promoter was able to report this. Hence the totals add up to more than the overall number of projects. The responses are illustrated in Figure 3.2, broken down by the Peace II funding measure that the projects operate under.

Figure 3.2
Project Focus by Age Group



Source: Deloitte Survey (n=35)

Overall there were less projects working with younger children (n=9) than with young people aged 11-18 (n=15) or projects working with young adults (n=15).

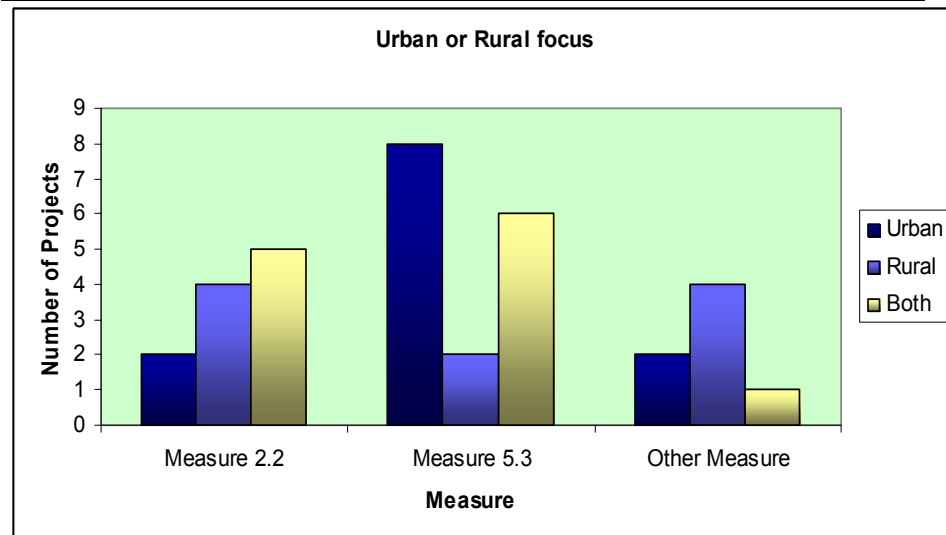
Broken down by Measure, those funded under Measure 2.2 were fairly evenly split with four projects aimed specifically at children, five projects aimed at young adults and seven projects aimed at the youth category. Under Measure 5.3, the majority of projects (eight projects) worked with young adults, four projects with youth and three projects with children.

3.3.5 Spatial Focus

Project promoters were also asked whether they considered their project to have an urban or rural focus. Figure 3.3 provides a breakdown of the response by Peace II Measure.

Figure 3.3

Do You Consider the Project to have an Urban or Rural Focus?



Source: Deloitte Survey (n=35)

Overall, twelve projects indicated that the geographic focus of the project was mainly urban, ten projects reported a rural focus, while twelve projects stated that they consider the project to have both an urban and rural focus. One project failed to respond to the question.

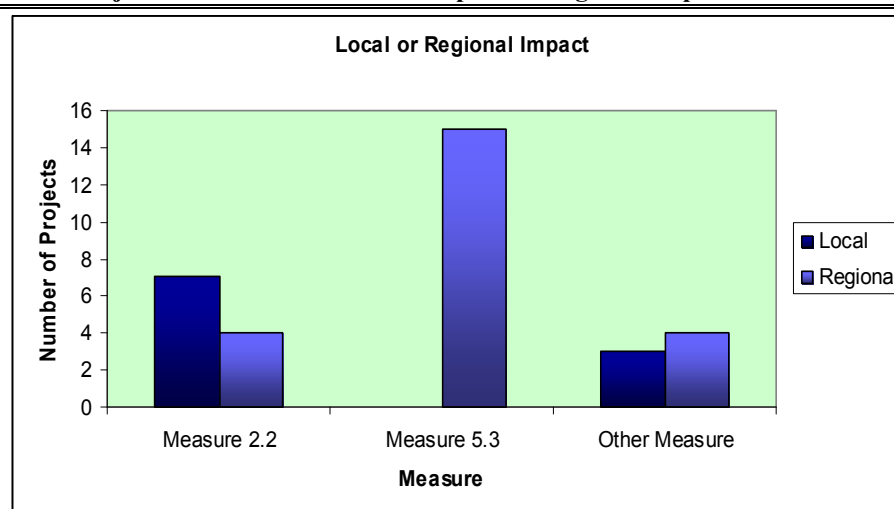
Considering the overall rurality of the region highlighted in Section 2, there are a relatively high number of responses considering projects to have an urban focus. This, however, is at least partly explained on two levels. First there are urban areas where there are high levels of disadvantage entangled with clear linkages to conflict issues for example the Failte Abhaile, WEBCITER and Comet projects in Dundalk. Second cross-border projects may have 'two chances' to include an urban focus. Indeed the level of urban focused projects was most evident in Measure 5.3 where half the projects (n=8) indicated an urban focus and a further six indicated both an urban and rural focus, for example the Craigavon, Cavan, Monaghan Ten Project (CCM10).

In the ten case studies there was activity across all six southern border counties. Two projects, Junior Achievement and Education for Reconciliation, operated in multiple border counties. Overall, however, these results, and our observations from case study activity have highlighted a reasonable geographic spread of activity.

Promoters were also asked whether the project aimed to have a local (i.e. within one Border County Area) impact or regional impact (across more than one Border County). Figure 3.4 provides a breakdown of the response by Peace II measure.

Figure 3.4

Is the Project Aimed to have a Local Impact or Regional Impact?



Source: Deloitte Survey (n=35)

The majority of respondents (23 projects) indicated that their project aimed to have a regional impact, whilst ten projects stated that their project aimed to have a local impact. Two projects failed to answer the question. All of the respondents from the Measure 5.3 group indicated that their aim was to have a regional impact, reflecting that this measure has a cross-border focus.

3.3.6 Project Activities

Promoters were also asked to indicate the activities undertaken by their projects. Table 3.4 illustrates a breakdown of the results by Peace II Measure and total overall. Projects were allowed to indicate more than one activity.

Table 3.4
Activities Undertaken by Projects

Activity	Total	Measure 2.2	Measure 5.3	Other Measures
Education	28	9	12	7
Training and Skills	24	9	10	5
Engaging Marginalised Young People	22	9	9	4
Arts, Drama and Culture	17	7	8	2
Youth Leadership	17	8	8	1
Develop a Network	16	7	6	3
Alleviation of Poverty	11	7	1	3

Source: Deloitte Survey (n=35)

Overall, 28 projects indicated that ‘educational activities’ best described the activities undertaken by their projects. A majority of projects were also involved in Training and Skills and Engaging Marginalised Young People activities. Considering the socio-economic context of the border region it is not unexpected that these would be significant activities. Alleviation of poverty (n=11) was highlighted as being the least supported activity of the projects. Whilst poverty is a significant issue for the region, the low response may reflect that alleviation of poverty would be a by-product rather than primary focus of several projects.

Measure 2.2, Developing Children and Young People, is fairly consistent across all the activities with at least seven of the projects involved in all of the activities. Measure 5.3, Developing Cross-Border Reconciliation and Understanding has relatively high involvement in Educational (n=12) and Training and Skills (n=10) activities, whilst having a lower involvement in Alleviation of Poverty (n=1).

The large majority of projects said activities were undertaken on a cross-community basis (n=28) and on a cross-border (n=27) basis. If projects funded under cross-border Measures 5.3 (n=16) and 5.4 (n=2) are excluded there are 17 projects from other Measures. Of these 17 projects, just over half (n=9) still included a cross-border element within their project whilst 14 recorded cross-community activity. This highlights that whilst cross-border activity was helpful in facilitating cross-community engagement, it was not essential. Five out of eight projects operating within the Southern border counties recorded cross-community activity.

Table 3.5 provides a breakdown of activities against projects recording Cross-Community and Cross-Border frameworks.

Table 3.5

Activities Undertaken by Cross-Community and Cross-Border

	Cross-Community (n=28)	Cross-Border (n=27)
Education	22	22
Training and Skills	19	18
Engaging Marginalised Young People	18	18
Arts, Drama and Culture	14	15
Youth Leadership	13	14
Alleviation of Poverty	14	13
Develop a Network	10	7

Source: Deloitte Survey (n=35)

Overall, out of the 28 projects that indicated Cross-Community activity, 22 acknowledged educational activity, 19 indicated Training and Skills and 18 reported engaging marginalised young people. Out of the 27 projects who reported their engagement in Cross-Border activity, 22 indicated that they had educational activities alongside this, whilst 18 projects reported that they also were active in training and skills and engaging marginalised young people.

Project promoters were asked to indicate whether the funding provided under Peace II supported staff posts. Table 3.6 illustrates the response.

Table 3.6

Does Funding support Staff or Staff Posts?

Measure	Number of Projects
Measure 2.2	11
Measure 5.3	13
Other Measures	7
	31

Source: Deloitte Survey (n=35)

Overall, 31 projects indicated that funding did provide support to staff or staff posts. Under Measure 2.2, 11 projects stated that the funding supported staff or staff posts whilst under Measure 5.3, 13 projects indicated that funding supported staff. Table 3.7 provides a breakdown of the types of staff posts supported under the Peace II funding.

Table 3.7
Type of Staff Posts Supported

Staff Posts	Number of Projects
Manager / Co-ordinator	18
Administrator	15
Youth Worker	11.5
Development Officer	7
Project Worker	7
Field Officer	2
Tutor	2
Education Officer	1.5
Researcher	1
Total	65

Source: Deloitte Survey (n=35)

Eighteen manager / co-ordinator posts were supported through funding. Funding also supported 15 administrators, whilst 11.5 had a more specialist Youth Worker supporting. Altogether 65 posts were supported across the 35 projects.

Project promoters were also asked to indicate how significant a contribution they felt their project had made in fulfilling the horizontal principles of the Peace II programme. Table 3.8 illustrates the overall response of the project promoters.

Table 3.8
How Significant a Contribution has Your Project Made to Fulfilling the Horizontal Principles of the Peace II Programme?

	Significant Contribution	Limited Contribution	No Contribution	Not relevant	Missing
Balanced Intervention / Equal Opportunities	26	8	0	0	1
Impact on Poverty	9	14	1	9	2
Impact on Rural Development in the Border Counties	12	13	2	6	2
Environmental Sustainability	2	14	6	9	4
Social and Economic Sustainability	11	14	3	5	2

Source: Deloitte Survey (n=35)

Overall, the majority (n=26) indicated a significant contribution to the balanced intervention / equal opportunities principle with a further eight indicating limited contribution. No projects indicated no impact or that this horizontal principle was irrelevant. When considering the nature of the projects, i.e. working with young people who are often in disadvantaged positions, it would be expected that this principle would commonly apply. Based on the data available through case studies and from site visits, we noted reasonable mixtures of sexes, whilst in some projects (e.g. Failte Abhaile) strong links were developing with ethnic minority communities.

In terms of the Impact on Poverty principle, there was more of a varied response with 9 reporting significant contribution, 14 projects indicating limited contribution and nine projects believing that this principle was not relevant to their project. As noted previously, despite poverty being a key issue in the border region, only a minority of projects reported activities aimed at alleviating poverty.

Thirteen projects believed they had made a limited contribution to the impact on rural development principle, whilst 12 projects highlighted a significant contribution. This is largely in line with the rural / urban split of projects responding to the questionnaire (see Figure 3.3).

Only two considered their project to have had a significant impact on environmental sustainability with a significant proportion (n=15) thinking it irrelevant or considering that no contribution had been made.

Finally a majority of projects reported positive contribution towards the Social and Economic Sustainability principle with 11 project promoters indicating a significant contribution to the Social and Economic Sustainability principle, and 14 project promoters indicating their project had made a limited contribution.

A breakdown of this response by Peace II Measure is presented in Table 3.9. A higher proportion of respondents funded under Measure 2.2 reported significant or limited alignment with horizontal principles compared to Measure 5.3.

Table 3.9

How Significant a Contribution has your Project Made to the Horizontal Principles of the Peace II Programme

Measure 2.2	Significant Contribution	Limited Contribution	No Contribution	Not relevant	Missing
Balanced Intervention / Equal Opportunities	10	1	0	0	0
Impact on Poverty	6	4	0	1	0
Impact on Rural Development in the Border Counties	4	5	1	0	1
Environmental Sustainability	1	4	2	2	2
Social and Economic Sustainability	6	2	1	2	0
Measure 5.3					
Balanced Intervention / Equal Opportunities	11	5	0	0	0
Impact on Poverty	0	6	0	8	2
Impact on Rural Development in the Border Counties	4	6	1	4	1
Environmental Sustainability	1	7	2	5	1
Social and Economic Sustainability	3	8	1	3	1
Other					
Balanced Intervention / Equal Opportunities	5	2	0	0	1
Impact on Poverty	3	4	0	1	0
Impact on Rural Development in the Border Counties	4	2	0	2	0
Environmental Sustainability	0	3	2	2	1
Social and Economic Sustainability	2	4	1	0	1

Source: Deloitte Survey (n=35)

3.3.7 Summary of Output Analysis

Section 3 has presented a quantitative overview of 35 projects within the scope of this research. The analysis is based on completed questionnaires. It has highlighted:

- a spread of activity across children and young people by age – with fewer projects engaging younger children (4-11 years old) than ‘older’ young people (11-18 or 18-24);
- a spread of activity by spatial focus, with a higher than expected proportion of projects reporting an urban focus;
- a range of activities undertaken by projects. The most common of which are educational, training and skills and engaging marginalised young people. All of which ring true with the socio-economic challenges outlined in the border region context;
- the large majority of projects providing activities within frameworks that are cross-border and cross-community; and
- a total of 65 employed posts were supported by funding across the 35 projects; and
- the majority of projects reported positive contribution (significant or limited) with regard to fulfilling balanced intervention / equal opportunities, impact on poverty, impact on rural development and social and economic sustainability horizontal principles. A significant proportion, however, did not address environmental sustainability or did not consider it relevant.

The next section will consider outcomes through quantitative and qualitative evidence gathered through the questionnaire and case studies.

4. OUTCOMES

4.1 Introduction

This section will present the outcome findings structured around the terms of reference. In particular it focuses on:

- involvement of children and young people;
- peace and reconciliation impact;
- other outcomes;
- added value of a cross border element; and
- sustainability.

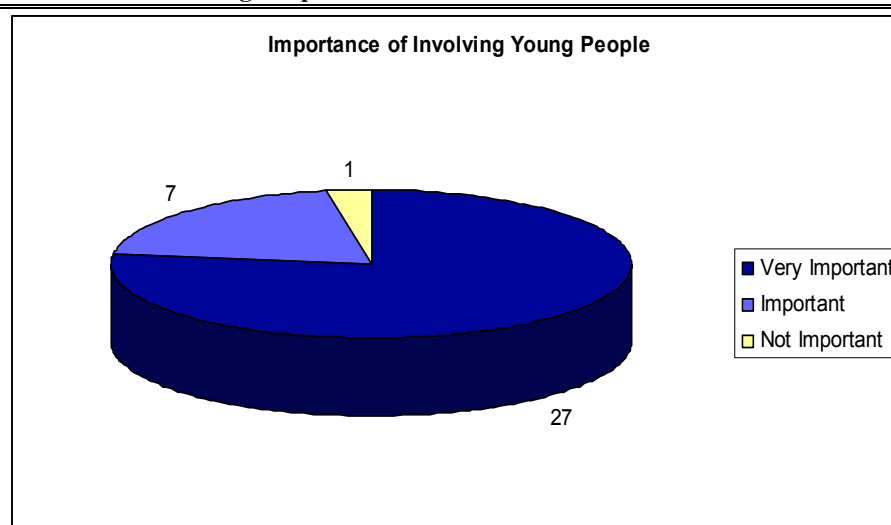
These findings are drawn from quantitative and qualitative questionnaire survey results and from ten case studies. It is noted that the questionnaires were completed by project promoters themselves. Hence there is a level of reliance on self-evaluation. Thirty-five questionnaires were completed. The case studies were undertaken by site visits, interviews with project promoters and relevant staff and discussions with project recipients were possible.

4.2 Involvement of Children and Young People

4.2.1 Quantitative Survey findings

Project Promoters were asked to indicate how important it was to involve children and young people in conflict transformation / peace-building processes. Figure 4.1 highlights that almost all respondents thought the involvement of children and young people, in these processes, was important. Overall, 27 projects believed the involvement of children and young people to be very important, 7 projects acknowledged that it was important, whilst only one project indicated that it was not important.

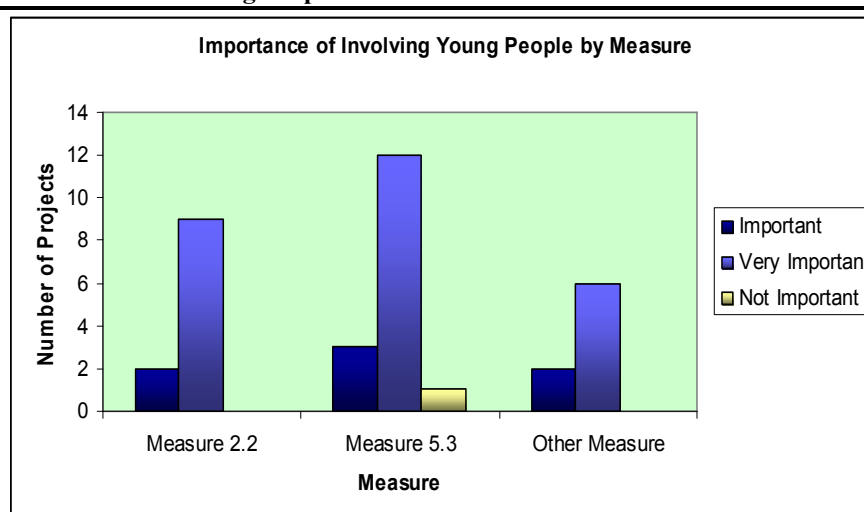
Figure 4.1
Involvement of Young People



Source: Deloitte Survey (n=35)

The breakdown by Measure is provided in Figure 4.2. In line with the overall picture, it emphasises the importance of involving young people across all the Measures.

Figure 4.2
Involvement of Young People



Source: Deloitte Survey (n=35)

Projects were also asked to indicate whether they believed children and young people within their project to have been primarily recipient beneficiaries or contributors to the overall outcomes. Table 4.1 provides a detailed breakdown of the response. The majority of projects (n=18) indicated that they perceived children and young people to be both recipients and contributors within their projects in equal measures. Whilst ten perceived them to be primarily recipient beneficiaries, only two project promoters felt the young people were primarily contributors ('Lets Talk' Churches Peace Education Programme and Monaghan Youth Federation's Youth Support and Development Project).

Table 4.1

Children and Young People – Recipients or Contributors?

Outcome	Number of Projects
Both recipients and contributors	23
Recipient beneficiaries	10
Contributors	2
Neither recipients or contributors	0

Source: Deloitte Survey (n=35)

Table 4.2 breaks these results down by Measure. A significant majority of Measure 5.3 promoters (n=13) perceived children and young people to be both contributors and recipients in equal measure.

Table 4.2

Children and Young People – Recipients or Contributors?

Measure	Recipient beneficiaries	Contributors	Both	Neither
Measure 2.2	5	1	7	0
Measure 5.3	3	1	13	0
Other Measures	2	0	6	0

Source: Deloitte Survey (n=35)

4.2.2 Involvement of Children and Young People - Case Study Findings

Based on analysis of case studies the following rational for involving children and young people has been identified.

- (i) Children and young people need to be involved as they remain affected by the conflict, both in direct and less direct ways;

Although ostensibly in a post-conflict period the view of case study project promoters was that there are children and young people who remain affected by the conflict.

Some projects worked with particular groups who were more directly connected with conflict. For example the project promoter for the Comet project, run by the Cox's Demesne Youth and Community Project in Dundalk works with two communities, Cox's Demesne and Muirhevnemor. These two estates have substantial numbers of families who came to Dundalk to escape the conflict in Northern Ireland and those seeking political refuge from the early 1970s. Similarly, the Failte Abhaile Youth Project, also in Dundalk, runs a social education programme for children of ex-prisoners and displaced families from Northern Ireland. Notably Failte Adhaile highlight that the children and young people they work with "experience double disadvantage of being children of ex-political prisoners / displaced people and coming from disadvantaged rural and urban areas of County Louth". The

phrase “double disadvantage” neatly indicates the direct and indirect consequences of conflict.

Other project promoters addressed broader challenges facing border counties that were perceived to have been indirectly linked with the impact of conflict. Junior Achievement seeks to address issues of educational disadvantage. It is running a programme across the six counties seeking to engage school pupils on a range of issues, and to encourage them to stay on to complete their leaving certificate, in so doing reducing the high rate of early school leavers prevalent in border counties. The programme targets schools in areas considered to suffer from deprivation.

The Ramelton Youth Project seeks to provide facilities and activities for young people in the Ramelton area of Donegal, where there is little or no provision for young people.

The Education for Reconciliation project works with schools providing resources for teachers to equip them to address issues of reconciliation through Civic Social and Political modules within the curriculum. It was noted that whilst not an issue for all pupils, there were still issues relating to ignorance and prejudice amongst some young people relating to the conflict. In some situations it was felt that as the young people were living in relatively insular communities, the views were being inherited from people around them, including parents, and provided a mechanism for challenging such views.

(ii) Children and Young People can contribute and add value to projects.

An example of this was the Youth and Civic Society (YCS) Project, in Cavan and Monaghan. Young people volunteered to take part in Youth Parliament structures in Monaghan and Cavan. They were elected onto the Dail na bPaisti (Young People’s Parliament) or the Dail na nOg (Children’s Parliament). The Parliaments engaged with committees (e.g. education, education and youth) within the County Councils and contributed the views of young people. In this it was noted that young people can contribute ideas and energy to the initiative.

Young people engaged in these projects will likely find other avenues to take part in civil society and other initiatives. For example in the Ramelton Youth Project, some of the young people became involved in other initiatives including a European wide exchange programme with Northern Ireland, Germany and Finland.

Further feedback indicated that involving young people will educate them on certain issues and help them identify other similar issues (e.g. relating to race, inter-culturalism) and importantly develop them as peer educators amongst friends and family.

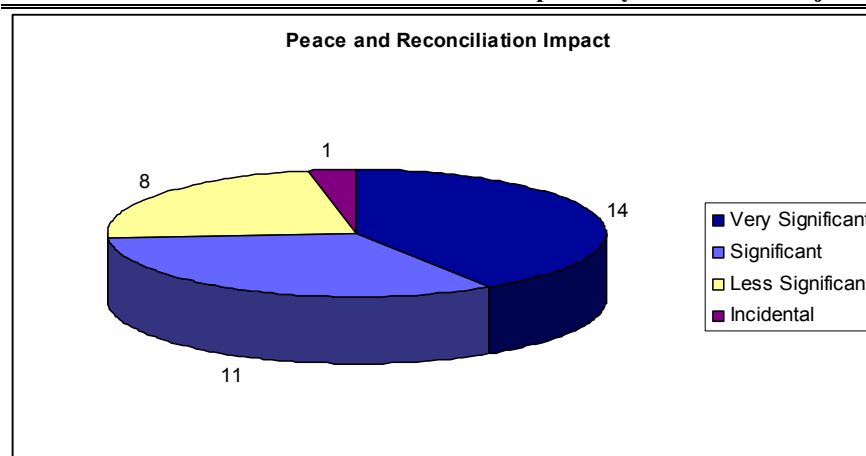
4.3 Peace and Reconciliation Impact

4.3.1 Quantitative Survey Findings

Project promoters were asked to assess the peace and reconciliation impact of the overall project. The results from the postal questionnaire are shown in Figure 4.3.

Figure 4.3

Assessment of the Peace and Reconciliation Impact of your Overall Project

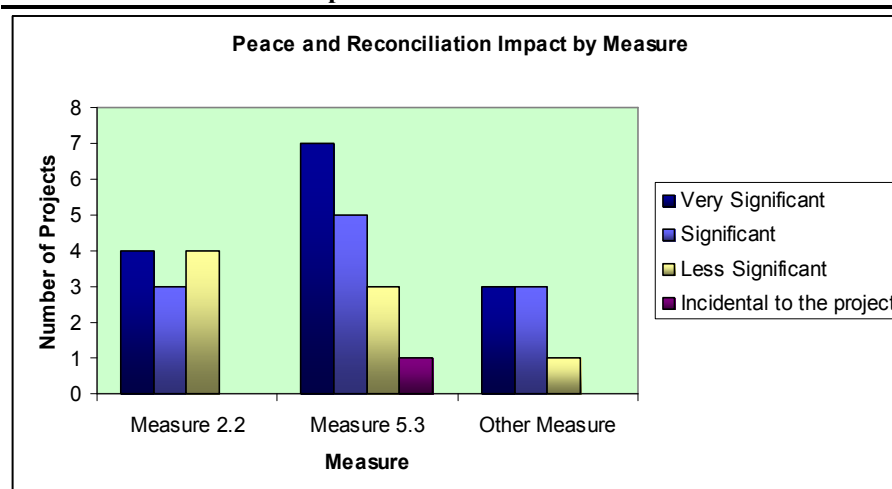


Source: Deloitte survey (n=35)

Overall 14 projects indicated that the project demonstrated a very significant impact on reconciliation and is central to the project design. Eleven projects stated that the project can demonstrate a significant impact on reconciliation, whilst eight projects acknowledged clear reconciliation outcomes but that these were less significant. One project, indicated that reconciliation, where it does happen is incidental (Pushkin Trust). Figure 4.4 illustrates the response by Peace II Measure.

Figure 4.4

Peace and Reconciliation Impact



Source: Deloitte survey (n=35)

Whilst the majority of projects reported very significant or significant peace and reconciliation impacts Measure 5.3 showed the strongest spread of impacts relative to Measure 2.2. and the grouping of projects from other Measures. This may indicate the added value of a project being cross-border. That said, the one project indicating such impacts as incidental also fell within Measure 5.3.

Project promoters were also asked to indicate whether their projects or programmes had resulted in participant's respect for the "other community" and for the "other side of the border". Table 4.3 provides a breakdown of this response.

Table 4.3

Reconciliation Outcome

	Realised	Still Expected	Both Realised & Expected	Neither Realised or Expected
Has your project had a positive increase in participants respect and appreciation for the 'other community'	20	4	9	0
Has your project had a positive increase in participants respect and appreciation for the 'other side' of the border	18	5	7	5
NB. 2 Projects did not respond to the 'other community' question.				

Source: Deloitte survey (n=35)

Three-quarters of projects noted that both cross-community and cross-border impacts had been realised through their project (n=27). Approximately one-third of projects expected further increases in respect to be realised in the future (n=11). Overall 33 projects have realised positive impact or expect positive impact with regard to increased participants respect and appreciation for the 'other community'.

With regard to positive increase in participants respect and appreciation for the 'other side' of the border impact, those recording positive impact (n=30), is slightly higher than the number of projects recording a cross-border element of their project (n=27). This is quite possible. For example Junior Achievement, a project without cross-border activity, includes issues such as cross-border trade and activity within classroom sessions talking about relations with Northern Ireland in doing so.

The results presented in Table 4.3 give an initial high level picture. The analysis is broken down further by considering impact in line with the five strands of reconciliation defined by Hamber and Kelly ((Hamber

and Kelly, 2004, *Reconciliation – A Working Definition*, Democratic Dialogue). Table 4.4 presents the results⁵ from the survey when project promoters were asked whether their project had made an impact with regard to the five strands.

Table 4.4
Reconciliation Outcome

	Realised	Still Expected	Both Realised & Expected	Neither Realised or Expected
Building Positive Relationships	20	6	8	1
Cultural and Attitudinal Change	15	9	6	5
Developing a shared vision of an interdependent and fair society	12	6	7	10
Acknowledging and dealing with the past	11	5	4	15
Social, economic and political change	8	7	6	14

Source: Deloitte survey (n=35)

Almost all projects (n=34) recorded that improved positive relationships had been realised or where expected, whilst 30 projects highlighted cultural and attitudinal change as realised or expected. Less recorded impact with regard to developing a shared vision, acknowledging and dealing with the past and Social, Economic and political change.

Project promoters were asked to support these claims with qualitative evidence. Appendix 3 includes some of the qualitative feedback provided within the survey returns. The Appendix aligns the feedback against the five strands of reconciliation identified by Hamber and Kelly and against other positive outcomes (e.g. enhanced education, employability, leadership). Whilst this methodology sought specific evidence across each of the strands, it is critical to recognise the strands as being interdependent. Therefore in the final conclusion we use this strand by strand analysis to make a holistic judgement on peace and reconciliation impact.

4.3.2 Building Positive Relationships

Building positive relationships is a key outcome across children and young people's projects. The dimensions of the relationships include both cross-community situations (e.g. Ramelton Youth Project, the

⁵ It is noted that projects funded under Peace II pre-dated the Hamber-Kelly model. Therefore projects would not always have been designed in line with the five strands.

Sawdust Programme) and cross-border (e.g. Drogheda Early Intervention and Integration Programme). The relationships are not limited to younger people but can be developed between other project stakeholders, for example teachers, youth workers and community workers (e.g. Education for Reconciliation, Enabling Youth and Community through Sport). It was apparent from the variety of projects, that relationships can be developed through a range of activities (e.g. cultural, sporting, artistic, social). Projects have also provided the opportunity for participants to meet with those who they would have not otherwise mixed with (e.g. St Johnston & Carrigans Youth Project). Below we describe some examples of building positive relationships in more detail.

Several of the projects spoke of increased mixing between young people of different religions who often lived segregated lives due to schooling, church, family ties etc. For example Ramelton Youth Project set out to include the local minority Protestant community who had previously been under-represented. The first step to do this was to include someone from the Protestant community on their management committee. Evidence provided highlighted that the profile of young people using the project's facilities (after-school clubs, sports clubs, youth club, youth exchanges) did change with more Protestants coming along and mixing with the Catholic children. The young people also stated that they had kept up friendships with some young people from a Protestant group they had met on an exchange in Northern Ireland through texting, internet and visits.

Failte Abhaile working with children from displaced families and ex-political prisoners in Co Louth indicated that its youth project had limited cross-community contact. It described a lack of a collective Protestant identity in Dundalk to engage with, whilst efforts to engage with northern Protestants were knocked back. That said the project also provided support for relationships within the local community and statutory bodies. This was important as local communities and local statutory bodies were perceived to be "anti-northerners and anti-Republican". For the younger people this was particularly relevant regarding fitting into schools, and as they grew older relationships with training and further education. Consultation highlighted that Failte Abhaile provided ad hoc advocacy for the young people where particular incidents had occurred or relationships had been damaged. These instances indicate that the building positive relationships outcome can be wider than just cross-community or cross-border, but often could encompass other relationships. Overall Failte Abhaile felt that generic youth work would not be able to address this specific legacy of issues faced by the community they worked with.

The Balor CAYPP, Junior Achievement and Education for Reconciliation projects provided the opportunity for pupils and teachers of different religion schools to mix. In each case, this was reported very positively. For example Junior Achievement ran workshop days bringing together school children for a day to work through a project. The project evaluation and project promoters

reported that schools often had little opportunity to mix, especially mixing between schools serving the Catholic population and state schools predominantly serving the Protestant community, and that they were really glad of the opportunity. Many positive relationships were built among the participants.

The project promoter for the Border and Surrounding Area Network run by The Presidents Award stated that there was an increase in respect that the young people had for each other. Participants of the Monaghan Youth and Civic Society project stated that they had made new friends from both across the community and across the border which they would not otherwise have had.

It is noted that not all attempts to build positive relationships have been successful. For example the Monaghan and Armagh Diversion and Exchange “MADE” project has been working on a number of cross community programmes but has been restricted by a reluctance of the Protestant community to engage with the project. A related issue was reported in case studies. Failte Abhaile was unable to engage the Protestant community due to the lack of a collective Protestant identity within Dundalk and reported reluctance of northern Protestant communities to engage.

4.3.3 Cultural and Attitudinal Change

The projects working with children and young people were also achieving or expecting cultural and attitudinal change impacts. Project promoters found this more difficult to measure and demonstrate. This is reflected in the survey results as despite a majority of projects reporting positive attitudinal and cultural change, only a relatively small number provided qualitative evidence which specifically supports this claim. Despite the difficulty in measurement, where evidence has been identified, it has highlighted that projects are having a positive impact on cultural and attitudinal change.

The external evaluation by QUB of the Respecting Difference Programme found that “young people who experience the programme show positive changes in their attitudes, behaviours to those who are different in terms of race, religion and physical differences.” The Cultural Pathways Cross Border Project established a cultural and attitudinal baseline at the outset, prior to participants engaging with others through the project. The ongoing evaluation found that the participants “level of sectarianism greatly diminishes over the course of the project... with regular participation and association.” The Drogheda Early Intervention and Integration Programme highlighted visits between Protestant and Catholic communities, including on St. Patrick's Day, as evidence of attitudinal and cultural change, as the visits were “significant steps for the communities involved”.

The WEBCITER programme saw a significant cultural and attitudinal change, particularly because it brought together a diverse group of children (from both jurisdictions and both communities) from East Belfast, West Belfast and Cox's Demesne in Dundalk. The fact that

there were large numbers of children involved from these three areas is an indication of the shift that took place for young people especially as they had to confront their own perceptions. An external evaluation (Mentor Economic Development, 2005) reported that the young people involved said they no longer felt threatened by ‘the other’ community, that they had made good friends and that they could trust both the workers and the others in the groups. The project enabled young people to learn about their own culture and that of people from different backgrounds. The evaluation noted that it was a significant step for some to even take part in a cross-community programme, as some young people had reported peers and family members being suspicious of taking part. The evaluation also stated that all the young people who were interviewed spoke about their changed perspectives in relation to people from across the border and across the religious divide.

The Failte Abhaile Youth Project despite being largely single identity did explore identity and culture through, for example visits to the River Boyne, Derry’s Walls and the Free Derry Corner. The project also participated in cross-community seminars addressing culture and identity issues. Regardless of the limited cross-community contact the project promoters feel that the young people are being allowed to explore issues and develop informed views independently. In this respect they feel they are challenging stereotypical culture and attitude being passed on.

The cross-border and cross-community residentials undertaken through the Ramelton Youth Project provided space and time to explore culture and identity in more depth. One participant said she had gone with a view that “all northern Protestant’s were narrow minded” but “came away thinking they were not like that at all”.

Overall despite the difficulty in measurement, where evidence has been identified, it has highlighted that projects are having a positive impact on cultural and attitudinal change.

4.3.4 Developing a Shared Vision of an Interdependent and Shared Society

A majority of promoters reported “development of a shared vision of an interdependent and shared society” impact. Despite a majority of projects reporting this impact via the survey, a relatively small number provided qualitative evidence which specifically supports this claim. The name of the Building Future’s Programme highlights that it was forward looking in seeking to build a shared future through training individuals on relevant issues. Other evidence is less direct, for example the joint lobbying activity over shared issues through the “Finding Your Place” project.

Our assessment is that whilst not apparent to some project promoters, other outcomes will contribute to development of a shared vision of an interdependent and shared society, not least cultural and attitudinal change for which more substantial evidence has been identified. For example the project promoters from the Creative Activity for Young

People Project (CAYPP) run by the Balor Developmental Community Arts Group, stated that the two areas targeted by CAYPP, Ballybofey and Stranorlar, are close to the border. This had led to a level of economic and social isolation, as the conflict had created a difficulty for some with regard to crossing the border to access services they required. The project activities, including production of a cross community play, whilst only incorporating cultural identity, sectarianism and cross community issues in an implicit manner, created greater confidence amongst participants to access cross-border services. Hence the outcome was both a change in cultural and attitudinal outlook, and promotion of greater interdependence and sharing for the future.

4.3.5 Acknowledging and Dealing with the Past

The Failte Abhaile Youth Project is an example where the project was designed to factor in the past and make facilities to deal with issues arising from it. The project works with children and young people who have a certain set of experiences through being children of ex-political prisoners and displaced families living in County Louth. The project highlighted a range of issues likely to have been linked with the conflict (e.g. cut-off from extended family, imprisonment of family members). As part of a range of services offered through the project, it offered counselling and support services to individuals with the potential to address issues relating to this conflict experience. The service included one-to-one work, a listening service and advice. An external evaluation (Carmel Meehan, September 2005) highlighted that this service had led to further family support in some circumstances. At the time the external evaluation took place less than ten per cent (i.e. less than 30) of the young people had availed of this. The evaluation described the uptake of this service as “small but significant”.

Other projects identified specific activity addressing the impact of the Troubles (e.g. Monaghan Youth Federation and Youth Support Programme, NICHs) or historical issues (e.g. Diversity in a Digital Age considered the Famine and the First World War). It was not always clear as to whether this activity remained at a general level or was considered in the light of individual young people and their families.

In all cases, addressing the past was identified by project promoters or evaluations in the context of reconciliation processes. This is in line with the model developed by Hamber and Kelly.

4.3.6 Social, Economic and Political Change

While most projects are either too local or too small scale to create any significant social, economic and political change by themselves, arguably as a collective the projects have changed some societal patterns, for example increased cross-border and cross-community activity. Our analysis suggests however, that some, especially the strategic educational ones, Education for Peace and Junior Achievement have the potential to create significant new patterns

within the educational fabric. Other projects, such as Donegal YMCA's Finding Your Place and the Horizon Project focus on equipping participants to agitate for change in the future. In addition other outcomes (e.g. employability, leadership) are likely to contribute significantly to social, economic and political change.

Education for Peace and Junior Achievement, are projects which demonstrate some evidence of structural impact on the education curriculum in the Border region. Education for Peace has developed methodologies and resources for teachers to address reconciliation within the Civic, Social and Political modules in the curriculum. Workshops with teachers, alongside these tools, has given teachers the confidence to address the issue of reconciliation within the classroom environment, something they would have previously avoided. The Department for Education and Science sat on the steering group for this project and it is hoped that there will be the opportunity to mainstream this activity. Similarly Junior Achievement has sought to bring a different angle into the formal educational establishment through using business people to provide sessions for a range of ages aimed at inspiring and motivating young people to value their education, develop self-worth and understand the role of business.

Below (section 4.4) we discuss a range of other outcomes in more detail, including education, employability leadership and civic participation, which contribute to social, economic and political change. The disparate nature of the outcomes, however, makes the scale of this impact difficult to assess.

4.3.7 Reconciliation Overview

At the individual project level there have been differing levels of impacts across a range of outcomes, realised and anticipated. At the lowest level, projects have considered reconciliation as "incidental". Most, however, have contributed to reconciliation processes across the five Hamber-Kelly strands, most notably through building positive relationships and cultural and attitudinal change. Whilst substantial specific evidence has not been found across all strands, it is clear that the strands are deeply interdependent and if considered holistically, there has been extensive evidence of reconciliation processes overall.

4.4 Other Outcomes

4.4.1 Qualitative Survey Findings

The project promoters were also asked to indicate other outcomes that their project had / or were expected to have in the future. Table 4.5 presents these results.

Table 4.5
Other Outcomes

	Realised (only)	Expected (only)	Realised & Expected	Neither Realised or Expected
Enhanced education	17	4	7	7
Enhanced leadership amongst young people	18	2	6	9
Enhanced participation of young people in civic life	10	8	8	9
Enhanced employability	10	7	6	12
Enhanced networks (other than cross-community and cross-border)	9	6	8	12

Source: Deloitte survey (n=35)

Enhanced education was the most common outcome, with 28 projects recording a realised or expected impact. This is in line with educational activity being the most commonly recorded activity amongst the projects. Enhanced leadership outcomes are recorded in a higher proportion of projects than recorded youth leadership development activities. The evidence below from case studies and qualitative supporting information provided in the questionnaire returns develops the understanding of various outcomes.

4.4.2 Enhanced Education and Employability

A broader definition of education, including training initiatives allows education and employability to be grouped for analysis purposes. These issues are closely linked and are highly relevant to the challenges facing the border region of educational under-attainment, high levels of economic inactivity and low levels of economic development.

Supporting evidence was provided in the questionnaires relating to enhanced education and employability (see Appendix 3). The responses highlighted targeting of effort. For example the Student Support Programme targeted and supported second level students who are in danger of leaving education early, whilst Dundalk Access Technology Action provides ICT training, targets those who are not participating in other educational projects and who live in socially disadvantaged communities. A wide range of education and training was offered through projects, including ICT training, multimedia skills, leadership, training for trainers and football coaching. These were often accredited, for example 40 people were accredited at OCN Level 2 in Training for Trainers through the Horizon project.

Several of the case study projects targeted children and young people from disadvantaged communities and aimed to provide more opportunities for inclusion. Amongst the case studies, one of the goals

of Junior Achievement was to reduce the number of young people leaving school before Leaving Certificate. It focused on schools in socially deprived areas across the six border counties which outside of inner city areas had the highest number of school leavers. The After Care/Crisis Management Support Programme for Youthreach Participants project run by the Donegal Vocational Education Committee (VEC) reported that absenteeism decreased and retention figures increased, leading to more young people receiving more education and therefore becoming more employable as a result of the project. Cox's WEBCITER project in Dundalk reported that a total of 149 young people had gained accreditation at different levels, making them more employable.

It is noted that enhanced inter-personal skills, self-confidence, conflict resolution, self-esteem and enhanced leadership, whilst not always 'taught' are also often gained through project participation. These also contribute to increased employability.

4.4.3 Enhanced Leadership amongst Young People

It is notable that in Table 3.4 only 17 projects recorded developing youth leadership as specified activity. More projects (n=26), however, recorded enhanced leadership as an outcome. This indicates that other activities have indirectly contributed to leadership development.

Appendix 3 presents some of the questionnaire feedback relating to enhanced leadership. Some projects have provided formal leadership training and accreditation (e.g. Leadership Lifestart Foundation Training & Accreditation Project - 44 participants achieved an ILM L2 Certificate in Team Leadership). Non-training methods have included putting emphasis on young people becoming empowered to undertake leadership roles and become more pro-active within their youth centres and communities at large (e.g. Monaghan Youth Federation Youth Support and Development Project and the Monaghan and Armagh Diversion and Exchange programme).

A case study demonstrating development of youth leadership is the Monaghan County Development Board – Youth and Civic Society Project. There are now members of the Youth Council on many committee boards in Monaghan and Cavan council. This allows them to be included in decisions that will affect them. Case study consultation highlighted that participants feel they have been able to influence policy in their areas for example the 'Play Policy' for counties Cavan and Monaghan.

4.4.4 Enhanced Participation of Young People in Civic Life

Enhanced participation in civic life was a key outcome both realised and expected by projects (see Table 4.5). Questionnaire feedback highlighted that enhanced engagement in civic life could arise from a range of outcomes. For example the Crossover Community Theatre has contributed to the improvement in individuals' 'confidence and self esteem' resulting in greater participation at all levels in civic life,

whilst the Craigavon, Cavan, Monaghan Ten Project spoke of civic 'leadership'.

The enhancement of participation in civic life can be seen by the outcomes of the Cavan and Monaghan Youth and Civic Society project. The project promoters stated that the young people now feel more empowered to make decisions and their voice is being heard at the right levels to make a difference. A total of 505 young people have been involved in the youth parliament over three years. It is hoped that going forward a youth council will be set-up in Fermanagh and links will be developed on a cross-border basis. The Presidents Award project reported that 1,333 young people have achieved the Presidents Award. To achieve the Award participants have to undertake activity in four areas, one of which is community involvement (other areas are personal skill, physical recreation and venture activity). Overall, the Award was reported to have enhanced the self esteem of participants, and encouraged the participant to engage further in their community.

4.4.5 Enhanced Networks

Amongst questionnaire feedback, Enabling Development through Youth and Community Sport reported that valuable networks have been built between primary schools, secondary schools, agencies and organisations involved in the project.

Amongst case studies the Presidents Award, Border and Surrounding Area Network project, showed evidence of developing cross border linkages/networks. The project helped to forge new links between young people and executives of the Presidents Award and the Duke of Edinburgh Award through the development of a website to foster linkages for expeditions, sharing ideas and experiences, joint training and camps, and cross border workshops.

4.5 Added value of a Cross Border element

During the ten case studies, project promoters were asked what value was added to their project by having a cross border element. Projects with cross-border elements stated that a significant benefit of having a cross border element was that of giving participants the opportunity to experience something that was new and challenged their perceptions. The project run by the Donegal Vocational Education Committee (VEC) stated that by taking participants to visit places and groups in NI, it took them "out of their comfort zones" and allowed them to experience new things and learn from others. The Presidents Award project commented that the cross-border element was crucial to setting up the website and this added value to the project by encouraging young people to reach out into the unknown leading to a great exchange of ideas and learning.

Cox's WEBCITER project has a cross-border and cross-community design, integrating young people from East Belfast, West Belfast and Dundalk in different activities. The project promoter felt this was beneficial as it enabled the young people to explore their own and others cultural identity to encourage inclusion, reconciliation and peace. This three-way model also facilitated

cross-community contact, not just on a 'north-south' basis, but also on a 'north-north' basis between young people from East and West Belfast, who may not have met without the Dundalk community's participation. The external evaluation held focus groups with participants. The feedback from these highlighted that participants valued the cross-border element, as few had had any opportunity to meet with young people from across the border or from other communities. They acknowledged that the project had helped them challenged the stereotypes they had in their heads and helped change their perspective.

The Education for Reconciliation project demonstrated cross-border engagement at different levels. The advisory group overlooking the project has included members from education departments in both jurisdictions, there is a support team for the project made up of three teachers from Northern Ireland, and three from the Republic of Ireland. Teachers have been brought together on training residential. Additionally the teacher contacts have facilitated broader links between schools (e.g. between a school in Donegal and Craigavon).

A few of the projects that did not have a cross border element, stated that subsequent projects will include this element showing they recognise the value it can add. For example, the Balor CAYPP is now running a project which was set up on the back of CAYPP which has cross border linkages with young people in East Belfast. Also Cavan and Monaghan's Youth and Civic Society project is currently planning for the second stage and it is hoped cross border linkages will be set up with the Co Fermanagh Shadow Youth Council. Failte Abhaile reported that they had been unsuccessful to engage with northern Protestant groups, despite trying. The Junior Achievement project did not have any formal cross-border element, however, similar projects are operated in Northern Ireland by the Young Enterprise organisation.

Whilst the survey did not ask project promoters their views on the added value of cross-border activity, analysis of the responses highlighted the following factors. A number of projects, outside of Priority 5, voluntarily designed a cross-border element into their project. The feedback indicated that the cross-border activity was commonly linked with facilitating cross-community engagement, taking participants to new places and allowing them to meet new people and communities they would not otherwise have linked with.

A key benefit of cross-border activity is that children and young people in Northern Ireland, often including those from areas most affected by the conflict, can participate and benefit from the projects. As noted in the WEBCITER example, the engagement can often be 'triangular', including a southern group (likely to be Catholic), a northern Catholic group and a northern Protestant group. Our previous experience of cross-border programmes (e.g. a review of Co-operation Ireland activity for OFMDFM, 2005) has highlighted such a three-way exchange as good practice. This also identified that the practice adds value as two northern groups who may not be willing to meet in Northern Ireland, may do so if a third, southern group is involved.

Overall it is noted that cross-border engagement has occurred in a significant majority of children and young people's projects considered in this review.

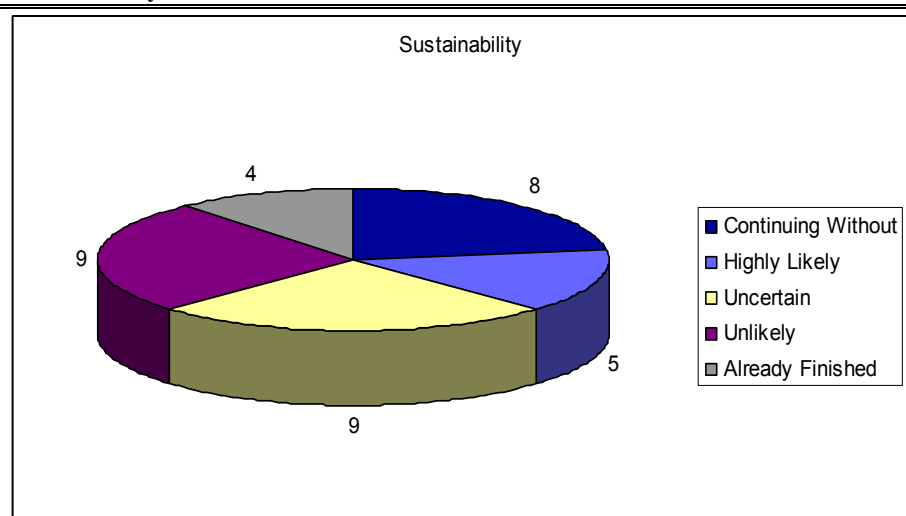
The engagement has been considered very positively by participants. It has consistently added value to project outcomes, in particular providing opportunities that would not have otherwise occurred and leaving enhanced impacts in both jurisdictions, than would have occurred if the project had only occurred in one.

4.6 Sustainability

4.6.1 Quantitative Survey Findings

Project promoters were asked to indicate how likely it was for their project to be sustained without assistance of Peace Funding. Figure 4.5 provides a visual representation of the response.

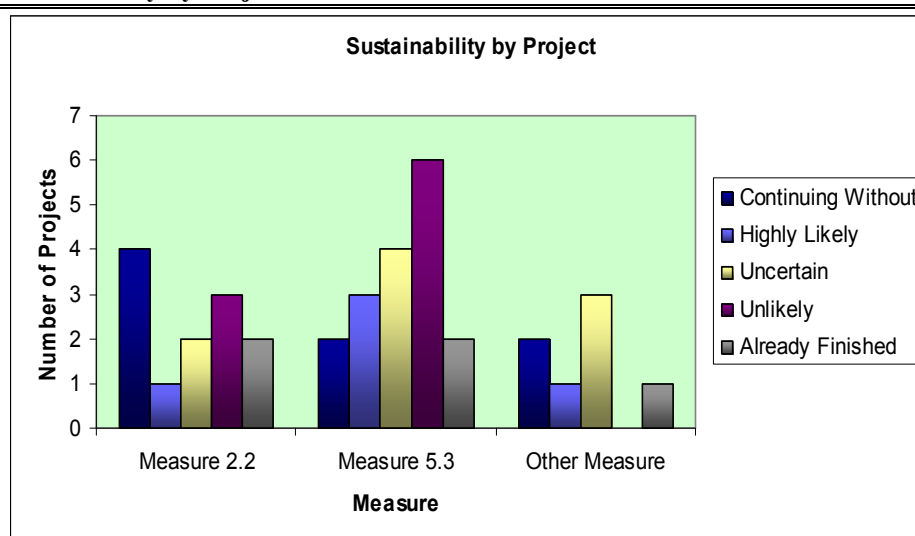
Figure 4.5
Sustainability



Source: Deloitte survey (n=35)

Overall, 13 projects indicated that the project was already continuing or highly likely to continue without Peace funding. A further 13 projects stated that the project was unlikely to continue or had already finished, while 9 projects were uncertain with regards to sustainability.

Figure 4.6
Sustainability by Project



Source: Deloitte survey (n=35)

A high proportion of projects funded under Measure 5.3 indicated that funding was unlikely to continue, whilst there was also a high degree of uncertainty under this measure with four projects recording this response. This may be because a higher proportion of projects funded under Measure 5.4 are still in receipt of Peace II funding. Under Measure 2.2 a fairly mixed response was received with five projects indicating that activity was continuing without or highly likely to continue without funding, whilst five projects stated that they were unlikely to continue or had already finished.

4.6.2 Case Study Findings regarding Sustainability

Five out of the ten projects are ongoing having received additional funding. Those that are still continuing are the projects run by Donegal VEC, Failte Abhaile, Junior Achievement, the Presidents Award and Monaghan County Council.

The Youth and Civic Society in Cavan and Monaghan, run by Monaghan County Council, has secured funding for a further two years to further develop the links with the Fermanagh Shadow Youth Council and it is hoped that all three areas will be able to tackle joint issues in a joined up way. It is not clear what will happen to the Youth and Civic Society once the new funding runs out.

Since the Peace II funding completed, the Presidents Award organisation has provided funding for the continuation of one of the part time workers for the Leitrim, Sligo and Western Education and Library Board areas. The links that were established with the Duke of Edinburgh Award have continued. A recent development has seen the creation of 'The Award' which is seen as a politically neutral award. This now means that young people from the nationalist community in NI can follow the Duke of Edinburgh Award scheme but opt to be awarded with 'The Award'. Similarly young people from a unionist

background in ROI can follow the President's Award scheme but opt to be awarded 'The Award' instead. The consultee questioned whether this would have occurred if the Border and Surrounding Area project hadn't have happened.

Although half of the projects that formed the basis of the case studies have finished due to the end of the funding allocation, some of these had a clear exit strategy and had expected the project to finish when the aims and objectives had been achieved. For example the project promoter for the Cox's WEBCITER and Comet project stated that there was always a very clear beginning, middle and end to each of the projects. The WEBCITER project had a very clear, defined time frame and as it had become very big and hard to manage it seemed like the natural time for it to finish. The Comet project has been continued through Peace II extension funds, but is expected to finish once this funding is complete, as it is hoped and expected that the violence and gang mentality that existed in the two rival estates will have been largely tackled.

Junior Achievement is funded by businesses across Ireland, receiving no government funding. Whilst well over 100 organisations support the programme, there are so few businesses within the border counties that there are only nine organisations supporting the programme. The businesses will largely support the programme close to where they are located as it involves their staff providing sessions within the classroom as well as provision of funding for resources and support staff. In the border counties, looking forward to a period without Peace funding, there would not be sufficient income from local businesses to staff the region's programme and hence the scale of the programme would be likely to decrease significantly.

The Ramelton Youth Project is operating at a reduced scale since its Peace funding ceased. Two staff posts, a co-ordinator and youth worker, have gone. One paid worker, a part-time administrator, is still in post through other funding. Activities, at a reduced scale are also supported through an active voluntary committee. This committee has been proactive in working with a forum of youth organisations in Donegal who have been lobbying for more funding into youth activities. The committee has also been proactive in developing business case information for further funding. Whilst the project looks likely to survive on a mixture of short-term funding and voluntary effort, the longer term is less certain.

Although finished the After Care/Crisis Management Support Programme run by Donegal VEC, stated that lessons and skills learnt throughout the project have been brought across into new projects. One of the project workers employed during this project is still working part time to provide a counselling service to the young people involved in the Youthreach programme.

It can be seen that some of the specific project activity is not continuing following the finish of Peace II funding. At time of review, several of the case studies are still in operation either through extension

funding or through a mixture of funding sources and voluntary effort. There is also a legacy in that many of the projects reported having developed in capacity during the Peace funded projects in terms of learning and experience and are using this in new ventures.

5. FINAL ANALYSIS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents conclusions and recommendations in line with the terms of reference.

5.2 Impact of Conflict and Participation in Peace-building Processes

The specific terms of reference were:

- *review the literature specific to the impact of the conflict on children and young people, particularly in the border counties of Ireland; and*
- *review the literature in respect to the participation of children and young people in peacebuilding / conflict resolution / conflict transformation processes, with specific reference to the human rights of children and young people.*

The impact of the conflict on children and young people has been documented significantly. The focus, however, has primarily been upon Northern Ireland, rather than the border counties. Previous research has developed an “ice-berg model”, demonstrating that the most extreme and visible experiences and effects, such as a family member being killed, occurs least frequently (i.e. the tip of the ice-berg), whilst at the wider base of the ice-berg there are the less visible but much more frequently experienced effects of societal conflict. These include limited contact with the other community, avoiding certain areas, sectarian verbal abuse, fears for safety, experience of segregation. Research also highlighted that impacts can be identified at a very young age (e.g. as young as three) and that young people can have a capacity to participate in the perpetration of violence.

There has been a number of conflict related violent incidents that have directly or indirectly impacted children and young people (e.g. Monaghan and Omagh bombs) within the border counties. There has also been a transfer of population associated with conflict. This has included families of ‘displaced’ and ex-prisoners from Northern Ireland. In certain areas, such as Donegal and Louth, this has been a substantial number of people. There are other lower level effects linked with media exposure and segregated living patterns (e.g. schooling).

Policy (e.g. *Belfast Agreement, Shared Future*), funding programmes (e.g. Peace programme), research (e.g. *Impact of Political Conflict on Children, Poverty and Conflict on Ireland: An International Perspective*) and human rights (“children have a right to be involved in processes that affect them”) methodologies have all made clear the need to target and engage children and young people as part of the peace-building and reconciliation process. In particular the engagement of young people was considered critical to ‘sustaining’ and ‘consolidating’ peace-building efforts.

Notably, aside from conflict impact the southern border counties face a distinctive mix of challenges that influence the life opportunities of children and young people growing up there. The context is one of relative poverty,

isolation, high levels of rurality, historically low levels of educational attainment, lack of facilities and impact of the conflict. The consequences of the context include continuing cycles of deprivation, low educational attainment and low expectations. To varying degrees many of the young people face a poverty of opportunity compared to peers in other regions.

5.3 Overview of Projects

Provide an overview of the activities of these funded projects, with specific attention to their relationships both with the target group (children and young people) and with other community-based organisations and public agencies and bodies.

Based on a review of returned questionnaires and case studies, this study presents the following overview of activities:

- there is a spread of activity across children and young people by age – with fewer projects engaging younger children (4-11 years old) than ‘older’ young people (11-18 or 18-24);
- there is a spread of activity by spatial focus, with a higher than expected proportion of projects reporting an urban focus;
- there is a range of activities undertaken by projects. The most common activities are education, training and skills and engaging marginalised young people. These are well aligned with key socio-economic challenges facing the border region;
- there is a range of project scales. For example Junior Achievement, worked with 5,000 children and young people between the ages of 5 and 18, across 50 schools, per year compared to the Cox’s Demense Comet project which worked more intensively with 80 young people;
- the large majority of projects provide activities within frameworks that are cross-border and cross-community;
- a total of 65 employed posts were supported by funding across the 35 projects for which survey questionnaires were completed; and
- the majority of projects reported a positive contribution (significant or limited) with regard to fulfilling balanced intervention / equal opportunities, impact on poverty, impact on rural development and social and economic sustainability horizontal principles. A significant proportion, however, did not address environmental sustainability or did not consider it relevant.

5.4 Collective Contribution of Projects to Strategic Aim of Peace II

Provide a critical analysis of the collective contribution of these projects, to the strategic aim of Peace II: “... to reinforce progress towards a peaceful and stable society and to promote reconciliation”.

The analysis assessed reconciliation impact as defined through the five strands of the Hamber-Kelly model. It is noted that the projects were designed before the Hamber-Kelly definition was developed and hence specific dimensions

may not have been considered by project promoters. It is however a useful standard against which to make an assessment. Our overall assessment takes into account the interconnected nature of the strands.

Building Positive Relationships – This is a key outcome across almost all the children and young people's projects considered in this project. New relationships have been developed within communities as well as on a cross-community and cross-border basis. Projects have provided the opportunity to meet with those who they would have not otherwise mixed with. Relationships have been formal (e.g. between schools) or informal (e.g. individuals who have developed a friendship) and several have been sustained after project activity (e.g. via visits, internet). Relationships have developed through a range of activities (e.g. cultural, sporting, artistic, social, educational). The relationships are not limited to younger people but can be developed between other project stakeholders, for example teachers, youth workers and community workers. Two projects, however, reported difficulty with achieving engagement with the 'other' community resulting in restricted development of positive relationships. This was due to a lack of a collective Protestant identity locally and failed attempts at cross-border engagement. There are also instances recorded indicating that the building positive relationships outcome can need to encompass relationships, other than cross-community or cross-border, that have suffered due to the conflict. This was most apparent for children and young people of families displaced due to conflict for whom there was evidence of difficult relationships with local schools and communities.

Cultural and Attitudinal Change - It is recognised that it can be difficult to measure and demonstrate cultural and attitudinal change. A likely result of this is that whilst a large majority of projects were of the view that they affect cultural and attitudinal change not many were able to provide evidence directly supporting this within survey feedback. Two projects within our survey results, Respecting Difference and Cultural Pathways, did report "rigorous methods of measuring attitudinal change". Impacts identified included "reduced levels of sectarianism" and "positive changes in attitudes" towards other communities. The evidence from case studies also highlighted more tangible signs of cultural and attitudinal change. For example by individuals and groups crossing the border, visiting certain areas and groups meeting that would have chosen not to meet previously. The projects were critical in creating the environment in which young people were able to develop their own opinions and break down stereotypes.

Developing a Shared Vision of an Interdependent and Shared Society - A majority of projects report this as an outcome. It has, however, been difficult to identify evidence which specifically supports this claim. One project provided training modules on anti-discrimination, prejudice awareness, and sharing our future and put these forward as evidence of developing a shared vision. It is apparent however, that other outcomes will contribute to this outcome, not least cultural and attitudinal change for which more substantial evidence has been identified.

Acknowledging and Dealing with the Past – While a majority of projects considered they had addressed this issue, there was limited evidence provided as to how they did so. It is likely that whilst a number of projects may have

included some consideration of the past, a number will have done so at a general level, without addressing the individual level, in the spirit of the Hamber-Kelly understanding. That said this strand may be inherently more limited due to projects working with young people, many of whom did not live through the worst of the conflict. Where there was feedback from projects regarding addressing the past, it was closely and explicitly linked with reconciliation processes. A good example, where issues were dealt with at an individual level is the Failte Abhaile youth project. This provided counselling and support services for young people. The majority of young people on this project had direct experience of the conflict as they were children of ex-prisoners or children of displaced families. It was noted that even in this project the uptake in terms of number was relatively small, but described in an external evaluation as “significant”.

Social, Economic and Political Change – Most projects were either too local or too small scale to create any substantial social, economic and political change by themselves. Some, especially the strategic educational ones have the potential to create new patterns within the educational fabric. Others sought to equip participants to agitate for change rather than reporting actual examples of change. A range of other outcomes, however, do contribute to social, economic and political change. A common theme was enhanced education and employability often in areas of greatest disadvantage. This aimed at reducing early school leaving, and increasing education and training opportunities across a range of formal and non-formal environments. Several projects included formal accreditations or awards, whilst other softer skills, such as team-working, self-confidence, self-esteem and conflict resolution were also enhanced. A majority of projects also recorded enhanced leadership amongst young people and enhanced participation in civic life. Therefore as a collective the projects have changed some societal patterns, for example increased cross-border and cross-community activity, and enhanced educational and employability outcomes. The disparate nature of the activity, however, makes the scale of change difficult to quantify.

Future Impact - Due to the focus of the evaluation being children and young people, it is apparent that future impact needs to be factored into overall conclusions. Outcomes related to the reconciliation themes (e.g. positive relationships, changed attitudes, peer educators) as well as other outcomes (e.g. educational, employability, leadership, citizenship) are not fully realised within the life of the project, but will continue to be realised over coming years.

Cross-Border Engagement - it is noted that cross-border engagement has occurred in a significant majority of children and young people’s projects considered in this review. That includes projects that have included cross-border activity voluntarily in project design. This engagement has been considered very positively by participants. It has consistently added value to project outcomes, in particular providing opportunities that would not have otherwise occurred and leaving enhanced impacts in both jurisdictions. Whilst the Peace programme encourages cross-border activity, it is noted that the key children and young people’s strategy documents, north and south, do not specify cross-border engagement. Considering the finding on the added value

of cross border engagement, we consider this a policy gap that requires further consideration.

Overall Conclusion on Contribution to Peace II - the projects have ranged in activity, in scale and in groups targeted. At the individual project level there have been differing levels of impacts across a range of outcomes, realised and anticipated. At the lowest level, projects have considered reconciliation as “incidental”. Most, however, have contributed to reconciliation processes across the five Hamber-Kelly strands, most notably through building positive relationships and cultural and attitudinal change. Whilst substantial specific evidence has not been found across all strands, the strands are deeply interdependent and if considered holistically, there has been extensive evidence of reconciliation processes overall. We conclude that the collective impact of these children and young people projects have contributed significantly to reinforcing “progress towards a peaceful and stable society and to promote reconciliation”. We also conclude that the realisation of anticipated impacts in the future will help reinforce this progress going forward.

5.5 Human Rights Context

The specific term of reference:

- *situate the work of Peace II-funded projects in the context of relevant human rights instruments, e.g. the Convention on the Rights of the Child; and the Irish and British governments’ commitment in the Belfast / Good Friday Agreement 1998 to safeguard rights and equal opportunities and to recognise and value the work being done by many organisations to develop reconciliation and mutual understanding and respect between and within communities and traditions, in Northern Ireland and between North and South, and their contribution to consolidating peace and political agreement:*
 - *“The participants particularly recognise that young people from areas affected by the troubles face particular difficulties and will support the development of special community-based initiatives based on international best practice”.*

Respect, Protect and Fulfill: A Human Rights-Based Approach to Peacebuilding and Reconciliation (2007) concluded that a human rights approach with universally recognised moral values, and reinforced by legal obligations, provides a compelling normative framework for the formulation of national and international policies, including those of peace-building and reconciliation. With respect to children and young people the UN Convention on the Rights of the Child, ratified by both RoI and UK Governments provides such a framework. The core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child (including freedom of thought, conscience and religion). We can conclude that peace building and reconciliation processes contribute significantly to fulfilling rights of children and young people in line with the UN Convention on Rights of Children. They do so most obviously with regard to non-discrimination and respect for the views of the child (including freedom of thought, conscience and religion).

It is striking therefore that the National Children's Strategy (RoI), which seeks to fulfil obligations under the UN Convention on Rights of a Child, makes no explicit reference to the conflict. Similarly the County Development Boards, with responsibility for implementing the National Children's Strategy within the southern border counties, make little or no reference to the conflict and hence little or no explicit connection between the impact of the conflict and their responsibilities with regard to implementing the National Children's Strategy. In contrast to strategies in the Republic of Ireland, the strategy for Northern Ireland gives significant weight in its approach to young people growing up in a context marred by conflict and division.

Amongst the projects considered through this research several aimed to address core principles in the human rights convention. For example the WEBCITER programme facilitated young people to develop their own views on people from the other community. This was particularly apparent as for some peers and parents had disapproved at them taking part in cross-community project. The project provided space and opportunity for them to have freedom of thought and develop their own views. Failte Abhaile in working with local communities and government bodies, as well as providing a socio-educational programme for children of displaced and political ex-prisoners, has helped to address issues of discrimination facing the young people, who are reported to suffer anti-northerner and anti-republican attitudes, as well as being from deprived socio-economic backgrounds.

Despite addressing core human rights issues it is rare for a project to talk of its activity or work in the context of human rights or the rights of children and young people specifically. That is whilst they have a good understanding of the issues faced by young people they are working with, for example discrimination or lack of educational opportunity, they will rarely link it directly with the human rights of a child.

5.6 Looking Forward

Make recommendations for the future, including consideration of the medium to long-term sustainability of children's and young people's involvement in peacebuilding and cross-border initiatives.

With regard to engagement of children and young people in peace building and reconciliation processes we make the following recommendations:

- policy, funding programmes, research and human rights methodologies have all made clear the need to target and engage children and young people in order to sustain and consolidate peace-building and reconciliation process. Our findings with regard to children and young people as both recipients and benefactors support this view. Therefore we recommend that where peace building projects continue to take place, children and young people should be a significant target group; and
- analysis has highlighted that there are a range of conflict impacts that remain influential to varying degrees in the southern border counties. Certain groups have been identified to be most likely affected. These

include victims, displaced, ex-prisoners and, admittedly to a less clear extent, the Protestant minority communities. Taking into account the previous recommendation, we recommend that children and youth initiatives including distinctive reconciliation and peace building processes continue in the region. Alongside this there remains a huge need for ‘generic’ youth work and facilities in the southern border region.

With a contracting Peace fund, future initiatives should:

- focus on groups with greatest need. These include victims, displaced and ex-prisoners and their families and to a lesser extent the Protestant minority community. The engagement of the minority Protestant community will assist in achieving cross-community outcomes. Needs for certain groups should be factored in. For example with regard to displaced and ex-prisoners and their families, building positive relationships to address issues of trust, prejudice, intolerance, may be relevant with regard to relationships within their local community, as well as cross-community and cross-border relationships;
- apply increased understanding of reconciliation, for example through the interdependent strands of the Hamber-Kelly model in identifying appropriate projects. Priority should be given to projects that can demonstrate a fuller application of reconciliation processes within their design;
- seek to include a cross-border dimension. Analysis highlighted that cross-border engagement has added value and enhanced impacts in both jurisdictions. Cross-border dimensions should facilitate cross-community engagement for southern border region projects where no or limited collective protestant identity exists locally. This approach also has the potential to deliver enhanced outcomes in both jurisdictions; and
- bring the need for such interventions to the attention of the Office of the Minister for Children. Profiling this need to the national policy maker in Ireland is important if future intervention is to occur without reliance on European Peace funding.

Peace building and reconciliation processes contribute significantly to fulfilling rights of children and young people in line with the UN Convention on Rights of Children. They do so across all the core principles, but especially with regard to non-discrimination and respect for the views of the child (including freedom of thought, conscience and religion). Therefore:

- we recommend increased application of human rights principles as a framework for peacebuilding and reconciliation processes.

The impact of the conflict has been a key issue for groups of young people in the southern border counties and more widely across young people in Northern Ireland. This impact is relevant to both Governments’ commitments

under the UN Convention on Rights of a Child. Therefore we recommend the following with regard to government policy:

- the National Children's Strategy in the Republic of Ireland should make explicit reference to efforts to address conflict impact. This could valuably be done in the context of ensuring the human rights of children and young people. Children and young people policies in both jurisdictions should cross-reference the other and encourage cross-border engagement; and
- explicit reference to addressing conflict impact, including amongst young people, should be factored into County Development Board strategic planning. This is especially important considering the need identified and the proposed local government role in delivery of the Peace III programme.

Appendix 1

Projects with Significant Involvement of Children and Young People Considered within the research.

The following projects were case studies for the research

Project Promoter	Project Title
Junior Achievement Ireland	Junior Achievement in the Border Counties
CDVEC Curriculum Development Unit	Peace Education
The Presidents Award	Border and Surrounding Area Network
Co. Donegal VEC	After Care/Crisis Management Support Programme for Youthreach Participants in Co Donegal.
Balor Development Community Arts Group	Creative Activity for Young People (CAYP) Project
Ramelton	Ramelton Youth Project
Cox's Youth & Community Group	Dundalk Young People Conflict Resolution Project
Faile Abhaile	Youth Project
Monaghan County Council	Youth and Civic Society
Cox's Youth & Community Group	West Belfast and Cox.'s Information Technology Education & Reconciliation Project (WEBCITER)

The following projects were sent questionnaires

Project	Reference Number
80:20 Educating & Acting for a Better World	001943
Ballinahinch and Drogheda Cross-Border Arts	0205-0283CI
Ballintra-Laghey Project	001954
Ballymacarrett Arts and Cultural Society	0204-0223CI
Balor Developmental Community Arts Group Ltd	0111-0008
Boomerang Theatre Company	002272
Calipo Theatre & Picture Company	011475
Cavan Vocational School	011854
CDVEC Curriculum Development Unit	0111-0017
Children's Holiday Scheme (NI) Limited - NICHs	0204-0233NIVT
Churches Peace Education Programme	0202-0168CI
Co. Donegal VEC	010238
Colaiste Ris Community Group	001972
Co-Operation Ireland	0112-0119NIVT
County Sligo VEC & Western Education Library Board	0204-0235CI
Cox's Demense Youth & Community Project Ltd.	0202-0169
Cox's Youth & Community Project	003334
Cross Border Orchestra	0204-0266CI
D.E.I.I.P.	004111
Donegal County Enterprise Board	017197
Donegal Local Development Company	011546
Donegal YMCA	004572
Donegal Youth Service	011516
Drake Music Project Northern Ireland (NI)	0204-0246NIVT
Drogheda Northside Community Partnership	001999
Drumlin Heritage Group	011379
Dundalk Access Technology Action	016865
Dundalk Youth Reach	008293
Dunfield Football Ltd	0112-0118CI
Faile Abhaile	0210-0350
FOROIGE	006914
Future Youth Games	0205-0280CI
High/Scope Ireland - NIPPA	0205-0273NIVT
Horizon Ireland Ltd	0112-0116NIVT
Inch Island Community Assoc	0301-0432
Inter-Classic	002028
Junior Achievement Ireland Ltd.	0203-0183
Kilnaleck & District Community Co-op	023363
Letterkenny C.D.P Youth Project	011079
Lifestart Foundation	0208-0319NIVT
Lifford/Clonleigh Resource Centre	002047
Ligoniel Improvement Association	0205-0287CI
Louth Youth Federation	011553
Lucan Youth Centre Development	002049
Maydown Youth Training Programme Limited	020007
Monaghan County Council	0303-0469
Monaghan County Enterprise Board	0306-0519

Monaghan Neighbourhood Youth (Foroige)	005977
Monaghan Youth Federation	004549
Muirhevnemor Community Youth Project	012891
NI. Pre-school Playgroups Assoc.	0207-0306NIVT
North Connaught Youth & Community Services Ltd.	011356
Northern Ireland Childminding Association	0206-0297NIVT
Quare Hawks Theatre Company	008403
Ramelton Community Action Group Ltd.	0201-0140
Raphoe Youth Project	002059
Scoutlink	0205-0284CI
Scripture Union	010221
Shankill Community Association	002065
Sligo County Enterprise Board	0306-0553
Sligo Northside Community Partnership Ltd.	011481
St. Anne's Youth Centre	006161
St. Johnston/Carrigans Family Resource Centre	010984
The Craigavon Young Mens 1825 Project Ltd	0211-0358NIVT
The Doorway Project	010262
The Irish Peace Institute	010262
The Nerve Centre	0308-0565CI
The Presidents Award	0111-0095
The Pushkin Prizes Trust	0111-0096CI
Trojans Youth & Community Development Group	0306-0505CI
Tyrone Donegal Partnership	0204-0238NIVT
Upstate Theatre Project	011482
Whiterock Childcare Centre	0305-0489CI
Youth Action Northern Ireland	0208-0316NIVT
Youth Initiative Partnership	002093

Appendix 2

Postal Questionnaire

A. Project Details

Q1. Please Confirm the Name of Your Peace II Funded Project	
<hr/> <hr/> <hr/>	

		Please tick (✓)
Q2. Please confirm what Peace II Measure it was funded under.	Measure 1.3	<input type="checkbox"/>
	Measure 1.4	<input type="checkbox"/>
	Measure 2.1	<input type="checkbox"/>
	Measure 2.2	<input type="checkbox"/>
	Measure 2.4c	<input type="checkbox"/>
	Measure 2.6	<input type="checkbox"/>
	Measure 5.3	<input type="checkbox"/>
	Measure 5.4	<input type="checkbox"/>
	Other	<input type="checkbox"/>

If other please specify: -				
Q3. Project Timescale	Please Tick (✓)			
Q3a. Has the Peace II funding finished?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Q3b. Has the project received Peace II Extension Funding	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Q3b. What level of activity is the project going at, at the present time (i.e. 2007)?	Greater <input type="checkbox"/>	Similar <input type="checkbox"/>	Reduced <input type="checkbox"/>	Activity Stopped <input type="checkbox"/>

B. Project Focus and Activities

Q4a. Children and Young People Focus	Tick all that Apply	Please estimate Proportion of Focus				
		All / almost all	More than half	About half	Less than half	Very Little / none
Children (Primary age 4-11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth (Secondary age 11-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young adults (18-24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If other, please specify						
Q4.b. Geographic Focus		Please Tick Most Appropriate Description (✓)				
Do you consider the project to have an urban or rural focus?		Urban <input type="checkbox"/>		Rural <input type="checkbox"/>		
Is the project aimed to have a local (i.e. within one Border County area) impact or regional impact (across more than one Border County)?		Local <input type="checkbox"/>		Regional <input type="checkbox"/>		
Q4.c. Activities Undertaken						

Please tick what best describes the activities undertaken in your project		Please tick (✓) all that apply
Educational		<input type="checkbox"/>
Training and skills, enhancing employability		<input type="checkbox"/>
Arts, drama, culture		<input type="checkbox"/>
Youth leadership development / empowerment		<input type="checkbox"/>
Engaging marginalised young people (e.g. homeless, early school leavers, care leavers etc.)		<input type="checkbox"/>
Alleviation of poverty		<input type="checkbox"/>
Develop a network		<input type="checkbox"/>
Cross-community activity		<input type="checkbox"/>
Cross-border activity		<input type="checkbox"/>
If other, please specify		
Q4d. Funding Staff		
Did /does funding support staff post or posts?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes please specify title of post(s) and number of posts supported (currently or in the past)		
Title of post (e.g. youth worker, researcher)	Number of such posts supported	
Q4e. Beneficiaries		
Approximately how many children and young people benefited from your projects activities?		
Per Year	<hr/>	

<p>Altogether over whole project</p>	<hr/>
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C. Project Impact - Reconciliation

Q5a. How would you assess the peace and reconciliation impact of your overall project?	
	Please tick (✓) one
The project demonstrates a very significant impact on reconciliation and is central to the project design.	<input type="checkbox"/>
The project can demonstrate a significant impact on reconciliation.	<input type="checkbox"/>
The project has clear reconciliation outcomes but these are less significant than above	<input type="checkbox"/>
Reconciliation, where it does happen it is incidental to the project	<input type="checkbox"/>
Q5b. What reason do you give for ticking this box (i.e. 5a)?	

Q5c. Which of the following outcomes has your project had / and do you expect your project to have further impact in the future?		
Outcome (See Appendix for further information on some of the following)	Project impact <i>realised</i> Please tick if yes (✓)	Project impact expected Please tick if yes (✓)
Positive increase in participants respect and appreciation for the “other community”	<input type="checkbox"/>	<input type="checkbox"/>
Positive increase in participants respect and appreciation for the “other side” of the border	<input type="checkbox"/>	<input type="checkbox"/>
Developing a shared vision of an interdependent and fair society	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledging and dealing with the past	<input type="checkbox"/>	<input type="checkbox"/>
Building Positive Relationships	<input type="checkbox"/>	<input type="checkbox"/>
Cultural and Attitudinal Change	<input type="checkbox"/>	<input type="checkbox"/>
Social, economic and political change	<input type="checkbox"/>	<input type="checkbox"/>

Q5d. For those boxes ticked yes what evidence do you have for this (i.e.5b)?

E.g. New / enhanced / sustained cross-border and cross-community relationships? Testimony of individuals? Surveys highlighting attitudinal changed? Please explain / give examples in space below.

D. Project Impact – Other

Q6a. Which of the following outcomes has your project had / and do you expect your project to have further impact in the future?		
Outcome	Project impact <i>realised</i> Please tick if yes (✓)	Project impact expected Please tick if yes (✓)
Enhanced education	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced employability	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced leadership amongst young people	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced participation of young people in civic life	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced networks (other than cross-community and cross-border)	<input type="checkbox"/>	<input type="checkbox"/>
<p>Q6b. For those boxes ticked yes what evidence do you have for this?</p> <p>E.G. Qualifications, young people in positions of leadership etc. Please explain / give examples in space below.</p>		

E. Children / Young People Participation in Conflict Transformation Processes

Q7a. How important is it to involve children and young people in conflict transformation / peace-building processes?	
Please tick (✓) one	
Very important	<input type="checkbox"/>
Important	<input type="checkbox"/>
Quite important	<input type="checkbox"/>
Not important	<input type="checkbox"/>
Q7b. Do you perceive children and young people within your project to have been ...	
Primarily recipient beneficiaries	<input type="checkbox"/>
Primarily contributors to the overall outcomes	<input type="checkbox"/>
Both recipients and contributors in equal measure	<input type="checkbox"/>
Neither recipients nor contributors	<input type="checkbox"/>

F. Horizontal Principles and Sustainability

Q8a. How significant a contribution has your project made to fulfilling the horizontal principles of the Peace II programme?				
	Please tick (✓) one for each principle			
Principle	Significant Contribution	Limited Contribution	No Contribution	Not relevant / Unknown
Balanced Intervention / Equal opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact on poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact on rural development in the Border Counties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and Economic Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8b. With regard to sustainability				
How likely is your project to be sustained without assistance of Peace funding?				
	Please tick (✓)			
It is currently continuing without Peace funding	<input type="checkbox"/>			
It is highly likely to continue without Peace funding	<input type="checkbox"/>			
It is uncertain whether project can continue without Peace funding	<input type="checkbox"/>			
It is unlikely the project can continue without Peace funding	<input type="checkbox"/>			
The project has already finished.	<input type="checkbox"/>			

Appendix (to Questionnaire)

Hamber and Kelly (Hamber and Kelly, 2004, Reconciliation – A Working Definition, Democratic Dialogue) considered reconciliation to be a necessary process following conflict. They believed it to be a voluntary act and cannot be imposed. This process generally involves five interwoven and related strands. These are:

1. *Developing a shared vision of an interdependent and fair society:* The development of a vision of a shared future requiring the involvement of the whole society, at all levels. Although individuals may have different opinions or political beliefs, the articulation of a common vision of an interdependent, just, equitable, open and diverse society is a critical part of any reconciliation process.
2. *Acknowledging and dealing with the past:* Acknowledging the hurt, losses, truths and suffering of the past. Providing the mechanisms for justice, healing, restitution or reparation, and restoration (including apologies if necessary and steps aimed at redress). To build reconciliation, individuals and institutions need to acknowledge their own role in the conflicts of the past, accepting and learning from it in a constructive way so as to guarantee non-repetition.
3. *Building positive relationships:* Relationship building or renewal following violent conflict addressing issues of trust, prejudice, intolerance in this process, resulting in accepting commonalities and differences, and embracing and engaging with those who are different to us.
4. *Significant cultural and attitudinal change:* Changes in how people relate to, and their attitudes towards, one another. The culture of suspicion, fear, mistrust and violence is broken down and opportunities and space opened up in which people can hear and be heard. A culture of respect for human rights and human difference is developed creating a context where each citizen becomes an active participant in society and feels a sense of belonging.
5. *Substantial social, economic and political change:* The social, economic and political structures which gave rise to the conflict and estrangement are identified, reconstructed or addressed, and transformed.

The full document can be referenced at http://www.democraticdialogue.org/documents/recondef_000.doc . Alternatively please refer to Border Action project guidance.

Appendix 3

Examples of Qualitative Feedback from Questionnaire Returns

Table Building Positive Relationships – Survey Feedback	
Project Name	Feedback
Summary of Feedback	
The Sawdust Programme (M1.3)	Ongoing sustained relationships with cross community evidence in work carried out, photographic evidence and documented paper work. For example participants have researched their county coat of arms and then transferred each image onto word and exchanged these to be displayed in each community centre. Over a period of time the participants became a group in their own right and developed long standing relationships.
Drogheda Early Intervention and Integration Programme (M 2.2)	Cross-border and cross-community school contact, including visits relating to St Patrick's celebrations. Strong friendships were reported to have been formed between children and adults north and south of the border
St Johnston & Carrigans Youth Project (M2.2)	The project has had a significant impact on reconciliation through creating space and opportunity for meaningful cross community and cross border interaction. This has brought young people together in ways that would not have in the normal run of events ever been possible.
Inch Island Community Association (M2.4c)	This project developed contacts beyond boundaries of Island Community and these enabled members to meet with others which had a positive impact on their perceptions of others.
Building Futures Programme (M5.3)	This project has demonstrated a significant impact on reconciliation through bringing together young people from different communities and providing them with an opportunity to discuss barriers they believed existed. These groups maintained contact over a 6 month period and included attending a joint residential
NICHs - Community Partnership Project (M5.3)	The whole focus of the project is the development of sustainable partnerships between marginalised communities north and south of the border.
Enabling Development through Youth and Community Sport (M5.3)	This has operated on a cross border basis both at school level and management level. Many positive exchanges and links have been established and it is proposed that this is extended further into a cross-community focus during the project extension.
Inter Classic (M5.3)	The workshops lead for students really brought students together and they were committed to this collaboration. Also the process of joining together for a performance enabled students to collaborate with each other artistically and socially and establish long-

	term musical partnerships
--	---------------------------

Source: Deloitte survey

Table
Cultural and Attitudinal Change

Project Name	Feedback
St Johnston & Carrigans Youth Project (M2.2)	The promoter reports that the project has provided “life changing mind shifts” within their own lives, their families and the people they have come in contact with.
Drogheda Early Intervention and Integration Programme (M 2.2)	Protestants travelled South of the border to a Catholic school and community. Members of the protestant community allowed Catholics to visit their centre on St. Patrick’s Day. These were considered significant steps for the communities involved.
Respecting Difference Project (M5.3)	This programme has been subject to rigorous research” (Dr Paul Connelly, QUB) “and shows that young people who experience the programme show positive changes in their attitudes, behaviours to those who are different in terms of race, religion and physical differences.
Cultural Pathways Cross Border Project (M 5.3)	Our Project evaluates participants before they engage others on the project and their levels of sectarianism greatly diminishes over the course of the project also their perceptions of each other also greatly diminishes with regular participation and association.
Horizon Project (M5.3)	Cultural and attitudinal change through involvement of ethnic communities, Travellers and Special Educational Needs students, on our programmes, mainstream students are integrated (often for the first time) on an equal footing which allows them to explore cultures of suspicion and mistrust, and gives them a neutral space in which they can be heard. A culture of respect for human rights and highlight Citizenship is promoted as a model to be followed.

Source: Deloitte survey

Table

Developing a Shared Vision of an Interdependent and Shared Society

Project Name	Feedback
Building Futures Programme (M5.3)	Through this programme partnerships were formed cross-border and cross-community. Each group was made up of participants from all communities (North/South/RC and Protestant). Encouraging feedback was received from the young people on course evaluations and relationships maintained post-programme. The willingness of participants to involve themselves in training modules such as; legacy of the conflict, Anti-discrimination, Prejudice Awareness, and Sharing our future demonstrates a positive step towards building a better/shared future.
Finding Your Place, Donegal YMCA (M5.3)	Project is cross-border and cross-community in nature and all activities have joint North/South participation and venues and trainers from North/South too. A cross-border group engages on different tasks such as radio broadcasting, sports for all, ASIST training, environmental issues. In addition, the project has a specific reconciliation and peace peer education module, and campaigning and lobbying skills are developed and applied on both jurisdictions with visits to Stormont and the Dail.
Horizon Project (M5.3)	The project felt a shared vision was developed through workshops, public speaking etc. which promote a deeper awareness of the legacy of our divided society. Students are given the space and opportunity to share a new vision of equality and diversity within our culture.

Source: Deloitte survey

Table
Acknowledging and Dealing with the Past

Project Name	Feedback
Monaghan Youth Federation and Youth Support Programme (M 2.2)	Participants on the project are exposed to a wide variety of development opportunities exploring the impact of the troubles on the border counties, thereby enhancing the potential for greater understanding and enhancing reconciliation of communities in the border communities. The impact is greater the longer young people have been involved in the project, the more projects and developmental opportunities they have engaged in, and the more open they are to exploring and engaging in the reconciliation process that underlies all our work
NICHHS - Community Partnership Project (M5.3)	The project has provided individuals and communities with the skills, materials and support to reconcile their communities and build long term relationships dealing with the past
Horizon Project (M5.3)	Project acknowledges and deals with the past through district meetings which acknowledge hurt, losses, truth and suffering of the past. We provide mechanisms for justice, healing re-situation, or reparation in a non-threatening, non competitive environment, and which enables them to listen, tolerate, appreciate and celebrate the diversity and uniqueness of others.
Diversity in the Digital Age (M5.4)	The young people had the opportunity to learn about the other community historical experience (the first world war, the famine). Reconciliation was central to the project.

Table
Social, Economic and Political Change

Project Name	Feedback
Finding Your Place, Donegal YMCA (M5.3)	The project engaged in specific campaigning and lobbying focussed on both jurisdictions with visits to both Stormont and the Dail.
Horizon Project (M5.3)	Students are given a neutral platform to openly express their social and political stances and are made aware of societal changes which they can effect and influence as future citizens.

Source: Deloitte survey

Table
Enhanced Education and Employability

Project Title	Response
Student Support Programme (M1.3)	The project targeted and supported second level students who are in danger of leaving education early or who wish to remain in and/or improve within the school system. The project will enhance their participation in a variety of in and out of school activities such as community actions and a summer programme.
Dundalk Access Technology Action (D.A.T.A Project) (M1.3)	DATA provides ICT training to individuals residing in socially disadvantaged communities. The individuals DATA targets are those who are not participating in other educational projects, sometimes school or community life in general. By providing basic ICT skills in a supporting and flexible environment DATA has enhanced the education and employability of participants. Engaging with the DATA project - participants are encouraged to further their training by utilising other courses available in their community.
The Sawdust Project (M1.3)	The training provided has opened doors for further training for example one participant has gone on to take up a course in the Sligo Institute of Technology.
Drogheda Early Intervention and Integration Programme (M2.2)	The children learn that school can be fun; they learn to enjoy school which results in them participating fully in the education system. As a result of staying at school, the children will have enhanced employability. The children will have enhanced advanced leadership skills thanks to the social, emotional and educational programme which they participate in. Through cross border and cross community programmes, the children gain a greater appreciation of community and learn to be more active citizens
St Johnston & Carrigans Youth Project (M 2.2)	IT skills ECDL, Driving theory test, hazard perception course, An Gaisce Awards, OCN Leadership. Youth Representation on Family Resource Centre Management Board. Increase in volunteers in local community project. Links with other projects, county, regional, cross border and international.
Trojans Youth and Community Development Group	Participants gained qualifications in either FAI 'Kick Start,' IFA Coaching and Mini Soccer Leader awards, and also accreditation in citizenship. The personal development of each participant will provide them with enhanced employability having gained qualifications, learnt new skills, and learnt to mix with new people.
Building Futures Programme (M5.3)	Part of the Building Futures Programme includes Training Trainers and as such 40 individuals acquired accreditation at OCN level 2, which itself increases employment possibilities. The programme brought together many networks of community workers, trainers and facilitators.

Table

Enhanced Education and Employability (cont'd)

Lifestart Foundation Training & Accreditation Project (M5.4)	All of the participants on the cross border (LIFESTART) programme graduated with an I.L.M (Institute of Leadership and Management) professional qualification. They have certificates to back this up - 44 participants achieved an ILM L2 Certificate in Team Leadership while 5 participants achieved an ILM L3 Certificate in First Line Management
Diversity in the digital age (M5.4)	The Young People all received multimedia skills training which enhanced their school education experience and should certainly enhance their employability whenever they reach school leaving age. Some of the key stage 3 pupils received an ICT accreditation which was developed as part of the project

Table

Enhanced Leadership amongst Young People

Project Title	Response
Scripture Union Border Counties Project (M2.2)	Young teenage volunteers are staying with the project to develop the club leaders of the future, teamworking, learning presentation skills & personal responsibility for selves and younger aged groups. Accredited Child Protection & First Aid training is running in 2007.
Monaghan Youth Federation Youth Support and Development Project (M2.2)	In the course of 2006 we became a registered ASDAN centre - we are in the process of acquiring accreditation for young people in a variety of developmental programmes with particular emphasis on young people being empowered to undertake leadership roles and become more pro-active within their youth centres and communities at large. The accreditation will enhance the young people skills, impacting on their attitude towards further education & training, thereby enhancing their employability
Presidents Award	1,333 young people have gained the presidents award. The Presidents Award enhances the self esteem of the participant; encourages the participant to engage in their community through the four sections of the award, and by doing so develops active citizenship and leadership qualities; and encourages a sense of adventure and physical well-being.
Craigavon, Cavan, Monaghan Ten (CCM10) Project	The project was based around accredited training in personal development and preparation for employment as well as good relations and civic leadership.
Finding Your Place, Donegal YMCA (lead partner)	Currently, 16 participants are engaged with a FETAC level 5 Community Leadership training module and it is hoped that by the end of 2007 over 30 will have completed the ASIST training for suicide intervention.
Monaghan and Armagh Diversion and Exchange	The project worked to enhance the leadership skills of young people. At every possible opportunity the project encouraged young people to take charge and make informed decisions

Table

Enhanced Participation in Civic Life

Project Title	Response
Cultural Pathways Cross Border Project	The participants learnt cultural awareness and confidence to engage with others. They have also shown determination to better their ability in employment and in their community and society.
Craigavon, Cavan, Monaghan Ten Project (M5.3)	The project was based around accredited training in personal development and preparation for employment as well as good relations and civic leadership.
The Crossover Community Theatre Project	The project has contributed to the improvement in individual's confidence and self esteem resulting in greater participation at all levels in civic life.

Table

Enhanced Networks

Project Title	Response
Enabling Development through Youth and Community Sport	The project has delivered a number of training courses and programmes aimed at adults and young people. Positive networks have been built between primary schools, secondary schools, agencies and organisations involved in the project.
Youthcruise 4, Irish Peace Institute	Participants continue to maintain links with each other. Limerick City Council & Newtownabbey Borough Council are discussing developing formal links stemming originally from this project.

Appendix 4

Summary of each Southern Border County's County Development Board's mission and actions in relation to children and young people.

■ Monaghan County Development Board

In the 2005 Review Monaghan CDB chose 21 priority actions to become the focus of their efforts for the next three years. The actions are grouped under three headings: Social, Cultural and Economic. The Action Plans for each of the 21 actions were developed in early 2006 by the new Action implementation groups which were set up to oversee the next 3 years work. The Actions relevant to children and young people are:

- Social Inclusion - 'Development of a structured approach to targeting and addressing the needs of the socially excluded, particularly people with a disability, older people and young people'.
- Rural Development - 'Support of young people in decision-making through Comhairle Na n Og'.

■ Cavan County Development Board

The CDB through the Department of Community & Enterprise (Cavan County Council) is responsible for a number of initiatives operating within the county. The ones which are relevant here are:

- Social Inclusion Measures Committee (SIM) - A committee formed to facilitate better coordination of programmes targeted at people subjected to social exclusion & disadvantage in Co. Cavan;
- Co-ordinating the implementation of the National Children's Strategy at local level i.e. establishing local Comhairle na nOg;
- Administration of the Community & Voluntary Grants Scheme; and
- Supporting the Community & Voluntary Forums.

■ Leitrim County Development Board

The actions set out by the Leitrim CDB which are relevant to children and young people are:

- Promote the County as a Place to Live, Work and Invest;
- Develop Further the Third Level Outreach Project; and
- Further Develop the Role of the Library in School Inclusion in Partnership with Other Agencies.

■ Sligo County Development Board

The priorities for Sligo that impact on children and young people are to:

- Develop appropriate intervention schemes to reduce early school leaving and, as a result, contribute to increase school retention rate;

- Increase awareness and appreciation of diversity amongst all staff in education and training and their pupils, thereby ensuring the integration of all school-going children;
- Reduce the instances of drug and alcohol abuse in the County, especially amongst the youth;
- Reduce the number of young people who are most at risk of becoming Long Term Unemployed through the establishment of a Sligo Business Education Partnership;
- Ensure the implementation of the County Childcare Strategy; and
- Ensure all children and young people are provided with the necessary services required to achieve their full potential, while highlighting and supporting the role of the family in ensuring a high quality of life

■ Donegal County Development Board

The CDB in Donegal makes specific reference to children and young people in the Social Inclusion section of the ten year strategy. The vision in relation to Social Inclusion is:

‘A Community where those who are socially excluded, or at risk of experiencing social exclusion, have equality of opportunity, participation and outcomes.’

The main objective in achieving this vision in relation to children and young people is:

- To identify and implement a number of key actions for target groups: such as homeless, women, early school leavers, travellers, young people at risk and the elderly, at local and County level.

■ Louth County Development Board

Louth CDB’ priorities that relate to children and young people are:

- To prevent and reduce the risk of educational disadvantage throughout the county;
- To enhance the quality of life for young people in Louth;
- To support and promote a diverse quality childcare sector that meets the needs of parents and children in the county; and
- To support existing childcare provision and encourage the creation of new childcare places across a range of sectors, which reflect the needs of families living and working in County Louth.

Appendix 5

Bibliography

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