

SLIGO VEC & WELB

**Developing Opportunities for
Co-operation Through Youth Sport**

Evaluation

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1.0 INTRODUCTION AND BACKGROUND

1.1 ‘Developing Opportunities for Co-operation Through Youth Sport’ is a cross-border sports project jointly managed and implemented by County Sligo Vocational Education Committee (VEC) in the Republic of Ireland and the Western Education and Library Board (WELB) in Northern Ireland. The project is funded through the European Union Peace II Extension Programme under Priority 5 and Measure 2 – *Cross-border Co-operation, Improving Cross-border Public Sector Co-operation*. The duration of the project was initially proposed for 24 months, but this was effectively reduced to 21 months due to the commencement of the project being delayed to October 2006 (to allow for the recruitment of project staff) and a fixed end date for Peace II Projects at June 2008.

1.1.1 This project follows on from a previous project operated by the partners entitled ‘Enabling Development through Youth and Community Sport’ which obtained funding from SSPPR, Measure 5.3, through Co-operation Ireland. The preceding project ran from April 2003 to March 2005.

Project Description

1.2 In addition to the two lead partners (Sligo VEC and WELB) a consortium of public bodies which includes Education, Health, Local Authorities and the Sports Councils provide input, direction and guidance to the project. The project delivers quality extra-curricular sports coaching for young people in the areas of Sligo, Fermanagh and Tyrone. This is achieved through the employment of two full-time Sports Development Officers (1 North & 1 South) to oversee the day-to-day running of the programme with a further eighteen part-time Schools Sports Co-ordinators (9 North & 9 South) operating at various secondary school sites. These Co-ordinators establish links with feeder primary schools in their local area and organise sporting programmes for these schools based on their local needs. The project generates employment for a network of local coaches and leaders who deliver the programmes. The project includes a range of cross-border programmes (through school and co-ordinator twinning), which provide participants with the opportunity to experience cross-border and cross-community interaction with the aim of encouraging mutual understanding and respect.

1.3 A number of objectives were identified at the outset of the project, which were to be achieved throughout the duration of the project (i.e. October 2006 - June 2008). The objectives as specified in the Letter of Offer were as follows:

- The creation of 20 jobs, two of which are full-time (Sports Development Officers) the remainder being part-time school sports co-ordinators;

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- The creation of part-time employment for 150 coaches over the life of the programme (i.e by June 2008);
- To attract 8,000 participant places over the life of the programme (June 2008);
- To attract 80 schools to be involved in extra-curricula sports activity by June 2008;
- To deliver 500 after-school sports programmes in primary and secondary schools in Sligo, Fermanagh and Tyrone by June 2008;
- To train 200 new coaches in coaching / leadership awards by June 2008;
- To organise 18 student exchanges to be delivered in Year 2 of the programme (by June 2008) and attract a minimum of 54 students (and a maximum of 72 students) to participate in the exchange;
- To organise 36 Cross-Border Sports Days (i.e. 2 events per co-ordinator);
- To organise one cross-border sports Jamboree with 500 participants in the final year of the project (by June 2008);
- To have 50:50 participation rates amongst boys and girls on the programme (by June 2008);
- To achieve 50:50 ratio on North South participant schools (by June 2008);
- To achieve at least a 70:30 ratio on Catholic:Protestant participation (by June 2008);
- To have quarterly Management Team meetings over the life of the Project; and
- To ensure cross-border training for co-ordinators, SDOs and management team occurs (by June 2008).

1.4 The promoters of the project applied for funding to deliver additional activities. This application was successful and as a result the following two objectives were added:

- To organise 9 Primary School Cross-Border days attracting up to 500 Primary School participants participating in cross-border activities by June 2008;
- To plan and organise a coaches / co-ordinator seminar to be attended by 100 coaches (both North and South) and by the existing 18 co-ordinators.

1.5 The Developing Opportunities for Co-operation Through Youth Sport project is coming to an end in June 2008 and its management committee requires a Final Evaluation to assess the achievements of the project in relation to its aims and objectives. This report represents the findings of the Final Evaluation, carried out by Peter Quinn Consultancy Services Ltd.

2.0 EXECUTIVE SUMMARY

2.1 Project partners, the WELB and Sligo VEC, were awarded approximately €346k of Peace II monies by the Special European Union Programmes Body (SEUPB) to implement a cross-border sports project involving schools in Omagh and Fermanagh District Council areas and County Sligo. The project entitled '*Developing Opportunities for Co-operation Through Youth Sport*' commenced in October 2006 and finished in June 2008. It built upon the experience of a preceding cross-border sports project implemented by the partners, which ran from 2003 – 2005, also funded by EU peace monies.

2.2 The project partners (WELB and Sligo VEC) drew upon the knowledge and expertise of a project management committee to help inform and guide the implementation of the project. The management committee was made up of representatives from a range of public sector organisations concerned with youth, sport and health from both sides of the border. In addition to the partner organisations, it included personnel from Fermanagh, Omagh & Sligo Councils, the Health Service Executive, Irish Sports Council, Sports Council for Northern Ireland, Sligo Sport and Recreational Partnership, Council for Catholic Maintained Schools and the Northern Ireland Council for Integrated Education.

Project Activities

2.3 The project recruited 9 secondary schools in the North and 9 in the South, and each with the help of a Sports Co-ordinator (all of whom were teachers in the lead secondary schools, with the exception of 2) organised a series of after schools coaching programmes in a range of sports for their own school and their respective feeder primary schools (87 primary schools in total). The coaching programmes generally consisted of one-hour weekly sessions over a period of 6 weeks.

The schools also partnered with a school across the border to organise a number of cross-border events.

Evaluation Methodology

2.4 An evaluation of the project was conducted during April – June 2008 which included the following tasks:

- An analysis of project monitoring data;
- An analysis of 121 participant feedback forms;
- A questionnaire survey of principals of a sample of schools which were involved in the project;
- Telephone interviews with sports coaches (x6);

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- An e-mail survey of six Sports Co-ordinators;
- A meeting with members of the project management committee;
- Ongoing liaison with the two Sports Development Officers.

Key Achievements

2.5 This was a particularly successful sports project, which exceeded the targets that were set out in the Letter of Offer as follows:

- A total of 14,971 participants were involved in the project activities, exceeding the target number of 8,000, by almost 7,000.
- A total of 105 schools were involved, exceeding the target of 80 schools by 25.
- A total of 531 after schools coaching programmes were delivered, exceeding the target by 31.
- The project was successful in overcoming the traditional under-representation of girls in sports, with 51% of participants being female.
- All of the cross-border events were organised as specified with projected participant numbers being exceeded in each case.

Impact and outcomes

2.6 The main outcomes of the project include the following:

- Getting those who do not normally engage in sport to participate and as a result many unlikely pupils have developed an interest in and enjoyment of sport, with some having gone on to join local clubs.
- Not only were increased levels of fitness and enhanced health benefits of participants reported, but increased self-confidence, self-esteem and more positive attitudes and behaviour were key outcomes for many participants.
- The project was a good marketing tool for schools with their feeder primary schools and it also helped created linkages with local sports clubs and cross-border contacts.
- The project provided access to high quality coaching in a range of sports, for schools that would otherwise not have been able to offer this.
- The interest in sports that the project generated has reinvigorated local sporting clubs (especially in disadvantaged rural areas) and it has also led to the establishment of new clubs.
- With participants taking up sports has had a knock-on effect within the family with other family members (including parents) and peers taking up sports.

Key Success Factors and Good Practice

2.7 The success of the project was attributed to a number of factors including:

- The range of sports that was offered, ensured that there was a suitable sport for each individual to enjoy (including the non sporty) and as such they are more likely to continue on with this sport if possible.
- The emphasis on fun and enjoyment rather than competitiveness was also an important factor.
- The quality of the coaching provided.
- The project was well managed and there was good communications and co-ordination among all involved.

Of particular note in terms of good practice was the inclusiveness of the project, which successfully integrated pupils with special needs. In addition, the project was affordable to pupils and it targeted schools in disadvantaged areas.

Contribution to Peace and Reconciliation

2.8 The project was funded under Measure 5.2 of the EU Peace II Extension Programme *Improving Cross-border Public Sector Co-operation*. To this end, the project included a management committee made up of representatives from a range of public sector organisations, including education, health and sport, who through the project have established strong linkages on a cross-sectoral and cross-border basis and laid the foundations for joint working and networking again in the future. Furthermore, each of the lead secondary schools has developed a close working relationship with a counterpart school across the border, with whom they would be keen to continue joint activities. In addition, a number of the Co-ordinators from the lead schools in Northern Ireland have established linkages with teachers in schools from a different sector and there is ongoing contact which is likely to continue in the future.

2.9 Although the promoters implemented the project as set out in the letter of offer, the design of the project did not create many opportunities for cross-border and cross-community interaction among participants. Just 9% of the project activity days contributed to increased cross-community interaction, which involved 14% of participants. While, the remaining 86% of participants did not have an opportunity to meet pupils of another religion from other schools, directly through the project, it is understood that some participants have gone on to join local sports clubs which are cross-community.

Recommendations

- 2.10** This has been a successful sports project, for which there is significant demand from schools. It has had many benefits for participants, including confidence building, more positive attitudes and behaviour and not least, health and fitness benefits. Therefore, it is recommended that opportunities for continuing this type of activity be explored where possible. In addition, consideration should be given to how the capacity within schools can be developed so that the coaching can be sustained in the long term.
- 2.11** As a peace project, its design needs to be altered so that the coaching element is delivered on a cross-community basis in Northern Ireland and all cross-border events should have cross-community participation.
- 2.12** As a cross-border project, there needs to be more cross-border events for participants. It is also recommended that the administration associated with the project is undertaken on a joint / common basis, so that data is collated on to a similar template north and south and that the same evaluation forms etc are used in both jurisdictions.
- 2.13** Other minor suggestions have been given in the report for consideration by the project partners.

3.0 TERMS OF REFERENCE

3.1 The Terms of Reference adopted for this assignment are based on the Consultants' Brief circulated by Sligo VEC that defined the parameters within which the Consultants were expected to operate. The Consultants have construed the overall objective of the assignment as being:

'To undertake an Evaluation of the Developing Opportunities for Co-operation Through Youth Sport Project'.

3.2 Within that overall objective the following sub-objectives were addressed during the course of the preparation of the final report:

- Assess and evaluate the extent to which the project achieved its aims and objectives;
- Assess and evaluate the extent to which the project met the objectives of the cross-border priority of the Peace II Extension Programme, Measure 5.2;
- Analyse actual outputs against original performance indicators, highlight achievements and assess the extent to which the outputs had the outcomes anticipated by the promoters;
- Assess whether the project represented 'value-for-money' (effectiveness, efficiency and economy) by reviewing both the financial and non-financial project costs and outputs;
- Assess the adequacy and effectiveness of the project management system;
- Assess the implementation and operation of the project over the project term;
- Draw conclusions / recommendations for future developments of the project;
- Highlight any learning points concerning project design and delivery for models of best practice.

4.0 EVALUATION METHODOLOGY

4.1 The evaluation of the project involved two key tasks as follows:

- a) A review and analysis of the monitoring data relating to the project, to assess the extent to which the project's aims and objectives were achieved. The findings from this are provided in Section 5.0 of the report.
- b) Obtaining qualitative feedback from key stakeholders to determine the extent to which the outputs achieved the anticipated outcomes. The findings from this are provided in Section 6.0 of the report and the methodology undertaken is outlined below.

QUALITATIVE FEEDBACK FROM KEY STAKEHOLDERS

4.2 In addition to collating and analysing the quantitative data relating to the project, it was considered important to obtain feedback from all of the main stakeholders including participants, schools principals, coaches, sports co-ordinators, project staff and the members of the project management committee. The following paragraphs show how the feedback was obtained.

Participants

4.3 Feedback from participants was obtained from evaluation forms, which were issued by the Sports Development Officers during the course of the project and completed by a sample of pupils, who attended the cross-border sports days, the coaching programmes and the student exchanges. A total of 121 completed questionnaires were returned, the majority of which were from northern participants. The breakdown is summarised in the following table.

Summary of Questionnaires Received					
Events	No. Completed	North		South	
		No.	%	No.	%
Cross-Border Days	67	60	90%	7	10%
Coaching	38	38	100%	0	0%
Student Exchange Days	16	12	75%	4	25%
Total	121	110	91%	11	9%

School Principals

- 4.4 A questionnaire survey was conducted with the principals of the participating primary and secondary schools. Within the timescale, there was a 50% response rate from the secondary schools (which played a greater role in the project) compared to a 39% response rate from the primary schools. The following table summarises the response from the schools.

Table 4.2					
Questionnaires for Principals					
Questionnaires to Principals	Total	North		South	
		No.	%	No.	%
Secondary Schools					
No. Distributed	18	9	50%	9	50%
No. Completed	9	4	44%	5	56%
% Response Rate	50%	-	44%	-	56%
Primary Schools					
No. Distributed	18	9	50%	9	50%
No. Completed	7	4	57%	3	43%
% Response Rate	39%	-	44%	-	33%

Sports Coaches

- 4.5 Telephone interviews were carried out with a sample of six coaches, three from the north and three from the south as follows:

North:

- Siobhan McGarvey;
- Eamon Daly; and
- Siobhan Mullin

South:

- Olwyn O'Toole;
- Eimear Gormanley; and
- Anthony Gray.

Co-ordinators

4.6 An email questionnaire was sent to a sample of six co-ordinators (three from the north and three from the south) as follows:

- Christine McCann – Loreto Grammar
- Enda Kilpatrick – Dean Maguire College
- David Rennie – Omagh High School
- Thomas Coggins – Colaiste Iascaigh, Easkey
- Lorna Creaven – Grange Vocational School
- Ann Gorby – Mercy College

Management Committee Representatives

4.7 A meeting was held with representatives of the project management committee, which was attended by nine members, including staff from Sligo VEC, the WELB, Omagh and Fermanagh Councils, Sligo Sports and Recreation Partnership and the Health Service Executive (West).

Project Staff

4.8 There was ongoing liaison with the two Sports Development Officers currently employed to implement the project throughout the course of the Evaluation.

5.0 QUANTITATIVE ANALYSIS

- 5.1 This section of the report provides a quantitative analysis of the project and it assesses the extent to which the Project Objectives, as set out in the Letter of Offer and listed below, have been achieved.

Objective 1: The creation of 20 jobs, two of which are full-time (Sports Development Officers) with the remainder being part-time school sports co-ordinators

- 5.2 Two Sports Development Officers were employed, one based in the WELB offices in Omagh, who had responsibility for the project activities in Northern Ireland and the second based in the VEC offices in Sligo, responsible for the project in the Republic. There has been a change of personnel in these posts during the course of the project, but this has not impacted negatively on the implementation of the project.
- 5.2.1 Although the project funding was awarded in August 2006, the time taken for recruitment meant that the project did not commence until October 2006. As a result, schools were not brought on board at the beginning of the academic year as anticipated, effectively putting the project behind schedule at the outset. However, despite this, through concerted effort by all involved, all of the activities were carried out as per the Letter of Offer.
- 5.2.2 Eighteen part-time co-ordinators were appointed, all of whom (with the exception of two) were teachers at the participating lead / secondary schools. Their role was to organise the extra-curricular sports programmes at their own school site and in the feeder primary schools. They were also responsible for helping to organise the cross-border events. Training on their roles and responsibilities was provided for the co-ordinators in March and December 2007 and this also gave the co-ordinators an opportunity to establish cross-border linkages.

Objective 2: The creation of part-time employment for 150 coaches over the life of the programme

- 5.3 The target was to employ 150 part-time coaches to assist in the delivery of the after schools programmes, cross-border sports days, student exchanges and the cross-border sports jamborees. According to the project monitoring data, a total of 111 coaches provided the after-schools programmes and the project staff reported that a further 50 coaches were used at outdoor activity centres to help deliver the project.

Objective 3: To attract 8,000 participant places over the life of the programme

- 5.4 The table below summarises the number of participant places who took part in each element of the project.

Table 5.1					
Project Participants					
Event	North		South		Total
	No.	%	No.	%	No.
Coaching	6,467	53%	5,746	47%	12,213
Cross-Border Events					
Sports Jamborees	269	53%	236	47%	505
Cross-Border Sports Days	764	54%	640	46%	1,404
Student Exchanges	158	56%	126	44%	284
Cross-Border - Total	1,191	54%	1,002	46%	2,193
Total for Initial Project	7,658	53%	6,748	47%	14,406
Primary School CB Sports Days	313	55%	252	45%	565
Overall Total for Project	7,971	53%	7,000	47%	14,971

- 5.4.1 It can be seen that the target of 8,000 participant places was greatly exceeded through the coaching activity alone, which involved over 12,000 participant places. Including the cross-border events (excluding the Primary Schools Cross-Border Sports Days), the number of participant places increased to 14,406. The Primary Schools Cross-Border Sports Days were added at a later stage to the project (along with additional funding), bringing the total number of participant places to 14,971.

Objective 4: To attract 80 schools to be involved in extra-curricula sports activity

- 5.5 A total of 105 schools were involved in the project. This included 9 post primary schools in both the North and South (i.e. 18 post primary schools) and their respective feeder primary schools; 44 primary schools in the North and 43 primary schools in the South. The following tables list the lead secondary schools along with their respective feeder primary schools that were involved in the project.

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Table 5.2	
Participating Schools in the North	
Lead Secondary School	Feeder Primary Schools
St. John's High, Dromore	Tummery Primary/Drumlish Primary/St Macartan's Primary
	St Dympna's Primary, Dromore
	Dromore Controlled Primary
Dean Maguire College, Carrickmore	St Mary's Pomeroy
	St Theresa's Loughmacrory
	St Columbkille's Carrickmore
	Our Lady of Lourdes
Erne Special School	<i>No feeder schools involved</i>
Omagh High School	Omagh County Primary
	Cooley Primary
	McClintock Primary
	Gibson Primary
Loreto Grammar, Omagh	Loreto Primary, Omagh
	St Mary's Primary, Killyclogher
	All Saint's Primary, Tattysallagh
	St Theresa's Primary, Loughmacrory
	St Patrick's
Erne Integrated College	Enniskillen Integrated Primary
	St Marys, Teemore
	Jones Memorial Primary
	Holy Trinity, Enniskillen
	Ballinamallard Primary
Lisnaskea High School	Lisbellaw Primary
	Brookeborough Primary
	Maguiresbridge Primary
	Aghadrumsee Primary
	Tempo PS
Drumragh Integrated College, Omagh	Recarson Primary
	St Colmcille Primary
	Omagh Integrated Primary
	Sacred Heart Tattyreagh
	Gibson Primary
	Denamona Primary
	St Brigid's, Mountfield
	Omagh County PS
	Dunmullan PS
	Gillygooley PS
	Christ the King
	St Patricks, Newtownstewart
	St Lawrence's PS
	Ardstraw
St Mary's College, Irvinestown	St Joseph's Ederney
	St Paul's Primary Irvinestown

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Table 5.3	
Participating Schools in the South	
Lead Secondary School	Feeder Primary School
Ballinode VS	St Edward's NS
	St Joseph's SS
	St Brendan's NS
St Attracta's Community College	Drimina NS
	Holy Family NS
	Curry NS
	St Michael's
Mercy College	Kilmactigue NS
	Ransboro
	Gaelscoil
	Carbury N.S
Corran College	Sligo School Project
	Ballymote NS
	Knockmina NS
	Culfadda NS
	Rockfield NS
	Buninadden NS
	Killavill NS
Coola Post Primary Centre	Soeey NS
	Kilross NS
	Riverstown NS
	Coolbock NS
Colaiste Iascaigh	Rathlee NS
	Owenbeg NS
	Killenduff NS
	Kilrusheighter NS
	Dromore West NS
	Leaffoney NS
Grange Post Primary Centre	Maugherow NS
	Carns NS
	Castlegal NS
	Grange NS
	Cliffoney NS
	Ballintrillick
Summerhill College	Ballinful
	Carraore NS
	Strandhill NS
	Rosses Point NS
St Mary's College	Scoil Ursula
	Ballisadare NS
	High Park NS
	Ballinlig NS
	Collooney NS

5.5.1 The target of 80 schools was greatly exceeded, with 105 schools in total being involved in the project activities.

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5.5.2 Coaching was provided in a wide range of sporting activities including Gaelic football, soccer, tag rugby, handball, netball, basketball, volleyball, rounders, unihoc, golf, tennis, aerobics, dance, gymnastics, martial arts, orienteering, boxercise, ju-jitsu, archery, yoga, trampoline and athletics.

Objective 5: To deliver 500 after school sports programmes in primary and secondary schools in Sligo, Fermanagh and Tyrone

5.6 Most of each sports programme (organised by the sports co-ordinators) consisted of one hour of coaching per week for a total of six weeks. Although sometimes this was varied, depending upon local circumstances, e.g. fewer sessions of longer duration (more than one hour). According to the records provided by the promoters, a total of 531 extra-curricular sports programmes have been delivered of which 217 (41%) took place in Sligo and 314 (59%) in WELB. The table below shows the breakdown of the number of programmes organised by each lead school, the number of feeder schools involved and the total number of participants.

Table 5.4							
After School Sports Programmes							
NORTH				SOUTH			
Lead School	No. Feeder Schools (inc Lead Sch)	No. of Progs	No. of P'ts	Lead School	No. Feeder Schools (inc Lead Sch)	No. of Progs	No. of P'ts
Dean Maguire	5	38	881	Ballinode	4	26	692
Drumragh	15	41	841	Coola	5	16	302
Erne Integrated	6	28	582	Summerhill	5	26	536
Erne Special	1	15	435	Mercy College	5	21	405
Lisnaskea High	6	38	802	Colaiste Iascaigh	7	20	651
Loreto Gr	6	56	1,089	Corran College	7	40	967
Omagh HS	5	39	695	Ballisadare	5	12	291
St. John's	6	32	673	Grange	8	48	1,739
St. Mary's	3	27	469	St. Attracta's	6	8	163
Total	53	314	6,467	Total	52	217	5,746

5.6.1 The total number of programmes delivered and the total number of participants involved was exceeded.

Objective 6: To train 200 new coaches in coaching / leadership awards

5.7 The coaches took part in a number of coaching / leadership awards some of which were accredited. The following table summarises the training provided for coaches as part of the project and the number of coaches involved in each course.

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Table 5.5			
Training for Coaches			
Course	Date	No. in Attendance	
		South	North
Code of Ethics & Good Practice for Children's Sport	28 th &29 th April 08	5 coaches	
	2 nd April 08	15 coaches	
	23 rd - 25 th Feb 08	7 coaches	
	15 th &16 th Oct 07	3 coaches	
	24 th &25 th Sept 07	3 coaches	
	11 th &12 th June 07	1 coach	
	24 th &25 th Oct 06	4 coaches	
Active Leadership	18 th &19 th April 08	1 coach	
<ul style="list-style-type: none"> • Dental Trauma Training • Multi Skills Workshop • Disability Adaption Inclusive Games Workshop 	14 th May 08	20 coaches	59 coaches
First Aid Training	12 th &19 th April 08	3 coaches	
	15 th Dec 07	1 coach	
	24 th Nov 07	2 coaches	
	3 rd - 4 th Mar 07	2 coaches	
	14 th - 15 th Oct 06	2 coaches	
SAQ Juvenile Coaching Course	23 rd Sept 07	4 coaches	
Fitness For All Workshop	21 st April 08	4 coaches	
Co-ordinator Training	May 2007	9 Co-ordinators	9 Co-ordinators
	Dec 2007	9 Co-ordinators	9 Co-ordinators
Dreams & Team International Leadership Award	2007-2008		46 coaches
Top-link Leadership Award	February 2008		24 coaches
Total		15	147

5.7.1 The target of providing training for 200 coaches was achieved. It can be seen that with the exception of 3 training days, the remainder of the training took place on a single jurisdiction basis. Given that the majority of the training was in the evenings, it was not convenient to provide joint training on a cross-border basis.

Objective 7: To organise 18 Student Exchanges to be delivered in Year 2 of the programme and attract a minimum of 54 students (and a maximum of 72 students) to participate in the exchange

- 5.8** The project involved the twinning of schools (and co-ordinators) in the North with counterparts in the South with each pair of schools organising joint sports days and exchanges aimed at increasing the students' knowledge and understanding of different cultures and communities and to build positive cross-border relationships between all involved. Co-ordinators in the north were twinned with co-ordinators in the south as shown in table 5.6 below.

Table 5.6	
Twinning of Schools	
North	South
St. Johns High School	Ballinode College
Dean Maguire College	St. Attracta's Community School
Erne Special School	Mercy College
Omagh High School	Corran College
Loreto Grammar	Coola Post Primary Centre
Erne Integrated College	Colaiste Iascaigh
Lisnaskea High School	Grange Post Primary School
Drumragh Integrated	Summerhill College
St. Marys College, Irvinestown	St. Mary's College, Ballisadare

- 5.8.1** In relation to the Cross-Border Student Exchanges, it was intended that five students from each of the post primary schools would participate in an exchange with the partner school and the exchange would then be reciprocated. In practice, a number of the schools grouped together and participated in joint activity days. St Attracta's was the only school which was unable to participate in these events (due to staffing issues). However, overall the target number of students was greatly exceeded with some 284 pupils being involved.
- 5.8.2** The number of pupils involved in the cross-border student exchanges from each of the schools are summarised in the following table.

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Table 5.7						
Cross-Border Student Exchanges						
Exchange	Date	Northern Schools	No.	Southern Schools	No.	Total No.
1	01/05/2007	Loreto Grammar	5	Coola Post Primary	5	10
		Omagh High	6	Corran College	4	10
		Dean Maguire	10	St Attracta's	0	10
Total			21		9	30
2	24/05/2007	St John's College	19	Ballinode College	21	40
		Lisnaskea High	24	Grange	16	40
Total			43		37	80
3	14/05/2007	Erne Special	4	Mercy College	6	10
Total			4		6	10
4	14/04/2008	Erne Integrated	5	Easkey	5	10
		St Mary's I'stwn	5	St Mary's College	5	10
Total			10		10	20
5	27/05/2008	Drumragh Integ	9	Summerhill	11	20
		Dean Maguire	20	St Attracta's	0	20
Total			29		11	40
6	03/04/2008	Loreto Grammar	4	Coola Post Primary	6	10
		Omagh High	5	Corran College	5	10
Total			9		11	20
7	27/02/2008	Erne Special	10	Mercy College	10	20
Total			10		10	20
8	02/04/2008	St John's College	10	Ballinode College	10	20
		Lisnaskea High	10	Grange	10	20
Total			20		20	40
9	29/05/2008	Erne Integrated	4	Easkey	4	8
		St Mary's I'stwn	4	St Mary's College	4	8
		Drumragh Integ	4	Summerhill	4	8
Total			12		12	24
Overall Total			158		126	284

Objective 8: To organise 36 cross-border sports days

- 5.9 The aim of the cross-border sports days was to give pupils an opportunity to participate in a range of teambuilding games that would provide educational, social and physical benefits. Ice-breaking exercises were used to break down barriers among the pupils. The details of the cross-border sports days delivered are shown in the following tables.

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Table 5.8a						
Cross-Border Sports Days						
First Round of Sports Days						
Date	Activity	Northern Schools	No.	Southern Schools	No.	Total No.
27/03/07	Multi-sports	Loreto Grammar	10	Coola Post Primary	10	20
		Omagh High	12	Corran College	8	20
28/03/07	Circuit of Sports	Erne Special	18	Mercy College	22	40
8/06/07	Multi-sports	St John's College	23	Ballinode College	27	50
		Lisnaskea High	33	Grange	17	50
June 07	Surfing	Erne Integrated	18	Easkey	12	30
24/5/07	Multi-sports	Dean Maguire	56	St Attracta's	44	100
		St Mary's I'stwn	20	St Mary's College	20	40
12/06/07	Orienteering	Drumragh Integ	44	Summerhill	56	100
Total			234		216	450

Table 5.8b						
Cross-Border Sports Days						
Second Round of Sports Days						
Date	Activity	Northern Schools	No.	Southern Schools	No.	Total No.
4/10/07	Multi-sports	Loreto Grammar	8	Coola Post Primary	9	17
		Omagh High	10	Corran College	8	18
May 2007	Activities	Erne Special	18	Mercy College	18	36
5/03/08	Multi-sports	St John's College	20	Ballinode College	20	40
		Lisnaskea High	23	Grange	17	40
11/03/08	Rugby	Erne Integrated	30	Easkey	30	60
12/06/08	Multi-sports	Dean Maguire	60	St Attracta's	40	100
26/10/07	Multi-sports	St Mary's I'stwn	15	St Mary's College	13	28
3/05/07	Multi-sports	Drumragh Integ	20	Summerhill	20	40
Total			204		175	379

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Table 5.8c						
Cross-Border Sports Days						
Third Round of Sports Days						
Date	Activity	Northern Schools	No.	Southern Schools	No.	Total No.
4/04/08	Multi-sports	Loreto Grammar	5	Coola Post Primary	5	10
		Omagh High	6	Corran College	4	10
11/03/08	Circuit	Erne Special	19	Mercy College	19	38
3/04/08	Multi-sports	St John's College	10	Ballinode College	10	20
		Lisnaskea High	10	Grange	10	20
05/06/08	Cross-Country	Erne Integrated	22	Easkey	28	50
		Dean Maguire	40	St Attracta's	0	40
		St Mary's I'stwn	19	St Mary's College	21	40
10/04/08	Multi-sports	Drumragh Integ	19	Summerhill	20	39
Total			150		117	267

Table 5.8d						
Cross-Border Sports Days						
Final Round of Sports Days						
Date	Activity	Northern Schools	No.	Southern Schools	No.	Total No.
30/05/08	Team Bldg	Loreto Grammar	10	Coola Post Primary	10	20
		Omagh High	7	Corran College	5	12
5/06/08	Cross Country	Erne Special	15	Mercy College	15	30
30/04/08	Surfing	St John's College	10	Ballinode College	10	20
		Lisnaskea High	11	Grange	9	20
12/06/08	Team Bldg	Erne Integrated	21	Easkey	19	40
30/05/08	Team Bldg	Dean Maguire	33	St Attracta's	0	33
		St Mary's I'stwn	17	St Mary's College	16	33
12/05/08	Orienteering	Drumragh Integ	52	Summerhill	48	100
Total			176		132	308

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5.9.1 All schools (with the exception of St Attracta's in the second year) took part in the cross-border sports days. The teaming up of partner schools with another pair, or three pairs in some cases, was actually a better model than simply twinning, as it allowed cross-community interaction, which may not have otherwise taken place. The level of cross-community and cross-border interaction is further analysed in Section 7.0 of the report.

Objective 9: To organise one cross-border sports jamboree with 500 participants in the final year of the project

5.10 A further component of the programme was the organisation of an overall Cross-Border Sports Jamboree where representatives from each school would take part. Rather than one major event, the promoters opted for two smaller jamborees. The first jamboree took place in Omagh in January 2008 with a total of 256 participants and the second was hosted in Sligo in April 2008 with 249 participants. The jamborees were non-competitive, fun-for-all events. Preference was given to pupils who were socially deprived, living in rural areas or receiving free school meals. The table below shows the attendance from each school at the cross-border jamborees.

Participants at the Sports Jamborees					
Omagh	No. of Participants		Sligo	No. of Participants	
	Jan	Apr		Jan	Apr
Loreto Grammar	13	14	Coola Post Primary	18	13
Omagh High School	15	17	Corran College	15	14
Dean Maguire College	15	15	St Attracta's	0	15
St John's College	13	14	Ballinode College	17	14
Lisnaskea High School	15	18	Grange Vocational	16	12
Erne Integrated College	16	16	Colaiste Iascaigh	13	14
Erne Special School	14	18	Mercy College	14	0
St Mary's Irvinestown	13	13	St Mary's College	19	15
Drumragh Integrated	15	15	Summerhill	15	12
Total	129	140	Total	127	109

5.10.1 It can be seen that each of the schools was well represented (with the exception of St Attracta's which was unable to send any pupils) and there was a good cross-border and cross-community mix.

*Developing Opportunities for Co-operation Through Youth Sport - EVALUATION***Objective 10: To have 50:50 participation rates amongst boys and girls on the programme**

5.11 The following table shows the male/female participation rates for the after schools coaching programmes. It shows that overall there have been fairly equal involvement from boys and girls.

Table 5.10							
Male/Female Participation Rate (After Schools Coaching)							
Lead School (WELB)	No. Feeder Schools (Including Lead School)	No. of Courses	Males	%	Females	%	No. of P'ts
Dean Maguire	5	38	544	62%	337	38%	881
Drumragh	15	41	364	43%	477	57%	841
Erne Integrated	6	28	390	67%	192	33%	582
Erne Special	1	15	253	58%	182	42%	435
Lisnaskea High	6	38	399	50%	403	50%	802
Loreto Grammar	6	56	182	17%	907	83%	1,089
Omagh HS	5	39	294	42%	401	58%	695
St John's	6	32	344	51%	329	49%	673
St Mary's	3	27	207	44%	262	56%	469
Total	53	314	2,977	46%	3,490	54%	6,467
Lead School (Sligo)	No. Feeder Schools (Including Lead School)	No. of Courses	Males	%	Females	%	No. of P'ts
Ballinode	4	26	406	59%	286	41%	692
Coola	5	16	125	41%	177	59%	302
Summerhill	5	26	244	46%	292	54%	536
Mercy	5	21	214	53%	191	47%	405
Colaiste Iascaigh	7	20	315	48%	336	52%	651
Corran College	7	40	514	53%	453	47%	967
Ballisadare	5	12	146	50%	145	50%	291
Grange	8	48	913	53%	826	47%	1,739
St Attracta's	6	8	81	50%	82	50%	163
Total	52	217	2,958	51%	2,788	49%	5,746
Overall Total	105	531	5,935	49%	6,278	51%	12,213

Objective 11: To achieve 50:50 ratio on North South participant schools

5.12 The following table shows the number of participating lead and feeder primary schools from each jurisdiction that were involved in the coaching courses.

Table 5.11			
North / South School Participation			
North Lead Secondary Schools	Feeder Primary Schools	South Lead Secondary Schools	Feeder Primary Schools
St. Johns High School	5	Ballinode College	3
Dean Maguire College	4	St. Attracta's Community School	5
Erne Special School	0	Mercy College	4
Omagh High School	4	Corran College	6
Loreto Grammar	5	Coola Post Primary Centre	4
Erne Integrated College	5	Colaiste Iascaigh	6
Lisnaskea High School	5	Grange Post Primary School	7
Drumragh Integrated	14	Summerhill College	4
St. Marys College	2	St. Mary's College, Ballisadare	4
Total Lead Schools	9	Total Lead Schools	9
Total Feeder Schools	44	Total Feeder Schools	43

5.12.1 There were an equal number of lead secondary schools in both the North and South (9 each) and a 51:49 North:South ratio in relation to the primary schools. The following tables show the north / south ratios for pupil participation in each of the events.

Table 5.12					
North / South Participant Ratios					
Event	North		South		Total
	No.	%	No.	%	No.
Coaching	6,467	53%	5,746	47%	12,213
Cross-Border Events					
Sports Jamborees	269	53%	236	47%	505
Cross-Border Sports Days	764	54%	640	46%	1,404
Student Exchanges	158	56%	126	44%	284
Cross-Border -Total	1,191	54%	1,002	46%	2,193
Total for Initial Project	7,658	53%	6,748	47%	14,406
P School CB Sports Days	313	55%	252	45%	565
Overall Total for Project	7,971	53%	7,000	47%	14,971

5.12.2 Overall, the ratios are almost equal, with marginally lower participation rates from the South.

Objective 12: To achieve at least a 70:30 ratio on Catholic:Protestant participation

5.13 All of the participating schools in the south (52 schools) had predominantly Catholic pupils, with the exception of one Protestant faith school. The breakdown of the schools in the north is summarised in the following table. 44% of the lead secondary schools were Catholic managed schools, with 22% coming from the Controlled sector (with predominantly Protestant pupils) and 33% from the Integrated sector and Special Schools.

Table 5.13				
Breakdown of Participating Schools in the North by Sector				
Lead Schools	Catholic Managed	Controlled	Integrated / Special School	Total
Lead Secondary Schools	4(44%)	2(22%)	3(33%)	9
Feeder Schools by Lead School & Management Type				
Catholic Maintained Lead Schools	Feeder Primary Schools by Sector			
St. John's High, Dromore	4	1	0	5
Dean Maguire College	4	0	0	4
Loreto Grammar	5	0	0	5
St Mary's College	2	0	0	2
Sub Total	15	1	0	16
Controlled Lead Schools	Feeder Primary Schools by Sector			
Omagh High School	0	4	0	4
Lisnaskea High School	0	5	0	5
Sub Total	0	9	0	9
Integrated / Special Lead Schools	Feeder Primary Schools by Sector			
Drumragh Integrated College	7	6	1	14
Erne Integrated College	2	2	1	5
Erne Special School	-	-	-	0
Sub Total	9	8	2	19
Total	28 (53%)	20 (38%)	5 (9%)	53 (100%)

5.13.1 It can be seen that the lead secondary schools from both the Catholic managed and Controlled sectors adhered mainly to their own sectors when recruiting primary schools on to the project. This was primarily motivated by the drive to encourage future enrolments. (One Catholic managed lead school involved a controlled primary school and none of the Controlled Lead schools recruited any Catholic schools.) On the other hand the two integrated schools involved primary schools from all sectors. The Erne Special School (which has both primary and secondary pupils) did not have any feeder primary schools.

5.13.2 The following table shows the breakdown of all of the participating schools (North & South) by sector and / religion. It shows that 75% of the schools were either Catholic managed or schools with predominantly Catholic pupils. Twenty percent of the

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schools had predominantly Protestant pupils and the remaining 5% of schools attract pupils broadly from both Catholic and Protestant denominations.

Participating Schools	Catholic Managed / Predominantly Catholic	Controlled / Predominantly Protestant	Integrated / Special School	Total
North	28	20	5	53
South	51	1	0	52
Total	79 (75%)	21 (20%)	5 (5%)	105

5.13.3 The preceding tables show that there was good representation of schools from across the sectors. The following table provides an analysis of the number of participant places by religious denomination (north and south). For the purposes of this analysis, participants attending Catholic managed schools and Controlled schools (excluding Special schools) in Northern Ireland are counted as Catholic and Protestant respectively, on the basis that the small numbers of Protestant pupils who attend Catholic managed schools and vice versa, effectively cancel each other out.

	North							South					Overall Total
	Cath	%	Prot	%	Mixed	%	Total	Cath	%	Prot	%	Total	
Coaching	3,422	53%	2,055	32%	990	15%	6,467	5,630	98%	116	2%	5,746	12,213
CB Sports Days	356	47%	112	15%	296	39%	764	640	100%	0	0%	640	1,404
CB Jamborees	110	41%	65	24%	94	35%	269	236	100%	0	0%	236	505
CB PS Sports Days	151	48%	67	21%	95	30%	313	252	100%	0	0%	252	565
Student Exchanges	77	49%	45	28%	36	23%	158	126	100%	0	0%	126	284
Total	4,116	52%	2,344	29%	1,511	19%	7,971	6,884	98%	116	2%	7,000	14,971

5.13.4 The participation rates in the north largely reflect the religious breakdown of the population at the last census (60% Catholic and 32% Protestant in Omagh & Fermanagh District Council areas, with 8% of no religion, or not stating a religion).

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5.13.5 Data relating to the participants from the south have been adjusted in the following table as the promoters reported that the schools involved, with the exception of one faith school (Protestant), attract pupils based upon the religious make up of the area. Using the latest census, which shows that 88% of the population in Sligo County Council area is of Catholic denomination and 12% of Protestant or other religion, data for the south is adjusted accordingly.

Religious Denomination for South Adjusted							
	Cath	Cath (Adj)	%	Prot	Prot (Adj)	%	Total
Coaching	5,630	4,960	86%	116	786	14%	5,746
CB Sports Days	640	564	88%	0	76	12%	640
CB Jamborees	236	208	88%	0	28	12%	236
CB PS Sports Days	252	222	88%	0	30	12%	252
Student Exchanges	126	111	88%	0	15	12%	126
Total		6,065	87%		935	13%	7,000

5.13.6 The estimated religious breakdown of participant places on the overall project is summarised in the following table, using adjusted figures for Sligo.

Participants by Religious Denomination (North & South)											
	Catholic				Protestant & Other				Mixed Schools		Total
	North	South	Total	%	North	South	Total	%		%	
Coaching	3,422	4,960	8,382	67%	2,055	786	2,841	23%	990	8%	12,213
CB Sports Days	356	564	920	66%	112	76	188	13%	296	21%	1,404
CB Jamborees	110	208	318	63%	65	28	93	18%	94	19%	505
CB PS Sports Days	151	222	373	66%	67	30	97	17%	95	17%	565
Student Excs	77	111	188	66%	45	15	60	21%	36	13%	284
Total	4,116	6,065	10,181	68%	2,344	935	3,279	22%	1,511	10%	14,971

5.13.7 In summary, it is estimated that 68% of the participant places were Catholic, 22% Protestant and 10% attend either integrated or special schools. These ratios are largely reflective of the population in the project catchment area. The level of cross-community interaction generated by the project is analysed later in Section 7.0 of the report.

Objective 13: To have quarterly Management Team meetings over the life of the Project

5.14 A management committee was established to help guide the project and lend support and provide specialist expertise as appropriate. It was made up of representatives of key stakeholder organisations as follows:

- Jack Lynch – Sligo VEC
- Deirdre Lavin – Sligo Sport & Recreational Partnership
- Theresa Kilgannon – Sports Development Officer, Sligo VEC
- John Campbell – Western Education and Library Board
- Aileen McGlynn – Western Education and Library Board
- Ryan Cunningham – Sports Development Officer, WELB
- Keith Collen – Fermanagh District Council
- Conor McCrory – Omagh District Council
- Dolores McDonagh – Sligo County Council
- Siobhan McGuinness – Health Service Executive - West
- Lorraine Fitzsimons – Irish Sports Council
- John News – Sports Council for NI
- Sean Rafferty – Council for Catholic Maintained Schools (CCMS)
- Paula McEllwaine – NI Council for Integrated Education (NICIE)

5.14.1 The committee met on a quarterly basis to discuss implementation of the project to date and plan for the next quarter. The SDOs reported on the progress of the project and highlighted any problems / difficulties encountered. The management committee also monitored spend against the projected budget.

Objective 14: To ensure cross-border training for co-ordinators, SDOs and Management Team occurs

5.15 Joint cross-border training for co-ordinators took place in May and December 2007, outlining their roles and responsibilities and providing opportunities for developing cross-border partners. In addition, a conference took place in May 2008 which was attended by 81 coaches, 15 co-ordinators and 6 management members. The aim of the conference was to give recognition to the achievements of the project and its contribution to a range of aspects, most notably, peace and reconciliation, tackling obesity, increasing physical activity, sport development and health and well-being.

*Developing Opportunities for Co-operation Through Youth Sport - EVALUATION***Objective 15 (Additional Objective): To organise 9 Primary School Cross-Border days attracting up to 500 Primary School participants participating in cross-border activities by June 2008**

5.16 As reported earlier, the promoters applied for funding (from slippage monies) for additional activities, i.e. cross-border sports days for primary schools. This application was successful and as a result, nine cross-border primary school sports days have taken place, meeting the additional target. The table below summarises the details of the cross-border days and the actual number of attendees at each event.

Table 5.18				
Primary School Cross-Border days				
Venue and Date	Lead Secondary Schools	Primary Schools Involved	No. of Participants	
			North	South
Monday 14 th April @ Share Holiday Village, Lisnaskea	St. Mary's Irvinestown & St Mary's Ballisadare	St. Paul's Irvinestown & St. John's Ballisadare	34	24
Friday 18 th April @ Share Holiday Village, Lisnaskea	Dean Maguire College & St. Attracta's Community School	St. Teresa's Loughmacrory & St. Michaels Coonacool	39	21
Wednesday 7 th May @ Share Holiday Village, Lisnaskea	Lisnaskea High School & Grange Vocational School	Lisbellaw Primary School & Scoil Naomh Molaise	29	32
Thursday 8 th May @ Share Holiday Village, Lisnaskea	Loreto Grammar & Coola Post Primary School	St. Mary's Killyclogher & Sooeey National School	49	30
Thursday 15 th May @ Corralea Activity Centre	Drumragh Integrated & Summerhill College	Omagh Integrated Primary & Scoil Ursula	33	34
Thursday 22 nd May @ Corralea Activity Centre	St. John's Dromore & Ballinode College	St. Dympna's Primary School & St. Brendan's N.S	29	26
Friday 28 th May @ Corralea Activity Centre	Erne Special School & Mercy College	Erne Special School & Ransbory	30	30
Thursday 29 th May @ Corralea Activity Centre	Omagh High School & Corran College	Cooley Primary & Scoil Mhuir Gan Smal	38	25
Friday 30 th May @ Corralea Activity Centre	Erne Integrated College & Easkey College	Erne Integrated Primary & Dromore West	32	30
			313	252
Overall Total			565	

Summary of Quantitative Analysis

- 5.17** The project has been successful in achieving (and exceeding in many cases) the quantitative targets as set out in the Letter of Offer. A total of 14,971 participant places were involved in the project, which is 6,471 more than the target (i.e. 8,000 pupils plus 500 for the additional cross-border primary school sports days = 8,500 overall). The project involved 105 schools in all, exceeding the projected target by 25. The target number of coaching programmes of 500 was surpassed, with 531 programmes being delivered, involving 12,213 pupils, exceeding the target number of participant places. The identified number of cross-border sports days, exchanges and jamborees were all organised as specified, with participant numbers being exceeded in each case.
- 5.17.1** The project was particularly successful in overcoming the traditional under-representation of girls in sports, by achieving a 51% female participation rate in the after schools sports programmes.
- 5.17.2** In terms of north / south participation, there was good representation from both jurisdictions across the full range of activities.
- 5.17.3** In relation to Catholic / Protestant participation, the breakdown of schools involved showed 75% of the schools involved have predominantly Catholic pupils, 20% have predominantly Protestant pupils and 5% are mixed schools with both Catholic and Protestant pupils. An analysis of the participants by religion estimated that 68% were Catholic, 22% Protestant and 10% attending either integrated or special schools.

6.0 FEEDBACK FROM SURVEYS AND CONSULTATIONS

6.1 This section provides the findings from the surveys and consultations with the school principals, coaches, co-ordinators, participants, sports development officers and members of the project management committee.

MAIN BENEFITS OF THE PROJECT

6.2 Benefits of the project to participants, the schools and local communities were all identified. The following key benefits of the project to **participants** were highlighted:

- Increased interest in and enjoyment of sport, especially for those who would normally not get involved in physical activity;
- Developed new and improved sporting skills;
- Improved social skills, team work and better integration with peers;
- Improved self-confidence and self-esteem and more positive attitude;
- Resulted in greater health and fitness levels of pupils;
- Improved listening skills, discipline and concentration i.e. focus upon a task; (It was used as part of a behavioural programme for boys in one school.)
- Helped increase the involvement of girls in sports;
- Provided an opportunity for those who are left out of team sports to sample other singular sporting activities such as gymnastics, sailing etc; and
- It gave pupils something positive to do after school.

6.2.1 The project also provided the following **benefits for the schools** involved:

- It introduced new and varied sports to the schools;
- It gave rural areas access to high quality coaching;
- It helped create linkages with other schools both on a cross-community and cross-border basis;
- It created a better gender balance in sports in the school;
- It created stronger linkages between feeder primary schools and the local secondary school;
- It was a good marketing and public relations exercise for the school;
- It was excellent for integrating special needs pupils with pupils from mainstream schools, which was a great learning experience for all involved.

6.2.2 Although not an identified project objective, it was found that the project also brought significant **benefits to local communities** as follows:

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- As a result of the project, new sports have been introduced to the local area and new local clubs have developed (e.g. mini-indoor tennis in west Co. Sligo and a new basketball club has been established);
- The project has introduced a number of pupils to their local leisure / youth centre, which they are now using;
- It created linkages with existing local community sports clubs, which some of the pupils went on to join;
- There have been many positive spin-offs as a result of the project, e.g.
 - An Omagh coach reported that the participants from both the local Catholic and Controlled schools had never met before the project and now many of them are active members of the local basketball club which is cross-community and which they would not have had the confidence to join previously.
 - A coach in Sligo reported that pupils who have taken up golf as a result of the project are brought to the golf club by the parents, some of whom have also taken up the sport.
 - One school in Omagh reported that during school tournaments, pupils from other schools (not involved in the project) saw the improved skills as a result of the project in her school and they have joined local sports clubs to access this level of coaching for themselves.
 - It has led to an increase in membership of local sports clubs, especially girls, who were previously underrepresented in some clubs.

KEY SUCCESS FACTORS

6.3 The consultees attributed the success of the project to the following key factors:

Quality of coaching: The high quality of the coaching provided was particularly noted and the enthusiasm of the coaches was commended. It was reported that the coaches were well respected and they were adept at responding to the varied needs of pupils.

Range of sports: The wide range of sports available to pupils and especially the introduction of new sports was seen to be a major factor in the success of the project.

Co-ordination: It was reported that the project was well organised and that the good communications between co-ordinators and coaches contributed to the smooth running of the project.

Co-operation: The high level of co-operation from teachers, parents and pupils, was also key to the success of the project.

MODELS OF GOOD PRACTICE

- 6.4 Aspects of the project design that were noted for being particularly good, which worked well and could possibly be assimilated into other projects were highlighted.

Inclusiveness

- 6.4.1 The project was seen to be inclusive, in that it was able to engage pupils who often cannot / do not avail of sporting opportunities. For example, there was no charge for the after schools coaching in the north, and just a nominal charge in the south, therefore it was **affordable** for pupils from low-income families. Furthermore, the schools selected to participate in the project were from the more **disadvantaged and rural areas** where there are less opportunities and facilities. The project was successful in **engaging the non-sporty pupils**, who have generally avoided sports in the past or who are left out of team sports. Some of these pupils have found sports that they enjoy and have gone on to pursue these individual sports e.g. horse-riding and golf as a result. Of particular note was the **integration of special needs pupils** from the Erne Special School on cross-border events with its partner school, Mercy College, in Co. Sligo. The following is a quote from a teacher in the Erne Special:

'As a special needs school our pupils were given great self-confidence by working with a 'mainstream' school - Mercy College girls have received a great insight to the difficulties our children experience but are always truly shocked, overwhelmed and humbled by the Erne pupils' spirit and attitude to life.'

Learning for Teachers

- 6.4.2 In some schools, PE teachers attended the after schools sports sessions and picked up some of the good coaching techniques, which they are able to use during sports with pupils from throughout the school. Therefore, it was also a learning experience for teachers. However, it was also felt that this aspect could have been enhanced, if the project model had included coaching of teachers as an integral component.

Cross-Border and Cross-Community Partnerships

- 6.4.3 The cross-border twinning of schools has led to good cross-border relations being developed between schools. These contacts will be useful in the future, should further opportunities arise for cross-border work. Equally important are the cross-community contacts that have been established between the Catholic Maintained schools and Controlled schools in Northern Ireland. Teachers from the respective sectors have been in contact with each other about issues (other than the project).

CROSS-COMMUNITY IMPACT

- 6.4.4** Some of the respondents reported that religion was not an issue, as the pupils were unaware of the religion of other participants; that their school had no cross-community involvement through the project and that the cross-community impact of the project was less in schools which have pupils of different denominations anyway.
- 6.4.5** However, other respondents reported the positive impact of the activities that involved pupils from across the community divide. It was stated that pupils were more accepting of others of a different religion as a result of the cross-community interaction. Their comments included the following:
- *Better attitudes apparent and pupils more conscious of not offending other religions e.g. regarding football tops.*
 - *More awareness of different religions and ethnic groups and it enabled students to speak more freely on the subject.*
- 6.4.6** The responses also demonstrated that there is now more cross-community involvement by the schools and pupils, e.g.
- A teacher from a Catholic managed school in Northern Ireland reported liaising with a teacher from local controlled school on a number of issues regarding sports, e.g. the revised curriculum and GCSE PE.
 - A number of pupils have gone on to join local sporting clubs (as a result of the project) which are cross-community.
- 6.4.7** It was also reported that pupils in some schools were introduced to sports that are generally perceived as largely single identity in Northern Ireland (e.g. Gaelic, rugby, hockey), thereby opening up potential for greater integration.
- 6.4.8** Overall, the feedback supported the view that sport is a good vehicle for breaking down barriers. It enables participants to interact together regardless of religious and / or ethnic differences.

CROSS-BORDER IMPACT

- 6.5** The majority of respondents reported that the cross-border activities had a positive impact. Their feedback included the following:
- It gave some pupils the opportunity to cross the border for the first time and it helped remove the mystery surrounding the border.
 - The pupils have a better understanding of their peers across the border and they learned that they have a lot in common.
 - Participants made friends with pupils from their cross-border partner school and continued to keep in touch.
 - Pupils from the south now know that Northern Ireland is not a dangerous place to visit.
- 6.5.1** In addition to the positive impact upon pupils, the cross-border twinning of schools has resulted in ongoing contact between some of the schools outside of the project. Furthermore, the cross-border training of co-ordinators provided a forum for sharing of information and best practice and it helped co-ordinators establish useful cross-border contacts.
- 6.5.2** Overall, the predominant view was that interacting on a cross-border and cross-community basis can only be a valuable learning experience for pupils, contributing to greater acceptance of diversity. The project also created a wider and more diverse network for schools to engage with for activities in the future.

CHALLENGES

6.6 The following are some of the challenges that were encountered in implementing the programme in schools. It can be seen that the majority of the difficulties were overcome.

- **Substitute teacher cover:** This seemed to be a problem area for many schools thereby creating problems when co-ordinators and teachers accompanied pupils on cross-border events. It is an area that requires attention in any future project.
- **Travel Distance:** The long travel distance to attend cross-border events was seen to take up a lot of valuable time in some cases.
- **Lack of after school transport:** Providing activities after school was a problem in some rural areas as pupils missed their school bus and had difficulties getting home. Schools had to find ways of overcoming this problem, e.g. provided coaching during the lunch break, organised part of the session during school time and delayed the bus time.
- **Getting mutually convenient times:** This was a challenge when organising events involving a number of schools, so that there was minimum disruption to the academic studies of pupils and finding dates when all schools were available.
- **Lack of facilities:** This was a barrier in some schools and as such it reduced the variety of sports that could be offered, although linking with the local secondary school or community centre often helped to overcome this challenge.
- **Getting students involved:** Getting pupils who would most benefit from the project (i.e. those not interested in sport, less active and less confident) was not always easy. The non competitive and enjoyment aspect was emphasised and the wide range of sport gave pupils a choice. Once introduced, the pupils generally enjoyed the activities.
- **Challenging behaviour:** In some cases the behaviour of the group could be challenging and it was important that coaches had any specific information pertinent to the management of the pupils and the skills to handle discipline and safety.
- **Mixed ability groups:** This was challenging for the coaches who had to find creative ways to ensure that all pupils in the group were involved and getting the maximum potential from the session.
- **Administration:** Rotating pupils every 6 – 8 weeks involved a lot of administration work (e.g. getting parental consent forms completed), which was time consuming on the part of the co-ordinators / school staff.
- **Raised expectations:** Although the pupils were aware that each programme was of 6 weeks duration, they inevitably wanted to continue the activities after their 6-weeks programme had ended. Therefore, terminating the sessions was not always easy, given the level of enthusiasm generated among the pupils.
- **Supervision:** It was reported that teachers gave their time voluntarily to supervise pupils on residential without any compensation. It was suggested that the teachers accompanying pupils on these events should receive an allowance for this.

SUGGESTED IMPROVEMENTS

6.7 While there was a consensus that the overall project was very successful, the consultees made some suggestions that could help improve the implementation and impact of the project. These suggestions included the following:

- Incorporation of the activities during the school day in areas where pupils are unable to stay on after school due to lack of transport.
- Coaching during school time would help train up PE teachers in the coaching techniques, which could then be used during their own PE classes.

[Note: In relation to the above two points, the project promoters reported that the project activities had to be extra-curricular to be eligible for EU Peace funding, therefore, it was not possible to provide the coaching during the school day within the remit of the project.]

- More involvement of teachers, e.g. meeting with teachers from other schools to build up relations.
- In schools where the coaching was incorporated into one day (e.g. four hours in one day), weekly one-hour sessions would be preferred.
- Make the coaching available to more pupils.
- Have an end of year event with presentation of certificates to recognise the participation of pupils involved.
- Funding for co-ordinators to purchase sports equipment for schools.
- A financial allowance should be paid to teachers who accompany pupils on residential.

[The project partners reported that the Sports Co-ordinators, who received an allowance were supposed to accompany pupils; therefore, this issue only arose when the Sports Co-ordinators were unable to attend the residential.]

- Funding to cover teacher absences (substitute teachers) arising from the project (e.g. attending cross-border events).
- More cross-community activities between schools (in Northern Ireland).
- Grouping schools into clusters (e.g. four schools) was more effective than simple north / south twinning.
- Allow more time for pupils to get to know each other at the joint events.
- Continue the activities during the summer holidays, e.g. the inclusion of summer sports camps.

MANAGEMENT AND CO-ORDINATION OF THE PROJECT

- 6.8** The feedback from the consultees demonstrated that the project was well managed. It was reported that the events were well organised and that there were good communications between the Sports Development Officers and all parties involved.

FUTURE OUTLOOK

- 6.9** All respondents would like to see the activities of the project continue in the future. Whilst some of the schools will continue to develop linkages and partnerships established through the project (especially with local schools and sporting clubs, where there are few cost implications) they reported that they would require funding to continue the extra-curricular sports and cross-border events.

- 6.9.1** Some of the points raised include the following:

- A lot of good work has been carried out and partnerships established. It would be a pity not to be able to build on this in the future.
- Given the current concerns regarding lack of exercise and obesity among young people, the project offers an excellent vehicle for helping to combat this problem.
- Getting pupils involved in sport at an early age was seen to be important.
- The project providing a range of sports which enabled pupils identify a sport that they liked and one that they are more likely to stick at in the long-term.
- The project was a great addition to the PE curriculum and something the schools wish to continue.
- The project was a model of good practice, particularly in terms of inclusiveness. Ending the project effectively limits opportunities for many disadvantaged pupils.
- The social benefits of the project (increased confidence, social skills and self-esteem) were as important as the physical benefits.
- Given the restrictive school budgets and the decreased funding available for the schools extension programme (in NI), there is an even greater need for a project of this nature.
- The schools would like to see the opportunities provided through the project being available on an ongoing basis for all pupils.

7.0 CONTRIBUTION TO PEACE AND RECONCILIATION

7.1 The project promoters received funding from the EU Peace II Programme, to implement the cross-border sports project, under Measure 5.2 - *Cross-border Co-operation, Improving Cross-border Public Sector Co-operation*. The overall aim of this Measure is *'to provide a strategic framework for supporting Public Sector initiatives and projects which have suffered from an absence of contacts and which will make a positive contribution in developing opportunities for cross-border activities'*.

Public Sector Linkages

7.2 A range of statutory sector organisations, with a remit for education and / sport, were represented on the project management committee. The project provided an opportunity for these organisations to come together to share their knowledge and expertise for the benefit of the participating schools in the project. As a result, key contacts have been established between the various organisations, which will be useful in advancing sporting opportunities for young people in the future. Significantly both Sports Councils in the north and south played an active role in the project management team, and in doing so provided an important strategic context to the project.

7.2.1 The joint training for co-ordinators enabled cross-border linkages to be established and the cross-border twinning of schools facilitated the development of linkages. Feedback from the schools indicates that they would like to maintain these linkages if funding was available.

Sport

7.3 The project clearly targeted 'sport' which is one of the sectors identified in the Peace II Programme, whose growth and development suffered during the Troubles. The project was very successful in promoting and developing sport among young people in the border area.

Limitations of the Project Design

7.4 Although the partners implemented the project exactly as set out in their application and according to the letter of offer, the design of the project was limited in its scope to increase cross-community and cross-border interaction among participants. Consequently, the majority of the project activities, in terms of both days and participants, were single identity and single jurisdiction. This is illustrated by the analysis provided in the following paragraphs.

*Developing Opportunities for Co-operation Through Youth Sport - EVALUATION***Cross-Border Interaction**

7.5 As the after schools coaching formed the greatest part of the project both in terms of time and participants, the bulk of the project was undertaken on a single jurisdiction basis. Taking each coaching programme, which was of 6 hours duration in total, as being equivalent to one day, the coaching represented 531 days, or 89%, compared to a total of 65 days for cross-border events (11%). This is summarised in the following table.

Table 7.1					
Cross-Border Interaction (Analysis By Days)					
Event	Total No. of Days	Cross-Border		Single Jurisdiction	
		No.	%	No.	%
Coaching	531	0	0	531	100
Sports Days	36	36	100	0	0
PS Sports Days	9	9	100	0	0
Jamborees	2	2	100	0	0
Student Exchanges	18	18	100	0	0
Total	596	65	11%	531	89%

7.5.1 Using participant numbers to analyse the extent of cross-border interaction, 18% of the total participants were involved in cross-border interaction. This is summarised in the following table.

Table 7.2					
Cross-Border Interaction (Analysis By Participants)					
Event	Total No. of Participants	Cross-Border		Single Jurisdiction	
		No.	%	No.	%
Coaching	12,213	0	0	12,213	100
Sports Days	1,404	1,404	100	0	0
PS Sports Days	565	565	100	0	0
Jamborees	505	505	100	0	0
Student Exchanges	284	284	100	0	0
Total	14,971	2,758	18%	12,213	82%

Cross-Community Interaction

- 7.6** The following table summarises the extent to which each component of the project generated increased cross-community contact. [Note: Although the integrated and special schools attract both Protestant and Catholic pupils, unless they participated with either a Catholic managed or Controlled school, the level of cross-community interaction was not increased.]

Table 7.3					
Cross-Community Interaction (Analysis By Days)					
Event	Total No. of Days	Increased Cross-Community Interaction		Cross-Community Interaction Not Increased	
		No.	%	No.	%
Coaching	531	0	0	531	100
Sports Days	36	30	83%	6	17%
PS Sports Days	9	5	56%	4	44%
Jamborees	2	2	100%	0	0%
Student Exchanges	18	18	100%	0	0%
Total	596	55	9%	541	91%

- 7.6.1** It can be seen that the after schools coaching programmes (which were undertaken on a single school / sector basis) did not generate any increased cross-community contact, whereas the cross-border events were the main vehicles for providing cross-community contact. This was especially true for the jamborees and student exchanges, for which all of the days (20) involved cross-community participation. Six of the cross-border sports days (17%) and 4 of the primary school sports days (44%) were single identity, involving pupils attending Catholic managed / predominately Catholic schools only. Overall, 9% of the activity days (coaching & cross-border days) generated increased cross-community contact.

- 7.6.2** An analysis of the cross-community interaction generated by the project, on a participant basis, is summarised in the following table.

Event	Total No. of Participants	Increased Cross-Community Interaction		Cross-Community Interaction Not Increased	
		No.	%	No.	%
Coaching	12,213	0	0	12,213	100
Sports Days	1,404	937	67%	467	33%
PS Sports Days	565	313	55%	252	45%
Jamborees	505	505	100%	0	0%
Student Exchanges	284	284	100%	0	0%
Total	14,971	2,039	14%	12,932	86%

- 7.6.3** Of the 14,971 participants, 14% (2,039) were exposed to increased cross-community contact, with 86% of participants not having an opportunity to meet pupils of another religion from other schools.

Reconciliation

- 7.7** Although the project design limited the extent of cross-border and cross-community interaction in proportion to the level of overall project activity, the cross-border and cross-community events that took place made a positive impact. For example:

Building positive relations: The project has been instrumental in creating cross-community linkages that are likely to continue after the project ends, e.g. Teachers have reported that they have made contacts with teachers from schools of a different sector and they will continue to liaise with each other on common issues. Pupils have joined sports clubs which attract young people from both sides of the divide, thereby getting them involved in cross-community activities.

Cultural and attitudinal change: It was reported that some pupils now have a better attitude towards others of a different religion; are more aware of different religions and ethnic groups; and are able to speak more freely on the subject.

Social & Economic Change: The project provided employment for two Sports Development Officers and part time employment for approximately 200 coaches and co-ordinators. It has enhanced their knowledge, skills and expertise, which will improve their future employment prospects. Furthermore, the project has assisted some pupils to pursue career options in the area of sports development. The project was particularly targeted at disadvantaged rural areas in the border hinterland where socio-economic development suffered as a result of the troubles.

Cross-Border Management and Co-ordination

- 7.8** As noted earlier, there was a strong cross-border management committee, but the evaluation process highlighted aspects where the administration associated with the project tended to be 'back to back' rather than joint. For example, the data collection methods differed on both sides of the border; different participant feedback forms were used either side of the border; and there lacked a central data base which collated all data relating to the project. Effectively this gives the impression of two projects running parallel.

Summary

- 7.9** At a strategic level, working together on a cross-border and cross-community basis, contributed to positive relations being developed between various statutory sector organisations and between partner schools on either side of the border. However, the project design did not allow for significant cross-community contact at participant level. This was mainly because the lead secondary schools were permitted to select feeder schools from their own sector (rather than across all sectors) and because the after-schools coaching was conducted primarily on a single school (and single sectoral) basis. Given that the cross-border elements constituted a relatively smaller proportion of the overall project meant that the opportunities for cross-border and cross-community interaction were more limited. Nonetheless, coming together for the cross-border events had a positive impact in terms of building positive relations and attitudinal change.

8.0 VALUE FOR MONEY

8.1 The promoters were awarded €320,280 EU Peace II Extension funding, followed by an additional €25,675 for additional activities. The following table compares the allocated budget against the actual budget spent and highlights the variance between the two.

Budget (€)			
Budget Heading	Allocated Budget	Budget Used	Variance
Salaries			
2 SDOs	136,500.00	138,151.04	1,651.04
18 School Co-ordinators	90,000.00	56,568.00	(33,432.00)
Recruitment	3,000.00	2,634.62	(365.38)
Travel	17,000.00	24,739.10	7,739.10
Evaluation Cost	6,000.00	6,000.00	-
Marketing Costs	8,500.00	4,127.48	(4,372.52)
Training for Co-ordinators	15,000.00	4,866.36	(10,133.64)
Cross-Border Twinning / Exchange	40,500.00	47,928.32	7,428.32
Co-ordinators Budget	3,780.00	35,265.08	31,485.08
Initial Peace Funding	320,280.00	320,280.00	-
CB PS Sports Days & Conference	25,675.00	25,675.00	-
Overall Total	345,955.00	345,955.00	-

8.1.1 It can be seen that the project funding has been spent, with no overall variance, although there were some variances within the individual budget headings which balanced out. Revisions in the budget were agreed and approved between promoters and the SEUPB.

8.1.2 The following table summaries the value-for-money indicators that were used for the initial economic appraisal (projected) and the actual performance of the project in terms of cost effectiveness.

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Table 8.2		
VFM Indicators		
	Initial Budget	Actual
Cost of Implementation	€ 320,280.00	€ 345,955.00
Number of participants	8,000	14,971
<i>Cost Per Participant</i>	€ 40.04	€ 23.11
Number of Schools Targeted	80	105
<i>Cost Per School</i>	€ 4,003.50	€ 3,294.81
Number of Coaching Programmes	500	531
<i>Cost Per Programme</i>	€ 640.56	€ 651.52
Number of CB Events / Days	55*	65**
<i>Cost Per CB Event / Day</i>	€ 5,823.27	€ 5,322.38

* Student Exchanges (18), Cross-Border Sports Days (36), Jamboree (1)

** Student Exchanges (18), Cross-Border Sports Days (36), Jamborees (2), Cross-Border Primary School Sports Days (9)

8.1.3 It can be seen that the project was much more cost effective than projected with cost per participant, cost per school and cost per cross-border event all significantly lower than envisaged.

9.0 CONCLUSIONS AND RECOMMENDATIONS

- 9.1** A detailed analysis of the quantitative data relating to the project was undertaken and a comprehensive consultation process with all of the main stakeholders was completed. As a result, the following conclusions can be drawn and a number of recommendations are given to help enhance this project or similar projects in the future.
- 9.2** Developing Opportunities for Co-operation Through Youth Sport was an ambitious and challenging project which built upon the success of previous projects delivered by the promoters, Sligo VEC and the Western Education and Library Board. There is no doubt that this was a very successful sports project that was well managed and co-ordinated. It achieved all of the main project objectives and the consequential impact upon participants, schools and local communities is notable.

ACHIEVEMENT OF PROJECT OBJECTIVES

- 9.3** In terms of project objectives, it achieved and exceeded in many cases, the main targets set out in the Letter of Offer.
- A total of 14,971 participant places in Counties Sligo, Fermanagh and Tyrone were used in the activities of the project. This exceeded the projected target number of participant places by 6,971 or 47%.
 - The project was wide-ranging in that it involved 105 schools compared to the projected 80 schools. This included 18 lead secondary schools and 87 feeder primary schools.
 - The target number of coaching programmes of 500 was surpassed, with 531 programmes delivered involving 12,213 participant places, exceeding the target number of participant places.
 - The project was particularly successful in overcoming the traditional under-representation of girls in sports, with 51% of participant places in the after schools coaching programmes being female.
 - The identified number of cross-border sports days, exchanges and jamborees were all organised as specified, with participant number being exceeded in each case.
 - There were fairly equal participation rates in all aspects of the project on a north and south basis, with the south having just marginally lower numbers of participants involved.
 - In terms of Catholic / Protestant participation, the breakdown of both schools (by sector) and participants (by religious denomination) is reflective of the geographic area. The analysis showed that 75% of the schools involved attract predominantly Catholic pupils, 20% attract predominantly Protestant pupils and 5% attract pupils from all denominations. An analysis of participants by religion estimated that 68% were Catholic, 22% Protestant and 10% attending either integrated or special schools. The Protestant participation rate in Northern Ireland was at least 29% that

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is, excluding Protestant participants attending Integrated or Special schools. Therefore the rate is likely to be greater than that, which would be fairly consistent with the religious breakdown of the population in Fermanagh and Omagh District Council areas (i.e. 31.6% of which were Protestant at the last census).

IMPACT OF THE PROJECT

- 9.4** Reporting on the achievement of the project objectives alone, without reviewing the consequential impact of the project, would be quite meaningless. It is concluded that the project had a significantly positive impact on participants and schools and on local communities in many cases.

Outcomes for Participants

- 9.5** The project was especially successful in engaging those who do not normally participate in sport and it introduced them to a wide variety of sporting activities. As a result many pupils now have developed an interest in and an enjoyment of sport, with some pupils having gone on to join local sports clubs.

- 9.5.1** Another key outcome for participants was the reported increase in self-confidence and self-esteem and more positive attitudes and behaviours.

- 9.5.2** Increased fitness levels and enhanced health and physical well-being were further benefits of the project for participants.

Benefits for Participating Schools

- 9.6** The project introduced new sports to the participating schools and gave them access to high quality coaching. It created stronger linkages with their respective feeder primary schools and it was a good marketing and public relations tool for the schools. It helped establish linkages between schools on both a cross-border and cross-community basis.

Benefits to Local Communities

- 9.7** As a result of providing coaching in rural and disadvantaged areas, more pupils are joining existing clubs and using local facilities and in some areas new sports clubs have been established. The project has had a knock-on effect on parents, with some joining their son / daughter in their new sporting activity. Pupils from local schools (not involved in the project) have witnessed the enhanced sporting skills as a result of the project and some of them have joined local clubs to access the quality coaching.

Benefits to Public Sector Bodies

- 9.8 The project provided an opportunity for a range of public sector organisations concerned with youth, sport and health, to work collaboratively on the implementation of the project. Representatives from the various organisations exchanged information, ideas and best practice, which has enhanced their respective areas of work. Furthermore, strong cross-border and multi-sectoral linkages have been established, which should increase the potential for more joined-up and collaborative working arrangements again in the future.

KEY SUCCESS FACTORS & GOOD PRACTICE

- 9.9 The success of the project was attributed to the quality of the coaching, the range of sports available, the co-operation of teachers, parents and pupils and good communications between the Sports Development Officers, Co-ordinators and Coaches. The project was well managed and co-ordinated and it provided good value-for-money.
- 9.9.1 In terms of good practice, the project can be lauded for its inclusiveness. It was affordable, targeted disadvantaged areas and pupils, engaged the non-sporty and successfully integrated pupils with special needs.

PEACE & RECONCILIATION OUTCOMES

- 9.10 At a strategic level the project was successful in establishing new linkages and consolidating previous contacts between key personnel in the education and sports sectors on a cross-border basis. Furthermore, the project enabled schools to establish cross-border partnerships, along a border hinterland where cross-border interaction has been stymied as a result of the Troubles. As such, it contributed to Measure 5.2 under which it was funded, the aim of which is to *provide a strategic framework for supporting public sector initiatives and projects which have suffered from an absence of contacts and which will make a positive contribution in developing opportunities for cross-border activities.*
- 9.10.1 However, the project model limited the level of cross-community interaction at participant level, by providing coaching on a single school basis. The coaching was the major component of the project representing 89% of the project activity days and involving 82% of participants. It was left to the cross-border events to bring about the cross-border and cross-community contact, yet these only represented 11% of the project activity days and involved just 18% of the participants (i.e. 2,758). Of the 65 cross-border days, 10 of them involved single identity participants (Catholic participants only). This meant that of the total 2,758 participants at cross-border events, 719 (that is 26%) of them did not experience increased cross-community contact. In the context of the overall project, 9% of project activity days created

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opportunities for increasing cross-community contact, involving 14% of participants. The remaining 86% of the participants (i.e. 12,932 pupils) did not have the opportunity to meet pupils of another religion from other schools.

9.10.2 Nonetheless, the project had positive peace and reconciliation outcomes. Some pupils involved in cross-community and cross-border events have a more positive attitude towards others of a different religion. A number of pupils who participated in the coaching have gone on to join cross-community sports clubs. Teachers have established useful cross-community and cross-border contacts. The project targeted disadvantaged rural areas and it has enhanced the knowledge, skills and expertise of over 200 coaches and co-ordinators, contributing to their career / employment prospects.

RECOMMENDATIONS

9.11 The project was a very successful sports project, but its full potential as a cross-border peace project was limited by the project design. To this end, it is recommended that, if a similar project is to be delivered in the future (funded by Peace EU peace monies) the coaching element in Northern Ireland should be conducted on a cross-community basis and all cross-border events should have cross-community participation.

9.11.1 It is also recommended that there should be joint / common administration relating to the project across both jurisdictions, whereby the same template is used for collating monitoring data and the same participant evaluation forms, etc are used.

9.11.2 It is recommended that consideration is given to the following points which were highlighted by the schools:

- More involvement of PE teachers and possibly train up the teachers in the coaching skills, so that they can continue the quality coaching in their respective schools.
- Review the possibility of incorporating the activities into the school day in areas where there are transport difficulties for pupils after school.

[In relation to the above two points, the promoters have reported that the project should be extra-curricular in order to demonstrate additionality of the project. It is suggested that the promoters discuss this with the funders, as training teachers in the coaching methods is adding value to the curricular activities and would help sustain the project activities in the longer term. Consequently, it could be considered additional.]

- Hold an annual event for presentation of certificates for participants.
- Review the financial arrangements with the schools. Although there was a Co-ordinator allowance, this did not cover different eventualities. Schools highlighted issues concerning substitute cover for teachers absent from school due to

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involvement in the project and the need for an allowance for teachers providing pupil supervision at residential events (when the Co-ordinator was unable to attend).

- Include cross-community and cross-border summer sports camps as an element of the project.
- Continue the work to enhance the school and community / club linkages.

The project partners and the schools have developed sound relationships through this and the preceding project and it would be a pity not to be able to build upon this work in the future.

CONCLUDING NOTE

- 9.12** Given the success of this project, the high level of demand from schools to get involved and the very real need for the project, particularly in terms of health and fitness among young people, it is hoped that the promoters are able to continue this work. Whilst sports can be divisive, it can also be used very effectively as a vehicle for breaking down barriers and building bridges.