

the  
**LiD**  
programme

Leadership through Intercultural Dialogue (LiD) Programme



An independent evaluation of the programme's outcomes, impact and successes.  
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"I think that the LID programme I participated in was a fantastic learning experience and allowed me to meet and work with people from all over Europe. An experience I would not have had access to only for the programme."



## Executive Summary

Delivered by The Inside Out Programme in Claudy, The LID (Leadership through Intercultural Dialogue) Programme commenced in 2008 and continues up to and including the present day. However, this evaluation covers the period April 2008 to September 2013. Owing to LID

- 141 individuals from 32 locations across the UK (including 27 in NI) have participated on 62 different international programmes in 21 different countries;
- 100% of participants<sup>1</sup> felt the programme/s were “time well spent,” citing a range of reasons;
- 100% of participants felt they had enhanced confidence and knowledge to assist in bringing about positive change at local level;
- 93% of participants felt more able to challenge stereotypes of their own and others’ communities;
- LID is a significant contributing factor to enhanced cultural diversity, Interculturalism and good relations and is a good model for improving ‘good relations’ within local/home communities on 4 levels: personal, interpersonal, as role models, and as community leaders
- The most common key learning from LID among all participants related to Diversity, at 41% of all key learning identified;
- 38+ soft and hard skills were acquired or developed;
- The two foremost strengths of the programme were identified under the themes ‘Enhanced Interculturalism’ (29% of all responses) and ‘Bringing People Together’ (26%);
- 100% participants felt that LID was either fully, or to some extent, a good model for improving good relations in their own communities;
- In some regards, LID participants show enhanced good relations compared to the national average.

When these findings were tested with the general public (see page 4 for more details), they were very much endorsed. There was immense focus on the benefits of international / global themed work / programmes in terms of broadening perspectives and challenging prejudices and highlighted the different levels at which local good relations could be improved through such work.

## Evaluation Aims

This evaluation has been commissioned by The Inside Out Programme and funded by the Community Relations Council.

The overarching aim of the evaluation is to provide an independent assessment of the impact, value and relevance of ‘The International’ on good relations in Northern Ireland (NI), by assessing the impact of the LID programme on both the programme participants and their wider communities. Specifically, this report sets out to:

1. Contextualise the relevance of ‘The International’ to the social and political context in NI;
2. Assess the extent to which the two main aims, and constituent objectives, of the LID programme<sup>2</sup> have been met, these being:
  - i. To provide a range of opportunities for local practitioners to engage with their peers at international level in order to raise the value, importance and benefits of shared international practice as a highly effective means of learning among local communities and in doing so promote and increase international output at local level.
  - ii. To promote the development of leadership capacity among young leaders, youth workers and trainers through interaction with other practitioners from across Europe and beyond in order to enhance their capacity for making an active, sustained, valuable and lasting contribution to their community at local level in order to enhance Cultural Diversity, Interculturalism and Good Relations

<sup>1</sup> Based on those who responded and contributed to the evaluation process (response rates outlined in the Methodology)

<sup>2</sup> As indicated in the funding application to the Community Relations Council



3. Highlight any differences in impact that the programme has had on the young people and the adult practitioner participants;
4. Share examples of good practice that have emerged during the programme's lifespan and highlight where practice can be improved;
5. Make recommendations for the future of the Leadership through Intercultural Dialogue programme.

## Evaluation Methodologies

In the absence of individualised baseline data relating to the project aims and objectives, the majority of the data relies on anecdotal evidence of increases in knowledge and changes in behaviour and as such, causal claims are limited.

Mixed methods have been used to measure the various impacts on beneficiaries, their experiences, behaviours and perspectives. Initially, participants were asked to submit written feedback after their experiences away with LID, with responses representing 56/141 individual participants<sup>3</sup>, these testimonies were referenced as part of the evaluation process.

A residential was also held at The White Horse Hotel, in County Derry-Londonderry on Friday 17 – Sunday 19 January 2014 to facilitate focus group evaluation activities while providing a networking opportunity for past participants to come together, connect socially and engage each other in ideas and learning.

Of the 141 LID participants, 89 were invited to attend the residential element of the evaluation process<sup>4</sup>- 18 took part representing 20% of the target group. The focus group activities were designed to address participation outcomes under three key headings: Reactions, Learning and Behaviours, giving space for participants to explore their own responses and talk these over in

smaller groups before feeding back in to the evaluation. Being predominantly anecdotal, the data is primarily of qualitative use; however the collated responses illustrate a number of key trends and themes, from which quantitative data is drawn.

A general online survey was administered which had a response rate of 16 / 89 (17.98%) and was structured to collect qualitative and quantitative evidence of the impact of participation on learnings and behaviours.

An additional online survey was sent to participants residing in Northern Ireland, specifically to measure LID participants against a relevant selection of the OFMDFM Good Relations Indicators, which illustrate the state of good relations in Northern Ireland and facilitate monitoring over time. This had a response rate of 16 / 125 (13%).

The survey response rates were rather low and therefore the small numbers involved render this evaluation limited in its capacity to reflect a broader picture. However, alongside the data captured at the residential, these figures do still enable a review of the programme impact. Quotations remain anonymised throughout to preserve the confidence of contributors and respondents.

A final workshop was facilitated at the Holywell Trust's Diverse City Walled City Partnership office in Bishop Street in Derry on Wednesday 12th March as part of their 'Garden of Reflection' calendar of events. 'Leadership through Intercultural Dialogue: The relevance of International Practice for local Community Relations' provided an opportunity for non-LID participants to 'test' findings from the residential (alongside participant's testimonials and on-line survey feedback) in an effort to further determine the relevance of our conclusions.

An overview of The LID Programme, followed by a presentation of initial findings helped to set the context before those in attendance were engaged in conversation

<sup>3</sup> There were a number of exclusions (i) those under the age of 18 and not working for an organisations (ii) those who took part in the 2-day 'Network Earth: Pro-Active Citizen' Programme and (iii) those attending the Open Space programme in 2009 – in total 56 out of a possible 74 testimonials has been collated.

<sup>4</sup> Only 89 were invited due to (i) the target group being aged 18 and over (ii) previous LID participants were no longer living in Northern Ireland or (iii) contact details of LID participants had changed



by a number of facilitators regarding a series of related questions using the 'World Cafe' methodology to maximise conversation.

The workshop was in part hosted to ensure the impartiality of the LID Participants evidence whereby the feedback collated and evidence garnered would not be seen in isolation and could be judged within a wider context of those who have or might also have an interest in the relevance of international practice for local community relations.

This workshop was added to the evaluation post-residential and in effect extended the Terms of Reference for the project. The opportunity to do so was afforded by an under-spend in project budget and thus presented a welcome an invaluable opportunity to 'test' the evidence in a bid to ensure stronger conclusions.

A record of the workshop is contained as a separate addendum at the rear of this report but findings have been incorporated into the Executive summary on page 5 and the Summary of Findings on page 26.

## Overview of the Leadership through Intercultural Dialogue programme: Context, Aims and Roll-Out

### The relevance of 'The International' to the social and political context in Northern Ireland

In contextualising this, I refer to the report "Outward and Forward-Looking Youth Work," produced on behalf of the Youth Council Northern Ireland (YCNI), exploring the benefits and values of international youth work. Therein it is claimed, that "[i]n a society that until relatively recently was immersed in deep-rooted sectarian conflict, the opportunities for young people (and adults) to meet and learn about others from diverse cultural and religious backgrounds, were often limited; and although in the past decade there has been an increase in people from other countries and cultures choosing to come here to live, work and study, the prolonged years of mistrusting and fearing 'the other' (whoever and whatever that other may be) has been difficult to shift. With less than 4% of the population in Northern Ireland representing a Minority Ethnic Community background, the result can accentuate a culture of 'same' and fear of 'the other', and when presented with difference, be that along the lines of religion, culture, nationality, identity, ethnicity or sexual orientation, Northern Ireland, as a society can often struggle with these challenges."

Northern Ireland has always sought the perspective of others with regard to the conflict here in an effort to broker settlements and to learn about how to resolve issues. International parties contributed to negotiating the 'Good Friday Agreement' and more recently there have been efforts from special US Envoy Richard Haas to broker a settlement with regard to the parading issues.

Northern Ireland has also been held up as a beacon of hope for other intractable conflicts and thus there is a clear acknowledgement that external involvement, be that coming here or our going outside, can be a mechanism for influencing community relations in Northern Ireland at the Political Level.



## What are the values and benefits of international work?

The Political, however, is not the only level at which important change can occur and thus part of the rationale behind The LID programme is that it acts as a reference point for participants to reflect upon their own values, beliefs, perceptions, etc in order to begin to appreciate diversity much better. One of the programmes offered under the LID umbrella, was the Network Earth: Pro-Active Citizen programme, which has a defined remit of global / development education. While the myriad courses offered as part of the LID programme may not specifically focus on global issues, arguably the ethos of the LID programme itself does incorporate some of the values of global education, by fostering – what Think Global UK categorise as: “1. Critical and creative thinking; 2. Self-awareness and open-mindedness towards difference; 3. Understanding of global issues and power relationships; and, 4. Optimism and action for a better world.”<sup>5</sup>

LID posits<sup>6</sup> that incorporating a global or international dimension to training programmes offers participants opportunities to:

- interact with people from diverse backgrounds ranging in religion, ethnicity, nationality, identity, political, cultural and socio-economic backgrounds and in doing so promote learning about and experience in a range of diverse practice, language, customs and traditions
- increase understanding of participating communities from within respective jurisdictions
- compare and contrast practice at local, regional, national and inter-national level and in doing so share and exchange information whilst raising the profile of participating organisations and practice
- provide space and time for conversation and discussion, both formal and informal, and to critically reflect on practice and consider the impact of that practice

- increase a range of skills including team-building, decision making, motivation, communication, participation, organisation, and leadership
- express opinion, thought, ideas and emotions with regard to a wide range of issues
- enhance confidence and knowledge as to how to be more pro-active at local level in order to bring about positive change
- enhance peace building skills including greater understanding of various concepts such as conflict resolution/management and reconciliation, peace building structures, strategies and methodologies

These claims are measured in the course of the evaluation process.

## LID Aims

**The LID (Leadership through Intercultural Dialogue) Programme<sup>7</sup>** targets young leaders, youth and community workers and a range of other practitioners from across a variety of professions with a view to developing their skills base, increasing their knowledge and affecting attitudinal change which in turn enhances their capacity and that of their organisation but ultimately the communities they work in so as to contribute to the continued development of a shared society.

The two main aims of ‘LID’ are as follows:

- 1) To provide a range of opportunities for local practitioners to engage with their peers at international level in order to raise the value, importance and benefits of shared international practice as a highly effective means of learning among local communities and in doing so promote and increase international output at local level.

<sup>5</sup> [www.think-global.org.uk](http://www.think-global.org.uk)

<sup>6</sup> Application to CRC

<sup>7</sup> LID is an umbrella programme for a series of individual programmes organised by Inside Out and/or its partners (and funded) under the EU's Youth Programme, Youth in Action (which ran between 2007 and 2013)



- 2) To promote the development of leadership capacity among young leaders, youth workers and trainers through interaction with other practitioners from across Europe and beyond in order to enhance their capacity for making an active, sustained, valuable and lasting contribution to their community

## Roll-Out – a brief overview of the components and processes of the LID programme

Participation on a range of international programmes is offered through LID to young people, young leaders, youth and community workers and a range of other practitioners. Travel is then independently organised by the participants, who are subsequently reimbursed 70% of their travel costs by host organisations.

The LID Programme has consisted of a range of activities including Feasibility Meetings, Training Programmes, Job Shadows, Partnership Building Activities, Seminars, Large Scale Projects, Youth Exchanges, Youth Initiatives and Youth Democracy Projects. Some of the themes explored include culture, conflict and outdoor education, participation, self-organisation, citizenship, environment, photography, networking, EVS (European Voluntary Service), creativity, the arts, democracy and stress management.

Participants are normally recruited through open calls to various networks across Northern Ireland and beyond. Many applicants have come from recipients of calls passing information onto their contacts.

## Reactions to the Programme – it's Highlights, Strengths and Weaknesses

### LID Most Memorable Moments

Before assessing the extent to which Programme Outcomes have been achieved, the general experience of those involved in the LID programme warrants a little attention to set the scene and share some of the more memorable moments on the programme:

- Last day of programme when everyone said goodbye to us: really nice to see and hear the impact we all had on each other. Made good friends who I've kept in touch with since.
- 'Let's Keep the Spark' Programme in Slovenia - our group was so varied / everyone being individuals yet felt like meeting good friends, like we really gelled.
- Everyone drawing cat faces on their face; Jumping in the lake; Meeting new people and making new friendships.
- 'Let's Keep the Spark', Slovenia: International evening – sharing music, culture, food, stories and laughs.
- Learning different languages from Finnish to German and trying to speak them.
- More of a memorable feeling; arriving home with a spring in my step, being highly motivated and having a lust for life with a new found attitude.
- Treasure hunt on first day taking 3 hours when only half an hour was set aside for it, resulting in everyone getting lost and laughing all the way back to the hotel.
- How everyone was so open; sitting around a bonfire singing 'the town I love so well'.
- How confident young people were in talking about global issues through participation on a programme like this. As a facilitator I am able to link local to global easily through the practical exercises provided.



- Singing by the bonfire (mostly) every night was amazing.
- Amazing facilitator and the programme was extremely eye-opening, inspiring, informative. I loved it.
- How open to international work young people I work with are, after having been part of a programme like this.
- How “holistic” all the stuff we learned was / varied approach, activities, aspects of the project.
- Visiting Wroclaw: nice city, MEP speech, food, water fountain show, nice weather.
- Most memorable was in Slovenia, some of the group went a walk up a mountain and we discovered a random pub.
- Humour is Serious Business: winning the ‘Humour Vision’ contest!
- European night in Wroclaw, Poland 2012. We had a presentation evening where we gave everybody a prize for some unique aspect of their personality.
- Taxi journey through Northern Armenia in the middle of the night, listening to Russian rave music with a crazy driver.
- Swimming in a crystal clear lake with a fish on a sunny day.

### What were your expectations of the LID programme and were they met?

Participants expectations were not documented prior to involvement, with the exception of the application forms to attend, and so participants at the residential were split into five groups and asked to reflect back to their pre-programme expectations, before assessing the extent to which these were met. Expectations across the five groups ranged considerably but could be categorised into ten broad headings which are detailed above along with the rate of recurrence.

Most expectations were met (with the exception of the boot-camp!) and the majority reflected that

### 1) Think back to your expectations when you signed up for LID – what were they?

Expectation	Rate of recurrence across the five groups
Be personally challenged	3 / 5 (60%)
Learn practical tools / skills	4 / 5 (80%)
Learn about myself / my prejudices	4 / 5 (80%)
Learn about other cultures	4 / 5 (80%)
Share own culture	3 / 5 (60%)
Have fun	3 / 5 (60%)
Meet new people	3 / 5 (60%)
Refresh my outlook	1 / 5 (20%)
Resource sharing / Networking	2 / 5 (40%)
Boot Camp	1 / 5 (20%) *

*\*It should be noted that this figure related to one specific participant who thought the programme was specifically a fitness boot-camp. This does draw attention to the need, as cited in the recommendations, for clearer information sharing with participants prior to travel.*

expectations were in fact surpassed. Comments from the groups included:

- We felt we gained real insight to other religions / cultures and respect for them, and overcame stereotypes and prejudices;
- Due to our experience of these programmes, we became more aware of good things about UK / NI;
- Yes, expectations were met, there were good standards, and we gained confidence. Media and news reports make us stereotype ‘others’ but participation in the LID programmes enabled us to judge a person as a person and not put them in a pigeon hole. They were the same things we were all feeling, we had as much in common as we had not in common;
- Reality of ‘normal people’ versus media perceptions

Of the expectations that were not met – boot camp notwithstanding – there was repeated reference to the lack of tangible materials to take away from courses, and some had “a mind-set that it would be formal [but] it wasn’t always”, which took some adjustment, although many also commented that while this was particularly challenging at the time, there were some benefits including self-organisation and self-motivation.

### Was the programme worth your time?

Asked whether participation in LID was worth their time, 100% participants felt it was “time well spent” and cited reasons including, “the learning was worthwhile”, “my comfort zones were challenged so I gained confidence”, and that the “benefits of working with others from diverse cultures built up my tolerance.” Also that, “the training was made more exciting by the location”.

### Programme Strengths

Across the 5 groups, a total of 38 key strengths were identified, falling into 10 common themes. The two prominent strengths identified were under the themes ‘Enhanced Interculturalism’ (29% of all responses) and ‘Bringing People Together’ (26% ). The table below shows the recurrence of each theme and the percentage representation:

Themes	No. responses	% age representation
Bringing people together	10	26
Interculturalism	11	29
Sharing knowledge	5	13
Developing skills	1	3
A Taster for international/ youth work	1	3
Able to look at things differently	3	8
New experiences	3	8
Projects with concrete outcomes more fruitful	1	3
Having fun	2	5
Skills of facilitators and /or course content	1	3

### Programme Weaknesses

Across the 5 groups, a total of 30 main weaknesses were identified, falling into 10 common themes. Three themes were at the fore in this regard: poor communication prior to departure (20% of all responses); Logistics; and group dynamics.

Below is an overview of the ten themes under which weaknesses were identified, including number of responses and the percentile representation of these:

Themes	No. responses	% age representation
Language barriers	2	7
Group dynamics	5	17
Lack of tangible resources to give away	2	7
Logistics (travel, food)	5	17
Communication prior to departure	6	20
Financial constraints	3	10
Specific activities and/or ground rules	1	3
Informal structure of courses	2	7
Insufficient free time	2	7
Target groups - not reaching under privileged	2	7

These shortcomings are addressed in the recommendations.



## Reflecting on LID as a whole, do you think this is a good model for improving ‘good relations’ in your own communities?

Of 27 detailed responses to this question at the residential, 89% of these represented a ‘Yes’, 11% represented ‘To Some Extent’ and nobody thought that ‘No’, LID is not a good model.

Responses reflect answer	Yes	To some extent	No
%	89%	11%	0
Count	24	3	0

From the full list of comments, all outcomes help to better Good Relations locally between people, on a range of identified levels.

Firstly at the very **personal** level, with reference to becoming a “better person” and boosting confidence, “broadening horizons,” and even learning “how to handle yourself a lot better in different situations.” Each of these can be regarded as contributing to an individual’s capacity for making sound judgements and interacting more positively with others, particularly those they may otherwise have ‘feared’ or stereotyped. One participant described the experience as “intense, concentrated learning in a week, like a year at school.” Another survey respondent commented on their personal development as a result of LID being that, “it gave me a better understanding of cultures around Europe, gave me independence when travelling and built confidence.”

Secondly on an **interpersonal** level, wherein participants reflect positively on making new friendships during the experience, but also to “being more open to people” upon return home. This improved acceptance of other people is a strong foundation for Good Relations, particularly where relations have been inhibited precisely by a social reticence between communities.

Thirdly by becoming **role models** or ‘setting a good example’ for other people, which is already underway in those who have undergone attitudinal changes at the previous two levels. Furthermore this refers to the

“ripple effect” of conversations within home communities upon return. By, for example, “tell[ing] people we had a good experience of other cultures, etc, [and] passing on our good experiences... [which] leads to ‘I want to try/experience this!’” So others may be motivated to participate in international programmes themselves, due to the positive reports, but significantly, as one participant framed it, “[you can] pass on your new views and overcome stigmatisation and stereotyping.” This attitudinal change can be seen as a result of shifts in both “personal and global perspectives,” as one participant put it.

Finally as **community leaders** who are not only role models as above but are active in their communities and are able to apply the learning from the LID programme/s to their professional practice in these roles, with one stated outcome being that LID has “given us ideas to enable us to move forward and take our small world outside; gives [us] encouragement and motivation to expand our small world.”

This statement reflects the local – global connection that international programming aims to foster and the attitude was supported anecdotally among the participants at the residential. One participant emphatically asserted, “I was able to tie in all my methodologies learned to deliver my own project. As a music educator, hard skills learned and how to foster good relations in my own community,” while another explored, “ways of moving the [soccer] club forward, connecting with people cross border and cross community... I started thinking outside the box and wanted to make this bigger.” Aside from physically growing the activities, the core value of reaching out to more groups/people and seeking to include others demonstrates definite evidence that participation in international work can improve good relations at a local level.

The importance of global and more local networks of peers, such as “the benefit of links to youth workers internationally,” was a common thread and a strongly felt profit of participation. That said, there were repeated anecdotal references to the need for a better forum for past participants to come together, share knowledge, skills and support, and to develop projects together where there is a shared interest.

There were also a number of other recommendations within these comments that would contribute to a more robust experience for all participants, as well as broadening the reach of the programme to invite other target groups. These were around three issues, including 1) Target groups; 2) Logistics, and; 3) Funding, all of which are discussed in the recommendations.

While there was plentiful evidence that LID provides a good model for improving good relations at a local level, it should be noted that the conditions for implementing the learning need to be favourable and therefore some participants were in a better position upon return to make a more significant ('four-level') contribution to good relations locally.

As one participant commented, "[LID] empowered me to rethink the way I do things but I didn't necessarily share things with the community as I am not in that position to do so, only through my workshops." The role a person has within their community – be it voluntary or professional – informs the spread of their influence but the primary and secondary levels indicated above nevertheless have significant ramifications and are examples of change bubbling from the bottom up.

## Learning Outcomes

### Key learning

Respondents to the online survey shared their key learning from the LID programme and many of these echo the 'strengths' of the programme above. 22 Key learning points were identified by 16 respondents to the online survey; these can be grouped under six themes, shown below with the number of times recurring and percentile prevalence of each theme:

Theme	Count (total 16)	% age representation
Developing new approaches to work	3	14%
Specific information from course content	2	9%
Awareness of global issues	1	5%
Interculturalism (finding commonalities across cultures)	3	14%
Diversity (encountering & appreciating differences across cultures)	9	41%
Team work	4	18%





## Skills acquisition

A range of (not exhaustive) skills acquired as a result of LID were identified at the residential and then quantified

through the online survey; these detailed below and include softer, attitudinal and personal skills (shown in white), to more practical /hard skills (shown in green).

SKILLS ACQUIRED		
Awareness of local / national / world issues	88%	14
Diversity and cultural awareness	88%	14
Learning about different people's backgrounds	88%	14
Breaking down barriers and finding common interests	81%	13
Team work	81%	13
Communication skills	75%	12
Confidence / increased self-esteem	75%	12
Thinking about new approaches to things	75%	12
Global skills (able to speak and understand other languages. Appreciation of other cultures)	69%	11
Group work	69%	11
Idea sharing	69%	11
Knowledge of differences between European states - for example differences in laws	69%	11
Self-awareness and self-reflection (being honest with oneself)	69%	11
Self-motivation	69%	11
Cooperation skills	63%	10
Developing own initiative	63%	10
Embracing difference / open-mindedness	63%	10
Flexibility (adapting to changing situations and environments)	63%	10
People skills	63%	10
Self-organisation	63%	10
Better verbal / speaking skills	56%	9
Seeing / exploring different places	56%	9
Building trusting relationships	50%	8
Action planning	44%	7
Facilitation skills	44%	7
International team building / networking skills	44%	7
Lifelong learning	44%	7
Opening channels of communication between people	44%	7
Creative tools – art / drama	38%	6
Decision making	38%	6
Language skills	38%	6
Managing realistic expectations	38%	6
Spontaneity	38%	6
Body language	31%	5
How to relax	31%	5
Independence	31%	5
Leadership skills	25%	4
Any other/s (please specify)	13%	2

## Behavioural change

Asked, “are you doing anything differently as a result of your participation on LID?” 75% of respondents answered “YES”, giving the examples below:

I am currently working with people I met on the programme to try and put together an application for an exchange.

I ended my long term relationship after LID so the biggest decision of my life I'd say. Travelling round Europe a lot now and being a free bird.

Supporting and encouraging other youth workers, young leaders and young people to participate in European exchanges and training programmes.

Continuing to champion international work and raise the profile of the benefits to participants.

I am now intending to take part in the EVS programme, now called Erasmus + (I think).

Yes, I am bringing much more humour into my work. I am also confidently using some of the icebreakers and structures that I learnt.

Yes have supported residents to set up their own residents group separate from staff controlled meetings. This has given the residents ownership

I was able to use the skills and techniques I learned in my own youth work practice.

Seeking similar opportunities

The way I am organizing events and sharing knowledge. I have started to use cloud based solutions to share large and sensitive documents

Using global issues to address local issues.

As is clear from these testimonies, international programming can influence a person's behaviour, attitudes and choices at a range of levels, including the personal/emotive, practical, professional and interpersonal. In that regard, this type of work is literally life changing.

Participants were also asked to assess their own behavioural changes as regards good relations stemming from LID. The results in the table below clearly indicate positive behavioural changes in these regards, with perhaps the biggest outcome being that 93% of respondents felt more able to challenge stereotypes of their own and others' communities. (see page 16)



As a result of LID, I am more aware of the stereotypes that exist surrounding my own and other communities.

As a result of participating in the LID programme, I feel more able to challenge stereotypes of my own and other communities in order to acknowledge and address difference

As a result of the LID programme I feel more confident identifying and addressing divisive issues in my community (geographical or otherwise).

Strongly agree	43.75%	53.33%	25%
Agree	50%	40%	43.75%
Neither agree or disagree	6.25%	6.67%	31.25%
Disagree	0%	0%	0%
Strongly disagree	0%	0%	0%
Other (Please specify below)	0%	0%	0%

## Fulfilling the Programme Outcomes

For the purposes of this evaluation, the two main aims of the LID programme have been broken down into four specific outcomes; these are:

- (i) Opportunities provided for local practitioners to engage with their peers at international level;
- (ii) Raise the value, importance and benefits of shared international practice as a highly effective means of learning among local communities and in so doing, promote and increase international output at local level;
- (iii) Enable participants to explore their own cultures, beliefs and traditions;
- (iv) Participants demonstrate 'enhanced' Cultural Diversity, Interculturalism and Good Relations.

In broad terms, all four outcomes were achieved but to varying degrees as we will see by looking at each in turn.

### (i) Opportunities provided for local practitioners to engage with their peers at international level;

This outcome was fully met. Since 2008 (and up to September 2013) Inside Out has partnered in 62 different international programmes (24 of which it has hosted) providing opportunities for 141 different individuals (42 young people, 43 youth workers and 22 young leaders and 34 other practitioners) from 46 organisations (including the likes of Public Achievement, REACH Across, Include Youth, Youth Action, Derry City Council, Clubs for Young People NI, NI Youth Forum, NEELB and SELB) drawn from 32 locations across the UK including 27 from around Northern Ireland..

Activities have included training, exchanges, seminars, youth democracy projects, planning and feasibility meetings in twenty-one different countries (Greece, Austria, Finland, Northern Ireland, Spain, Serbia, Czech Republic, Sweden, Poland, Slovenia, Lithuania, Germany, Republic of Ireland, Belgium, Israel, Romania, Holland, Armenia, Italy and Malta) on a range of themes including

culture, conflict and outdoor education, participation, self-organisation, citizenship, environment, photography, networking, EVS (European Voluntary Service), creativity, the arts, democracy, stress management, media, addiction, entrepreneurship, democracy, music and risk management.

Inside Out has received 261 applications leading to 186 programme attendances with 28 participants having attended a total of 74 times including nine young people, six young leaders, eight youth workers and five others. On only three occasions has anyone failed to attend a programme that Inside Out has partnered with, two of which were due to illness.

Unquestionably, this 'numbers' output has been fully met, evidence that the programme is benefiting a significant number of people and, given the range of geographical communities partaking, is wide in its reach.

**(II) Raise the value, importance & benefits of shared international practice as a highly effective means of learning among local communities & in so doing promote and increase international output at local level.**

Participants either *substantially* or *slightly* developed in a number of regards relating to Output II. The table below provides a summary:

	Substantially developed in this regard	Slightly developed in this regard	Not developed in this regard at all	Not sure
Able to compare and contrast practice at local, regional, national and international level and in doing so share and exchange information whilst raising the profile of participating organisations and practice;	60%	33.33%	6.67%	0%
Increased knowledge of funding opportunities and increase capacity to identify and source appropriate funding;	25%	25%	37.50%	12.50%
Developing new skills and partnerships via specialised training and networking opportunities;	31.25%	56.25%	12.50%	0%
Enhance confidence and knowledge to assist in bringing about positive change at local level;	68.75%	31.25%	0%	0%
Enhance and share peace building skills, including a greater understanding of concepts such as conflict resolution/ transformation and reconciliation, peace building structures, strategies and methodologies;	37.50%	43.75%	18.75%	0%
Understanding the importance of providing a safe and secure space to creating confidence and self-esteem among participants;	62.50%	31.25%	6.25%	0%
Enhanced ability to plan and organise events and understand the importance of having a clear rationale and plan	53.33%	26.67%	13.33%	6.67%



Significantly, 100% of respondents felt they had either substantially or slightly enhanced their confidence and knowledge to assist in bringing about positive change at local level, and each of the other areas of development shown above, further highlight the values and benefits of shared international practice.

This learning was reflected throughout much of the soft data captured, along with an increased passion and motivation to bring about positive change locally as a result of involvement in international programming. For example, the majority of attendees at the evaluation residential and many participants in their written feedback post-programme, indicated an interest in attending more international programmes and promoting increased uptake of international programmes among their peers and communities.

Furthermore, there were examples of international learning resulting in direct action at a local level. Some examples have already been shared above on page 9, looking at the effectiveness of LID as a model for improving good relations, but other instances emerge in the written feedback, such as:

*“Happy Europe project had a greatly positive effect on myself. It taught so much about the differences in culture between Europeans, but also taught me that we have so much in common as people. It also greatly increased my confidence in speaking about my personal politics in front of others so much so that I have recently accepted a nomination and selection from a political party to stand in next year’s local council elections to the new ‘super’ councils. I doubt I would of (sic) had the confidence to accept my nomination if it wasn’t for the Happy Europe programme, which elected me as Vice-President of the mock European Parliament despite being the solitary member of my political grouping for the week.”*

Further evidence that Outcome II has been met can be found earlier, in the section ‘Reflecting on LID as a whole, do you think this is a good model for improving ‘good relations’ in your own communities?’

However, despite this evaluation process generating some very good examples of increased international outputs at a local level, this is an area for development, particularly regarding LID ‘graduates’ collaborating, networking and sharing learning. Furthermore 50% of respondents were unable to identify increased learning about funding sources and processes and this was flagged as an issue at different stages throughout the evaluation process: when participants return from the international experience they are motivated to deliver programmes and/or activities at a local level but many lack the knowledge of available funding sources to animate these ideas.

### (III) Enable participants to explore their own cultures, beliefs and traditions;

100% of respondents to the online survey felt that participating in LID gave them the opportunity to reflect on their own cultures, values and beliefs, and equal numbers felt their knowledge of others’ cultures, values and beliefs were also increased.

	Did participating in LID give you an opportunity to reflect on your own cultures, values and beliefs?	Did participating in LID increase your knowledge of the cultures, values and beliefs of others?
Yes, definitely	68.75% 11	81.25% 13
Yes, a little bit	31.25% 5	18.75% 3
No, not at all	0% 0	0% 0
Not sure	0% 0	0% 0
Total	16	16



Throughout the strengths, key learning and behavioural changes identified above, as well as the general feedback generated, there have been myriad accounts of participants self-reflecting as part of their journey on the LID programme, naturally to varying degrees but commonly surfacing, such as:

*“Working with others on issues that are important to me has taught me to stay true to my own beliefs. However at the same time, it has made me aware that other people’s values/ideas are equally as important as my own and so deserve to be listened to and respected.”<sup>8</sup>*

*“I started to be less judgemental and focused on self-awareness and self-confidence and self-progression*

*in order to become a better human being overall and contribute more to society I live in. I started to think more about understanding why people react in certain ways and are non-inclusive and judgemental or Politically Correct when at the same time they are racist. I acknowledged my own prejudice and racial tendencies and am working on becoming more open and less judgemental (racist understood as dislike to other nations not skin colours).”*

At the residential, participants were asked to consider, “something that personally challenged you, your values and beliefs, whether during the LID programme or afterwards, as a result of your learning.” 33 challenges were identified that can be categorised under 16 themes, detailed below.

Challenge	Count	%age recurrence
Language / understanding barrier	4	12%
Course content	4	12%
Lack of direction from facilitators	3	9%
My own Stereotypes	3	9%
Self-reflection: personal and professional	3	9%
Coming out of my comfort zone	3	9%
Different values around what is acceptable in group context	2	6%
Cultural diversity - cultural differences	2	6%
Personal social boundaries	2	6%
Feeling Unheard	1	3%
Empathy	1	3%
Other people’s stereotypes	1	3%
Critical Thinking	1	3%
Programme not valued by employers	1	3%
Letting go of control	1	3%
Personal issues	1	3%

<sup>8</sup> Testimony from young person who participates on a Youth Exchange in Austria



Reflecting on personal values and beliefs can be seen in 45% of responses<sup>9</sup> and arguably are implied in a number of the others. What did not emerge clearly in the evaluation process, however, was evidence that participants were reflecting on their own traditions, with the exception of anecdotal reference during the residential to opportunities while in Armenia to identify, “commonalities between Irish and Georgians, they were interested in the Irish Perspective and we were able to dispel myths about ourselves, our history and our cultures.” This suggests that conversations around traditions, culture, and the like are a more tacit upshot of ‘the international.’

#### (IV) Participants demonstrate ‘enhanced’ Cultural Diversity, Interculturalism and Good Relations

The evaluator considers these three sub-outcomes to exist on progressive tiers: firstly, participants demonstrate enhanced cultural diversity by recognising, ‘tolerating’, and appreciating cultural, ethnic, religious, et al, diversity within and between communities. From this, develops enhanced Interculturalism, the recognition of common human needs between cultures and of discord and critical dialogue within cultures. This enhanced awareness effects behavioural change, in turn bettering Good Relations, the tertiary level of impact.

By these measures, participants beginning to explore their own cultures, beliefs and traditions (Outcome IV) is an important precursor to enhanced Cultural Diversity, and given the evidence thus far the journey to ‘Good Relations’ is undoubtedly either kindled or augmented as a result of participation in the LID programme.

Contributors were asked, the extent to which their understanding of each of these three terms has enhanced due to participating in the LID programme:

	Cultural Diversity	Inter-culturalism	Good Relations
Significantly enhanced	62.50%	68.75%	62.50%
Enhanced a little	37.50%	25%	37.50%
About the same as it was before	0%	6.25%	0%
I do not understand what is meant by this term	0%	0%	0%

Relating to **Cultural Diversity**, 93.75% felt they had an increased understanding of the communities represented on the programmes and repeated evidence herein has pointed to the impact of learning about new cultures, recognising and appreciating differences, valuing diversity.

	Increased understanding of participating communities from within respective jurisdictions;
Substantially developed in this regard	56.25%
Slightly developed in this regard	37.50%
Not developed in this regard at all	0%
Not sure	6.25%

<sup>9</sup> My own Stereotypes (9%); Self-reflection: personal and professional (9%); Coming out of my comfort zone (9%); Different values around what is acceptable in group contexts (6%); Personal social boundaries (6%); Feeling Unheard (age bias? Gender bias?) (3%)

Furthermore, attracting participants from across NI also provides an opportunity to mix with their peers across geographical and community boundaries – in and of itself creating space to enhance good relations within and between communities in NI.

All participants who contributed to the evaluation had evidently begun progressing through these three tiers, with some individuals further on their journeys than others, as would be expected.

With references herein to finding commonalities between cultures, recognising the inter-relationships and baseline humanity among people from different backgrounds, LID graduates for the most part demonstrate ‘enhanced Interculturalism.’ Some reflections include,

*“Probably that, despite all of the obvious differences between people and cultures, essentially we are all very much the same. I have therefore become more open when meeting new people, more interested and accepting of different cultures.”*

*“How human beings are similar all over the world, the enormous amount of opportunities to share, and learn and enrich each other’s lives. Also we all similar we want similar things and stereotypes suck, also the influence of media and necessity for people to start from very young age to educate their kids.”*

This being said, there was still a pervading attitude of multiculturalism displayed by many participants using the language of ‘tolerance’ and ‘them and us’, albeit with a view of acceptance. In other words, the language of difference was still very dominant which reflected ingrained beliefs and values, but encouragingly a number of participants were able to recognise the continuation their own prejudices as the first step to addressing these. Arguably, those who displayed other evidence of undertaking deep personal reflection and critical-thinking, demonstrated a clearer shift towards Interculturalism.

The issue of **Good Relations** in Northern Ireland, predominantly – although by no means exclusively – relates to relationships between Catholics and Protestants in NI, yet there was little or no reference to this cultural divide throughout the evaluation process. Participants were comfortable discussing differences and commonalities with other European peers but did not always relate this to the ethnic divide here (with some individual exceptions). There was a significantly higher uptake from those from the Catholic tradition in NI, at 60% as compared to 19% from the Protestant tradition. The remaining 21% fell into neither category.

To benchmark LID graduates against national (NI) progress as regards Good Relations, participants<sup>10</sup> completed a summarised version of the OFMDFM Good Relations Indicators, last measured in 2010. Reviewing the data below, and corresponding analysis, illustrates that LID participants are in the most part reflecting heightened ‘Good Relations’ as compared to the national averages. However, the variables are unclear having participated on LID programmes is unlikely to be the lone causal factor, for example the mere willingness to undertake international training may indicate an inclination to better relations anyway.

<sup>10</sup> The Good Relations Indicators illustrate the state of good relations in Northern Ireland and facilitate monitoring over time. They were developed under a set of high level priority outcomes and offer a means to measure the progress being made towards achieving each of these outcomes. The indicators were first published in January 2007, setting the baseline for monitoring in subsequent years. OFMDFM Research Branch has further updated the indicators with the latest available information at the time of collation and the results are detailed in this set of summary tables. <http://www.ofmdfmi.gov.uk/good-relations-report.pdf>.



Ref	Questions	Source	Options	Responses Collected			Analysis
1.7	% of people who are prejudiced against people from a minority ethnic community	NI Life & Times Survey	Very prejudiced A little prejudiced	2009 2 30	2010 1 31	LID 0 19	In 2010, 32% of national respondents were 'a little' or 'a lot' prejudiced against people from a minority ethnic community. Only 19% of LID participants however were 'a little' prejudiced and 69% indicated they are not prejudiced at all. This suggests less prejudice among participants on LID as compared to the national average and would support the argument for the impact of international work on prejudices.
2.9	% of people who believe that it is right that other EU citizens are free to live and work in Northern Ireland	NI Life & Times Survey	Very welcome Fairly welcome	2009 34 35	2010 34 35	LID 62.5 25	The 2010 national figures suggest that respondents were generally supportive of the rights of EU citizens to live and work in Northern Ireland with 69% saying they were very or fairly welcoming of the idea. By comparison, 87.5% of LID respondents were supportive of EU citizens' rights to live and work in NI which again could be seen as endorsement for international work.
5.6	% of adults who think relations between Protestants and Catholics are better than they were five years ago	NI Life & Times Survey		2009 60	2010 62	LID 50	The proportion of respondents who believe that relations between Protestants and Catholics are better now than five years ago is significantly lower among LID participants than the national average. It is possible this is due to improved critical thinking and better awareness of the depth of relationships as a result of participation in LID, rather than ignoring the elephant in the room.
5.7	% who would prefer to live in a mixed neighbourhood	NI Life & Times Survey		2009 80	2010 82	LID 87.5	LID participants are relatively consistent with the national average regarding preference for living in mixed-religion neighbourhoods with a total of 87.5% respondents indicate 'prefer mix' or 'doesn't matter or don't mind.'

Ref	Questions	Source	Options	Responses Collected		Analysis
5.8	% who would accept minority ethnic people as residents in their area	NI Life & Times Survey	Irish Traveller <sup>i</sup> Eastern European Other minority ethnic people <sup>j</sup> Muslim	2009 43 84 90 69	2010 46 83 91 69	LID 100 LID figures here are skewed by error of the evaluator: respondents were not asked to look at each of the 4 categories of minority ethnic people separately; however the 100% positive response rate on a 'general' basis is encouraging.
5.13a	% of people who would mind if a close relative married someone of a different religion	NI Life & Times Survey		2009 21	2010 19	LID 0 LID participants compare favourably to the national in which the proportion of people saying they would mind a little or a lot if a close relative married someone of a different religion was 19% in 2010. For LID participants, none indicated that they would mind, although 6.75% indicated 'Don't know'.
5.13b	% who think other people would mind if a close relative married someone of a different religion	NI Life & Times Survey		2009 62	2010 56	LID 31.25 Just over one half of respondents (56%) thought that most people in Northern Ireland would mind (a lot or a little) if a close relative were to marry someone of a different religion, compared to only 31.25% of LID participants thinking the same, which indicated more positive outlook and perceptions among LID participants.
5.14	% of people who would accept minority ethnic people as relatives by marrying a member of their family	NI Life & Times Survey	Irish Traveller <sup>i</sup> Eastern European Other minority ethnic people <sup>j</sup> Muslim	2009 51 79 79 52	2010 53 76 79 52	LID 100 LID figures here are skewed by error of the evaluator: respondents were not asked to look at each of the 4 categories of minority ethnic people separately; however the 100% positive response rate on a 'general' basis is encouraging.





Ref	Questions	Source	Options	Responses Collected			Analysis
5.16	% of people who believe that better relations will come about through more mixing	NI Life & Times Survey		2009 88	2010 87	LID 87.5	LID data is in line with the vast majority of national respondents (87%) who think that better relations between Protestants and Catholics in Northern Ireland will only come about through more mixing of the two communities.
6.3	% of people who prefer to work in a mixed religion workplace	NI Life & Times Survey		2009 92	2010 94	LID 100	The level of preference for working in a mixed-religion workplace has been consistently high anyway at 94% in 2010, but LID data shows a 100% level of preference for mixed-religion work places.
6.7	% who would accept minority ethnic people as a work colleague	NI Life & Times Survey	Irish Traveller <sup>i</sup> Eastern European Other minority ethnic people <sup>i</sup> Muslim	2009 69 88 90 74	2010 75 88 91 73	LID 93.75 100 100 93.75	Acceptance levels among LID participants are significantly higher than the national average; however the Irish Traveller and Muslim communities are still met with marginally less acceptance than other ethnic minority people.
9.1	% who understand the Catholic community's culture and traditions 'a little' or 'a lot'	NI Life & Times Survey	Protestants No religion	2009 86 79	2010 85 85	LID 93.75	The identity of LID respondents was not documented however the general figure at 93.75% is high as compared to the understanding of the Protestant community's culture and traditions at 87.5%
9.2	% who understand the Protestant community's culture and traditions 'a little' or 'a lot'		Catholics No religion	2009 86 85	2010 87 87	LID 87.5	

Ref	Questions	Source	Options	Responses Collected		Analysis	
9.3	% who respect the Catholic community's culture and traditions 'a little' or 'a lot'	NI Life & Times Survey	Protestants No religion	2009 95 89	2010 95 92	LID 93.75	As with the national averages, the vast majority of LID participants indicate respect for both Catholic and Protestant cultures and traditions, demonstrating no particular case for the LID programme impacting attitudes in this regard
9.4	% who respect the Protestant community's culture and traditions 'a little' or 'a lot'	NI Life & Times Survey	Catholics No religion	2009 95 88	2010 91 91	LID 93.75	
9.7	% who know quite a bit about the culture of some minority ethnic communities living in Northern Ireland	NI Life & Times Survey	Agree or strongly disagree	2009 22	2010 23	LID 37.5	At 37.5%, a higher proportion of LID participants said they knew quite a bit about the culture of some minority ethnic communities living in NI, as compared to the NILTS 2010 figures of 23%. However, an equal number of LID participants disagreed with the statement so the impact is not universal but does suggest increased knowledge of other cultures among participants in international programmes, albeit the variables are not assessed in great detail herein.
9.8	% of people who believe minority ethnic communities are less respected than they once were	NI Life & Times Survey	Agree or strongly disagree	2009 51	2010 44	LID 25%	LID participants reflect a more positive perception than the national NILTS figures regarding levels of respect afforded to ethnic minority communities living in NI, with only 25% of participants thinking people from ethnic minority communities are less respected than they once were, as opposed to 44% of national respondents.
9.9	% of people who believe the culture of Irish Travellers is more respected than it once was			2009 18	2010 16	LID 18.75	LID participants reflect the national picture quite closely, that being that 18.75% of LID respondents feel Irish Traveller culture is more respected than it once was, compared to 16% of respondents to the 2010 NILTS.



## Summary of findings

The LID (Leadership through Intercultural Dialogue) programme can be deemed to have a profoundly positive impact on its participants. It has effectively fulfilled its Programme Outcomes and participants have had an enjoyable, valuable and practicably efficacious experience.

### The key findings are:

- LID is a significant contributing factor to enhanced cultural diversity, Interculturalism and good relations;
- LID is seen as good model for improving 'good relations' within local/home communities on 4 levels: personal, interpersonal, as role models, and as community leaders;
- The role a person has within their community – be it personal, voluntary or professional – determines the range of learning from the LID programme upon their home communities;
- Participants would benefit from increased connectivity within one another upon return to home communities in order to continually share learning and develop ideas.

These findings were all supported by the conversations at the Garden of Reflection event on Wednesday 12th March 2014. See Executive Summary (page 2) and Addendum (page 28).

There was immense focus on the benefits of international / global themed work / programmes in terms of broadening perspectives and challenging prejudices.

The conversations also built upon the findings under section starting on page 9, entitled: Reflecting on LID as a whole, do you think this is a good model for improving 'good relations' in your own communities? There was repeated reference at the World Café to the very personal benefits of this kind of work, in terms of self-awareness,

self-confidence and the broadening of perspectives, and also around the 'butterfly effect' of participating in this kind of programming and the unplanned impact that can have on an individual's life choices, as well as attitudes, etc. However, there was also acknowledgment, particularly under Q. 2, that specific gatekeepers, community leaders, etc, may bring wider benefits by rolling out the programme learning to wider networks of people and so could be targeted for specific programmes.

### How the programme impacts differently on young people and adult practitioners

There would appear to be many similarities in impact between both young people and the adult practitioners who took part on the LID programmes. For example, increases in confidence and improved cultural awareness and sensitivity.

The main differences in impact are around the specific application of the learning from the practitioners' around how to employ the specific methodologies learned on different programmes and how to foster interculturalism and improved cultural diversity into their own practice, for example, "I found the training very useful as a tool that I can use in my youth work practice. It opens up a broader scope of approaches that I had not experienced or encountered previously – another "weapon" to add to my armoury of youth work techniques."<sup>11</sup> There was also repeated reference to the benefits of meeting other youth and community workers from across Europe to share learning and ideas.

The impacts young people reflected of themselves seemed to lean more towards personal development, confidence, employability; for example, one young person back from Austria explained:

*"I feel that the little things that I experienced on a personal level, some of which I have mentioned above are the foundation of the things that will make a person successful and happy in their jobs and career settings. Confidence to speak in public, the ability to deal with*

<sup>11</sup> Testimony from participant on the "Open Space Technology - self-organization as a powerful tool in youth work, for youth workers and young leaders", Serbia, 2009.

*different people, the awareness to be considerate of other people's needs and feelings are some of the more important ones... This project will be the foundation or springboard for me to go to university, enrolling in a very demanding course as a better and more happier and content person inside. So 2013/14 ..... BRING IT ON!!"*

This difference may be influenced by how favourable the conditions for implementation are upon return. Youth and community workers may be in a better position to directly implement ideas through their work and the results are more visible, tangible. However the attitudinal shifts that have been identified are among the most important benefits of international programming, as they reflect deep-rooted changes at the micro level. Crucially, the evidence indicates that all participants had a positive and beneficial experience on the LID programmes.

## Best Practice

As highlighted repeatedly, the programme very successfully fosters good relations and gives space for self-reflection and critical thinking.

There are no specific suggestions for how practice can be improved upon; it is exemplary, although on-going critical reflection should continue to underpin practice.

## Development scope and recommendations

It is not within the scope of this evaluation to make recommendations around the content, methodologies or delivery of specific programmes attended, however there are four areas of recommendation to enhance the growth potential of LID itself, these being: logistics, funding, networking and sustainability, and monitoring and evaluation.

## Logistics

- LID participants would benefit from better support from the host organisation with regard to travel bookings and pre-course communication regarding schedules, etc;
- Meeting other participants in advance (whether physically or 'virtually') may help to alleviate some of the fears around participation;
- Advance notice of offers to attend would benefit participants (a few individuals spoke of having 3-4 days advance notice before commencing programmes) and would enable more people to participate (for example someone who needs to give more notice to employers).<sup>12</sup>

## Funding

All participants at the residential agreed that the programmes would be universally beneficial but that applicants from harder to reach and socially deprived backgrounds were underrepresented, and it was suggested that insufficient marketing, particularly in schools and youth clubs, along with the financial burden of paying travel costs up front were key causal factors. All welcomed the suggestion that LID directly works with Youth Workers to identify young people that would most benefit from the programme and that there is funding made available as a 'Loan Pot' to help the young person pay for their travel upfront, which is explored further under item #3).

A few recommendations were made regarding funding, first simply that more should be available to enable increased participation in international programmes, with some participants suggesting that international programming should be compulsory for young people in the UK, as well as one respondent to the online survey commenting that participation "should be a compulsory element within programmes for all unemployed people".

<sup>12</sup> Short notice is normally the exception as calls for participants are usually made a minimum of 2-3 months in advance. There have been however, occasions where notice has been limited as a result of (i) participants dropping out 'at the last moment' and having to be replaced (ii) a lack of interest during a first call 'eats' into the time available following a renewed call (iii) participants only receive notice of calls 'late on' or (iv) due to administrative restrictions imposed by National Agencies in other countries or the demands of schedules of host organisations recruitment for programmes is delayed.



Leadership through Intercultural Dialogue

The idea of a loan pot for young people to buy their travel up front was explored, and where it was not possible from a central source, i.e. from the LID reserves, participants shared some learning around other potential sources or ways to generate a loan pot. This information sharing around funding was another key recommendation tying into the need for better networking space for past participants.

### Networking and sustainability

There are insufficient structures to support individuals in the continued incorporation of global perspectives in their practice. With so many empowered and motivated individuals, this is a wasted opportunity, and it would be beneficial in the planning and development stages of any future programming to plan for further networking and conferencing activities post-programme/s, to facilitate shared learning and collaborative working among LID 'graduates'. Proposals from evaluation contributors included face to face conferencing, and use of Open Space Technology to bring people together, but the details of this need further extrapolation. It is safe to assume that such planning could contribute to the longer-term impact of the programme upon its participants, in that their LID experiences and learning would be consolidated, and furthermore would create new beneficiaries among the communities in which they live and work.

### Evaluation and Monitoring

One of the key recommendations identified at the International Youth Work Regional Consultation Seminar in Belfast, November 2012, called for "a longitudinal research project [which] would be useful to provide fuller evidence of outcomes [in relation to international youth work]."

That sentiment is echoed herein. There is a need for improved on-going monitoring in relation to the project impact. It would have been useful to develop baseline assessment models from the outset of the project to more accurately measure changes in knowledge and behaviour and also to incorporate a temporal element to this monitoring, by revisiting knowledge assessments one

year after completion of projects. Essentially, evaluation should be a core component in the planning and development of the programme.

### Acknowledgements

The evaluator would like to thank the individuals who offered their valuable time and honest reflections by engaging with the evaluation process.



## Addendum

On Wednesday 12th March 2014, the findings from the draft 'LID' evaluation report provided the topic of an extended 'Garden of Reflection' event, held through the DiverseCity Community Partnership in Derry. A World Café forum was used to engage attendees in discussions around 6 key questions emanating from the LID report. These questions are listed below, followed by a summary of key discussion points / issues raised:

### 1. Please discuss your views on the impact, value and relevance of 'The International' on good relations in Northern Ireland.

- Broaden perspectives – travel, learn how much bigger the world is, brings out similarities too and all of this can help move people out of prejudice;
- Learning and sharing how different people tackle issues in different countries;
- Learning about differences and embracing the positive impact of third party influence;
- Reflecting on yourself and learning about your home when you're away;
- New perspectives may enhance / enable forgiveness and can lead to mutual respect.

### 2. Should anyone and everyone be encouraged / enabled to participate in international training programmes, or should there be a specific target group/s?

Case for everyone

- We all have a role and can benefit – butterfly effect of providing opportunities for skills development for young people (especially, but not exclusively) and where this can lead a person;
- Having a 'national civic service' – broadening the experiences and perspectives of individuals by living in other communities, experiencing other cultures, etc;

- Importance of support structures in place to support international experience upon return home;
- For anyone, then the focus should be the intercultural experience and not 'who you are'.

Case for targeted groups:

- Argument for having the 'right' people due to project-specific outcomes that are intended to be implemented on return; by this measure, participants should be identified as 'gateways' to their communities and meet relevant criteria for the specific course;
- Trying to ensure multicultural representation among participants (Equality / Diversity, etc);
- Target rural areas as they are disadvantaged by location-saturation in urban areas.

### 3. Is it important that individuals undergo personal development (i.e. reflecting on one's own values, beliefs and culture, and developing skills, confidence, etc) as a foundation for better community relations?

- Incredibly! People develop through a range of experiences and we each need a strong sense of self;
- Importance of self-awareness: sometimes we think we are without prejudices but when tested, we are confronted with our prejudices. Only then can we begin to work on actively challenging these. If we don't acknowledge we have judgements, discrimination, etc, we can't change them;
- In developing yourself, you come to realise how 'constructed' other communities are, can lead to healthier relationships;
- Importance of top down – bottom up: not everybody will undergo such personal development (nor want to), but through legislation you can change people's behaviours – e.g. it's not legal / acceptable to be racist – and this can have a ripple effect on attitudes.



#### 4. What do you perceive are the barriers to participation in international / global training programmes and how can these be overcome?

##### Barriers:

- Socio-economic status – the direct and ancillary monetary costs
- Lacking confidence – fear of stepping out of comfort zones;
- Application process daunting – e.g. visas / bureaucracy;
- Perceptions and prejudices – personal and community
- Support from family and community
- Sharing information, promotion and marketing of the programmes to wider audiences
- Identity (i.e. if British Council funded programme, would 'Irish' community self-exclude?)
- 'Culture shock' – need to prepare participants. E.g.: language, food, etc.

##### Overcoming barriers:

- Being ambassadors for the programme upon return, to help with recruitment process;
- For young people's programmes – need to work with parents to highlight benefits and promote family support for participation;
- Building relationships among programme participants to develop support within the group;
- Better information sharing;
- Get rid of 'small print' – have an open and honest approach to recruitment and participation;
- Acknowledge the bravery and courage it takes to participate, and encourage that;

- Support for the idea of a programme of civic service: international travel on leaving school to broaden horizons and education.

#### 5. Identify up to 3 key challenges for 'good relations' between communities in Northern Ireland; what actions can we take or changes can we make as individual and/or organisations, to address these challenges?

##### Challenges:

- Political instability
- Religion
- Political parties institutionalise public division
- Instability in peace process as a result of dissidents – used as threat by parties to normalise self
- Fear of loss of culture / identity: you have to choose one identity...
- Religious / political baggage passes down the generations – challenge is to let go.

##### Actions

- Move away from identifying selves as per communities and start seeing one's self as 'human';
- Encourage integrated schooling;
- Stepping outside of your comfort zone – e.g. send kids to different schools, live in a different community;
- Organisations provide resources / opportunities for community members to 'bridge the gap';
- Challenge politicians' views and opinions;
- Give a clear message through society that you do not support dissidents;
- As individuals, be prepared to challenge the status quo in favour of progressive change;

- Travel! (mingle/ interact with other cultures).

## 6. What are your thoughts on immigration and integrating other nationalities in to our culture/s and communities?

- It's okay to be tribal and okay for people to maintain their own cultural identities, let them be proud without me feeling threatened;
- Issues re assimilation v integration;
- Becoming more culturally aware of other cultures helps to dispel fear;
- Immigration brings another perspective to focus on, other than 'protestant / catholic';
- People get defensive and fear difference;
- Maintaining individualism of culture is important
- More people coming (push / pull) here from other countries – realisation coming for a better life – our ancestors did this in moving to America, etc
- Increased understanding of different cultures widens perspectives, so immigration is good;
- Need to embrace new visitors / need to be more welcoming and accepting
- Important to maintain identity / culture and strike a balance

## Summary

This exercise very much supported, and enhanced the findings of the main report. Please see page 26 for the summary of findings.



Everyone should be given the opportunity to participate in global programmes - they enable people to become more aware of the issues that affect others and they become more aware of themselves as a citizen of the world. For young people, this can be a life changing experience. If all young people are given the opportunity to experience this, the international community will benefit and the individual young person will benefit.

