

**Praise the young and they will come.**

**Evaluation Report of the Terry Enright Foundation's  
Young Leadership Award Programme 2004/05**

**Compiled by Dirk Schubotz**

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## 1. Introduction

In September 2004, ARK (The Northern Ireland Social and Political Archive) was approached by the Director of the Terry Enright Foundation who suggested that the Foundation and Young Life and Times (YLT), a venture run by ARK ([www.ark.ac.uk/ylt](http://www.ark.ac.uk/ylt)), could organise a shared project. The background for this proposal was a Research Update published by ARK in April 2004. In *'Us and Them'*<sup>1</sup> Paula Devine and Dirk Schubotz reported the findings of the community relations module of the 2003 YLT survey. In the survey most 16-year olds had said that the main influence on their attitudes towards people from the other main socio-religious community in Northern Ireland were their parents. Some respondents had expressed the opinion reported that this parental influence can often be a hindrance in the development of better community relations. The following quotes from survey respondents exemplify this:

**'I think many children are still growing up with strong influences from their parents who encourage them to dislike Protestants or Catholics before they can make their own mind up. Therefore when they have their children they'll encourage the same ideas and so it is a bit of a vicious cycle!'**

**'Children learn from their parents. Hatred, fear and anger are all passed on from parent to child in both communities. People don't get an objective overview of both communities but are merely conditioned into the views of families and friends. However I feel children are becoming acceptant and if they change their views, tension between communities would lessen. Cross-community projects are all aiding this.'**

At the time of the contact with ARK, the Foundation had started to pilot a leadership award programme for young people from socially disadvantaged communities in Belfast. The participants came from both sides of the socio-religious divide. The purpose of the project was to find out if such leadership programme could successfully empower young people to make a positive contribution towards community relations among their peers in their local communities.

This project of monitoring the Leadership Award Programme in its pilot year was made possible through funding that ARK received from the Office of the First Minister and Deputy First Minister (OFMDFM) for research capacity building in the voluntary and community sector in Northern Ireland.

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<sup>1</sup> Paula Devine and Dirk Schubotz: *Us and Them*. ARK Research Update 28, Belfast.

## 2. Methodology

The main method used to evaluate to what extent the Young Leadership Award programme has met its objectives was participant observation. Throughout the year, the author of this report attended events and seminars that were part of the Terry Enright Leadership Award programme. In order to analyse the personal development of the programme participants and the group dynamic between them, weekly group meetings and interactions of participants during the various aspects of the programme were partially video-taped.

Between September 2004 and May 2005, the author of this report attended ten weekly group meetings. Furthermore, he took part in the following activities:

- One day paint balling;
- One half day kayaking;
- Tides employability training session;
- One theatre visit in the Grand Opera House;
- A discussion with the Director of the Wave Trauma Centre.

Further data were collected through:

- Two one-to-one interviews with the Director of the Terry Enright Foundation;
- Confidential one-to-one semi-structured interviews with four young leaders. These included socio-metric questions to reveal interpersonal relationships between programme participants;
- A one one-to-one interview with Terry Enright sr., the father of the Terry Enright in whose name the Foundation was set up;
- Document analysis of official publications and selected internal communications of the Terry Enright Foundation;
- Two focus group discussions with the participants of the Leadership Award programme.

The one-to-one interviews were recorded and transcribed.

Finally, the first draft of this report was presented to the young leaders and they were given the opportunity to comment before the final version was produced.

### 3. Findings

#### 1. Background

This report focuses on the evaluation of the activities of the pilot year of the Leadership Award programme. However, to understand the aims and objectives of the Leadership programme fully, it is useful to set this in the context of the Foundation's aims and objectives.

#### Who was Terry Enright?

The Foundation carries the name of Terry Enright, who was killed aged 28 on 11 January 1998. He was shot four times outside a club in Belfast where he was working as a doorman. The LVF claimed the killing, saying it was in revenge for the killing of Billy Wright. However, no-one was ever charged for his murder.

Terry Enright was a youth and community worker from West-Belfast who had been involved in cross-community work through the Upper Springfield Development Trust. Of Catholic background himself, he had the respect from young people from both sides of the socio-religious divide, which was reflected in the large number of people attending his funeral. In the interview for this project his father, Terry Enright sr., described his son in the following way:

**'Terry was a very central part of that [The Upper Springfield Development Trust] and apart from the fact that he was good at sport – boxing, football, whatever - he was also a tough guy. I mean that in the nicest sense of the thing. He didn't start fights – he was dead against bullying.'**

**Central to the way Terry worked with young people was that he built a friendship with them. His whole part of working with young people at the early and middle stages of them becoming 'hoods' was to say: 'Right: you and me are friends now. If you break that car, I'll be annoyed about it, I'll be hurt about it.' And that's the way he did work. He had a very personal touch. He had learned all this stuff himself as a young person and he came through different organisations, but here he was back in his own area again. And at one particular stage he had dealt with something like 800 young people from August until just after Christmas and the Trust had to go and tell him to take time off and he refused to take time off because he was so committed. The way we had to do it actually was to go to the management and say: 'Right, we have no insurance. It's a breach of our insurance policy.' He just loved taking the kids and watching them change and watching them develop and at the end of the day the kids getting qualifications.'**

This quote gives insight into the ethos of youth and community work upon which the Terry Enright Foundation is based. More information on Terry Enright can be found in the 2004 annual report of the Foundation.

#### Background of the Organisation

The Terry Enright Foundation was set up in April 2002. The proposal for the Foundation came from a number of people who had previously worked with Terry Enright. One of these young people was the current Director of the organisation who described himself in an interview that was conducted with him as **'one of the young people who worked with Terry**

**Enright and was inspired by him**'. This fact that the initiative for the organisation came from young people themselves can be seen as indicative for the impact that Terry Enright had in his work. When asked about the feelings that the Enright family had about this idea, Terry Enright sr. said:

**'I really thought the idea was excellent and that it was an excellent way of remembering what Terry did and that it would be perfect legacy, if you like, to himself and the work that he did. There was never any problem with that. So I was very supportive. It was just that I was a bit worried about the scale of it and the amount of work that would be involved in it. I had a realisation even then with all my years experience in community work that it was a massive task and that it was something that was going to have to last for years and years. I said: This is a big commitment.'**

*2. Content of the Terry Enright Leadership Award Programme*

The structure of the Terry Enright Leadership Award programme is outlined in Figure 1. The Foundation describes the mission of their Leadership Award programme as:

- Investing into young people’s potential for leadership.

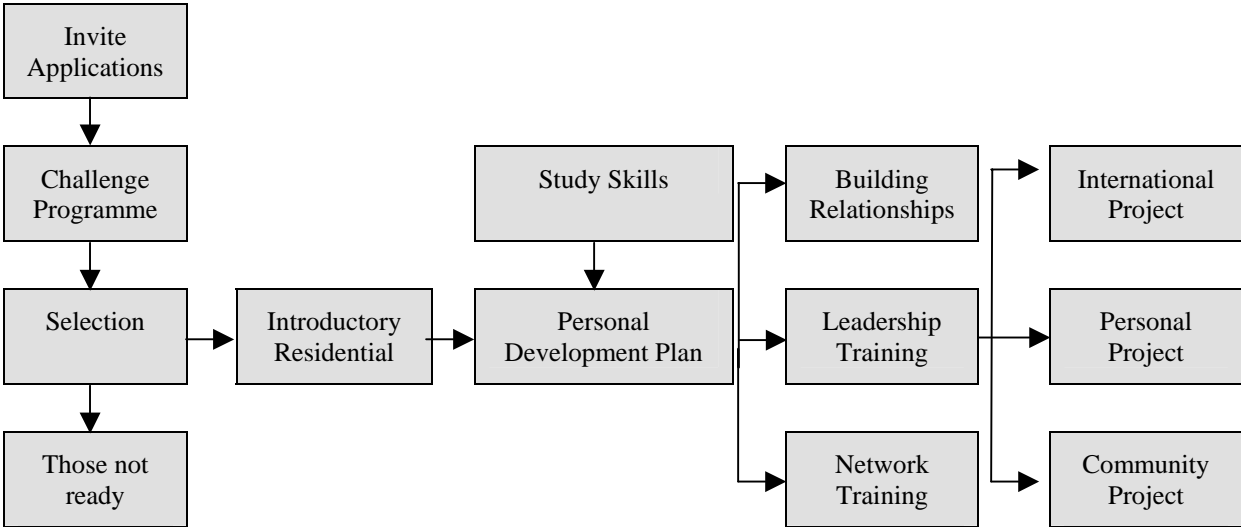
The organisation’s vision is defined as:

- Creating a new style of leadership in a post-conflict society.

The Leadership programme that young people take part in has a variety of elements but focuses on three key values:

1. The importance of peace building;
2. The value of role models which young people can identify with; and
3. The potential of young people from disadvantaged areas.

**Figure 1: The Terry Enright Leadership Award Programme Structure**



Source: The Leadership Times Nr 1, Terry Enright Foundation, Belfast December 2004

In the pilot year, the participants of the Young Leadership Award programme took part in a variety of activities. These consisted of:

- a. Kayaking – Level 1 and Level 2<sup>2</sup>;
- b. A Terry Enright memorial project;
- c. Two residential;
- d. Open College Network (OCN) Labour Mobility and Tutor Training courses
- e. Other team-building and cross-community activities (such as: a theatre visit, paint balling, youth work placements and presentations to other organisations).

Apart from the Leadership Award programme, the organisation currently offers the following two main initiatives:

### 1. The Terry Enright Challenge

This is a two-day hike (40 km) for teams of five young people in the Mourne mountains. During the two days, teams complete a number of initiative games and a quiz. Teams are being assessed on the interaction with each other rather than the time in which they complete the event. The Challenge was originally set up by Challenge for Youth and the Probation Board of Northern Ireland as *Mourne Challenge* in 1994. Following the death of Terry Enright in 1998 and the setting up of the Terry Enright Foundation in 2002, the *Mourne Challenge* was renamed to the *Terry Enright Challenge* in 2003.

### 2. The Terry Enright Bursary Scheme

The Terry Enright Foundation provides financial assistance to young people and youth projects in areas of social disadvantage. With this scheme the organisation aims to reflect the spirit and ethos of Terry Enright. Namely, it aims to:

- Support the personal development of the young people;
- Promote opportunities for intercommunity contact through activity and shared experiences;
- Open access to these activities to all young people.

This report focuses on Leadership Award only, although some connection with the other aspects of work of the Trust are inevitable and will become clear below.

### *3. Recruitment to the Leadership Award programme.*

Participants of the Young Leadership Award programme were recruited in different ways. Generally, the recruitment process can be described as proactive. The Director of the Foundation approached youth and community projects that were working with young people from socially disadvantaged backgrounds. The recruitment was designed to achieve a quota, which reflected a fair representation of young people from Catholic and Protestant backgrounds.

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<sup>2</sup> Holders of the Level 2 qualification are entitled to take out groups for kayaking themselves.



Naturally, the young people themselves had different agendas why they got involved in this project. One participant, for example, stated that her chief interest in the Leadership Award programme was in the opportunity to complete a kayaking course and achieve qualifications there. This participant had contacted another youth organisation, which put her in touch with the Terry Enright Foundation. She was then asked whether she would like to be involved in the whole Leadership programme. This participant said:

**‘I worked with loads of youth projects before, but this is the first sort of leadership type of thing with a big cross-community emphasis on it.’**

Another participant was already taking part in a different leadership programme in North Belfast in which he was placed through an OCN course he had enrolled in. This organisation entered a team into the Terry Enright Challenge, and it was the experience of this challenge, which actually committed him to the Terry Enright Young Leadership Award programme. He recalls:

**‘It was myself and three girls from the Shankill doing the Terry Enright Challenge. A quarter of the way one of them dropped out through injury. At the end of that first day we were mentally and physically tired. The other two girls also had to drop out through injury. They didn’t want to, but they had to. And I then actually went with the group of the Falls because I wanted to complete it myself, I didn’t want to drop out. So I went with the group of the Falls and I got on with them brilliantly. Everything was brilliant. Then I didn’t hear anything from them. And then Seamus approached us about the kayaking. That’s pretty much how I started it, the kayaking. We were going away that weekend to a residential in Liverpool. And really from then I just loved it.’**

One participant was on a placement through his qualification in the Foundation itself and was then asked to take part in the Leadership Awards programme.

However, some participants in the Leadership Award programme were in full-time employment when they applied to get on the course. One young person reported that he even threatened to look for a different job if his employer was not flexible enough to facilitate to give him time off needed for some of the commitments of the Leadership programme.

Another participant had also been placed in a community organisation through a qualification she was pursuing in a College of Further and Higher Education. Again, this organisation was proactively approached by the Director of the Foundation and the participant volunteered to go on the leadership programme.

Another participant had given up a HND course and **‘drifted in and out of a few jobs for a few months’** before being recruited to the Leadership Award programme.

In an interview the Director of the Foundation explained the recruitment strategy for the pilot year of the Leadership Award programme. In this interview he said that participants were ‘hand-picked’, but that this was not going to be the case in future years.

#### *4. Attendance and Challenges*

Ten young people originally started the Young Leadership Award programme. Of these ten people, five completed the programme throughout the whole year. One young person resigned involuntarily because of family problems, and two participants dropped out at early stages

because they got jobs. Only one participant left because he lost interest. The programme was extremely demanding in terms of both time commitment and personal challenges. Personal challenges were set in physical activity, namely kayaking and the Terry Enright Challenge, as well as in educational and managerial matters. The successful participation in the OCN courses required a fair amount of studying and essay writing. Similarly, the achievement of the kayaking skills to instructor level involved an examination, which went well beyond 'amateur paddling skills'. Beyond this, the young leaders were increasingly involved in day-to-day activities of the Foundation, which included activities such as:

- Event planning;
- Written and oral communication on behalf of the Foundation;
- Presentation to other organisations;
- Drafting of press releases;
- Production of in-house publications and communications.

The young leaders were involved in every aspect of the Foundation's affairs and were encouraged to take on responsibility. Notably, the participants were expected to take on responsibility for the memorial project, in which they had to negotiate the placement of the designed memorial with church leaders in most senior positions. When asked about the personal benefits of the project, one young person said:

**'There have been loads of things I got from this. I mean like my level 1 - the kayaking. I've got loads of time out kayaking. And there is been done here working on the memorial project. Setting that up: how you would go about organising things, filling in applications and all stuff like that and then meeting all the rest, everyone who was down here, getting to know them all.'**

Due to the complexity and variety of the tasks involved in the programme, the required time commitment was immense and included weekends (kayaking courses and training, residentials, paint balling) as well as weekdays (OCN courses, weekly meetings, memorial project, administration) Sometimes young people had to make compromises with their home and school life. When asked in the interview how often she attended activities, the same young person replied:

**'Every day! Well it was for a while, because there was loads of stuff going on. Now things have started to come near an end. Some courses are over. It's getting a bit easier. Schoolwork suffered a wee bit for a while like, but it's alright now. And I was enjoying it. I had to ask for time off in school, but they were alright about it.'**

Even though the time commitment was heavy, the five young leaders who completed the programme attended events very regularly. Another participant described this commitment in the following way:

**'I suppose at the minute I am finding it a bit difficult for time management. But with the programme here, I don't mind taking it on. I know it's going to be tight, but it's only until June and it's something I want to see through. It's something I don't want to have to take a step back from because I have been here from the start, you know.'**

With regard to the physical programmes, the challenges were similarly high. Whilst some participants were actively seeking participation in this programme because of their interest in physical activity (mountaineering or kayaking), this was not true for all. The account of one

participant, who felt that this was the kayaking qualifications were her greatest achievement, is evidence for this:

**‘The first kayaking test - it was five days at Castlewellan Lake at the start of December – and it was absolutely bitter. But we all sort of kept each other together and kept each other going and I came away from that and had a really great experience. Just because on the first day of the Level 1, I suppose I sort of crashed my boat, but in a tunnel. And the boat went up on its side in a tunnel, which was shallow. And I really scared myself because the boat wouldn’t flip over for me to get out and it wouldn’t turn back round because it was up against the wall. I was trying so hard to get it over but I couldn’t keep my head out of the water too. And when I did eventually get it over, my shoes stuck inside the boat and I couldn’t get my feet out of the boat, so I really scared myself. And after that I got out of the boat and I refused to get back in. I had my own car, so: I was going to go home! It was just: that was enough. But I faced it. And for the next two days or so I was really shaky and really unsure in the boat, really frightened. But I ended up staying and I overcome it and I got my Level 1.’**

### *5. Group dynamic and in-group relationships*

One of the most crucial aspects for a successful leadership programme is a positive group-dynamic and in-group relationships. The fact that the group of participants was very small undoubtedly aided such positive relationships. However, evidence was gathered during the project that structural means are in place in the Leadership Award programme to insure and develop positive relationships:

1. The focus of the Terry Enright Challenge lies on inter-group skills and cooperation. It is not the fastest team that wins the Challenge, but the team that works together best.
2. A residential in Liverpool at the very start of Leadership programme ensured that participants could get to know each other.
3. Team-building activities such as paint balling and a theatre visit further strengthened the relationships between participants.
4. During the kayaking training sessions, participants were coached to work as a team and to take on responsibility for each other.

The group dynamic was further strengthened by the regular presence of Foundation management members, namely the Director, at various activities. Other management members or members of affiliated organisations – for example the Upper Springfield Development Trust - took also regularly part in programme activities. The communication between the management of the Foundation and the participants was exemplary.

One way of measuring group dynamic and structure that is available to social scientists is sociometrics. In the one-to-one interviews, participants were asked four questions in order to reveal the existing group structure. These questions were:

1. In the group here, who would be the people for whom you have most respect?
2. Who would be your closest friends in the group?
3. Who would you go to if you wanted to discuss something personal?
4. Who would you discuss issues with that you were not happy about?

Results that would indicate in-group relationships with potential conflict situations or hierarchical in-group relationships would be, for example:

1. A ‘star’: someone who is named by everyone and who appears to be in a more powerful position than anyone else.
2. A number of ‘pairs’: two participants name each other, but have no relationships to the rest of the group.
3. Small clusters of group members who are independent from each other. This could be seen as evidence for the existence of sub-groups and potential communication difficulties and conflict among the group members.

In the analysis of the data, no such structures were found. On the contrary, what was found was a complete overlap of affiliations in the group. In some cases, participants felt unable to name anyone above other group members. Responses indicated that they would feel comfortable to talk to anyone in the group, that there was a high degree of mutual respect, and above all, that the Director of the Foundation was very much seen as integral member of the group. The following quotes show this:

**‘I respect everybody the same like.’**

**‘I would just treat everyone the same, as I would treat my mates. They all are my mates now.’**

**‘Seamus [Director of the Foundation] relates to each one of us in his own way and he can do that quite easily and would never be like a boss.’**

**‘Seamus [Director of the Foundation] is very open-minded. If you were asking him a serious question or anything, he wouldn’t shoot you down. He would give you a reason for it.’**

This participant added that the commitment of Seamus Colligan, the current Director of the Foundation, should receive special mentioning in the present report because of his commitment and positive relationship to the young leaders.

When asked who they would discuss personal problems with, one participant replied:

**‘They all know. Would not discuss with one but not the other. The whole group would know.’**

Another participant said:

**‘Seamus or one of the other young leaders. Anybody down here. If there was ever any problem with any parts of the programme, it would be Seamus because he is head of anything.’**

The interviews revealed the great respect that the young leaders had for each other, as the following interview fragment shows:

**‘Tom<sup>3</sup> has been there from the start. At the first residential Tom was very immature and very childish and didn’t take anything serious. And I have seen such big change in Tom. Personality-wise, confidence wise – everything. Tom has completely grown up. And I watched that.’**

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<sup>3</sup> All names of the young people have been changed in the report.

Most participants said they did not find it difficult to settle in at the start of the programme. The initial residential was by most pointed out as a crucial part for the development of a positive group dynamic. However, during the interviews it became clear that most participants knew at least one other member of the group, which made them more comfortable with the situation. Two examples from the interviews show that some members of the group were initially apprehensive and felt a little insecure about the group.

**‘The only doubts I had was coming down and not knowing anyone and getting on with them or not, but when I did come down, I actually knew Emma. And at least then I knew I had somebody to talk to here, and from then on it was alright and I got on. It made it easier that there was at least one person I could talk to.’**

## *6. Cross-community relationships*

One of the key aspects of the project – and in fact the incentive for the involvement of YLT and ARK in the first place - was the community-relations aspect of the Young Leadership Award programme. As pointed out in the introduction of this report, ARK was approached because the YLT survey findings showed that parents had the biggest influence on young people’s views of the other main religious community. YLT respondents saw this parental influence often as negative. The participants in the Young Leadership Award programme came from socially disadvantaged areas, in which residential segregation and sectarian tensions are often high and where research has shown that it is even more difficult to break out of the us-and-them divide. Having been involved in youth and community work for many years himself, Terry Enright sr. was aware of the difficulties that the programme faces in this aspect. He said:

**‘The concept of the organisation is excellent in terms of building relationships with young people from both communities. It’s also excellent in terms of creating access to the stuff that kids from both communities haven’t access to, the out-door pursuits and all that sort of stuff. In a sporting context there is coming together of people. If they are out on out-door pursuits there is that diversity, there is that interdependence, and a relationships builds up which excludes thinking about religion and politics and that is very, very possible. So the problem is those kids going back into their own areas and the peer pressure. All you need is a couple of bigoted kids to start bullying him or threatening him or giving them problems.’**

It is not possible to assess at this stage whether the participants of the Young Leadership project will be objected to sectarian peer pressure in their communities and whether or not they will be able to withstand such pressure. The YLT surveys of 16-year olds demonstrated that participation in cross-community schemes or in integrated and mixed schooling does have a significant positive impact on cross-community friendship patterns<sup>4</sup> The evidence gathered in this project shows clearly that the Leadership Award Programme succeeded in building such strong cross-community friendships. This was achieved through a number of means:

- The proactive recruitment process which targeted young people from different socio-religious backgrounds;
- The organisation of specific events where issues of community relations could be discussed in a safe environment (e.g., focus group, meeting with Wave Trauma Centre, Theatre visit etc.);

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<sup>4</sup> Dirk Schubotz and Paula Devine (2005): What Now? ARK Research Update 34. Belfast.

- The ongoing focus on Terry Enright's life and work through the memorial project;
- The provision of ample opportunities to exchange opinions and experiences about community-relation issues on an informal ad-hock basis.

Whilst specific opportunities were created to discuss community-relations issues, the programme was not over-loaded with this. Rather, community relations issues were part of a holistic approach of the Young Leadership programme where formal and informal elements went hand in hand. One example of an incidence that created an ad-hock discussion in the group about relations between Catholics and Protestants in Northern Ireland occurred in Spring 2005 when the Irish President Mary McAleese during a speech outlandishly compared the attitudes of the Protestants towards Catholics in Ireland to fascist attitudes in Nazi Germany.

Research shows that it is the mix of conscious and informal integration that provides the best background for successful community-relations initiatives. The Young Leadership programme provided such a mix. Participants were specifically asked about the community-relations aspect of the programme, and the following selected answers give evidence that the Leadership programme successfully addressed this issue:

**'When I came in, nobody was treated differently. I wasn't treated any differently. Everybody was the same. And it wasn't mentioned a whole lot: you are Catholic, you are Protestant. It doesn't seem like anybody is from any side. When we are in here everybody is at the same. Like: Jason marches in a [Protestant] band. I have told people about that and they go: 'Huh! And you would still talk to him?! And like: he is really dead on! I do have friends who are a bit like: 'Oh my God, you are talking to Protestants!' And you are trying to make them see that they are no different from anybody else. Here you don't even think about stuff like that. That is the only way I can see it.'**

**'Just mixing with others. Other religions. Like I have been brought up in an area where it is not really known. It's not what everyone would do. I would see it as an achievement for myself to just pass that, to be able to get on with them just as well as I would get on with any of my mates. Like I would have no bother about Catholics now. I would have no bother. I would go out with them at weekends and all. It would have been *really* different before. I would say – I would personally say I would have been bitter. Now I would say, I'm glad that I came here, but I regret that I was bitter because I had no reason to be like that. It was my area. Just being brought up there. That's the way it was.'**

One participant described the cross-community aspect of the Programme as his favourite part. And he gave evidence how the friendship patterns have extended beyond the Leadership project:

**'Emma, Orla and I are going to Amsterdam for Emma's birthday. Emma is from the Shankill and we are two people from the Whiterock. I think it's brilliant.'**

One participant's account provides further evidence that long-term contact contributes to the development of cross-community friendships:

**'I don't know if the programme has particularly influenced my views. I've always attended integrated education as such. And if I hadn't gone to an integrated school, I wouldn't have the friends that I have now, I suppose. I've always had friend from the other community. I've never really seen it as anything different. I suppose in my side of**

**town, which is North Belfast, there is never really any place where I wouldn't go. A good lot of friends would have lived in Ardoyne and I would have walked from my secondary school right up to Ardoyne – walked them home and then walked on to the Woodvale. I've never seen anything wrong with it. Everyone else goes: you are mad, but it was never anything to me.'**

However, this participant still benefited from the cross-community aspect of the programme:

**'I suppose, the only thing that it has opened my eyes to is West Belfast. Before that it was like a foreign country. It was just somewhere I had never been, it was somewhere where I had even not really heard that much of. I always thought that West Belfast had fences around it. You know, it was like a no-go zone. I suppose that's changed.'**

Affirmative reactions from participants' significant others such as parents and peers about their involvement in the leadership programme can be seen as a crucial measurement for a positive long-term effect that the programme may have. The responses that participants received from their friends and relatives varied. Some parents and friends took a great interest in the activities their child or friend was involved in, like the parents of this participant:

**'My mummy and daddy are always asking me what I am doing, or whether I have a folder with me. They always want to know what I am up to. My mummy is generally like that, but my dad is a coach. He loves sports. And since he knows I am doing the kayaking and the outdoor sports he wants to know what I am doing.'**

Other participants reported a lesser interest from friends and family or a partial interest in the physical activities they took part in (hill walking, kayaking) within the programme. One young leader said this:

**'I didn't really receive an awful lot of reactions from my parents. They would take a bit of an interest. My daddy would be more interested. I suppose my uncles would be more interested because I'm doing kayaking, they would have an interest in that. Any of the other stuff, they don't really ask. It would only be physical stuff. If I'm doing an activity or a residential they would be inquisitive. They don't really see what is going on behind the scenes or ask much about what is going on behind the scenes. I think, maybe at the start, which is over a year ago, my friends were more inquisitive, but they are used to me going every week. And they know I go kayaking every week, if I can.'**

Another participant said:

**'They just know that I am kayaking on a Saturday and they would go out on a Saturday. They just ask what I was doing. And then if I ever go away on trips they just ask: what are you going there for? They just ask what I am up to. One of them takes in interest in it. He was in our group for the challenge. So he is sort of interested a lot in it.'**

Crucially, no participant reported disapproving feelings from either parents or friends. This would indicate that, at least initially, their involvement in this cross-community project is not met by hostility in their home communities. In terms of a possible future involvement of the young leaders in the work of the Foundation or in other cross-community projects, this is a very encouraging finding of this project.

## 7. Overall benefits and perceived programme improvement

Participants were asked what they enjoyed most about the programme, what they saw as the main benefits and where they saw room for improvements. Overall, the programme was evaluated very positively. Naturally, participants felt that they had benefited in different ways. Since their interests and their expectations of the programme were also different from the onset, the aspects that they enjoyed most also varied. Some participants felt that their kayaking qualifications were their greatest achievements:

**'It's getting me a lot of qualifications like. I'm really into sports. I like outdoor sports. But when we were told we were going kayaking, I thought to myself: I'm not going kayaking, I had not interest in this. I wanted to do more the walking and the climbing, but now I think it's brilliant. I love kayaking, I think it's great crack. It's completely just turned me around. But also the fact that I was able to lead a group last year in the Challenge. I lead the Enright group, so I felt good about being able to do that.'**

This participant felt that these qualifications opened up other youth work opportunities:

**'Now there are other organisations looking me to go and work for them, which at the start there weren't. One organisation was asking me, but I'd rather stay with here. And I was talking with people from another organisation and I'm going to work in some summer camps this year with them and hopefully that'll open up something afterwards.'**

Two other participants that were interviewed felt that they had benefited generally as a person. One said:

**'I suppose when I started the leadership programme I didn't know what I wanted to do with myself. I sort of left my HND and drifted in and out of jobs for a few months. I didn't know what I wanted to do. With this programme my confidence grew. My confidence has changed. It's let me realise some of my own abilities. And I know what I'm capable of and what I'm capable of taking on. I suppose it's made me see some of my own potential, I think. It has given me the confidence and stuff that I never had. It's made me able to speak out and probably grow up too.'**

**If it was a year ago and I was starting the programme tomorrow I would do it again. For me, at the start of the programme there has been a lull and there has been a time when I was disinterested and I did not want to go. If it was to happen again tomorrow, I would launch myself right into it just because I know what I got out of it. And that's with maybe not putting as much effort into it all the time. What *could* I achieve if I threw myself in all the time? You know what I mean?'**

Another participant said:

**'From when I started like, I would have been like a very shallow person, and now I just feel a lot more confident, a lot easier to talk to people. It's changed me totally, really from what I was to what I am now.'**

This participant added:

**'Actually, before I started this, I was going to go to the army and I was doing a lot of exercising. But now I don't know. I don't know if I am going. It's been up and down. *This* here [the Enright Foundation] is what I want. Because this is something I enjoy and that I want to keep doing but the army is something that I want too. My family want me to join the army. They just don't see what youth work can do for me. They just have not seen what this can give to people. Now that I've been doing this for so long and I am**



**happy doing it and my family can see that I am happy doing it, they are starting to support me now like. My mates didn't actually want me to go to the army anyway. They don't want me to go. I'm just too mad of a header. But this *has* changed my life like. This whole Challenge - *everything* like - has changed my life.'**

These quotes are clear evidence that the approach of the Leadership Award programme worked for those completing the pilot year of the programme. The audio-visual evidence collected throughout the year as well as the participant observation would confirm the views of the young people that there was a noticeable growth in confidence levels among participants. The further the programme went on the more tasks were completed confidently by the young leaders. In the discussions and in-group communications they became equal partners with the management team of the organisation. The measurement of the time that young leaders contributed to the discussions at meetings showed that their share in conversations grew. They also took on more tasks in the planning of events and affairs. When asked in an interview about signs that participants in the programme gained confidence, the Director of the Terry Enright Foundation reported an episode in which one of the young leaders independently prepared a 'Who – When – What' flipchart to record minutes of a forthcoming meeting, something this participant to that point had only done when asked.

This strong evidence of the success of the Leadership programme should also delight the Enright family. In the interview with the author of this report, Terry Enright sr. talked in length about the approach that his son had to youth work with young people from disadvantaged areas and how he personally felt that confidence building was the central element in this. The Foundation was set up to continue this work, and the presented evidence shows that they have succeeded in doing just that. The following interview passage is key to that and is therefore documented in length:

**'A lot of kids in sort of better-off areas have access to riding schools and golf and skiing. That does not happen for kids in disadvantaged areas. That's an obvious disadvantage. This is all about these kids from disadvantaged areas not having a say and not being part of the State in terms of jobs and access. All their reactions and actions are part of not being part of the State in terms of jobs, chances of upward mobility - and in a lot of cases within their own communities as well. So much of what happens is their reaction in terms of all of that. It's all about authority. These kids are saying: No-one is giving a toss about me. I'm not giving a toss about them. I don't care about them in their big cars.**

**These kids are told by their mums and dads that they are stupid, they are not gonna get a job; in school they are told they are useless and that they are stupid and then they are thrown out on the street with that in their head: Nobody gives a toss about me. I'm useless. What can I do? I can be a fellow in the big picture and steal a car. I can be like him. He is tough. It's producing the whole alternative to that and unwinding that.**

**I remember when our Terry went out for the first time down to Enniskillen and the kids saw all these boats and all this fancy equipment, the guys who were teaching them all had slightly English middle class accents, and sometimes when he brought our kids from the Upper Springfield Development Trust in these places, these guys had an attitude to the kids. It wasn't a condescending attitude, it was an arrogant attitude: What do these little idiots here? – sort of attitude. So many professionals have that attitude: We are dealing with 'riff-raffs' - we are dealing with shit. And we need to address all this. There is a difference between someone doing this for a bit of enjoyment and someone doing this to take kids out of this environment that they live in, in which they don't believe in themselves and in which they say: They are not good in anything and they are being told that they are not good in anything.**

**There is a great saying in Irish: 'Mól na hoige agus tiocfadh sí', which translates into: 'Praise the young and they will come.' And this should be part of the theme. That obviously means that the people who work with them need to learn all this stuff as well: that you don't put them down. You are not going to unwind the worst element of this, but you can certainly tackle it. And what they get out of the outdoor pursuit and the praise that goes thereafter and the qualification that they would never have got, so all of those elements you know.'**

According to his father, Terry Enright worked with young people on a basis that he built relationships with them so that they became special. Evidence from the Leadership Award programme shows that the Terry Enright Foundation has succeeded in building such special relationship with the young leaders.

It speaks volumes that the only major criticism participants had with regard to the programme related to the aspect of the programme where they felt their confidence and self-esteem was not furthered. In all four one-to-one interviews the OCN training and Tides training was mentioned as an aspect that did not contribute to the overall aims and objectives of the programme. One participant said:

**'OCN level 2, I didn't feel the work that we did was useful or anything. It was the way it was put out. It was just: you felt small when they were teaching you. It was as if they were teaching ten-year olds or something. Everything was just so easy. It was so simple. It wasn't challenging or anything at all.'**

Another participant commented:

**'The Tides training– the labour mobility thing: I don't think we needed to do that. That was the only thing. I didn't even mind doing essays or anything. The training itself had nothing to do with the Foundation.'**

The only other criticism related to the distribution of activities over the year. One participant felt that the programme could have been set out better in terms of the spread of activities. The participant felt that there was a 'lull' at the start whereas the programme was very demanding and time-consuming in its finishing stage.

#### *8. Future involvement of the young leaders in the Foundation*

Set up in 2002, the Terry Enright Foundation is still a relatively young organisation. Apart from the dependency from future funding, sustainability will depend on the development of a good basis of volunteers and project workers that are willing to become (or remain) involved in the Foundation's activities and who have internalised the ethos of the Foundation. From that point of view, the pilot year of the Young Leadership Award programme was an important milestone for the organisation. For the first young leaders to go through this programme, this is an opportunity but also a challenge. On the one hand, they will be able to take on leadership roles themselves, on the other hand, the near future and sustainability of the organisation will heavily depend on the input of the young people who first went through the Leadership programme.

Without exception, the participants expressed their desire to remain involved in the Foundation. This was discussed in principal in the one-to-one interviews, but also in more

depth at a concluding focus group in May 2005. One participant felt very strongly that he wanted to give something back to his community because he had benefited so much himself:

**'When youth work actually first approached me, I was actually in a lot of bother. So, they helped me out, personally. And if it wasn't for them, I probably wouldn't be here. I would have no kneecaps by now. But if they approached me the first time, everything was perfect and it just shows what youth work can do. You want to show other people what you can do and take it back in the community.'**

Other comments related more directly to the next Young Leadership Award programme that is due to start in September 2005:

**'I suppose with the new ones coming through, being involved with their residential and stuff. It's something we've been through. We know what worked and what didn't work. And we could probably go more as leaders rather than participants. And if we have the level 2 kayaking, we can be their instructors more. If they see what we've achieved through it, it might be more reason for them getting involved.'**

One other participant said in similar vein:

**'There is a new programme coming up next year. I am now doing Level 2 kayaking. Seamus [the Director of the Foundation] wants us to come back and teach the new young leaders the paddling and the different things that we were taught and now with this tutor training to come back and take groups. So I may come back and stay involved in this way.'**

The funding has been successfully put in place to run a second year of the Leadership Award programme. This time, 20 participants rather than ten will be invited to take part. This will enquire more input at management level, and it seems ideal to involve the young leaders who successfully completed the pilot year of the programme in the running of the new Leadership Award programme.

From the point of the management committee, Terry Enright sr. saw sustainability as one of the main challenges of the project. He said:

**'I'm really happy how things are working and how things are developing. I would like to see the model of the Terry Enright Foundation growing. I hope that we develop the capacity to work with kids in bigger numbers. I don't know whether that'll happen. But if we can convince the people in the youth services who have access to resources that this is a working model then that would be a big gain. It doesn't have to have the Terry Enright Foundation label on it if they accept the criteria and say that this is a good way of working with young people. This is an excellent way of working with young people. Then that would be a big thing.'**

As experience from large organisations show, sustainability is difficult to achieve in two aspects: funding and the ethos of the organisation. Whilst the initial years of a grassroots organisation like the Terry Enright Foundation are often the most innovative years in terms of programme and ethos, they are also difficult years because of the insecurity and the absence of long-term funding. Paradoxically, once organisations are established and have achieved some financial security, normalisation, routine and bureaucratisation may have a negative impact on the innovativeness and the ethos of the organisation. The interview with Terry Enright sr. shows that the Foundation's management board is aware of this dilemma:

**What develops out of this is the self-esteem and the ability to do things. Their [the young leaders'] next thing is that they go and look for a job. They look for a job and will look to do what they do now, where they can retain this. Whether the radical element of this remains is one of the big questions. We need to see where the people who go through this end up going. Are they ending up in Ballymurphy simply as youth club leaders and are they ending up baring the ones who they were trying to convert? See, the youth clubs work on a management basis. If you are a difficult child you are not getting in. So, there needs to be a whole rethinking in all of that and ways of challenging that in terms of serving the issue of young people. (...) Anywhere where you go to work for a big organisation - youth sector perhaps as well - you have to conform. You can retain an element of that individualism, which Terry has shown, but I would be afraid that it simply became like the rest. It has to be challenging also in this sector as well and setting challenges for them. So we need to think deeply about where else we want to go and in what direction we want to be going. (...) Sometimes you can be very content with the things you are doing. You are dealing with twenty kids and they finish their course and then you are getting another twenty somewhere else and maybe there are not even as many as twenty. But what impact are you having in the whole area in terms of perception and change and the rest of the community? Or involving parents in it? Or seeing the kids developing? You know, it's a patch work strategy. (...) Never be content with what you are doing. If you are content then it becomes just a another job.'**

According to the interviewee, what is needed is a holistic approach to youth work rather than a patchwork strategy. Whilst it was seen as a general possibility to work with little resources in the Foundation, ultimately the long-term viability of the project required a minimal degree of financial support:

**'If the Director can't get a wage for what he is doing and if the young people can't get a wage for what they are doing it's so much harder to do it on a voluntary basis. And not being able to call upon resources to buy equipment and stuff. This has to be taken on in more serious format in terms of resources rather than squabbling here and squabbling there for funding.'**

#### 4. Conclusions and recommendations

The report has shown that the pilot year of the Terry Enright Young Leadership Award programme was a success. Both in terms of the ethos (mission and vision) of the organisation – namely the continuation of the work that Terry Enright has undertaken - as well as the aims and objectives of the Leadership programme the Foundation has achieved convincing results. First and foremost, the young people have hugely gained from the challenges set out in the programme and have developed their confidence and self-esteem in leaps. They have made friends across the socio-religious divide and have achieved a number of qualifications, which should enable them to become young leaders in their communities should they wish to do so.

Below are a number of conclusions and recommendations for the future of the project.

1. Undoubtedly, the **in-group relationships** have greatly benefited from the fact that the group was very small. The analysis of the socio-metric data collected showed that the relationship between the group members and the management team of the Foundation was very healthy. It will be one of the key challenges of any following programmes to develop such good relationships between group members. Together with the support that young people have from their peers and their parents, this in-group relationship is going to be one of the crucial factors for a successful running of a Leadership Award programme.

2. In order to 'make a difference' in their communities, **the young leaders will need continuous support**, in particular in the first year after completion of the programme. Such support could be provided by incorporating representatives of the qualified young leaders into the Foundation's management structure. The management team could consider setting up a formal structure through which the qualified leaders receive support and get the chance to exchange opinions or even receive further training. Such tutor training days could be organised perhaps three times a year. Research evidence shows that intervention programmes (including cross-community programmes) are most successful if they start at a young age continue on a long-term basis. The ongoing contact with young leaders beyond the year of the Leadership Award programme would therefore support this.

3. The **recruitment process** of new participants should involve, if at all possible, the qualified young leaders. The pilot year has shown that the participants felt that knowledge of at least one other person in the group was a great comfort, in particular in the first weeks. Due to the low confidence levels that some of the new recruits may have, it may be advisable to recruit participants in pairs from other organisations. In this respect, the Terry Enright Challenge could also serve as a good platform to seek participants for the programme. Conscious efforts should be made to achieve a fair representation of participants from the Catholic and Protestant communities. For the future the Foundation may want to consider to what extent young marginalised people from minority ethnic communities could be involved in the programme.

4. Over the past year, the Foundation has made great efforts to publicise their activities. This should be continued. Whenever appropriate, young leaders should be involved in this outreach work. In terms of the **media representation**, the organisation's website should be developed further and maintained at a high standard.

5. The Foundation may benefit from another **evaluation** of the Leadership Award programme in three years time. Furthermore, it may be beneficial for the organisation if the development of the young leaders who took part in the pilot year of the programme would be monitored for at least one other year.