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YouthImPact

Mid-point Feedback and Evaluation Report

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I. Introduction

YouthImPact is the Quality and Impact Body for the PEACEPLUS¹ Youth Programme. YouthImPact is a cross-community and cross-border partnership of four regional organisations – Co-operation Ireland (lead partner), the National Youth Council of Ireland, POBAL and Ulster University.

YouthImPact provides training, development and impact support to youth workers engaged in the six projects funded and tasked with directly working with young people for the primary delivery of the PEACEPLUS Youth Programme².

The objective of the PEACEPLUS Youth Programme is to enhance the capacity of children and young people to form positive and effective relationships with others of a different background, develop their confidence and future potential and make a positive contribution to building a cohesive society. The Youth Programme engages young people aged 14-24 across Northern Ireland and the border counties of Ireland who are most disadvantaged/excluded/marginalised, and who have deep social, emotional and good relations needs.

A transformative youth work-led Programme, it is outcomes-focused across a number of key areas including good relations, personal development, citizenship and employability, and will bring about a positive change in the form of clear, meaningful and sustainable 'distance travelled' for participants.

This report analyses the key findings from the YouthImPact Feedback and Evaluation Surveys collected up to December 2025, which participants are invited to complete at the end of each training and development support session. The purpose of this document is to review participants' feedback on YouthImPact activities, assess how YouthImPact's performance is perceived, and identify opportunities to improve its delivery.

¹ PEACEPLUS is a cross-border funding Programme supported by the European Union, the Government of the United Kingdom of Great Britain and Northern Ireland, the Government of Ireland, and the Northern Ireland administration.

² Funded under Investment Area 3.2 of the Programme: Empowering & Investing in Our Young People.

II. Methodology

The first part of the analysis in this report was quantitative. As quantitative data “are the product of measurements, they are represented by numbers (quantities) and must be analysed using statistical methods” (Hernández et al. 2010, p. 5). In this case the quantitative analysis was conducted using Microsoft Excel to organise, process, and interpret numerical data collected through the survey. Excel enabled the systematic coding of responses, calculation of descriptive statistics such as percentages and frequencies, and visualization of trends through charts and tables.

The second stage of this review was conducted through content analysis which is a method useful for “analysing the content of a variety of data, such as visual and verbal data. It enables the reduction of phenomena or events into defined categories so as to better analyse and interpret them” (Harwood et al., 2003, p. 479). Maier (2017, p. 240) indicated “the content analysis is as a descriptive tool that can be used to describe communication messages. Researchers can examine the manifest (the actual communicative message characteristics) and latent (what can be inferred from the message) content of a message.”

Survey responses were analysed and categorised, with key themes prioritised in accordance with the requirements defined by the YouthImPact managers. To enhance clarity and highlight the main findings, the coded data was used to calculate the percentage frequency of occurrence within the dataset—that is, the recurrence of specific words, themes, or concepts. The analysis focused on the explicit information collected through the survey and was guided by the predetermined categories established by the YouthImPact team based on the main questions of the survey.

III. Analysis

A. General Data

1. Number of participants per project and activities

Table 1. Participants per project and activities

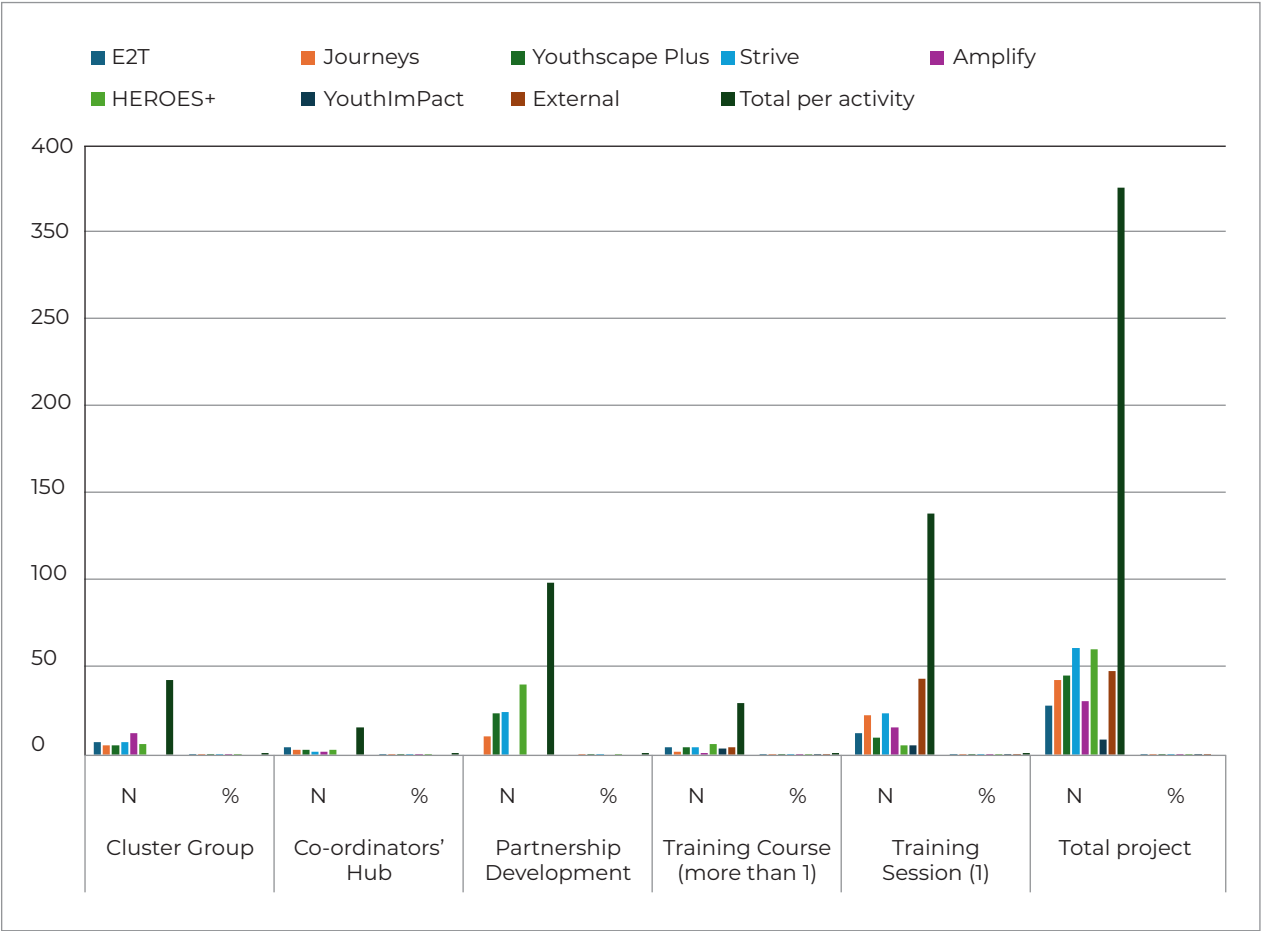
Projects	Cluster Group		Co-ordinators' Hub		Partnership Development		Training Course		Training Session		Total project	
	N	%	N	%	N	%	N	%	N	%	N	%
Empower 2 Transform (E2T)	8	16%	5	28%	0	0%	5	15%	14	9%	32	9%
Journeys	6	12%	3	17%	12	11%	2	6%	26	16%	49	13%
Youthscape Plus	6	12%	3	17%	27	24%	5	15%	11	7%	52	14%
STRIVE	8	16%	2	11%	28	25%	5	15%	27	17%	70	19%
AMPLIFY	14	29%	2	11%	0	0%	1	3%	18	11%	35	9%
HEROES+	7	14%	3	17%	46	41%	7	21%	6	4%	69	19%
YouthImPact	0	0%	0	0%	0	0%	4	12%	6	4%	10	3%
External	0	0%	0	0%	0	0%	5	15%	50	32%	55	15%
Total per activity	49	100%	18	100%	113	100%	34	100%	158	100%	372	0%

Source: YouthImPact Feedback and Evaluation Survey

Table 1 and Figure 1 present data from participants who completed the YouthImPact Feedback and Evaluation Survey. Training sessions recorded the highest number of participants, with 158 attendees. As expected, given the size and scope of the target group, Coordinators' Hub meetings had the lowest participation, with 18 participants. Partnership development sessions ranked second in attendance, with 113 participants.

In terms of project participation, STRIVE and HEROES+ registered the highest levels of attendance, each accounting for 19% of total project engagements. At this stage in the delivery cycle, E2T and AMPLIFY reported the lowest levels of engagement, with engagement planned for in 2026. External participants contributed significantly to overall participation, representing 15% of total engagements.

Figure 1. Participants per project and activities



Source: YouthImPact Feedback and Evaluation Survey

2. Engagements vs number of participants

Table 2. Number of engagements & number of participants

Project Name	Number of engagements	Number of participants
AMPLIFY	38	18
E2T	30	20
HEROES+	72	32
Journeys	65	30
STRIVE	117	42
Youthscape Plus	60	31
Other participants	69	62
Total	451	235

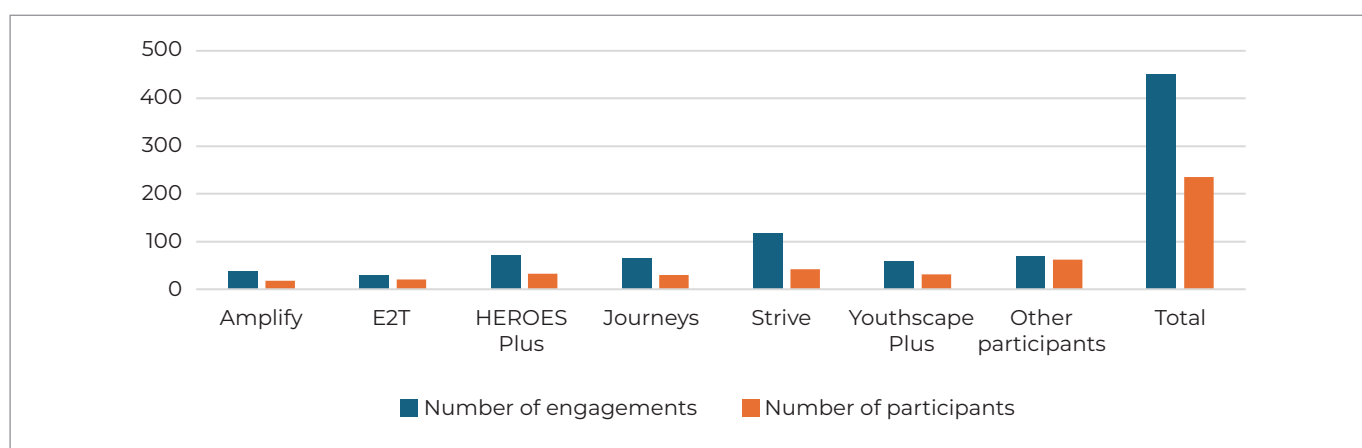
Source: Registration form used at the beginning of each session

Table 2 and Figure 2 illustrate data derived from the registration forms completed at the beginning of each session. Across the YouthImPact offer, 235 unique participants attended multiple sessions, generating a total of 451 engagements.

At the time of writing, STRIVE recorded the highest level of participation and engagement, with 42 participants and 117 total engagements. AMPLIFY had the lowest number of participants (18), while E2T registered the lowest number of total engagements (30), further engagement is planned with both in 2026.

External participation, through PEACEPLUS Youth Programme practice sharing showcase sessions, was again significant, accounting for 62 unique participants and 69 engagements, demonstrating the project's outreach beyond the six projects funded and tasked with directly working with young people for the primary delivery of the Youth Programme.

Figure 2. Engagements vs number of participants



Source: Registration form used at the beginning of each session

3. Number of engagements and survey responses

Table 3. Number of engagements and survey responses

Project Name	Number of engagements		Participants who answered survey
	N	N	%
AMPLIFY	38	35	92.10%
E2T	30	32	107%
HEROES+	72	69	95.80%
Journeys	65	49	75.30%
STRIVE	117	70	59.80%
Youthscape Plus	60	52	86.60%
Other participants	69	55	79.70%
Total	451	362	80.20%

Source: YouthImPact Feedback and Evaluation Survey

Table 3 combines data from both the YouthImPact Feedback and Evaluation Survey and the session registration forms. Overall, 362 participants completed the feedback and evaluation survey, representing 80.2% of the total 451 recorded engagements. This indicates a strong response rate across activities.

At project level, response rates were consistently high. STRIVE recorded the lowest response rate at 59.8%, while HEROES+ achieved the highest, with 95.8% of participants completing the online survey. It should be noted that, in the case of E2T, the response rate reached 107%. This occurred because the number of participants who completed the feedback and evaluation survey exceeded the number recorded through the registration form at the beginning of the sessions. This might be explained by the fact that some participants may have arrived late and missed the opportunity to complete the registration form.

4. Project activities rating

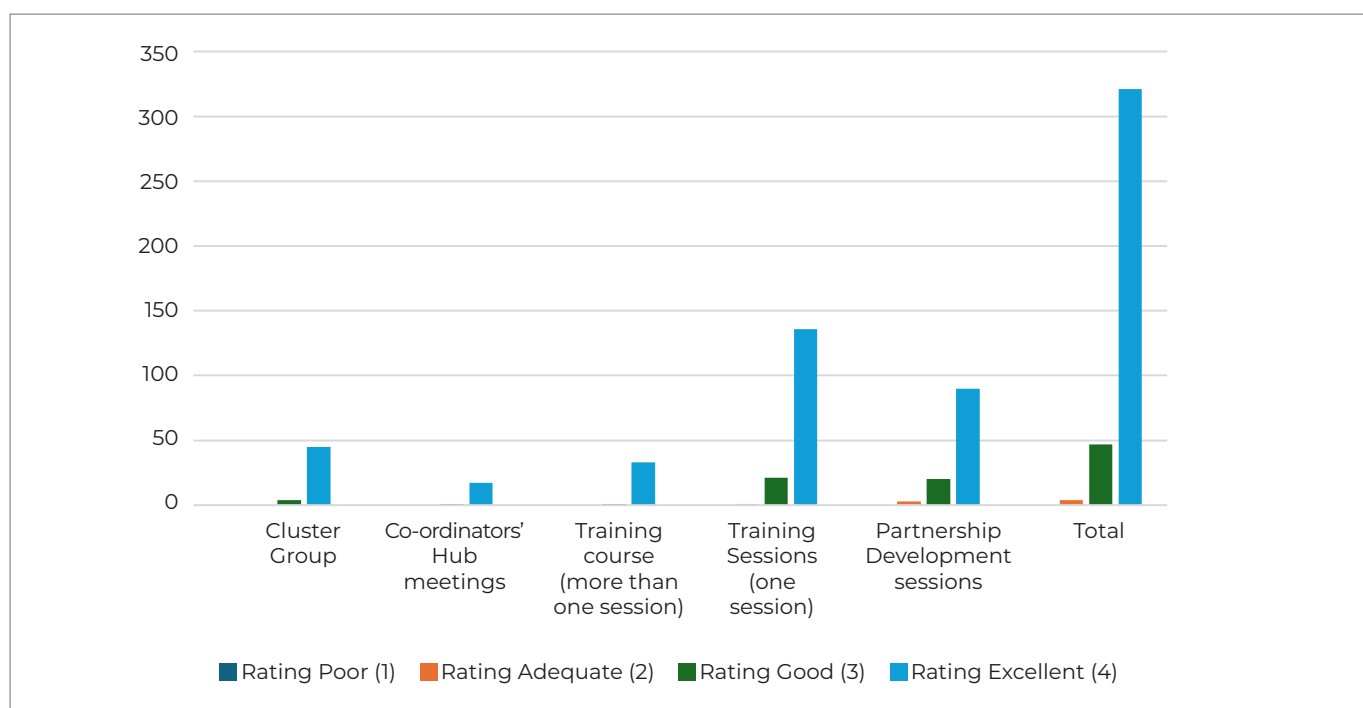
Table 4. Project activities rating

Activity	Rating			
	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
Cluster Group	0	0	4	45
Co-ordinators' Hub meetings	0	0	1	17
Training course (more than one session)	0	0	1	33
Training Sessions (one session)	0	1	21	136
Partnership Development sessions	0	3	20	90
Total	0 (0%)	4 (1%)	47 (12.6%)	321 (86.2%)

Source: YouthImPact Feedback and Evaluation Survey

Table 4 and Figure 3 provide an overview of the participants' ratings of project activities during implementation. Overall satisfaction was very high. A total of 321 participants (86.2%) rated the sessions as excellent. Additionally, 47 participants (12.6%) described their experience as good, while only 4 participants (1%) evaluated the sessions as adequate. Importantly, no participants rated any session as poor (0%). These findings indicate a very high level of satisfaction with the quality and delivery of project activities.

Figure 3. Project activities rating



Source: YouthImPact Feedback and Evaluation Survey

B. Data by type of session

This section presents the findings derived from a content analysis of the survey data. The responses were systematically analysed and categorised, with key themes prioritised in accordance with the requirements defined by the YouthImPact managers. To enhance clarity and highlight the main findings, the coded data was used to calculate the percentage frequency of occurrence within the dataset or the recurrence of specific words, themes, or concepts.

The analysis in this section is based on four survey questions, which informed the development of the main thematic categories examined in the report. Table 5 outlines each question alongside its corresponding theme.

Table 5. Questions and themes considered in this analysis

Questions	Themes
1. Was there something you heard, read or saw during today's event that resonated with you? What is your key takeaway from the day?	1. Key takeaway from the day
2. On reflection, what part of the event do you feel will be most useful to you in your work?	2. Most useful part of the event for your work
3. As a result of the session, is there something in your practice you feel motivated to start, continue or stop doing? Use this space to share details of what you plan to start, continue or stop doing in your practice.	3. Motivation after the session
4. Was there anything you heard, read or saw during the event/training that left you with questions you would like to explore further? Please share your thoughts below.	4. Topics to explore further

Additionally, the analysis has been disaggregated by type of activity in which the survey was conducted in order to gain a deeper understanding of participants' feedback, as the profile of attendees varies across sessions. Accordingly, each theme is examined in relation to the five different activities described below.

- i. Cluster Group sessions aim to create peer networks for shared learning and experience around common themes and issues arising in project delivery, with an emphasis on developing and strengthening cross-border connections.
- ii. Co-ordinators' Hub sessions aim to share learning, reflect on practice and utilise the combined expertise of the group, applying Chatham House Rule³, to find solutions to problems.

³ The Chatham House Rule is an agreement between meeting participants that allows people to use the information from a discussion, but they can't say who the speaker was, or what organisation they're from.

iii. Training courses of more than one session. Two project deliverables have been associated with this activity format:

- Deliverable 1.3.2. To date, 1 peacebuilding & youth work (PBYW) module has been delivered. A further introduction to groupwork (IGYW) module is planned for later in 2026.
- Deliverable 1.3.3. To date, 2 specialist non-accredited (SNA) training workshops/courses, involving more than one session/day, have been delivered (MindOut x 2). Further non-accredited courses in youth work for entry level workers and for graduates from allied professions are being planned for later in 2026.

iv. Training sessions that are individual stand-alone training sessions. The main deliverables associated with this activity that have been implemented are indicated below:

- Deliverable 1.3.3: training workshops for the wider PEACEPLUS Youth Programme workforce. 7 of the 12 proposed specialist non-accredited training workshops/courses are considered in this training.
- Deliverable 1.4.2: the 8 'All About PEACEPLUS Youth Programme' sessions aim to enhance, develop and promote the quality of the PEACEPLUS Youth Programme and showcase its impact. 4 have been completed to date with feedback gathered from 3.
- Deliverable 1.5.3: 3 Online Skills Summary Workshops. The aim of this training is to demonstrate the value of the Skills Summary tool for capturing young people's skills development, enhancing their employability and career progression. Two trainings have been completed to date.

v. The partnership development sessions' objective is to facilitate conversations to ensure effective project leadership and meet the training and support needs of individual projects and their staff teams.

1. Theme: Key takeaway from the day

1.1 Cluster Group

The main takeaway themes arising from the cross-project geographic and thematic Cluster Group sessions are indicated below.

1.1.1 Learning from other's experiences and new knowledge (40.8%)

- Cross-project geographic and thematic Cluster Group sessions have served as a fount of knowledge and innovation, drawing on insights from participants. The main topics highlighted by participants are:
 - Recording data.
 - Case studies.
 - New ideas regarding their jobs.
 - Supervision.
 - Management.
 - Icebreaker activity of intentions.
 - *"Other organisations have an evaluation subgroup. And invite all staff to partnership meetings including QA and the finance person. I will suggest we do the same"* (Participant 6)
 - *"Cultural cafe workshops to work on integration and identity with young people"* (Participant 7).
 - *"Everyone has their struggles in different ways. It's ok to make mistakes learning is key"* (Participant 8).

1.1.2 The value of sharing in a safe place (26.5%)

- Cross-project geographic and thematic Cluster Group sessions have been highlighted by participants because:
 - Cluster Groups help participants get away from the pressure.
 - Cluster Groups are honest spaces.
 - Participants feel empowered as a result of hearing others' experiences and advice.
 - Cluster Groups are spaces to support each other.
 - Participants realise the similarities across organisations and across the partnerships.
 - Participants feel more motivation in their work thanks to these sessions.
 - *"Youth work is embedded across everything we do, and that really came through in the contributions from each of the managers today. While the challenges we face are similar, having the chance to openly share and discuss solutions together in this safe space was the real value of the day"* (Participant 1).
 - *"I'm really grateful to YouthImPact for facilitating today and creating a safe place. All other attendees have been open, honest and given helpful advice that will benefit my own role"* (Participant 2).
 - *"It was great to be able to network with other programmes and hear the similarities and differences in our programmes. We're all in the same boat so I'm a lot calmer about how our groups is doing"* (Participant 3).

1.1.3 Everyone is facing similar issues / challenges (24.5%)

Cross-project geographic and thematic Cluster Group sessions have helped participants to realise that there are similar issues and challenges in all projects. Therefore, these sessions have encouraged participants to seek support and discuss assumptions related to their roles and working contexts. One of the most significant challenges identified has been difficulties with recruitment and retention across all areas.

- *"Takeaway from the day is everyone is facing similar issues/concerns, and we are all moving in the right direction"* (Participant 4).
- *"Difficulty in Recruitment & retention in all areas, different programmes & opportunities available"* (Participant 5).

1.1.4 Other themes (4%)

- Cross-project geographic and thematic Cluster Group sessions are helpful to reflect on wellbeing. This is illustrated by participant 9 *"staffing and well-being - how to protect time for own well-being."*
- Differences between Northern Ireland and the border counties of Ireland. This is indicated by participant 10 *"delivering in the south of Ireland and identifying as Catholic or Protestant is not as prevalent amongst the young people involved in our project."*

Finally, 4% of participants did not respond to this question.

1.2 Co-ordinators' Hub meetings

The main themes that appeared throughout the Co-ordinators' Hub meetings are indicated below.

1.2.1 Everyone is facing similar issues / challenges / experiences (38.8%)

Participants recognise the importance of hearing the experiences of other coordinators. This is especially important to recognise where there are similarities regarding issues and challenges in the project implementation. As participant 14 illustrated *"it was good to share with other projects the achievements and challenges of project delivery. Also good to hear how others are facing challenges - some really useful pieces of shared practice."*

1.2.2 Sense of collegiality or togetherness (27.7%)

Co-ordinators' Hub meetings have been a space to encourage a collective sense between participants. Coordinators recognise that *"everyone is in the same boat and delivery among the projects is strong which is massively benefitting young people"* (Participant 17).

1.2.3 The value of sharing in a safe and friendly place (22.2%)

Co-ordinators' Hub meetings are recognised by participants as spaces in which *"they support each other"* (Participant 11) and share *"challenges and celebrations of the projects"* (Participant 12). Participants highlighted *"good positivity"* (Participant 32) and *"the trust that is building within the group"* (Participant 13).

1.2.4 Learning from other's experiences and new knowledge (11.1%)

Coordinators highlighted that the Hub helped them to find *"new ideas for shared resources"* (Participant 15) and *"support from others with reporting"* using the PEACEPLUS JEMS online system (Participant 16).

1.3 Training course

The key themes that emerged as takeaways from training courses consisting of more than one session are:

1.3.1 Self-awareness (32.3%)

The training courses helped participants reflect on their own assumptions and prejudices and the effect these could have on their practice. This was illustrated by participant 18 who indicated that *"being mindful of our own assumptions is vital to opening conversations. How we think drives our actions and behaviours and we as youth workers have the power to change the trajectory of peace."* Also, the training courses were a good reminder *"that self-awareness is a continuous journey. We have to know how it feels to take part before expecting young people to participate in activities"* (Participant 19).

1.3.2 Practical learning and activities (32.3%)

The training course is valued by participants because it provides *"useful activities and tools that can be adapted"* (Participant 23). *The manual was an interesting resource because "there's so much knowledgeable stuff in the book that is really going to help"* (Participant 24).

Participants have a positive evaluation of the methodologies used in the training courses as they valued having enough time, engaging exercises and powerful questions. They appreciated the *"formal work but delivered in an informal way that was easy to follow"* (Participant 25) which was a *"new learning technique that could be used with groups"* (Participant 26).

1.3.3 In young people's shoes (20.5%)

Participants highlighted the importance of *"stepping into the feet of young people we work with & learning how it feels to take part in activities that we ask them to do"* (Participant 20). Thanks to the training, participants visualised the importance of considering young people's perspective *"to fully understand the impact that it can have"* (Participant 21).

1.3.4 Mental health (11.7%)

Mental health was an important topic for participants because *"mental health and wellness conversations are so valuable and necessary for young people"* (Participant 28). Additionally, participant 29 indicated that *"not everything is serious and mental health can be explored in different ways."*

1.3.5 Sharing experiences (8.8%)

Participants indicated that joining the training course with more than one session helped them to have *"connections with projects and staff and [hear] insights from colleagues/ other participants"* (Participant 22).

1.3.6 Planning (8.8%)

Thanks to the participation in this training, participants valued the importance of good preparation and planning of the sessions they implement in their work. This is illustrated by participant 26 who highlighted *“good preparation and planning when taking these sessions to the groups we work with.”* Especially, the *“needs analysis tool to create the session plans”* (Participant 27) was an interesting resource to consider in their planning sessions.

1.3.7 Communication (8.8%)

Participants highlighted *“the resources and areas around communication”* (Participant 30). This training gave participants *“new perspectives and ideas about how to facilitate conversation. Good to know that we shouldn’t avoid difficult conversations”* (Participant 31).

1.4 Individual Training Sessions

The key themes that emerged as takeaways from standalone training sessions are:

- Gaining knowledge in different areas (23.4%) such as:
 - How to work with and support young people on the autism spectrum
 - Criminal exploitation and human trafficking
 - Hamardle Model of Youth Sector Peacebuilding
 - Tree of Needs Model
 - Dandelion & Orchid theory of resilience in children
 - Maslow’s hierarchy of needs
 - Instinctive responses to danger or high stress
 - Good relations
- Reframing starting points by recognising where young people are and introducing discussion on relevant subject themes (12.6%)
- Revisiting and rethinking peacebuilding approaches and practices (11%)
- Learning different techniques, approaches and tools (8.8%)
- Shared learning based on a diversity of values, issues and opinions in the room (8.2%)
- The impact that youth workers have on society (7.5%)
- Everything (6.9%)
- Reflective practice (4.4%)
- Skills development, highlighting soft skills (3.7%)
- Targets and evidence regarding long-term impact (3.1%)
- Self-care (1.8%)
- The world is your classroom (1.8%)
- The Brave Space Poem (1.2%)
- Violence reflected in migrant and sexual attacks, rise of right-wing extremism (1.2%)
- No (1.8%)
- N/A (1.2%)

1.5 Partnership Development sessions

Participants identified the key takeaway of the sessions as follows:

- Self-care (19.4%)
- Similar challenges, issues, successes and strengths (16.8%)
- Reflective and shared practice (13.2%)
- The relationships built among the team, and people in other organisations, connecting with the wider partnership (12.3%)
- Learning about different topics (8.8%), especially:
 - Internal, external control and boundaries
 - 5 pillars activity of PEACEPLUS
 - The group work model by the theorist Jarlath Benson
 - Lundy model of participation
 - Facilitating groups
 - Good relations work
- Workers supporting each other and the trust and openness within the group (6.1%)
- Approaches and methodologies when completing case studies with young people (6.1%)
- A great team with a vast range of skills available (3.5%)
- Use of the time on the programme based on indicators and outcomes (3.5%)
- Increased confidence in the peacebuilding process and understanding of it (3.5%)
- Poem "An Introduction to a Brave Space" (1.7%)
- Great session overall (1.7%)
- It is hard to talk about myself for 6 minutes (0.8%)
- No (1.7%)

2. Theme: Most useful part of the event for your work

2.1. Cluster Group

Participants mentioned that the most useful parts of the cross-project geographic and thematic Cluster Group sessions were:

- Shared learning with staff and peers in person (42.8%)
- The overall session was valuable (12.2%)
- Partnerships and collaboration with other organisations (8.1%)
- Ideas around topics and activities, considering outcomes, indicators and examples (6.1%)
- Self-reflection and self-care (6.1%)
- Discussion around dealing with the same issues and finding resolutions (6.1%)
- Discussions around supervision (4%)
- Support from other participants (4%)
- Case study approach (4%)
- No answer provided (4%)
- N/A (2%)

2.2 Co-ordinators' Hub meetings

Coordinators valued the hub meetings as they gave them the possibility of having access to:

- Shared learning on different topics (55.5%) such as:
 - Geographical locations and open to signposting projects to relevant groups.
 - Practical solutions to reporting challenges.
 - Reflection regarding challenges of work.
 - The use and reporting through JEMS online system.
- Collaboration and collective voice (11.1%)
- Getting feedback from other groups (11.1%)

- Information useful and relevant (11.1%)
- No answer provided (11.1%)

2.3 Training course

Participants of the training course with more than one session answered that the most useful parts of them were:

- Practical exercises gave participants tips to deliver the activities (38.3%)
- Manual which is a practical booklet with session plans and activities (38.3%)
- Connections with other organisations on the programme (5.8%)
- Everything was useful (5.8%)
- Considering young people's characteristics to develop suitable activities (2.9%)
- The impact that a supportive atmosphere could have in training sessions (2.9%)
- Mindfulness section (2.9%)
- Assumptions / Values (2.9%)

2.4 Individual Training Sessions

Participants from the standalone training sessions mentioned that the following aspects would be most useful in their work:

- Everything (15.1%)
- Open group discussions and seeing others' perspectives (12%)
- Peacebuilding in the wider current context (themes of peacebuilding) (11.3%)
- Starting where young people are, based on their interests, needs and identity (5.6%)
- Skills analysis and development with youth workers and young people (5%)

- Understanding of sexual exploitation in order to recognise signs and risks among young people and intervene appropriately (5%)
- Learning new terminology and different ways to engage and support young people with autism (5%)
- The Tree of Needs Model and NYCI Game of Life boardgame (4.4%)
- The impact youth work (3.7%)
- Reflective practice that can be shared with the institution and other colleagues (3.1%)
- Hamardle model of Youth Sector Peacebuilding (2.5%)
- The 5 Ds of the Bystander effect and understanding bystander behaviours and beliefs (2.5%)
- Values and beliefs exercise (1.8%)
- Bronfenbrenner's Ecological Systems Theory (1.8%)
- Shared resources (1.2%)
- Resources to work on the employability pillar (1.2%)
- Beyond Our Walls YouthLink Resource (1.2%)
- Theories (1.2%)
- Support with reporting and measuring impact (1.2%)
- My approach to delivering training (0.6%)
- N/A (8.8%)
- Not sure (2.5%)

2.5 Partnership Development sessions

Participants in the partnership development sessions identified the aspects they found most useful in their work as follows:

- Connection and relationships with colleagues, partnership working and networking (15%)
- Everything (15%)
- Self-care (13.2%)
- Reflective practice (12.3%)
- Group work (7%)
- Indicators and outcomes (7%)
- Shared learning (6.1%)
- Case studies (5.3%)
- Ideas and resources (3.5%)
- Icebreakers (2.6%)
- Effective peacebuilding (2.6%)
- Open and honest conversations (2.6%)
- Community and shared purpose (1.7%)
- Knowledge about youth work (1.7%)
- Mental health (0.8%)
- No (1.7%)
- N/A (0.8%)

3. Theme: Motivation after the session

3.1 Cluster Group

The motivations emerging from the cross-project geographic and thematic Cluster Group sessions are summarised in Table 6.

Table 6. Motivations identified during the cluster group sessions

Motivation	%	N
Continue an action	46.90%	23
Start a new action	38.70%	19
Start and continue an action	6.10%	3
Start, continue and stop an action	4%	2
No answer provided	4%	2
Total	100%	49

Source: YouthImPact Feedback and Evaluation Survey

The main actions that participants planned to pursue are indicated below:

- Continue to support the team and learn more from the team members (20.4%)
- Keep being creative through the exploration of alternative approaches and revision of practices (14.2%)
- Case studies (8.1%)
- Continue making the supervision space effective, including scaling and measurement in supervision (8.1%)
- Work on reporting structure considering evidence collected (6.1%)
- Reviewing internal paperwork and improving our systems and processes (4%)
- Working from where the young people are at and taking their lead (4%)
- Cross community and networking (4%)
- Continue to participate in further cluster meetings & training (4%)
- Use focus groups (2%)
- Self-care (2%)
- Continue recruitment to a high level (2%)
- Considering gender identity (2%)
- No answer provided (18.3%)
- N/A (2%)

3.2 Co-ordinators' Hub meetings

Table 7 presents participants' motivations identified during the Co-ordinators' Hub meetings.

Table 7. Motivations emerging from the co-ordinators' meetings

Motivation	%	N
Continue an action	38.80%	7
Start an action	11.10%	2
Start and continue an action	5.50%	1
Stop and action	5.50%	1
No answer provided	38.80%	7
Total	100%	18

Source: YouthImPact Feedback and Evaluation Survey

The main actions that coordinators planned to pursue are indicated here:

- Focus on young people in the programme implementation (16.6%)
- Collaborative work and networking (16.6%)
- Peacebuilding aspects (5.5%)
- New financial processes (5.5%)
- Creative and supportive in recruiting and retaining staff (5.5%)
- [Stop] Panicking (5.5%)
- No answer provided (38.8%)
- N/A (5.5%)

3.3 Training course

Participants' motivations resulting from the training course of more than one session are presented in Table 8.

Table 8. Motivations reported during the training courses

Motivation	%	N
Start an action	55.80%	19
Continue an action	26.40%	9
Start and continue an action	14.70%	5
Start, continue and stop an action	2.90%	1
Total	100%	34

Source: YouthImPact Feedback and Evaluation Survey

The main actions that participants planned to pursue are indicated below:

- Implementing new activities using the resources offered in the training sessions and the manuals, 'Beyond Hate', and 'MindOut' (35.2%)
- Mental health and wellbeing (14.7%)
- Reflective practice (11.7%)
- Youth led approach in projects (5.8%)
- Support young people (5.8%)
- Communication considering challenging conversations (5.8%)
- Mindfulness (2.9%)
- Learn from peers and colleagues (2.9%)
- Peacebuilding sessions (2.9%)
- Mediation (2.9%)
- Inclusive approaches (2.9%)
- Participation in more training sessions (2.9%)
- No answer provided (2.9%)

3.4 Individual Training Sessions

Table 9 presents participants' motivations identified during the training sessions.

Table 9. Motivations expressed during the training sessions

Motivation	%	N
Start an action	41.70%	66
Continue an action	32.90%	52
Start and continue an action	14.50%	23
Start, continue and stop an action	1.80%	3
Stop an action	1.80%	3
N/A	6.90%	11
Total	100%	158

Source: YouthImPact Feedback and Evaluation Survey

The main actions that participants planned to pursue are indicated below:

- Start where young people are, using relevant topics and their interests, and supporting differences in discussions (12%)
- Use the Skills Summary with young people and/or staff (9.4%)
- Use different creative methods when working with groups, considering new platforms, social media, dialogue and action (8.2%)
- Explore and understand peacebuilding more broadly, considering a variety of issues and themes (6.9%)
- Learn more about bystander approaches and practise them in intervention and daily life (5%)
- Continue autism awareness education and adapt spaces to meet needs, ensuring alternative spaces are available (5%)
- Be more aware of the signs of trafficking (4.4%)

- Undertake more training and explore further research (3.7%)
- Start more conversations and sessions around critical thinking (3.7%)
- Reflect and evaluate elements and practices of the programme that could have a significant impact (3.7%)
- Develop alternative ways of leading good relations work (3.1%)
- Continue the good work with young people (2.5%)
- Educate youth work staff and young people about the process of trafficking (1.8%)
- Use the Tree of Needs Model and NYCI Game of Life Boardgame (1.2%)
- Bronfenbrenner's Ecological systems Theory (1.2%)
- Promote safe integration between minoritised groups and 'majority' groups (0.6%)
- More individual planning (0.6%)
- N/A (25.3%)

3.5 Partnership Development sessions

Participants' motivations, as identified through the partnership development sessions, are outlined in Table 10.

Table 10. Motivations reported during the partnership development sessions

Motivation	%	N
Start an action	44.20%	50
Continue an action	33.60%	38
Start and continue an action	6.20%	7
Start, continue and stop an action	6.20%	7
Stop	5.30%	6
N/A	3.50%	4
Start and stop	0.80%	1
Total	100%	113

Source: YouthImPact Feedback and Evaluation Survey

The main actions that participants planned to pursue after the partnership development sessions are shown below:

- Self-care, wellbeing and balance between personal life and work (27%)
- Work hard and involve young people in making positive changes for themselves and achieving target goals (9.7%)
- Learn new approaches to practice and new activity ideas (9.7%) in topics such as:
 - Employability
 - New ways to recruit
 - 'Walk and talk' exercises
 - Using the natural world
- Reflective Practice (8.8%)
- Collaboration and building networks with colleagues and other groups (7%)

- Make case studies more creative (4.4%)
- Planning and structure (3.5%)
- Continue doing what works well (3.5%)
- Continue supporting staff (2.6%)
- Continue creating safe spaces and exploring what peace looks like for young people (1.7%)
- Interesting sessions (1.7%)
- Communicate more frequently (0.8%)
- Increase engagement with parents (0.8%)
- N/A (19%)

4. Theme: Topics to explore further

4.1 Cluster Group

Participants from the cluster groups indicated that they would like to explore further these topics:

- Further training in these topics (10.2%):
 - Autism awareness training
 - Youth work
 - Group recruitment
 - Using people's local knowledge
- New activities and ideas to hit themes (such as youth awards) (8.1%)
- Collective events to share good practice (4%)
- Supporting staff to engage in critical reflection (4%)
- Planning and management strategies (4%)
- Upshot management information system and examples of evidence data collected from projects (4%)
- Case studies (4%)
- PEACEPLUS Youth Programme pillars or principles (4%)
- PEACEPLUS JEMS reporting system (2%)
- Resource pack (2%)
- No or N/A (32.6%)
- No answer provided (20.4%)

4.2 Co-ordinators' Hub meetings

Within these meetings coordinators declared their interest in exploring further the themes indicated below:

- Reporting to funders (11.1%)
- Massive cross-border/cross community event to mark the end of PEACEPLUS. The event could be a conference, a concert, a sports event (5.5%)

- Youth workers' training needs (5.5%)
- Peacebuilding module (5.5%)
- No or N/A (16.6%)
- No answer provided (55.5%)

4.3 Training course

Participants of the training courses of more than a session would like to explore further topics such as:

- Resources booklets (8.8%)
- Racism and hate (5.8%)
- Generational trauma affecting young people arising from 'The Troubles' (5.8%)
- Dealing with anxiety (2.9%)
- Mindfulness (2.9%)
- Groupwork (2.9%)
- Learning needs and inclusion (2.9%)
- Social and emotional wellbeing of young people (2.9%)
- Inspiring stories (2.9%)
- Assumptions of workers (2.9%)
- No or N/A (55.8%)
- No answer provided (2.9%)

4.4 Individual Training Sessions

The key themes that participants in the training sessions would like to explore further are:

- Learning more about the session topics and content (23.4%) such as:
 - Hamardle model of Youth Sector Peacebuilding
 - Further exploration of the peacebuilding topics and the organisation's approach
 - Wider training on conditions that young people may present with, such as ADHD, dyslexia or autism, among others

- 5 D's of the bystander intervention
- The Pyramid of Hate
- Youth work skills
- Gender-based violence
- Entrepreneurship and young people
- The Tree of Needs Model
- Speech and communication disabilities in young people
- Circle of Courage (BrokenLeg, Brendtro, Van Bockern)
- Bronfenbrenner's Ecological Systems Theory
- Statistics and further research (13.2%) regarding
 - Human trafficking
 - Themes of hope, resilience and aspirations
 - The effects of Brexit on peacebuilding
 - Moving from paper surveys to online/interactive measurement tool
 - Social change
 - The effect of social media in propagating violence, fake news, and radicalisation among young people
 - Educating funding bodies on the need to support and resource an integrated approach
- Creating programmes around social identity, exploring common themes among young people, considering where they are at, and what this means (6.9%)
- Resources, examples, and booklets shared during the session (6.9%)
- Tracking the impact of programmes and their interventions with young people (3.7%)
- Everything (3.7%)
- Good relations and applying this to other communities, such as minorities (2.5%)

- How to use modern-day technology and TV series to start conversations with young people (1.2%)
- Methods of communication and information distributed to young people (1.2%)
- No (25.3%)
- N/A (8.2%)

4.5 Partnership Development sessions

The main topics for further exploration, highlighted by participants of the partnership development sessions are:

- Self-care, health and wellbeing (12.3%)
- Coming together again to learn more from other organisations (8.8%)
- Sharing best practice regarding feedback methods, programme development, and how to reach targets with less stress (6.1%)
- Everything was covered well by the facilitators (5.3%)
- Peacebuilders and indicators for PEACEPLUS (3.5%)
- More communication and team relationships between North and South and across the border (2.6%)
- Participation in future training sessions and workshops (1.7%)
- Self-reflection (1.7%)
- Discussion on the locus of control (1.7%)
- Resilience (0.8%)
- Case studies (0.8%)
- Redesigning the delivery schedule (0.8%)
- No (29.2%)
- N/A (23.8%)

IV. Conclusion

The analysis of the data collected through the YouthImPact Feedback and Evaluation Survey provides valuable insights to strengthen and refine the ongoing implementation of the project. Overall, participants perceive the YouthImPact's performance as highly positive, expressing strong appreciation for its methodologies, activities, and the professionalism and commitment of the staff.

At the same time, the findings highlight important areas for further development. Participants who work directly with young people strongly emphasised the need to prioritise self-care, both for themselves and for the young people they support. Many practitioners reported difficulties in balancing professional responsibilities with personal wellbeing and expressed experiencing high levels of stress. They identified a need for practical tools, support, and resources that promote their own wellbeing, as well as materials and strategies to foster self-care and emotional resilience among young people in challenging contexts.

Participants engaged in direct intervention also stressed the importance of maintaining an optimistic and strengths-based approach. Reflective spaces were described as especially valuable, enabling practitioners to analyse complex situations from multiple perspectives, reconnect with the purpose of their work, and sustain motivation. In contrast, participants not directly involved in frontline interventions highlighted the innovative character of YouthImPact, particularly in its approach to youth work and peacebuilding. They expressed interest in deepening

their understanding of these methodologies and exploring further learning opportunities.

Regarding peacebuilding with young people, many participants reported that involvement in YouthImPact activities left them feeling energised and inspired, equipped with new ideas and practical challenges to explore. There was broad agreement on the need to continuously update peacebuilding practices to reflect contemporary realities and emerging social dynamics. Interventions must begin from young people's lived experiences and current contexts. This approach resonated strongly across sessions, generating high interest and demand for follow-up activities. Finally, participants emphasised the importance of critically reflecting on and redefining the role of youth workers considering evolving social contexts. While innovation in themes and methodologies is essential, there was also recognition of the need to remain grounded in the core principles and foundational practices of youth work. Integrating relevant and innovative strategies such as social media, TV series, and other resources into interventions has emerged as a necessity to engage young people and their diverse identities.

In conclusion, YouthImPact is widely valued for its quality and innovation. Moving forward, reinforcing practitioner wellbeing, strengthening reflective and supportive spaces, and continuing to adapt methodologies to contemporary youth realities will be essential to enhance its long-term impact and sustainability.

V. References

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