



Stakeholder Engagement Report

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1.0 Background.

The OUR Generation (OG) Project is a European Union PEACE IV funded programme, managed by the Special EU Programmes Body (SEUPB) and match funded by The Executive Office in Northern Ireland and Department of Rural and Community Development in Ireland from January 2020 to September 2023.

It is a cross-border partnership of seven regional organisations, led by Action Mental Health (AMH) in partnership with Donegal Youth Service (DYS), Co-operation Ireland (CI), Youth Action NI (YANI), Youth Work Ireland (YWI), PlayBoard NI, and Ulster University (UU).

OG had a remit to engage with children, young people and their key contacts in education, youth, and community settings across the five Urban Village (UV) areas in Northern Ireland and the border counties of Donegal, Sligo, Leitrim, Cavan, and Monaghan, in Ireland. The programmes offered accessible, age-appropriate prevention, early intervention, and recovery activities. These programmes were delivered on a cross-border and cross-community basis, supporting the mental and emotional well-being of children and young people, and empowering them with the skills and confidence which can halt the intergenerational impact of trauma and build a more peaceful and prosperous society.

2.0 Introduction.

As part of the ongoing evaluation and quality assurance activities on the effectiveness of the OUR Generation (OG) Project, it was necessary to identify and engage a range of stakeholders to ensure the Project was progressing well, achieving objectives, and had a high chance of success in the future.

Within a programme and project management setting, a stakeholder is any individual or group that has an interest in the proposed change as a result of the Project and can influence or impact the success of that change in the future (DOF.GOV.UK, 2021).

Research suggests that a Quality Assurance (QA) system that is shared by all stakeholders is better than one that is developed and run by just one stakeholder. Stakeholders' support is part of the democratic process, building a better basis of trust, which is crucial in quality assurance. Thus, one of the underlying aims in this element of the QA processes is that the involvement of multiple stakeholders will increase the chances of a robust and comprehensive QA system. This in turn helps engender more openness, transparency, and effective stakeholder involvement, based on co-ownership and collaborative interest.

This was the central tenet of the annual Quality Assurance reports of the Project, and Ulster University (UU) QA processes, whereby it was necessary to engage stakeholders through a range of activities, to explore the impact of the Project on their understanding of resilience and peace building, development of good relations for their community, and to identify any steps they have taken to make their services more relevant, accessible, and inclusive to the needs of all Children and Young People (C&YP). Additionally, other key stakeholders were sought to help garner external perspectives on the impact of the Project including the Special

EU Programmes Body (SEUPB), Government Departments, local authorities, and The Executive Office (TEO). The final key stakeholder group would include C&YP and Key Contacts (KC), who have direct experience of the Project, having participated in, or organised an OG Programme.

In late 2022, a series of engagement activities was initiated and undertaken with stakeholders to gain insight into their relationships with the OG Project, the effectiveness of the OG programmes, and to understand if there were any areas in which the Project could engage with them more effectively. Activities were undertaken to understand:

- 1 The extent to which engagement objectives were achieved.
- 2 How the Project was perceived by stakeholders.
- 3 The degree to which stakeholders were involved and/or empowered by the OG Project.
- 4 Performance against several of the Project's five key areas: Impact, Areas for Development/Gaps; What's Worked Well; Emotional Resilience and Peacebuilding and Sustainability of the Project.
- 5 The measurable impact the OG Project has had on Stakeholders and/or the Community on the five key areas outlined in point 4 above.

3.0
Methodology.



3.0 Methodology.

Stakeholder mapping informed the methodology and activities to be adopted for engagement and the collection of information from stakeholders. This included a mixed methods approach comprising both qualitative focus groups and quantitative and free-format question surveys. The UU team developed all stakeholder data collection methods, including the creation of each of the focus group schedules for the distinct groups, as well as the differing surveys to capture each of the participant groupings. Given the broad and diverse range of stakeholders involved, three different focus group schedules/materials were developed for ages 11 and under, Young People,

and Adults, as well as four different surveys for C&YP, Key Contacts, Community/Voluntary groups, and Strategic groups to account for the diversity of participants across the Project (see Tables 1 and 2). Additionally, as well as questions around the key stakeholder themes, the partnership was interested in capturing young people's thoughts regarding the development of C&YP Emotional Recovery Colleges (ERC) therefore, additional questions were added to the young people's survey. These questions centred on their thoughts around the benefits of having a place available for support with their mental health and well-being needs, and support to help build resilience.

Table 1. OUR Generation Stakeholder Surveys.

Stakeholder Surveys	Number of Respondents
Young People 12 and Over	282
Key Contacts - Past Participants 18+	86
Community / Voluntary Groups - 18+ Including those who have not engaged, seldom heard, or hard-to-reach	42
Strategic Level Group	20

Table 2. OUR Generation Stakeholder Focus Groups.

Stakeholder Focus Groups	Number of Participants
5x Children - 11 Years and Under	91
1x Young People - 12 and Over	11
4x Key Contacts - Past Participants 18+	39

4.0

Stakeholder Group:
Children 11 years and under.



4.0 Stakeholder Group: Children 11 years and under.

This group of stakeholders included past participants of OG Programmes aged 11 years and under, who attended programmes delivered by AMH or PBNI. For this younger stakeholder group, it was considered more appropriate to gather feedback through semi-structured focus groups, and therefore

no surveys were administered. In total, five focus groups were facilitated by AMH and PBNI, with a total of 91 participants attending. These were held either in schools or after school clubs. This section outlines the main findings from these young stakeholder groups.

4.1. Findings from the Thematic Analysis of Focus Group Discussions: Children 11 years and under.

This section outlines the key findings from the 11 years and under focus groups and the thematic analysis from these discussions. The results are extremely positive, with the children providing feedback, insight, and suggestions on their experiences of the programmes attended.

Following a thematic analysis of the 11 years and under focus group discussions, five key themes were identified. These are outlined in figure 1 below.

Figure 1.
Five Themes Developed through Thematic Analysis of Focus Group Discussions: Children 11 years and Under

- 1 Developing a Sense of Community
- 2 Learning to Name and Manage Emotions
- 3 Having Fun and Learning Through Play
- 4 Understanding and Appreciating Diversity
- 5 Developing and Showing Empathy

Theme 1: Developing a Sense of Community.

The first theme identified from the focus groups was: developing a sense of community. The children participating in the focus groups highlighted that they had developed a good sense of what community was and what it meant to them in their own communities.

They were able to physically describe their communities for example, that they included shops, schools and clubs and could also describe the supportive aspect of a community. The discussions included only positive aspects of community such as support and people doing things together.

“ ...Community is like being part of a family. ”

“ I remember, community is like when people all come together to do something. ”

“ Community means everyone is together. ”

Theme 2: Learning to Name and Manage Emotions.

Learning to name and manage emotions including developing emotional literacy and regulation, was the second theme to emerge from the focus groups. The children were able to remember and discuss all the tools and skills that they had developed to help them to identify and manage their emotions. These included stress balls, glitter jars, emotion maps, breathing exercises, activity booklets, and Archie bear. Many of the children stated that they still use the tools at present.

Children attending the focus groups described how they used these tools to better manage feelings and emotions such as grief, anger, stress, and sadness. They were also able to give examples of when they used these tools and techniques, such as using the breathing exercises when they feel stressed.

Participants also highlighted how they now felt it was OK to talk about their feelings and emotions and how they now often speak to their parents about this.

In some cases, they described teaching their parents the techniques they had learned from the programme. Additionally, they also reported being more aware of who they could ask for help if they needed support with how they were feeling. Finally,

“ I learned about my emotions and how to understand them and control them better - I still use that. ”

“ The programme made me do things that I would never have got the chance to do, like make stress balls and talking so much about my emotions... now I've got an emotions chart, I keep a tally of my feelings and after a while I show it to my mum. ”

“ I remember my emotions map and photos that we created; it has really helped me see what people were around to help me. ”

the participants described how they connected play and creative activities, such as painting, with improving their mood and using this to improve the mood of others.

Theme 3: Having Fun and Learning Through Play.

A further theme identified from the children's discussion was that of having fun and learning through play. It was evident from the focus group discussions that the children really enjoyed spending time playing. They highlighted playing outside and the creative aspects of play as something they enjoyed and benefitted from.

Participants also were excited about the opportunity they got to play outside and get more physical activity and movement, especially when they were tired. They particularly noted aspects of the programmes that they enjoyed as water fights, making obstacle courses, nature walks and dressing up as enjoyable. The loose parts play allowed the session to be led by the children, and they highlighted that they enjoyed this, and not being told what to do or how to play.

Importantly, the children also recognised that playing was linked to improving their mood, making them

“ Other children would like it because we had fun and it's enjoyable, and you learn life skills. ”

“ The more I played the happier I was. ”

“ Playing outside makes me happy. ”

happier and that they were also learning life skills whilst playing. This was particularly true for the more creative aspects of play such as “loose parts” and “junk art.” Finally, participants agreed with each other that the break from schoolwork to engage in these programmes had made them feel better.

Theme 4: Understanding and Appreciating Diversity.

The fourth theme developed from the focus groups was understanding of diversity. The children discussed their understanding that everyone is different and unique and that it is possible for people who are different, to live in the same community together. Additionally, participants reported that they understood the benefits of increased understanding of diversity, and that this meant that they were more likely to play and speak to other people who were different to them. They expressed an interest in connecting and playing with others who are different and described this as fun and exciting. They could identify things that they had in common with others, such as, living in the same community; and also, ways in which they were different to others in the groups.

“ I would play with someone who is different because it’s really good to be different I like being unique... everyone is different, none of us are the same, it’s really sad when children think they aren’t special. ”

.....
“ It’s OK to be different and live in the same community. ”

Theme 5: Developing and Showing Empathy.

The final theme identified from the thematic analysis of the focus group discussion was developing and showing empathy. The participants reported being able to identify empathy in themselves and being able to recognise when others were showing empathy. The children also noted that this greater understanding of empathy made them more aware of when they were showing empathy to others and when they should do so. Their improved empathy was highlighted as having positively impacted on their family, and their relationships with parents and siblings. In addition to being aware of their improved empathy, children outlined that they were able to verbalise this also, when showing empathy to others. They also reported being pleased that they now had this new knowledge and developed these skills.

“ My dad hurt his arm in work last week and I think before I did the programme I might have laughed but now after learning about empathy I was able to put myself in his shoes and try think about how he was feeling. ”

.....
“ I know more about how other people could be feeling and I know when people are showing empathy now as well. ”

.....
“If my friend feels bad – I can feel what they are feeling like and try to show empathy. ”

5.0

Stakeholder Group:

Young People 12-24 years.



5.0 Stakeholder Group: Young People 12-24 years.

Having participated in one or more of the OG programmes, a range of YP were invited to complete the stakeholder survey through partner organisations and were sent a link to the online questionnaire. Overall, an impressive number of participants responded, with 282 participants accessing and completing the survey.

Additionally, one focus group was held with the Children and Young People’s Advisory Group (CYPAG) on the Project, with 11 participants attending. As only one group were able to participate in these discussions, the thematic analysis is very limited in content, but has been provided nonetheless.

5.1. Findings from Survey Responses: Young People 12-24 years.

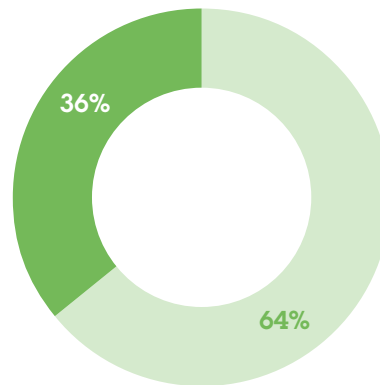
In this initial question, YP were asked to indicate where they lived at the beginning of the survey to help ascertain their geographic area, with 158 (64%)

coming from the Republic of Ireland (ROI) and 89 (36%) coming from Northern Ireland.

“Where do you live”

All respondents = 247/282 (88%)

- Northern Ireland (NI)
- Republic of Ireland (ROI)

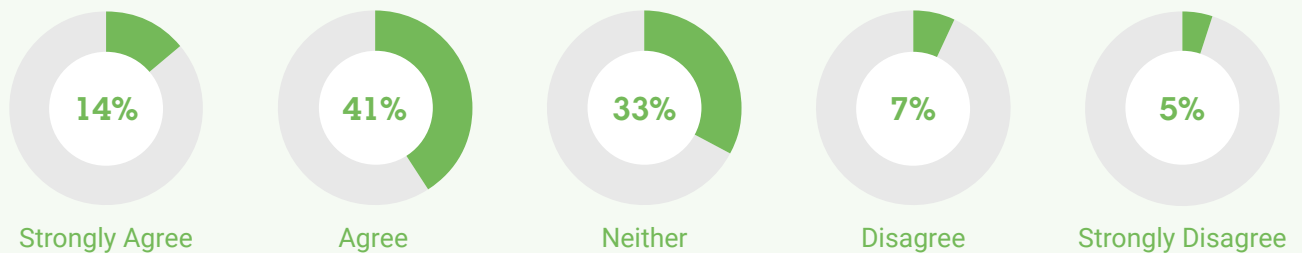


Further questions were then asked focusing on the five key areas outlined in the introduction.

5.1.1. Overall Perceptions of the Project - Impact of the Programmes.

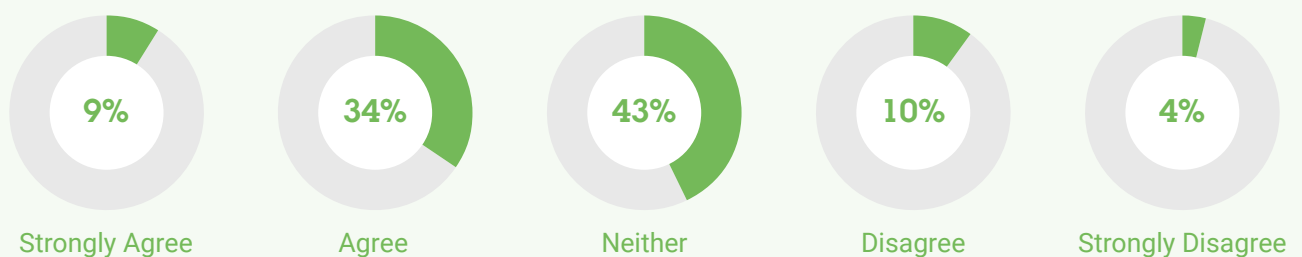
“Things have changed positively for me since I attended an OG Programme?”

All respondents = 211/282 (75%)



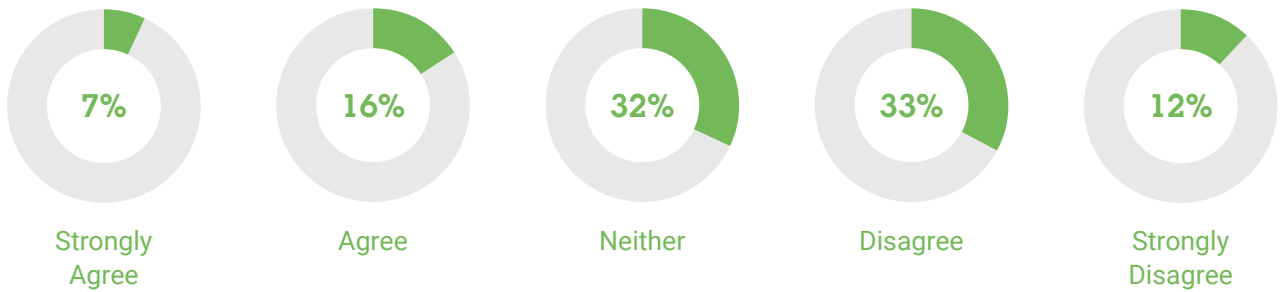
“Things have changed positively in my family, school, or community/youth club since attending an OG Programme?”

All respondents = 211/282 (75%)



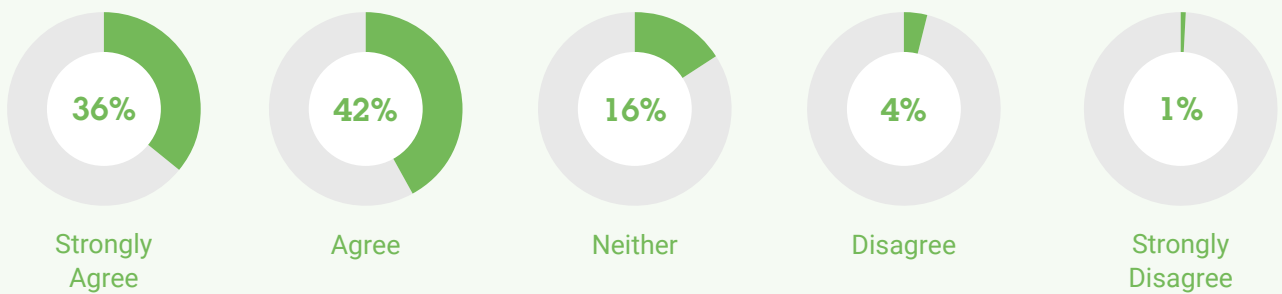
5.1.2. Overall Perceptions of the Project – Areas for Development and Gaps.

"There were things about the programmes that didn't work, and that I did not like"
All respondents = 211/282 (75%)

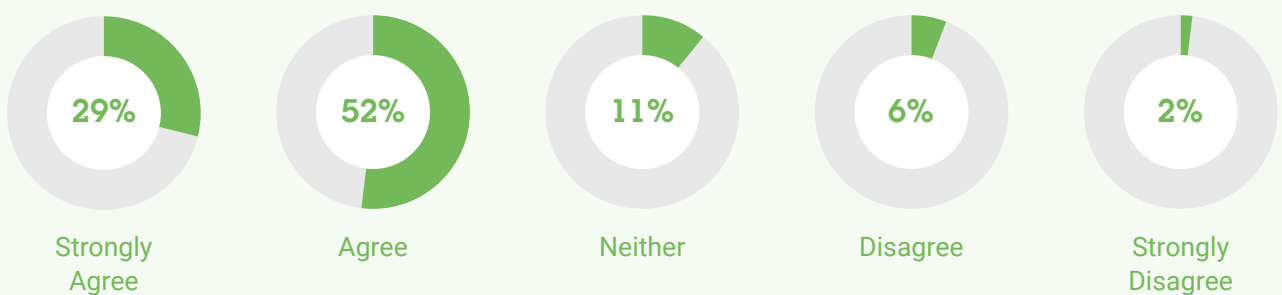


5.1.3. Overall Perceptions of the Project – What's Worked Well?.

"I would recommend the OG project/programmes to someone else I think may benefit from these?"
All respondents = 211/282 (75%)



"I enjoyed the programme(s) and have a greater knowledge and awareness of the topics because of attending?"
All respondents = 211/282 (75%)



5.1.4. Overall Perceptions of the Project – Emotional Resilience and Peacebuilding.

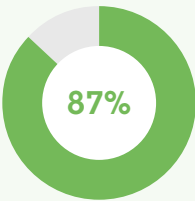
Table 3. Participant Responses: Improved Emotional Resilience - Young People 12-24 years.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Attending the programme(s) has helped me to understand, manage emotions, and build connections with others.	18%	46%	24%	7%	5%
Attending the programme(s) has helped me to understand others from different backgrounds to me.	21%	47%	23%	6%	3%

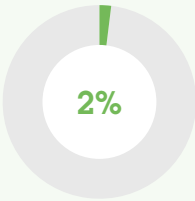
5.1.5. Overall Perceptions of the Project – Sustainability.

“Do you think the OUR Generation Project should continue in the future?”

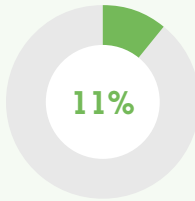
All respondents = 205/282 (73%)



Yes



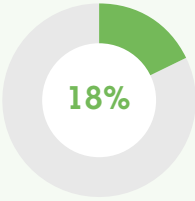
No



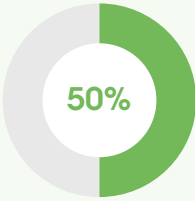
Unsure

“Do you have any suggestions as to how the OUR Generation project could be improved in the future?”

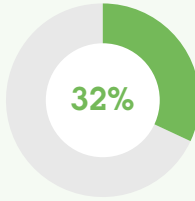
All respondents = 205/282 (73%)



Yes



No



Unsure

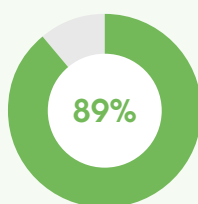
"If yes, please give details"

Overall, 31 YP answered this question and consistently commented on their desire for more trips as well as residentials, sports, and activities as part of the Project. Many of the comments praised the Project for affording them opportunities to meet new groups, that they normally wouldn't interact with, and their desire for this to continue in the future. A further theme in the comments, centred around the wish for smaller group sessions, as well as whole class workshops. Some of the young people commented that whole-group sessions can make them feel shy, while smaller groups would make them feel more comfortable to talk openly. Additionally, they further highlighted there was a need to be more sensitive to the topics, and that activities such as icebreakers could also be optional, as these can also contribute to nervousness and introversion in new groups.

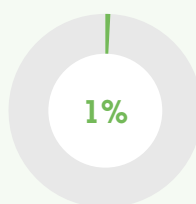
Other information provided by the young people emphasised the need for more contemporary information to be included in programme content, for example, discussions around incels and the false messages portrayed, especially within boys' schools. While others commented that programmes on sexual consent and relationships, needs to be more inclusive, as content is excluding YP who are choosing abstinence at present. Some young people echoed these comments by calling for more inclusive references and information in programmes, and content that relates more to LGBTQ+ communities, as well as referring to a more diverse range of sexual orientation identities. Some final comments from the YP highlighted the need for more content on understanding current social norms, religion, and politics on a wider scale to those already covered within programmes.

"Would it be beneficial to have a place available that young people could go to, for support with their mental health, well-being, and building resilience?"

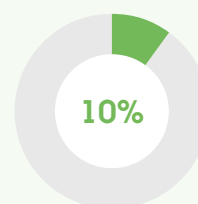
All respondents = 214/282 (76%)



Yes



No



Unsure

5.2. Findings from the Thematic Analysis of Focus Group Discussions: Young People 12-24 years.

This group of stakeholders included eleven past participants of OG Programmes aged 12 years+ and who were members of the Children and Young People’s Advisory Group for the Project. Only one focus group was held for this group, due to operational reasons and this was facilitated by YANI. The following section highlights the key findings

from the thematic analysis of these focus group discussions. The results are incredibly positive, with discussions providing feedback and insights on their experiences of the programmes attended. From the thematic analysis, four key themes were developed. These are outlined in figure 2.

Figure 2.
Four Themes Developed through Thematic Analysis of Focus Group Discussions: Young People 12-24 Years

- 1 Improving Social Skills and Making New Friends
- 2 Understanding and Embracing Diversity
- 3 Awareness and Managing Mental Health and Well-being
- 4 Having Fun Through Learning

Theme 1: Improving Social Skills and Making New Friends.

The first theme was developed from participants reporting that attendance at the OG Project’s programmes had resulted in new friendships and relationships with those that they would not have met before.

Additionally, they stated that their social skills and levels of confidence had improved overall. They also highlighted that they were now more willing to speak out about issues that they may have been reluctant to raise before.

“ It has allowed me to develop my social skills. I feel more comfortable talking with people. It has allowed me to build more relationships. ”

“ Yeah, I have become more confident because of the programme. I have more friends and feel like I can speak. ”

Theme 2: Understanding and Embracing Diversity.

The second theme identified from the focus groups was understanding and embracing diversity. The young people explained that through participation in the programmes, they had come in contact with others that they would not otherwise have been in contact with and been to places that they would not previously have visited. This contact served to eliminate previous ideas and opinions that were held and contributed to the participants being more willing to embrace diversity.

Further, the participants highlighted that these new friendships and relationships have led to opportunities for these diverse groups to come together more frequently to further develop these relationships.

The young people also discussed how increased contact with those from divergent backgrounds had gradually allowed them to become more comfortable spending time with them and ultimately developing new relationships. It also allowed them to be more comfortable visiting their areas and in those places.

Finally, the young people discussed how spending time with groups of young people with different genders, allowed them to gain a more in-depth understanding of how different young people like to be addressed, increased inclusivity in their groups, educated them on which pronouns to use and again made them more comfortable spending time with others with different gender identities.

“ It has created new opportunities for people from different backgrounds to come into our club and meet up with us. ”

.....

“ We all just got on. But you know some people might have had their perceptions of people and these have been smashed down. ”

.....

“ I feel like all of us got a better understanding of how people would like to be referred to and how to approach people and what kind of pronouns to use. I think that made us better at making others feel included. ”



Theme 3: Awareness of and Managing Mental Health and well-being.

The third theme extracted from the young people’s focus groups was awareness of and managing mental health and well-being. The focus group participants highlighted that they learned all about mental health and well-being, how to manage this, and who to go to and how to access support, if they needed this for their mental health and well-being. They further explained that they had developed their knowledge and skills in managing their own mental health and well-being and also their knowledge and skills to help others who may need support.

“ I believe I am more aware of mental health and how to develop strategies to overcome feeling down. I believe I am more open and better able to build relationships with people. I have a better understanding of other people. ”

.....

“ ...it allows for more opportunities for any person to develop their skills and hopefully help them out if they are struggling with anything. ”

Theme 4: Having Fun Through Learning.

The final theme developed from the young people’s focus groups was having fun through learning. The participants frequently discussed how much fun they had whilst attending and how important this was to ensure they enjoyed the programmes. The participants highlighted how this mix of fun and learning as a group was important to the success of the programme and served to contribute to the bonding of the groups attending programmes.

“ It was fun. I have good memories. We had a laugh on the residential. ”

.....

“ The young men’s programme was good. We played cards and had good craic. It was good to stay together as a group. ”

6.0

Stakeholder Group:

Key Contacts.



6.0 Stakeholder Group: Key Contacts.

These KC stakeholder groups included past participants of OG Programmes for Key Contacts of C&YP including teachers, youth workers and after school workers, all aged 18+ years, who had attended programmes, organised a programme, or engaged with the Project in some way.

Surveys were completed by 86 people in this stakeholder group. Five focus groups were also completed with 39 stakeholders, facilitated by AMH and PBNI. This section outlines the main findings from this stakeholder group.

6.1. Findings from Survey Responses: Key Contacts.

The KCs were further asked on the survey, having engaged with the OG Project, whether they had been a participant, organiser, or both. 75 (87%) responded to this question and indicated that nearly half of the sample had been participants

in programmes. Additionally, a further 24% of participants indicated that they also had family members that had engaged in programmes on the Project. This question was not asked of the focus group participants.

6.1.1. Overall Perceptions – Awareness of the OG Project.

“Can you tell us what you know about the OUR Generation Project?”

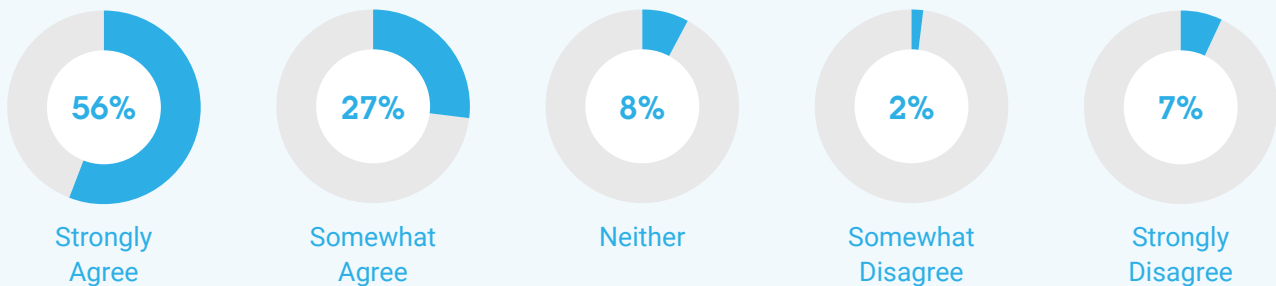
Overall, the responses were positive, with 49 participants answering the question and praising the Project and programmes. Participants consistently commented on it being a cross-border and cross-community project, others commented that it was a Peace Building project, aimed at those still affected by intergenerational trauma and legacy issues from the Troubles and designed to build and increase resilience through community relations. Furthermore, the majority of participants also recognised how the Project is highly beneficial, promoting positive mental health messages and improving the well-being and resilience of children and young people. While others commented on the benefits of the Project for not only being inclusive, but also in bringing C&YP together from across the

traditional divides, to build emotional resilience and peace, something they said the C&YP will carry forward into the future. Other comments from participants highlighted how the Project is successful in helping deal with the key issues affecting children and young people in today’s society, as well as the benefits this brings in terms of building self-esteem and confidence in C&YP. Final comments from participants indicated that while they knew about programmes delivered by a particular partner, they weren’t really aware of other programmes on the Project. This vital insight can help inform future development, a more joined up/ collaborative approach and promotion between the partnership.

6.1.2. Overall Perceptions of the Project – Impact of Programmes.

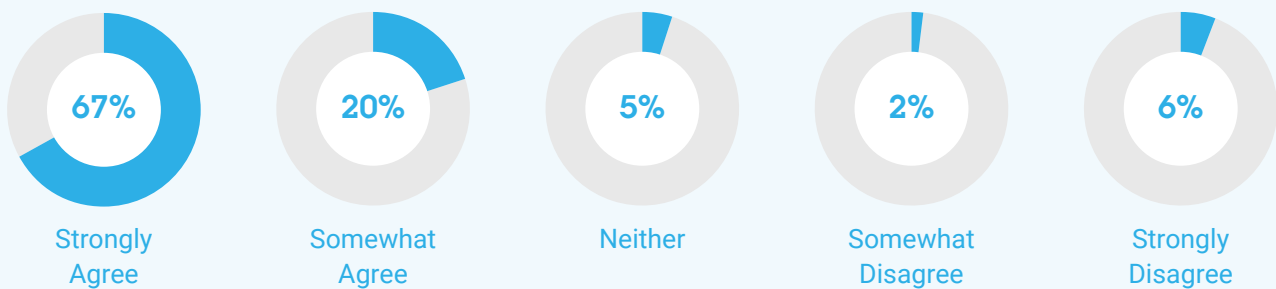
“The Project/Programme(s) have had a positive impact on me”

All respondents = 61/86 (71%)



“The Project/Programme(s) have had a positive impact on my family/local community/school/youth club”

All respondents = 61/86 (71%)



“Could you Describe this Impact”

Of the 45 KCs who responded to the question, more than three-quarters of the sample highlighted the positive and beneficial effects of the programmes and the Project on emotional resilience and peacebuilding. Many of the comments emphasised how the C&YP gained a wealth of experience and new skills as a direct result of the programmes, as well as using these new skills and knowledge to engage in purposeful resilience activities beyond the classroom. Other comments emphasised how the Our Generation Project has given C&YP the opportunity to build, not only their own emotional well-being skills, but the skills of others in looking out for their emotional well-being. Beyond this, participants consistently highlighted how the programmes have increased awareness in the C&YP they work with, in how to manage and look after their own mental health and to be more active and engaged in its management. This in turn has seen the C&YP’s confidence and self-esteem grow, and

they are more amenable to discuss things openly, as they have engaged in new activities, learned new skills, and gained new friendships.

As well as the positive impact the programmes and the Project has had on C&YP, the KCs also consistently indicated the positive and lasting impact it has had on their own practice. Many participants suggested that the programmes had enlightened and educated them on how to deal with their own mental health and well-being, and also to apply this knowledge to the C&YP in their care. Others commended the programmes as they had challenged their thinking, their own practice, and provided the opportunity for positive social engagement. Participants also commented on the lasting legacy of the Project, and the impact the programmes have had in their settings. Many described how they had adopted the practices and techniques learned as a result of the programmes

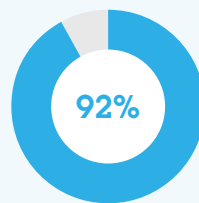
and implemented these in their workplaces. Particular comments highlighted how the C&YP still actively use the breathing techniques learned for self-regulation and support their peers in using the techniques. Others indicated how more mindfulness time has been built into their day/week, and that specific methods learned as a result of the programmes, such as weather emotions posters, have become fixed features in all classrooms.

Many participants also suggested the cross-community elements of the programmes have had a significant impact on the C&YP and have contributed to a better understanding of different

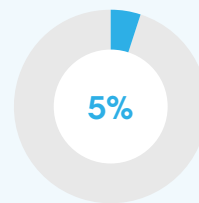
communities and cultures rather than just their own, as well as how to play and interact together with more open-minded views. Final comments praised the Project staff across the partnership, emphasising that they had really impacted the C&YP with their knowledge and professionalism in dealing with prominent issues in more depth, than is covered elsewhere. Participants further commended Project staff for creating safe and nurturing environments, which increased the C&YP's confidence and knowledge on a range of topics, not just about peace, mental health, and well-being, but also in how the C&YP can help different communities in their area.

"How likely are you to recommend the OG Project/ Programmes to someone else you think may need support?"

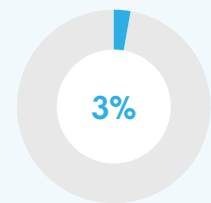
All respondents = 59/86 (69%)



Likely



Not Likely



Unsure

6.1.3. Overall Perceptions of the Project - Areas for Development and Gaps.

"What do you feel are the main areas for improvement that the OUR Generation Project should focus on?"

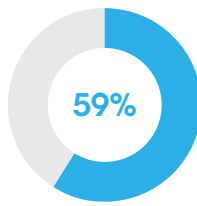
More than half of the 33 KCs who answered the question conveyed that there was no need for improvements. However, some suggestions were made for areas where improvements could be made. Some comments emphasised the need to be mindful of a 'one size fits all' approach to building peace and emotional resilience for C&YP, and that more tailored or specific interventions could be offered in the future. In particular, the need to address more legacy issues was highlighted and the impact of direct violence on individuals and future generations. Others commented on the need for future development of programmes to be conscious of the difficulties faced in schools, in terms of keeping students in classes and additional hours out of lessons, and the possibility of reducing the timescale to deliver programmes based on this. Additionally, some highlighted that there could be less paperwork for young people to fill in and that

there needs to be a more comprehensive way of capturing the learning from the Project in the future. Others commented on the need to support and/or advise schools on how to access more funding to implement the learning from the Project fully and embed programmes using a whole-school approach. This was echoed in further comments, with various participants highlighting the need for more parent and carer involvement and engagement between the partners/settings using a more collaborative approach. Some final comments focused on the sustainability and benefits the Project has achieved, with some calling for more long-term and far-reaching projects to build on the work already achieved, involving increased levels of staff in more areas of Ireland, and to be ongoing throughout the year.

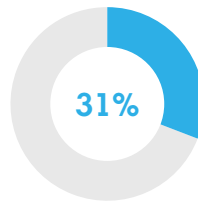
6.1.4. Overall Perceptions of the Project – What has Worked Well.

“How Satisfied were you with the Services/Programmes received as part of the OG Project?”

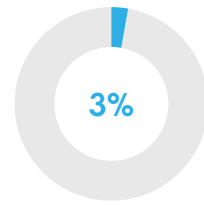
All respondents = 59/86 (38%)



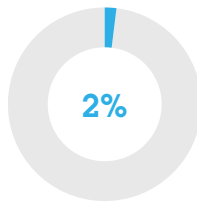
Extremely Satisfied



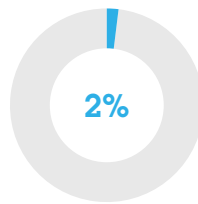
Very Satisfied



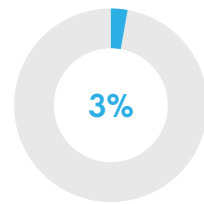
Somewhat Satisfied



Somewhat Dissatisfied



Very Dissatisfied

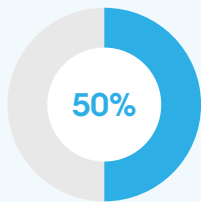


Extremely Dissatisfied

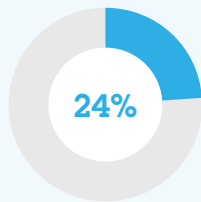
6.1.5. Overall Perceptions of the Project - Emotional Resilience and Peacebuilding.

“The Project/ Programmes have contributed to improved emotional resilience for me?”

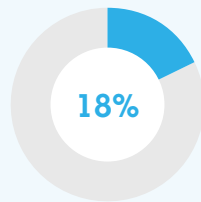
All respondents = 56/86 (65%)



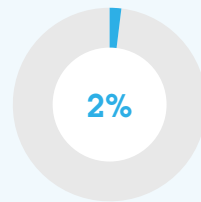
Strongly Agree



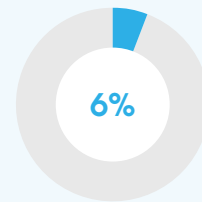
Somewhat Agree



Neither



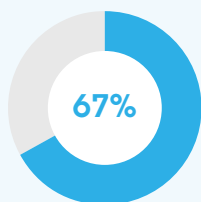
Somewhat Disagree



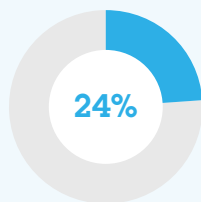
Strongly Disagree

“The Project/Programmes have contributed to improved emotional resilience for my family/ local community/school?”

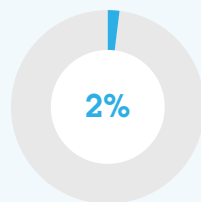
All respondents = 56/86 (65%)



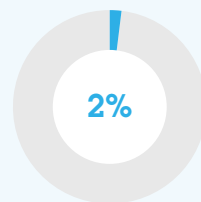
Strongly Agree



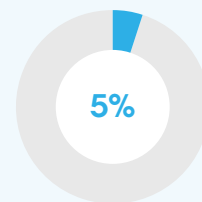
Somewhat Agree



Neither



Somewhat Disagree



Strongly Disagree

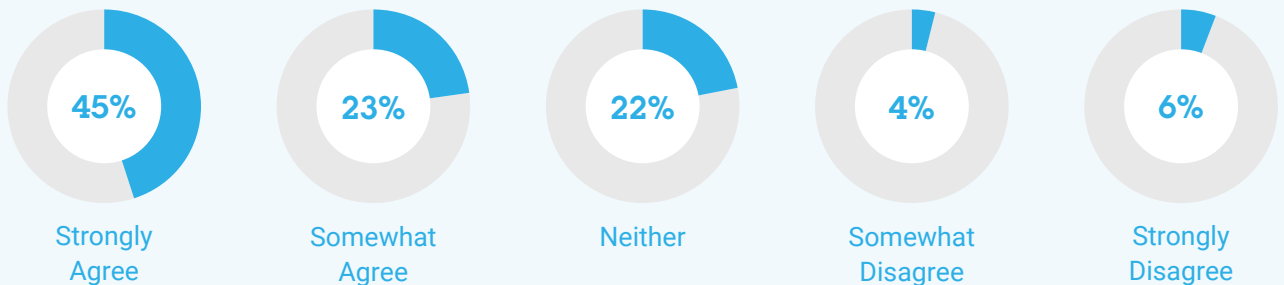
“How has the Project contributed to improved emotional resilience for you, or your family, local community, school, or youth club etc?”

In this follow-up question, 25 KCs responded, with a considerable proportion identifying the positive impact the Project has had on C&YP generally, but additionally in developing a culture of promoting positive mental health. In particular, many commented on the benefits of giving children the opportunity to discuss emotional resilience and the activities embedded in programmes that promote good mental health. Additionally, some people commented that the C&YP are now better equipped to deal with their emotions, that they are discussing their emotions openly, and sharing these experiences at home as a result of the programmes. Others highlighted the impact it has had on the C&YP in building their emotional resilience, and that they are returning to school with confidence and better able to manage their feelings. Some further attributed this to the safe, secure, and

friendly environment provided by partners, and the access to help and supports offered as part of the programmes. Many of the participants commented on how the Project had contributed to the development of various strategies and techniques to help both themselves and the C&YP deal with stress, cope, and ultimately develop resilience. This was further echoed by participants who highlighted how the strategies learned from the programmes were embedded into their schools and classrooms, and reinforced by all in the school, leading to a more cohesive approach. Final comments emphasised how the Project has successfully contributed to opening up conversations about emotional resilience with parents and carers, as well as involving them in programmes to develop skills in this area. This was something they commented, had historically proved difficult.

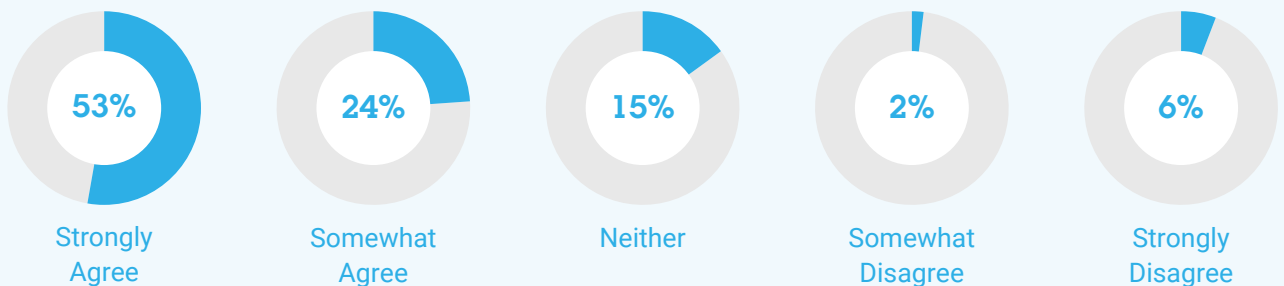
“The Project/ Programmes have contributed to improved peacebuilding for me?”

All respondents = 55/86 (64%)



“The Project/Programmes have contributed to improved peacebuilding for my family, local community, school or youth club?”

All respondents = 55/86 (64%)



“How has the Project contributed to improved peacebuilding for you, or your family, local community, school, or youth club etc?”

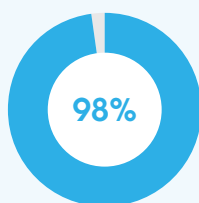
In this follow-up question, 26 KCs responded and overarchingly, participants were extremely complementary of the peacebuilding elements of the Project, particularly on the benefits of the cross-community and collaborative nature of the work and activities. Additional comments highlighted how the Project has contributed to this by focusing on equality and diversity and by providing grassroots initiatives and bringing people together to form peacebuilding activities and generate real change in communities. Other comments underscored the importance of the programmes in building relationships with others from diverse backgrounds and religions, and in doing so also building trust, shared norms, and shared meaning, all of which

are instrumental in building peace between communities. Moreover, a sizeable proportion of participants commended the Project on developing skills and awareness around empathy and the significant role it plays in conflict transformation and peacebuilding. In particular, some participants commented that discussions around empathy and empathic concern towards others, learned as a result of the programmes, has led to a greater cultural understanding and acceptance. Additional comments echoed these sentiments, highlighting that learning around empathy has helped the children and young people interact in a more empathetic manner to one another.

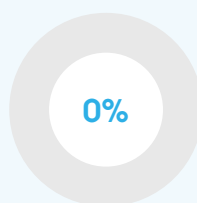
6.1.6. Overall Perceptions of the Project – Sustainability.

“Do you think the OUR Generation should continue in the future?”

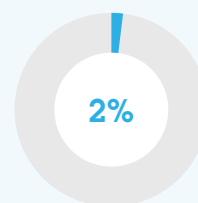
All respondents = 55/86 (64%)



Yes



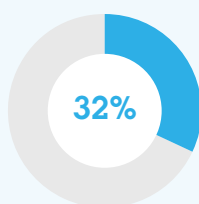
No



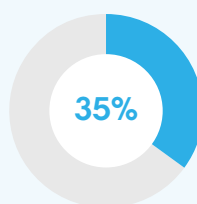
Maybe

“Do you have any suggestions as to how the OUR Generation project could be improved the future?”

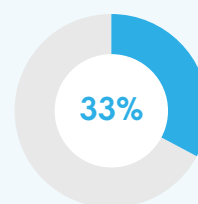
All respondents = 54/86 (63%)



Yes



No



Unsure

"If yes, please give details"

The 18 KCs who responded to this question, offered a varied and diverse range of recommendations. Many of the comments called primarily for the Project and programmes to be long-term or permanent and rolled out to as many groups as possible, as well as eliciting more co-operation from cross-border bodies to achieve this. A further consistent theme related to expanding the capacity of parents and carers in home settings, as this reinforced the learning from the programmes further. Other comments echoed these by suggesting that programmes are developed with this in mind, accounting for the context of the C&YP, their parents, and professionals in their lives. Further comments on programme development echoed previous calls for a reduction in the amount of time

needed to complete programmes, particularly within the rigid academic calendar in schools. Additional comments suggested that programmes should be developed for younger children, particularly for nursery school ages. Some final comments called for the inclusion of more contemporary topics for young people going forward, especially those relevant to their developmental stage including current social issues, anxiety in school leavers, behavioural problems, and problems with sleep. Similarly, other comments emphasised the need to expand the use of digital technology in programmes, as C&YP respond best to this. Participants also acknowledged the paucity of skills in digital technology in the workforce, and the need for upskilling of the workforce.

6.2. Findings from the Thematic Analysis of Focus Group Discussions: Key Contacts.

As outlined above, four KC focus groups were held across the project area and 39 participants attended these. Participants included five parents and carers, five teachers, and 29 youth workers. A thematic

analysis was applied to the focus group discussions and seven overarching themes were identified as shown in figure 3 below.

Figure 3.
Seven Themes Developed
from Thematic Analysis of
Focus Group Discussions:
Key Contacts

- 1 Benefits of raising awareness of and improving mental health and well-being
- 2 Sharing learning and improving relationships across groups, organisations and the wider community
- 3 Combatting the impact of transgenerational trauma, changing attitudes and embracing difference
- 4 Improving knowledge, skills, confidence and self-esteem
- 5 Extensive project offering a wide range of short/long term programmes for all ages
- 6 Development of support networks including peer support
- 7 Project future and sustainability

Theme 1: Benefits of Raising Awareness of and Improving Mental Health and well-being.

Theme one related to the identified benefits for participants of increasing awareness of and improving mental health and well-being, including participants’ literacy around this. Generally, participants highlighted that the OUR Generation Project is effective in improving mental health and well-being across all ages. They reported increased knowledge and improved understanding, literacy, and recognition of all aspects of their emotions, mental health, and well-being; and have a better understanding of the support available in this area. These benefits have translated into identifiable actions with C&YP taking on increased responsibility for their own and others mental health. It was stated that this has normalised help-seeking and has improved early intervention opportunities in schools as issues around mental health and well-being are flagged to teachers much earlier than before.

Additionally, young people, particularly young men, are opening up more about their feelings which has reduced the stigma surrounding this and developed healthy conversations on this topic. Teachers noted that there has been a massive increase in students’ resilience, which has meant that they are much better at dealing with problems on their own before things become a more significant issue. C&YP also better understand the need for self-care, which has contributed to improved resilience. It was felt that the Project has brought mental health to the fore through the introduction of concepts such as Mental Health Ambassadors and self-care. These are incredibly positive improvements for C&YP, their peers and communities.

The programmes focusing on mental health were commended in promoting and encouraging parents and carers to talk to their kids about their mental health openly. Parent and carer programmes were positively received, and participants stressed the continued need for these programmes as they try to help and support their children as much as possible. It was suggested that there should be more parent programmes available as part of the OG Project, and more joint sessions with parents or carers, and their children. It was further suggested that role-play could be included in these sessions, so that

participants could demonstrate their willingness to learn to the children. Parents and carers felt that these joint sessions could allow them and the children to work through activities together and so embed the learning for this through supporting this further at home.

Finally, participants also highlighted the need to include more current issues in programmes such as the “cost of living crisis” and the new “school refusal phenomenon” in addition to existing problems such as difficulties for C&YP transitioning to new schools. It was also felt that programmes supporting the mental health and well-being of key contacts would support them to better support the C&YP in their care. Participants also highlighted the content of programmes that they felt could be expanded on such as mindfulness and relaxation work and increasing equality in schools.

“ Young people that have taken part in the programmes have been seen to take on a more personal responsibility to look after their own mental health. ”

“ Helped and encouraged YP to open up about their feelings. The project introduced concepts such as mental health ambassadors and self-care. These are incredibly positive improvements for the YP and their peers/school communities etc. ”

“ As a parent, I know that the parent talks were positively received and in high demand as we want to help our kids as much as possible but sometimes they need an external voice. ”

Theme 2: Sharing Learning and Improving Relationships Across Groups, Organisations, and the Wider Community.

Theme two highlighted the benefits of the Project for improving relationships across groups, organisations, and the wider community through joint participation in programmes and sharing the learning through events held across and throughout the Project.

Youth workers described how the Project had supported them to build external relationships which will benefit collaborative and cross-community work in the future. These OG events provided space for learning and development and facilitated positive change by increasing the knowledge of key contacts working with groups of C&YP, particularly marginalised groups, such as those with ASD.

Key contacts reported improved working relations with local schools, youth groups and other organisations, highlighting that this project has brought people together and the C&YP have been able to enjoy the benefits of this. It was also identified that this partnership working has brought about enhanced change in communities.

Key contacts working in schools also identified an operational issue in fitting some of the programmes into the busy school schedule, despite also emphasising the benefits of the programmes to the C&YP.

Finally, it was noted that the funding of different events allowed for positive changes for C&YP and created a better understanding of what the project is all about for other staff. These events such as Party in the Park and the celebration event have encouraged C&YP to try new things and increase their confidence to join other programmes. The events were also productive for cross-community relationships.

“ As a youth worker, the Project allowed me to connect with schools and form relationships with other organisations which has helped me to build strong relationships for the future. ”

“ They also engaged with young people in the local school, so it was having an impact across the wider community & not just those that come to the club. The longevity of the project in the area helped as well, it became embedded into the life of the club, right from when Our Generation started the boys were involved. ”

“ Timings can be difficult to fit in to the school day – no suggestions as yet on how to resolve this; the longer programmes such as Peer Mentor and Mental Health Ambassadors are very beneficial, but difficult to fit in. ”

Theme 3: Combatting the Impact of Transgenerational Trauma, Changing Attitudes, and Embracing Difference.

The third theme discussed the need to combat the impact of transgenerational trauma on individuals and families and how the Project has changed attitudes on this and nurtured a willingness to embrace difference. Young people are continuing to be affected by the Troubles so there is a need for the OG work to continue. It was recognised that the Project worked with C&YP and key contacts who have been affected by the Troubles, who are living with the legacy of this era and how that impacts on their current day-to-day lives. It was also acknowledged that some C&YP are unaware of the transgenerational impact of the Troubles and so do not see peace building as an issue.

A change in attitudes as a result of attending the programmes was highlighted and an increased openness that did not exist beforehand. However, others noted that in addition to working on reconciliation across communities, there was still a need for reconciliation within some families. The importance of the generational differences was emphasised, and a suggestion was made to involve grandparents in programmes, to effectively address transgenerational issues within families. Expanding on this it was suggested that more content could be included on the differences in families and family structures. This would normalise this and highlighted the different family structures, so that C&YP could relate to this.

Finally, it was highlighted that the cross-border work of the Project had created opportunities for cross-community relationships to develop further and that this work of bringing diverse groups together was a key aspect of the Project’s peace building agenda.

“ I was born in the Troubles; I can relate to the intergenerational trauma and the experiences we went through as a family. I can see even in my own family and in my own grandchildren the effects of it. It definitely does have an effect on the family. Watching that with my own children, I am like stop! We need to change the learned behaviour to a different approach. Developing self-awareness. Experiences of first-hand trauma and how that interlinks and filters through the family process. ”

“ It has changed the attitudes for some of those that come in here. We have seen them being more open to things - things that they necessarily wouldn't have agreed with before taking part. ”

“ Continued activity of the diverse groups together speaks to the peace building efforts of the project. Raised awareness- trauma and transgenerational impact of trauma. Cross-border work has given opportunity for relationships to develop. ”

Theme 4: Improving Knowledge, Skills, Confidence, and Self-esteem.

The fourth theme developed included how key contacts improved their knowledge, skills, confidence, and self-esteem from their participation in or engagement with the OG programmes. Key contacts reported that the Project provided endless opportunities for themselves and C&YP to engage and participate which they believed increased their resilience, confidence, and self-esteem. A few suggestions were put forward to improve engagement, particularly with young men. It was felt that many young men would engage more with male project workers and so it was suggested that the gender breakdown of workers is supported at recruitment for the Project, where possible, to ensure that this aligned with the participants. Another suggested improvement would be to involve C&YP in the development of the evaluation surveys, questions, and tools for the Project as they would have valuable feedback on this, that could inform development. Additionally, key contacts reported positive changes through the programmes educating them in areas where they lacked knowledge and learning to be more attentive to the needs of C&YP. Teachers in particular noted that students had become much better at recognising their own resilience and ways to improve it.

Parents and carers attending the programmes reported a higher awareness of their children's feelings and behaviours and their own relationships with their children. They emphasised that they were now able to take a more objective view of their parenting and were able to take a step back to better understand the needs of their children and manage this in a different way. It was reported that this has made a significant impact in their families. Finally, they reported being better able to open up conversations with their children and address their behaviour, separating the behaviour from the child.

“ Programmes have been very helpful for Skills development of the young people, especially with regards to building their resilience. ”

.....

“ There has been a massive increase in students' resilience; they are much better at dealing with problems on their own before things become a bigger/more serious issue. ”

.....

“ I am more patient with my child, and I am looking at my child's needs more. Such positive changes made overall, particularly in relation to emotions, being more considerate of feelings and issues that may arise from mental health. More understanding of my child's needs and being able to take a step back. Every action has a reaction. ”

Theme 5: Extensive Project Offering a Wide Range of Flexible Short and Long-term Programmes for all Ages.

The fifth theme to emerge from the thematic analysis outlined the extent of the project in terms of duration, age range and number of programmes available to participants. Additionally, it was noted that adequate funding allowed for the Project to provide this varied and flexible range of programmes.

The longevity of the Project i.e., across 3+ years also helped as this allowed the Project work to become embedded into the day-to-day operations of youth clubs etc. Continuous engagement and more long-term programmes were seen as a positive aspect of the Project and a prerequisite of project sustainability, with most key contacts calling for more of this. Finally, the ability to work with younger age ranges was also highlighted as a very positive aspect of the Project in terms of early education about mental health and well-being in addition to the geographical scope of the Project, which increased accessibility of mental health programmes across more rural areas.

“ Wide range of ages, good finances to support and enhance the work and experience for the participants. Wide range of programmes. ”

“ Made mental health and well-being accessible in rural areas. ”

Theme 6: Development of Support Networks Including Peer Support.

Theme 6 extracted from the focus group thematic analysis related to the development of support networks including peer supports across the Project. This was particularly noted by teachers and those working in schools who could see that students were more willing to both help themselves and each other, regardless of age. It was felt that this would have a positive long-term impact on issues such as bullying within the school setting. This group of key contacts also noted that the programmes positive impact on the C&YP have aided teacher stress levels as young people are increasingly looking after each other.

Finally, parents and carers noted that the programmes were very positively received and

emphasised the need for these programmes to support parents and carers to help their children. They noted a substantial increase in awareness of factors impacting both themselves and their children and some groups had also developed a support network among themselves.

“ We have developed a support network among ourselves. Actually, shocked at how much more awareness I have. ”



Theme 7: Project Future and Sustainability.

The final theme developed from the key contact focus group discussion focused on the future of the Project and its sustainability. Participants highlighted that there was significant demand for the innovative programmes, which are needed more than ever and that this indicated that it would be sustainable in the future. It was also indicated that funding should be streamlined for the Project and available over a longer term to ensure that the project continues with the existing experienced staff and becomes well established across the project area.

Additionally, it was suggested that the area served by the Project could be extended to give the Project a wider reach. It was acknowledged that this would require increased resources to facilitate this expansion. The benefits of the Project were highlighted by participants as being vital to raising awareness of mental health and well-being, resilience, and peace building and that this continues to be important as C&YP live with the legacy of the Troubles. It was also noted that work to combat the impact of transgenerational trauma is long-term and so the Project requires long-term funding to continue in the future and ensure sustainability. Finally, participants felt that the OG programmes would be beneficial for years to come and have a lasting effect on both the school and the C&YP. They also suggested that for future projects, it would be a huge benefit if programmes were available to the whole school and not just a select number of classes each year. School programmes were also noted as encouraging parents and carers to talk more openly to their kids about their mental health.

“ I believe that the OG team should maintain their succession and partnerships. Funding needs to be extended to sustain project and staff expertise. Yes long-term funding is needed. Young people are continuing to be affected by the Troubles so there is a need for the OG work to continue. ”

.....

“ There is a need for funding to be more streamlined... gaps between funding have a huge impact on the project, staff retention, and the relationships that have been developed. ”

.....

“ Programmes are beneficial for years to come and staff are hoping they have a lasting effect on both the school and the young people. ”

7.0

Stakeholder Group:

Community and Voluntary Sector.



7.0. Stakeholder Group: Community and Voluntary Sector.

The range of community and voluntary stakeholders taking part in the survey included a diverse range of organisations who had engaged with and had experience of the OG Project and programmes, as

well as those who had not experienced or engaged with the Project. No Focus Groups were facilitated for this stakeholder group.

7.1. Findings from Survey Responses: Community and Voluntary Sector.

Participants were asked about their engagement with and awareness of the Project and to indicate how they feel the partnership is working on the five key stakeholder areas including impact, areas for

development/gaps, what's worked well, emotional resilience/peacebuilding, and sustainability of the OUR Generation Project. Responses to questions on each of these areas are outlined in this section.

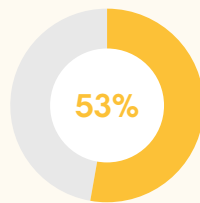
7.1.1. Overall Perceptions of the Project - Engagement with Programmes.

Overall, 42 participants completed the survey. This initial question distinguished between those who had taken part or engaged in the Project in some way and those who had not engaged. Of the 42 participants, 38 completed this question with 20 (53%) indicating that they had engaged and 18

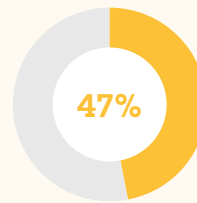
(47%) indicating they had not engaged with the Project. Participants response to the question initiated the survey questions that would follow, with those indicating non-engagement with the Project receiving a different question set, to those who had engaged.

"Have you engaged with, or participated in the OUR Generation Project?"

All respondents = 38/42 (91%)



Yes



No

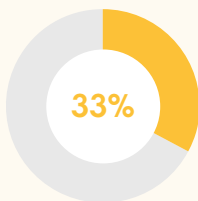
Participants who had not engaged with the Project programmes.

"Can you tell us what, if anything, you know or have heard about the OUR Generation Project?"

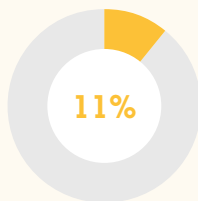
Of the 13 people who answered this question, four indicated that although they had not participated directly in the programmes on the Project, their children had, and benefited from the experiences. A further four indicated that they knew someone or

some groups that had attended an OG programme, and the remaining five indicated that they had no knowledge of or knew someone that had participated or engaged with the OG Project.

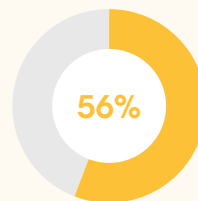
"In your experience, has the OUR Generation Project given you the opportunity to engage?"
All respondents
= 11/18 (61%)



Yes



No



Unsure

"In your experience, has the OUR Generation Project given you the opportunity to engage? If no, why might this have been?"

Each of the five participants answering this question indicated and commented that they would have liked to engage with the Project given the benefits

to C&YP, but that it was not possible as it was out of their geographical remit.

"What did you do in the absence of the OG Project? Was there anywhere else where you could have accessed these types of programmes?"

The six participants who answered this question emphasised that there were limited other places to access these types of services and programmes. For those that did specify such places, these were

generally youth clubs, but it was noted that it was not always appropriate for parents or carers to attend youth clubs and noted the age restrictions for C&YP to join these clubs.

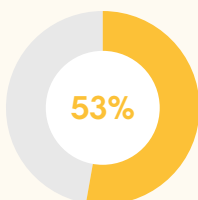
"Given that you did not engage in the Project, what do you feel are the main areas for improving engagement that the Project could focus on going forward?"

Each of the six participants answering this question focused on extending the remit areas for delivery of programmes, opening programmes out to more

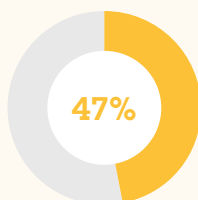
parents, carers, and key contacts, as well as a call for more long-term programmes that continue throughout the year.

Participants who had engaged with the Project Programmes.

"Have you engaged with, or participated in the OUR Generation Project?"
All respondents
= 38/42 (91%)



Yes



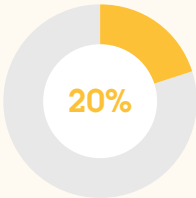
No

The same initial question was asked to those who indicated engagement with the OG Project, with 53% (n=20) having participated or engaged with the Project and/or programmes in some way. Of those

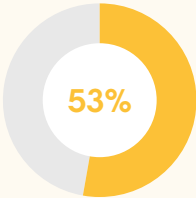
who had experienced the Project, 75% (n=15) of the participants emanated from and represented a community or voluntary organisation.

“Were you a participant in a programme, or did you help organise one in your area or community?”

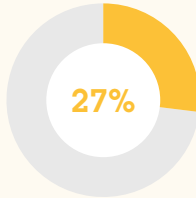
All respondents = 15/20 (75%)



Participant



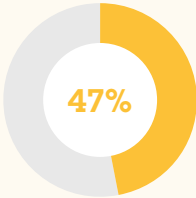
Community Organiser



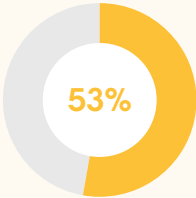
Both

“Have any of your family / friends/children attended any OG Programmes?”

All respondents = 15/20 (75%)



Yes



No

7.1.2. Overall Perceptions of The Project – Awareness of the Project.

“Can you tell us what you know about the OUR Generation Project?”

In total, 13 participants answered this awareness question, with a range of knowledge and experience of the Project shared. Many of the comments emphasised how the Project focuses on bringing C&YP together, on a cross-community/cross-border basis, to promote positive mental health, and to improve physical and emotional well-being for all.

Further comments praised the Project for helping build connections, opening up opportunities, and shared experiences, particularly in and between marginalised groups. Some final remarks commended the OG Project teams, who have networked and engaged, praising them for being adaptable and flexible to suit needs.

7.1.3. Overall Perceptions of the Project - Impact of the Project.

Table 4 below highlights the impact the Project has had on participants and their communities.

Table 4. Participant Responses: Impact of the Project on participants and their communities.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The Project/Programmes have had a positive impact on my work.	57%	29%	14%	0%	0%
The Project/Programmes have had a positive impact on my family/local community / schools/youth clubs?	57%	29%	14%	0%	0%

“What, in your opinion, are the short-term/long-term impacts of the Project – to individuals, local areas, policies, or systems?”

The ten participants who answered this question suggested a range of short and long-term impacts of the Project and programmes. Overarchingly, participants highlighted the benefits of the Project in building emotional resilience and promoting positive mental health in the short-term for C&YP. These skills were also noted to have a lasting impact, as they will be carried forward by the C&YP to help manage emotions and cope better in the future. Further comments emphasised how the programmes have had long-term impacts on the C&YP, as it has helped build connections, increased opportunities, cross-community work, and created lasting friendships with different communities. Many comments praised the partnership on the

initial and on-going connections made, as having a lasting impact. Particular comments highlighted how the links and connections made had been critical to support and help in the challenges with COVID-19 and ongoing lockdowns. Further comments emphasised how the Project has created a basis for long-term co-operation with other organisations and partners at a strategic level, leading to training and shared learning events. Some final comments praised the Project for leaving a lasting legacy, as the learning from the programmes is implemented and used to develop other programmes, events, and social enterprise through best practice.

7.1.4. Overall Perceptions of the Project – Areas for Development and Gaps.

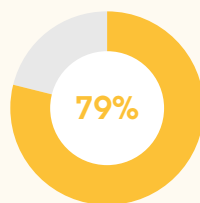
“Can you identify any challenges facing groups to engage in the OG Project (e.g. language barriers etc.)?”

A range of challenges to engagement and attrition rates on programmes were identified by the eight participants who answered this question. Some comments highlighted situational aspects, such as geographical distance to attend programmes, particularly in rural areas, and others commented that there remains a reluctance of certain communities to step outside their comfort zone

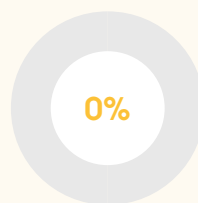
due to language barriers, transport barriers, infrastructure barriers, lack of self-expression, and communication challenges. Some final comments highlighted how many members had not engaged as they were not comfortable using digital technology for programmes. This was a particular challenge for some people at the time of the COVID-19 pandemic.

7.1.5. Overall Perceptions of the Project - What worked well?

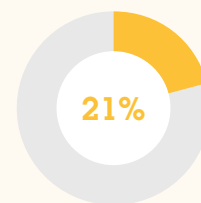
“How likely are you to recommend the OG Project/ Programmes to settings in your area/community?”
All respondents = 14/20 (70%)



Likely



Not Likely



Unsure

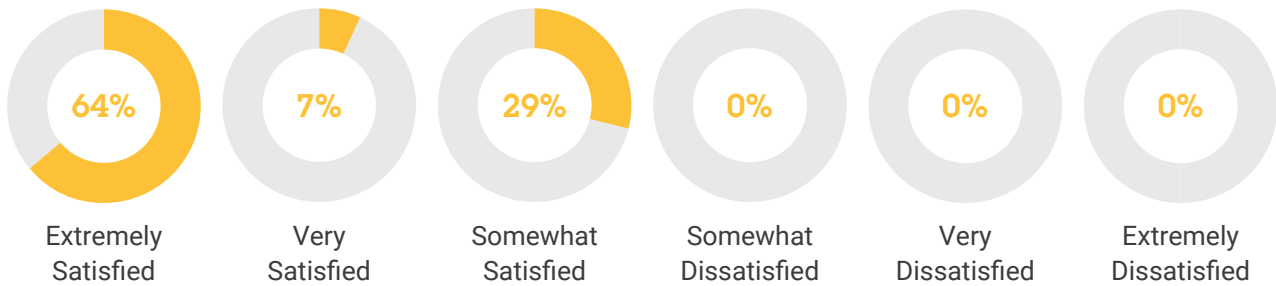
“What do you feel are the main areas for improvement that the OUR Generation Project should focus on?”

A range of suggestions were offered by the seven participants responding to this question. Some comments called for more self-expression and creative elements to be included into programmes going forward. While others emphasised, the Project needs to continue enhancing opportunities for

C&YP to interact, learn and socialise with others from different communities, backgrounds, and cross-border. Some final comments reiterated the call for the Project/programmes to be more long-term to see meaningful changes and also to keep momentum going among groups.

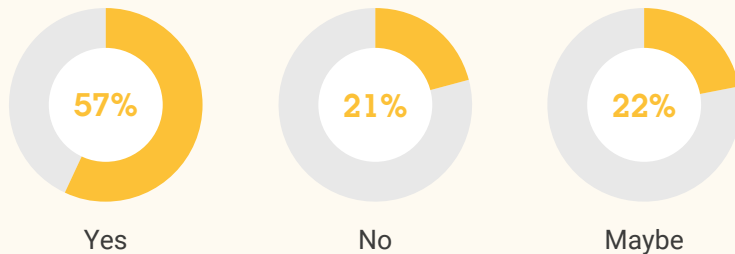
"How satisfied were you with the services/programmes received as part of the OG Project?"

All respondents = 15/20 (75%)



"Have you made any connections and/or networks from engagement in the OG Project?"

All respondents = 15/20 (75%)



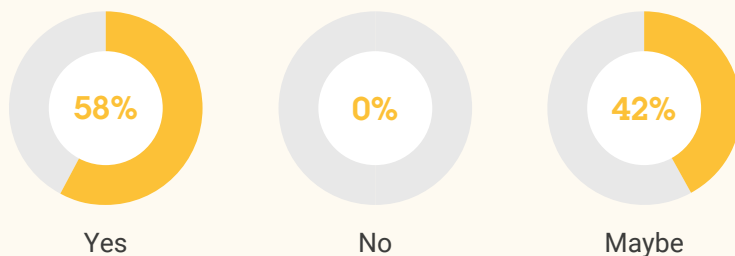
"Have you had any further engagement with new contacts outside the programme (e.g. sharing information, providing assistance, working together on joint activities)?"

Seven participants answered this question, with each remarking that positive connections and contacts had been made outside of the Project, as a result of the engagement with the partners, and that these networks remained on-going and active.

Further comments highlighted how the connections made had led to opportunities to meet other workers and partners, to discuss ideas and to share resources.

"If Yes, have these connections/networks continued as a result of engagement in the OG Project?"

All respondents = 15/20 (75%)



7.1.6. Overall Perceptions of the Project - Emotional Resilience and Peacebuilding.

Table 5 below details responses to questions on emotional resilience.

Table 5. Participant Responses: Improved Emotional Resilience - Community and Voluntary sector.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The Project/Programmes have contributed to improved emotional resilience in my area of work.	62%	23%	15%	0%	0%
The Project/Programmes have contributed to improved emotional resilience for my family/local community/ schools.	54%	31%	15%	0%	0%

“How has the Project contributed to improved emotional resilience for you, or your family, local community, school, or youth club etc?”

Seven participants answered this question, with a range of positive impacts suggested. Most comments emphasised the beneficial effects on their members in terms of building connections, confidence, self-esteem, and the advantages this has had on their emotional well-being and mental health literacy. Others remarked on the positive mental health approach taken and how this had helped reduce stigma and opened up dialogue on sensitive topics among groups. Some final

comments underscored how the Project has helped increase confidence and bonds in teams within different organisations, suggesting the Project not only helped increase emotional well-being on members, but also within staff.

Participants were then asked about how programmes had contributed to improved peacebuilding. Responses are detailed in table 6 below.

Table 6. Participant Responses: Improved Peace Building - Community and Voluntary sector.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The Project/Programmes have contributed to improved peace building in my area of work.	54%	15%	31%	0%	0%
The Project/Programmes have contributed to improved peace building for my family/local community/ schools.	54%	23%	23%	0%	0%

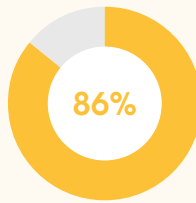
“How has the Project contributed to improved peace building for you, or your family, local community, school, or youth club etc?”

Most of the six participants who answered this question emphasised the cross-community opportunities offered by the Project, as contributing most meaningfully to peacebuilding in their communities and schools. Particular focus was given to the benefits of sharing experiences and

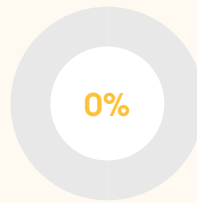
learning in a safe and nurturing environment provided by the project teams, as well as the benefits of connecting groups together across the traditional divides and those from marginalised groups to help build relations, peace, and reconciliation.

7.1.7. Overall Perceptions of the Project – Sustainability.

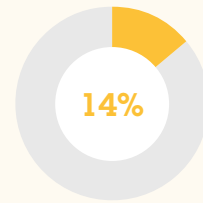
“Do you think the OUR Generation Project should continue in the future?”
All respondents = 14/20 (70%)



Yes

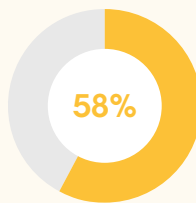


No

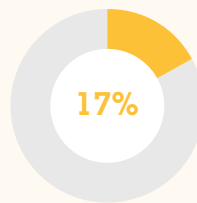


Maybe

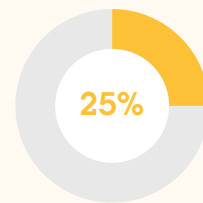
“Do you have any suggestions as to how the OG Project could be improved in the future?”
All respondents = 14/20 (70%)



Yes



No



Maybe

“If yes, please give details.”

Several suggestions were received from the six participants responding to this question. These included a range of recommendations, including more work on self-expression, to boost independent creative thinking in C&YP, and intergenerationally. Additionally, there was a renewed call for more long-term engagement, additional resources, and

increased funding, to allow a more intensive and longer engagement. Other comments echoed those previously, calling for a more cohesive approach going forward, as well as increasing the number of meetings and events bringing groups together on a more regular basis.



8.0

Stakeholder Group: Strategic Groups.



8.0. Stakeholder Group: Strategic Groups.

A range of Strategic Group members were invited to participate in the survey, to explore the impact of the Project on their understanding of resilience and peace building, development of good relations, and to identify any steps taken to make services more

relevant, accessible, and inclusive to the needs of C&YP. Overall, 20 participants completed this survey, including a range of Strategic Group members, from OG Project partners, to SEUPB, Government Depts, local authorities and The Executive Office.

8.1. Findings from Survey Responses: Strategic Groups.

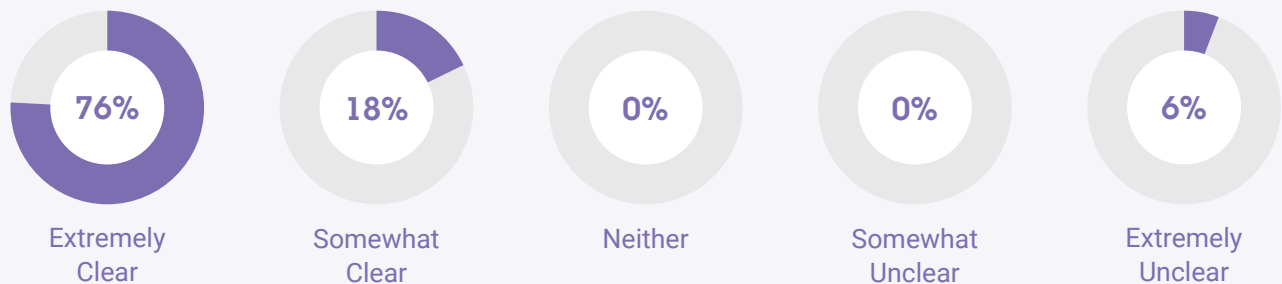
Overall, the results from this stakeholder group are positive, as well as being mindful that there are areas for improvement and sustainability,

with respondents providing insight, feedback, and suggestions.

8.1.1. Overall Perceptions of the Project - Awareness of Programmes.

"How clear to you were/are the main objectives of the OG Project?"

All respondents = 17/20 (85%)



"Indicate how you feel the Partnership is working across the OG Project?"

All respondents = 16/20 (80%)

Participants were then asked to indicate how they feel the partnership was working on the five key stakeholder themes including impact, areas for development/gaps, what's worked well, emotional

resilience and peacebuilding, and sustainability of the OUR Generation Project. Responses to these questions are outlined below.

8.1.2. Overall Perceptions of the Project – Impact.

Table 7 below outlines the responses from participants to questions regarding the impact of the Project.

Table 7. Participant Responses: Collaborative Working within the Project.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Project Partners have a shared vision for the Project.	56%	31%	13%	0%	0%
Project Partners communicate well internally.	44%	31%	25%	0%	0%
Project Partners communicate well externally.	44%	25%	25%	6%	0%
Project Partners evaluate the outcomes of programmes.	56%	25%	19%	0%	0%
Project Outputs have contributed positively to other services.	56%	31%	13%	0%	0%

“What, in your opinion, are the short-term/long-term benefits of the Project – to individuals, policies, or systems?”

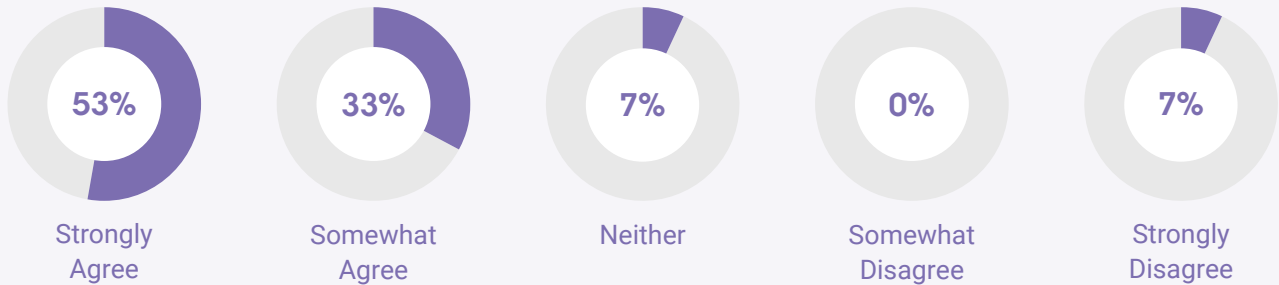
Nine participants answered this follow-up question, with some comments focusing on the short-term benefits of the initial engagement with groups/schools across the remit areas, as well as the building of trust and relationships to allow for the design and delivery of the Project based on identified need. Others responded by highlighting how the Project has had an influence on C&YP on a short-term basis due to the programmes being relatively short. They suggested programmes had increased mental health literacy and that the C&YP had now more awareness around mental health and how to build emotional resilience by introducing valuable life skills around self-regulation, mindfulness, understanding emotions and developing positive mental health and resilience. Additionally, a few comments emphasised the benefits of early intervention, and how the programmes have contributed to raising emotional intelligence, resilience, and healthy coping skills, which will support children’s mental health as they move into teenage years and adulthood. Participants were also keen to highlight the long-term benefits of the

Project such as how the forging of links and pairing of groups on a cross-community and cross-border basis was key, as this allowed for shared learning and the building of relations on a long-term basis. Further comments echoed these, highlighting that the joined-up approach evidenced across the Project, should continue in the future to maximise impact. Others commented that the Project has led to a better tolerance for others in society, given the onus on community, inclusion, and difference, and that the C&YP now have a greater understanding and empathy among and towards individuals and other groups. They felt the positive impacts can be evidenced across a range of policy areas, which will influence and contribute to participation across a range of platforms and training areas. Some final comments referred to the long-term legacy of the Project, especially the upskilling of key contacts who had received bespoke training. The training had benefits for them both personally and professionally, impacting their working practice and their community, through their work with C&YP and key contacts.

8.1.3. Overall Perceptions of the Project - Areas for Development and Gaps.

“Project Partners understand and agree on Goals and Objectives?”

All respondents = 15/20 (75%)



“What do you feel are the main areas for improvement in the OG Project?”

The 10 participants who answered this question offered a variety of suggestions for improvements in the future. A central theme from the comments focused on the geographical remit areas for the OG Project, and how this should be extended in the future. Particular comments highlighted how a broader focus was needed to improve emotional resilience and peace across all community groups living in the area, and not just between the Protestant/Unionist/Loyalist (PUL) and Catholic/Nationalist/Republican (CNR) communities. Other comments echoed these, emphasising that the Project roll out should not be constrained to the UV areas or focus specifically on traditional settings. As NI/ROI becomes more diverse, all religions/

cultures should be taken into consideration. Similar comments also highlighted that prescribed programmes delivered through the OG Project, should be tailored to meet the needs of the most marginalised groups, and remove any barriers to participation. A further theme in the comments gave emphasis to the evaluation aspects of the Project, and how these can be difficult to manage, particularly with younger age groups. Suggestions for improvement were also outlined, including having OG staff complete case studies to monitor progress/ distance travelled. It was also suggested that the case studies should include quotes from the C&YP, so that the voice of the child is still heard, but in a more meaningful and child-friendly way.

8.1.4. Overall Perceptions of the Project – What’s worked well?

“How satisfied were you with the services/programmes received as part of the OG Project?”

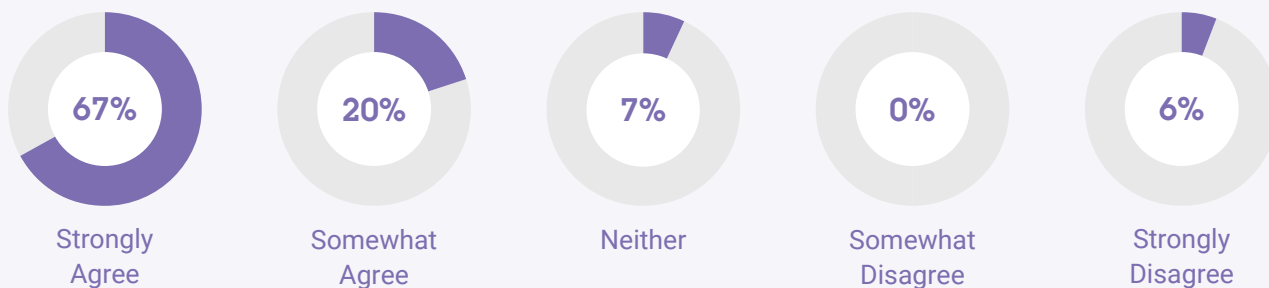
All respondents = 15/20 (75%)



8.1.5. Overall Perceptions of the Project – Emotional Resilience and Peacebuilding.

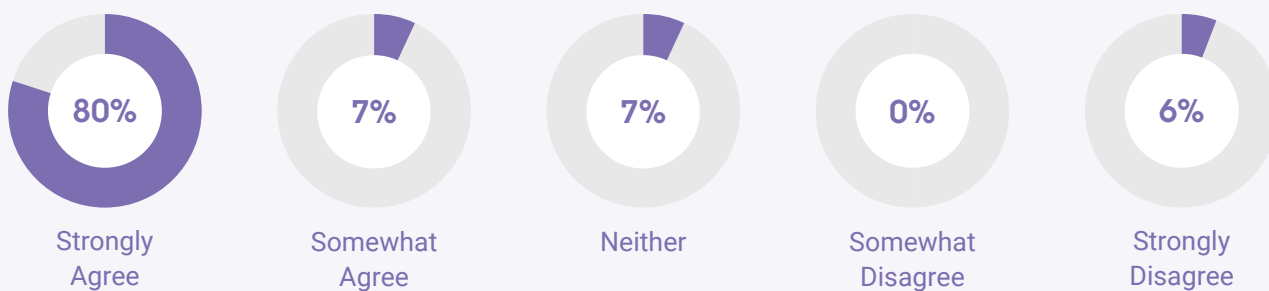
“The Project/ Programmes have contributed to improved emotional resilience in this area of work?”

All respondents = 15/20 (75%)



“The Project/ Programmes have contributed to improved emotional resilience for children, young people and families, local communities, schools, youth/sports clubs?”

All respondents = 15/20 (75%)



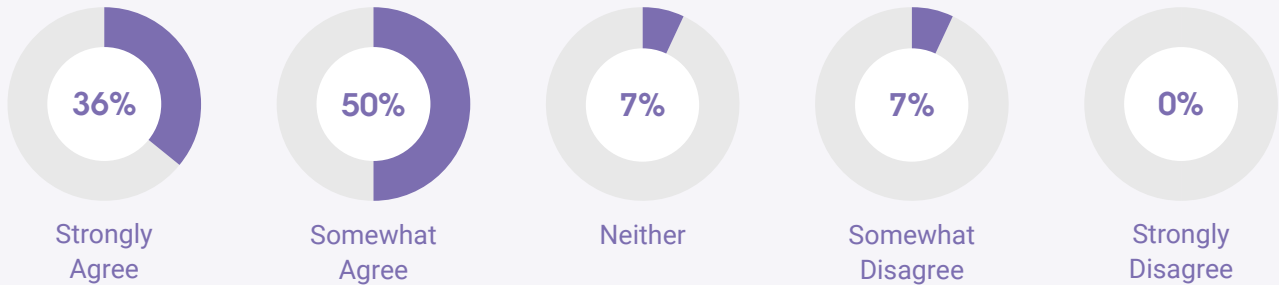
“How has the Project contributed to improved emotional resilience for children, young people and families, local communities, schools, or youth/sport clubs etc?”

A range of suggestions as to where and how, the Project has contributed to improved emotional resilience was offered by the 10 participants who answered this follow-up question. Many of the comments centred around how the Project had provided C&YP with the opportunity to experience, name, and understand a wide range of emotions, to experience failure without risk of harm or consequence, and provided a safe and nurturing environment in which to do this. Additionally, some comments underlined how:

- The programmes fostered emotional resilience through practice, encouraging children to be more independent, problem-solve, and overcome difficulty without adult intervention. Participants believed these skills, learned as a result of the programmes, were key to building emotional resilience in C&YP.
- Emphasised the empowerment C&YP gained as a result of participation on the Project, and how crucial this was in equipping them with knowledge and practical support on how to understand and cope with their emotions in the future.
- Focused on the wider impact of the Project on the ecosystems of the C&YP. In particular, some noted that by using a holistic approach to support parents, carers and other adults working with the C&YP, that then supported them to adopt strategies to improve their lives and that of the C&YP in their care.
- The Project has helped address difference and has supported adults to consider transgenerational trauma, to adopt trauma informed approaches and training events, and to forge a better culture for C&YP to grow up in.

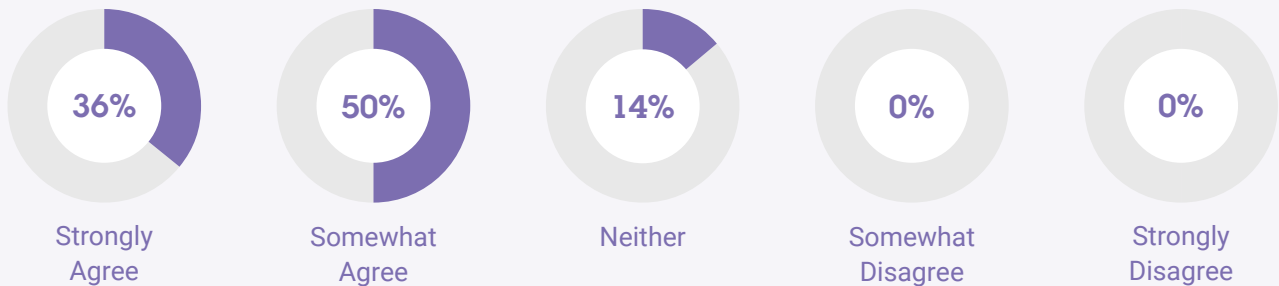
“The Project/ Programmes have contributed to improved peacebuilding in this area of work?”

All respondents = 14/20 (70%)



“The Project/ Programmes have contributed to improved peacebuilding for children, young people and families, local communities, schools, youth/sports clubs?”

All respondents = 14/20 (70%)



“How has the project contributed to improved peacebuilding for children, young people and families, local communities, school, or youth/sport clubs etc?”

A range of comments were provided by the 10 participants who answered this follow-up question. Many respondents commended the Project for delivering on areas such as individuality and difference, providing opportunities for learning, discussion, and exploration of self, as well as building a sense of empathy and awareness for others. Several comments echoed these, in outlining how the Project provided an opportunity to address the impact of perceived differences by supporting C&YP, and the adults around them, to think about their community and to see things from other people’s perspectives. Furthermore, comments discussed how these approaches were now being adopted within their organisations from the bottom-

up, as a result of the programmes, with staff more comfortable having difficult conversations with children regarding peace in NI. The cross-border work on the Project was also highlighted as an area where the peacebuilding elements of the Project were most apparent, as it offered young people from diverse backgrounds the space and time to come together and interact in meaningful ways. However, several comments also indicated how the challenges of COVID-19 had severely impacted the ability to carry out as much cross-community work as planned, which was felt to have limited the Project’s scope in terms of improving peacebuilding.

8.1.6. Overall Perceptions of the Project – Sustainability.

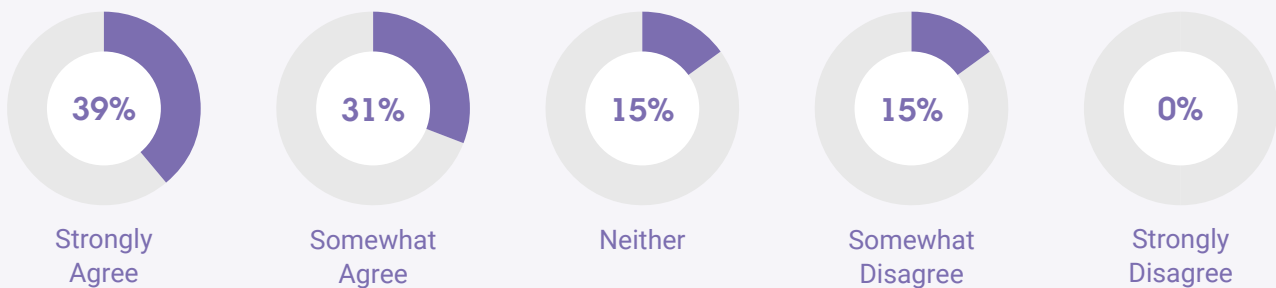
“Project Programmes are more sustainable because of collaboration?”

All respondents = 13/20 (65%)



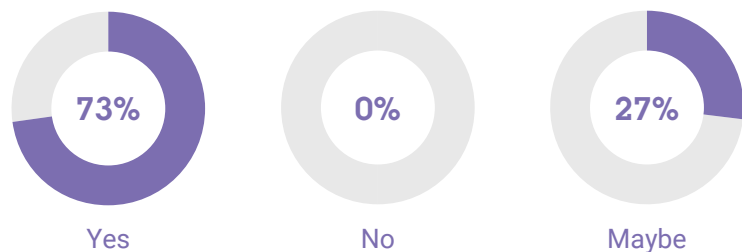
“The partnership has developed a strong collaborative culture?”

All respondents = 13/20 (65%)



“Do you think the partnership should continue in the future?”

All respondents = 11/20 (55%)



“If yes, please give more details”

Seven participants answered this follow-up question, with a number of suggestions and detail provided. Many commended the Project on the undeniable impact it has had on the C&YP and their Key Contacts. Others reiterated earlier comments regarding expanding the Project remit to other areas within NI, and not just the UV areas. Furthermore, several of the comments called for further cross-organisational work, to include more partners, particularly between NI and ROI, and importantly based upon needs and the changing

landscape. Some final comments highlighted the need for a more cohesive approach going forward, with programmes/sessions being developed and delivered jointly between partners from NI and ROI, or the full partner compliment being involved in one off events. Comments emphasised how this would ensure there were no overlaps or gaps in programmes offered by different partners, as well as ensuring that all elements of increasing emotional resilience and peacebuilding are covered.



9.0.
Summary of
Main Findings.



9.0. Summary of Main Findings.

This report has demonstrated how thoughtful engagement with a wide range of stakeholders has led to vital insights that will provide greater understanding of the impact of the project for individuals, groups and communities and help inform the development of the OG programmes and Project in meaningful and significant ways going forward.

9.1. Project Impact.

Understanding the measurable impact of the OG Project on stakeholders was one of the primary aims of the stakeholder engagement exercise. This was determined from the direct and indirect feedback received from all stakeholders. This included understanding how the stakeholders perception of the Project and programmes empowered them and others.

Feedback from the younger children indicated that over half agreed things had changed positively since attending OG programmes. Three-quarters responded that they now had greater knowledge and awareness of all topics included in these programmes, as well as increased emotional resilience and peacebuilding. Almost 90% of this younger group called for the Project to continue in the future.

Almost all Key Contacts participating stated they were very satisfied with the OG programmes, that they would recommend and signpost to an OG programme and that the Project should continue in future. Importantly they felt that the programmes had a positive impact on both them and their wider communities, through improving and enhancing emotional resilience, good relations, and peacebuilding.

Stakeholders from the C&V sector outlined that the OG Project and programmes have had a positive impact on their work, family, local community, schools, and youth clubs, with around three-quarters satisfied with the services received and likely to recommend the Project to others. The majority of this group also agreed that the Project should continue in the future as it had met its key objectives and contributed to improved emotional resilience, emotional regulation, coping skills, and peace building in their area of work, in families, and in their local communities. This group also highlighted that these skills should have a lasting impact on helping C&YP, which will support children's mental health

Together, the different stakeholder groups provided multiple means to examine complex processes and the mechanisms in operation across the Project. These vital insights can help inform programme development going forward. This section provides a summary of the findings and concludes with recommendations made from this work.

as they move into teenage years and adulthood. They also noted how the programmes have had a long-term impact on the C&YP, supporting increased tolerance of others which has helped to build connections and created lasting friendships with different communities. The C&YP now have a greater understanding and empathy towards individuals and other groups. Further comments emphasised how the Project has created a basis for long-term co-operation with organisations and partners at a strategic level. It was noted that the lasting legacy of the Project would be in the learning from the programmes being implemented and used to develop other programmes and events and through best practice. The long-term legacy of the Project will also be seen in the increased skill levels of key contacts that has impacted themselves, their own work and their community through improved engagement with C&YP. When asked how the Project should continue, participants suggested expanding the Project remit to include a wider geographical area, further collaborative work, to include more joint programmes, between NI and ROI, based upon the most pressing current needs and the changing landscape.

The majority of the respondents from the strategic group outlined that the Project should continue into the future and that they were satisfied with the services and programmes delivered as part of the Project. Almost 90% of this stakeholder group agreed that the Project had contributed to improved emotional resilience and peacebuilding in C&YP, their families and communities. How the Project should continue raised some suggestions such as expanding the Project remit to include a wider geographical area and further collaborative work, to include more partners delivering joint programmes, between NI and ROI, and based upon needs and the changing landscape. This would help address any gaps in delivery and ensure all key indicators of the Project are covered in all programmes.

9.2. Areas of High Performance.

Throughout the stakeholder engagement exercise, areas of high performance across the Project were frequently identified. Some of the main areas highlighted are outlined below.

9.2.1. Developing a Sense of Community and Improving Relations with Others.

The younger stakeholder group highlighted that participating in the Project had enabled them to better understand and describe communities. They were unable to do this prior to attending the programme. They now understood that everyone is different and unique and that it is possible for people who are different, to live in the same community together. This group described how their empathy had increased and this also had an impact on their ability to understand diverse groups and communities or even differences in their parents and wider families.

Key contacts also suggested the cross-community elements of the programmes had a significant impact on the C&YP through their developing a better understanding of different communities and cultures outside of their own, as well as learning how to play and interact together with more open-minded views. This enhanced the capacity of C&YP to form positive and effective relationships across communities and traditional divides.

9.2.2. Improving Equality, Diversity, and Peacebuilding.

For the younger stakeholder group, participants reported that they had developed increased understanding of diversity, which meant that they were more likely to play and speak to other people who were different to them.

The YP described how they had met with others and different groups, and visited places that they previously would not have, and that this served to eradicate ideas and opinions previously held, and supported participants to embrace diversity, feel comfortable visiting these areas and allowed them to become more at ease with others from these

groups to develop new relationships. This increased contact also allowed them to develop a better understanding of how different young people like to be addressed, how to increase inclusivity in their groups, and educated them on preferred pronouns. All of which made them more comfortable spending time with those with different gender identities. They highlighted that all of this contributed to improved social skills, overall levels of confidence, and a newly acquired willingness to speak out about issues that they may have been reluctant to raise before.

Adult stakeholder groups commented on the benefits of the cross-community, collaborative, peace building, diversity, and inclusive aspects of the project. They highlighted that the Project fulfilled its purpose of bringing C&YP together from across the traditional divides, including those from marginalised groups, to improve relations and build emotional resilience and peace. They highlighted that a focus on equality and diversity and the provision of grassroots initiatives, bringing people together for peacebuilding activities, such as shared learning events and shared programmes, has generated real change in communities. Further, the benefits of sharing experiences and learning through implementation of trauma informed approaches, meant that a safe and nurturing environment was provided by the Project teams, and this was consistently highlighted as adding to the success of the Project. The need to combat the impact of transgenerational trauma on individuals and families was addressed by the Project and was suggested as contributing to changing attitudes on this and nurturing a willingness to embrace difference. The impact of building relationships through intergroup contact, which improved outgroup attitudes, and built intergroup trust in the C&YP was identified as contributing to peacebuilding. Given one of the aims of the Project was also to develop empathy in C&YP, it was also noted that this contributed to a greater cultural understanding and acceptance. Additionally, Key Contacts reported improved working relations with local schools, youth groups and other organisations, highlighting that this project has brought people together, and the C&YP have been able to enjoy the benefits of this. It was also identified that this partnership working has brought about enhanced change in communities. A change

in attitudes was noted in those who attended the programmes and an increased openness that did not exist beforehand.

Finally, adult participants focused on the Project's impact on educating C&YP in areas such as individuality and difference and self-exploration, as well as increasing their levels of empathy and awareness for others. It was also noted that the Project provided an opportunity for C&YP and the adults around them to see things from other people's perspectives, by bringing different communities together and helping realign perceived difference. A key outcome of the Project was highlighted in Key Contacts outlining how many of the approaches from the Project were now being adopted and implemented within their organisations.

9.2.3. Impact of Programmes on Emotional Literacy, Empathy, Resilience, Knowledge, and Tools for the Future.

Younger participants explained how they had learned all about their mental health and well-being and were now better able to name and manage their emotions. They also highlighted how they felt it was OK to talk about their feelings and emotions and how they often speak to their parents and other adults about this. Additionally, younger participants reported being able to identify empathy in themselves and being able to recognise when others were showing empathy. These improved empathic skills were also said to have a positive impact upon family relationships with parents and siblings.

Older C&YP echoed the learning of the younger group and additionally discussed how they had developed greater emotional literacy and self-regulation. They explained that they had developed their knowledge and skills in managing their own mental health and well-being and also their knowledge and skills to help others who may need support, as well as having a greater knowledge of how and where to access support if needed.

Adult participants also recognised how the Project

is highly beneficial, promoting positive mental health messages and improving the well-being and resilience of children and young people. This group felt that the C&YP gained a wealth of experience and new skills as a direct result of the programmes, skills, and knowledge that they were now employing beyond the classroom. Key contacts also suggested that the programmes had educated them on how to deal with their own mental health and well-being, and to apply this knowledge to the C&YP in their care. Programmes had challenged their thinking, their own practice, provided the opportunity for positive social engagement, and supported them to adopt the practices and techniques learned as a result of the programmes, implementing these in their own work. It was also recognised that the Project has supported developing a culture of promoting positive mental health, through promoting openness to discuss mental health, empathy, stress, and emotional resilience, equipping them to deal with their emotions and sharing these experiences with their families and other adults that they connected with.

Parents and carers emphasised that they were now able to take a more objective view of their parenting, better understand the needs of their children and manage this in a different way. It was also noted that adopting a holistic approach to support parents and other adults, supported them to adopt strategies to improve their lives and that of the C&YP in their care.

9.2.4. Implementation of a Trauma Informed Approach.

Adult respondents partly attributed the success of the Project and the favourable outcomes to the safe, secure, and friendly environment provided by partners, and the access to help and supports offered as part of the programmes. Many highlighted that a trauma informed approach had been adopted throughout the programmes of the Project. Participants further commended Project staff for creating safe and nurturing environments that fostered learning and developing new skills and tools to support their own and the mental health and well-being of others. Additionally, inclusivity was a

key focus of the Project with partners working to ensure that all groups were welcome, particularly those C&YP and Key Contacts from marginalised groups such as immigrants and LGBTQ+ groups.

9.2.5. Inclusion of Play and Activities in Programmes and Encouraging Fun.

It was highlighted on multiple occasions that the C&YP really enjoyed the programmes and that having fun was key to this. The younger children in particular enjoyed spending time playing and recognised that there was a connection between playing and improving their mood. The participants highlighted how this mix of fun and learning was important to the success of the programme and served to contribute to the bonding of the groups participating.

9.2.6. Building Confidence and Self-esteem.

Participants highlighted how the Project was successful in helping deal with the key issues affecting children and young people in today's society, as well as the benefits this brings in terms of building self-esteem and confidence in C&YP. Key contacts also explained how they had witnessed the C&YP's confidence and self-esteem grow as they became more able to discuss things openly, engage in new activities, and learn new skills. The countless opportunities to participate in the Project allowed Key Contacts and C&YP to increase their resilience, confidence, and self-esteem.

9.2.7. Project Staff, Content and Structure.

Many comments across all stakeholder groups, praised the Project staff and how they had positively impacted the C&YP with their knowledge and professionalism in dealing with prominent and sensitive issues in more depth, than is covered elsewhere. They were further credited with creating safe environments in the programmes which fostered increased confidence and knowledge on a range of topics, such as peacebuilding, mental health, and well-being, and supporting others in different communities in their area.

Another positive identified was the variety offered by the Project in terms of duration, age range and number of programmes available to participants. Additionally, it was noted that adequate funding allowed for the Project to provide this varied and flexible range of programmes. The longevity of the Project was highlighted as having supported the work of the Project to become embedded into the day-to-day operations of youth-based organisations. Finally, the inclusion of programmes for younger children was noted as a very positive aspect of the Project in terms of early education about mental health and well-being.

9.2.8. Development of Peer Support Networks.

It was noted by teachers, in particular, that students were more willing to both help themselves and support their peers, having participated in OG programmes. This was highlighted as having a positive long-term impact on student well-being. Additionally, this group of key contacts also noted that the positive impact on the C&YP aided teacher stress levels, as young people were increasingly looking after each other. Parent programmes were also very positively received, and this group emphasised the benefits of these programmes in supporting parents and carers to help their children, increase awareness of factors impacting both themselves and their children and in developing a support network among themselves.

9.2.9. Project Sustainability.

Participants highlighted that there was significant demand for the innovative programmes included in the Project and that this demand would sustain into the future. For this demand to be met, it was noted that funding could be streamlined over a longer period to ensure that the Project continues with the existing experienced staff and becomes well established across the region. The benefits of the Project previously highlighted, continue to be important as families and C&YP live with the legacy of the Troubles. It was further highlighted that work to combat the impact of transgenerational trauma is long-term and so the Project requires long-term funding to continue and ensure sustainability.

9.2.10. Partnership and Collaborative Working.

Key contacts emphasised that more than half of them had made new connections from engaging with the OG Project and that these connections remained active and had led to further opportunities for networking with other partners, sharing ideas and resources.

9.3. Areas for Improvement.

9.3.1. Programme Structure and Content.

There were multiple suggestions around how programme structure and content could be improved in the future, such as including an option for smaller group sessions, as well as whole class workshops. The whole-group sessions could be intimidating for the shyer and younger C&YP, while it was suggested that smaller groups could make them feel more comfortable to talk openly. It was further highlighted that there was a need to be more sensitive to the topics and that activities such as icebreakers could also be optional, as these can contribute to nervousness and introversion in new groups. It was also suggested by YP that more contemporary information could be included in programme content to suit the needs of all participants and increase inclusivity. Finally, it was suggested by teachers that programmes could be made available to the whole school and not just select classes each year.

9.3.2. Cross Partnership and Collaborative Working.

Strategic groups noted that there was a strong collaborative culture however, key contacts highlighted that there was room for improvements in this area. Adult participants recognised that there could be improvements made in cross partner working as they stated that they knew about programmes delivered by a particular partner, but not necessarily aware of other programmes on the Project offered by other partners. A more collaborative approach and joint promotional work between the partnership, could improve awareness overall of all programmes included in the Project in the future.

9.3.3. Engagement.

One of the initial aims of this stakeholder work was to explore the extent to which engagement objectives were achieved. Some stakeholders from the C&V sector noted that they would have liked to engage with the Project given the benefits to C&YP, but that it was not possible as it was out of their geographical remit. This left a gap in their areas as most emphasised that there was a lack of other places to access these types of services and programmes. The main improvement suggested for improving engagement therefore was to extend the remit of the project to expand areas of delivery for more long-term programmes and opening up more programmes to parents, carers, and other key contacts.



10.0
Recommendations.



10.0. Recommendations.

In addition to highlighting the areas of high performance and areas of improvement in sections 9.2 and 9.3, a list of ten recommendations have been extracted from all of the data collected from the stakeholder groups that can serve to inform and further develop the Project in future.

1. Improving Engagement.

To facilitate and encourage engagement from participants of all genders, it may be beneficial to assign facilitators of mixed genders, where available, and to pair different genders of facilitators when delivering programmes, as this may encourage engagement and openness for all during participation in the programme. Efforts could also be made to widen engagement and overcome any reluctance from certain communities to step outside their comfort zone due to language barriers, transport barriers, infrastructure barriers, lack of self-expression, and communication challenges.

2. Expanding and Improving Project Staff Teams, Content, and Structure.

To consistently review and improve content to include topics such as the impact of cost of living, school refusal phenomenon, sleep issues, inclusion of parents and carers in children's sessions, bereaved C&YP, transition from primary to post primary level education and on to further education or the working environment, understanding current social norms, religion, and politics on a wider scale and improving equality in schools.

Some comments called for more creativity, self-expression, and creative elements to be included into programmes going forward. Additionally, a more flexible approach could be developed to delivery of programme content to ensure these fit with schools and other organisational schedules and the needs of the C&YP. Consistent and longer-term funding has also been called for and is needed to support the continuity of the Project, including retaining experienced staff and increase the geographical reach to allow for greater cross-border working and reduce gaps in provision.

3. Addressing the Impact of Transgenerational Trauma.

There is a need, in addition to working on reconciliation across communities, to consider reconciliation work within some families, in the design and delivery of programmes, as this would address the wider impact of transgenerational differences and issues. This may include development of grandparent sessions or inclusion of grandparents, in addition to parents, in sessions. More tailored interventions could be offered in the future to circumvent a one size fits all approach. These interventions could also address the impact of direct violence on individuals and future generations.

4. Enhancing the Use of Outdoor Activities in Programmes.

Increase the use of the outdoors in programmes, where possible including outdoor activities, residentials, exercise, and walks. Play activities could then include much larger creative activities such as building forts and obstacle courses etc.

5. Addressing Diversity, Cultural Stereotypes, and Biases.

In order to provide a fully responsive and inclusive service, programmes need to promote the benefits of diversity, and work to address cultural stereotypes, biases and discrimination, particularly in relation to areas such as, gender, sexual orientation, age, religion, disability, geography, race, or ethnicity.

6. Creating Physical Spaces to Support Mental Health and Well-being.

C&YP have asked for a physical space to be available to support their mental health and well-being, when needed. This space could serve to embed the learning and maintain the skills C&YP have gained through attending the programmes.

7. Further Develop Programmes on Sexual Consent and Relationships.

This enhanced content could be more gender inclusive and incorporate content relevant to LGBTQ+ communities, and a diversity of sexual orientation identities. Content could also include issues affecting YP who are practicing abstinence from sexual activity.

8. Engage C&YP in Developing the Evaluation Methods for the Project.

Young people should be consulted with on the evaluation methods for the Project, to help ensure it is engaging and meaningful for them to capture data and report on the Project outcomes, as well as creating more simplified reporting/capturing data methods for the future.

9. The Project could Embrace Digital Technology in Programmes.

It has been suggested that C&YP respond best to digital technology. Therefore, the Project could work to develop capacity for including more digital technology in programmes. In line with this, for the future, partners would need to invest in upskilling all teams to work with and embrace new digital technologies, as children and young people become more competent with these.

10. Improved Collaborative Working Across Partners.

Partners should work together to ensure that participants and organisations are aware of all programmes available through the Project and ensure that there is a clear process for partners to refer participants to other programmes within the Project. This would support a more collaborative approach and promotion of programmes across the partnership.



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