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UCC
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Coláiste na hOllscoile Corcaigh

Spaces Places and Young People: Exploring the Youth Voices of Fairhill

Student No. 114368271

CARL Research Project

in collaboration with

Fairhill Community Association and Fairhill Youth Facility Working Group

CARL COMMUNITY - ACADEMIC RESEARCH LINKS
University College Cork, Ireland

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Date completed:	18/04/19

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- promote and support public access to and influence on science and technology;
- create equitable and supportive partnerships with civil society organisations;
- enhance understanding among policymakers and education and research institutions of the research and education needs of civil society, and
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The research agreement between the CSO, student and CARL/University states that the results of the study must be made public through the publication of the final research report on the CARL (UCC) website. CARL is committed to open access, and the free and public dissemination of research results.

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Declaration of originality

This statement is to certify that the dissertation entitled 'Spaces, Places and Young People: Exploring the Youth Voices of Fairhill' is in accordance with the UCC Plagarism Policy. The work carried out in this dissertation is my own and where I refer to the work of others, I have cited using appropriate academic referencing. I have reviewed the originality report provided by TurnItIn and edited the final submission where required.

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Thank you to Mary and David for your enthuasim and support throughout the research process.

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Abstract

This research was a community-based participatory project involving University College Cork, Community Active Research Links Project (CARL), Fairhill Community Association, Cork City Council and Cork City Partnership. The community partners requested research to be conducted with young people in Fairhill to identify their needs, to determine whether a youth facility was needed and if so, what young people felt it should offer. Six participants (residing in a highly populated, disadvantaged urban area of Cork city and between the ages 12-18) were recruited from a number of youth services in and around Fairhill. The participants took the researcher on a tour around the area while the researcher simultaneously conducted a semi-structured interview (walking-interviews). The young person chose the route and what places they wanted to visit. The data gathered was thematically analysed. This research highlights the importance of youth participation. The findings indicate that there is a need for a youth facility in Fairhill as well as further community development and young people's involvement in community decision-making.

Glossary of terms

Young people: In this research project young people are referred to those between the ages of 12 – 18.

Fairhill: An area in the North Side of Cork City where the research was conducted.

Community partners: Representatives of the community whom the researhcer worked with (Mary Sheehy – from Cork City Partnership and David O'Brien from Cork City Council and RAPID).

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Chapter 1 - Introduction

1.1 Introduction

This chapter provides an outline of the research project including the background, rationale, aims, objectives, research questions, chapter outlines and a geographical context of Fairhill.

1.2 Background to the research

Fairhill is considered to be one of the most disadvantaged parts of Cork City with a high youth population (Healthy Cities, 2018). The overall population of Fairhill has significantly grown over the last decade, with a number of local authoirty housing estates built in the area. However, there are a lack of services and facilities to cater for this growth. Fairhill was also affected by the economic crisis where building and development ceased for sometime in the area.

While the area has two community houses, they are too small to cater for everyone. There is an assumption that a designated youth facility is required in the area to meet the needs of young people. The community partners (Fairhill Community Association and Fairhill Youth Facility Working Group) requested a piece of research to be conducted with young people from Fairhill. This was to assess the needs of young people, to determine whether a youth facility was required and if so, what it would it offer.

Youth Participation was a key underpinning of this research that considers the voices of young people as the driving force for change.

1.2 Rationale

During the course of her training on the Masters in Social Work, the researcher had the opportunity to work with young people, some of which were from Cork City's disadvantaged communities. The researcher always had a particular interest in young people as the majority of her past employment and volunteering involved working with youth. Therefore, needs was always something that she was exploring with this cohort. This research explores needs that can be met through the introduction of facilities and the creative utilisation of spaces in Fairhill.

As the researcher is from a social work background, links will be made to social work practice throughout. Community development plays a significant role alongside the social work profession. Social workers need to understand contexts of where people are coming from, intergenerational issues and the meaning behind being disadvantaged. Social workers primarily work on a one-to-one basis. It is vital that professionals acknowledge the impact that environments can have on individuals. Often social workers give service users tasks to do, perhaps without considering the

environment, but without changing the environment how can professionals expect the person to change? This dissertation places a strong focus on environment and how it can address the needs of young people or hinder them from being met.

Young people are often seen as the 'culprits' or the 'problem' in society due to 'hanging out' in public spaces. They are rarely considered in community decision-making. Research of this nature allows for young people to take a participatory role within their communities and have their voices and views heard.

1.4 Aims

The aims of this research is to determine a general overview of the issues and needs of young people in Fairhill and how the community can address them. It also aims to assess whether a youth facility is required in Fairhill. Young people are the service users and so their voices are key to providing quality services to meet their needs. Overall, this reseach is a way to encourage youth participation and facilitate a space where young people can express their views.

1.5 Objectives

The primary objectives of the research are as follows:

- Obtain some of the voices, views and opinions of young people in Fairhill.
- Identify the needs of young people in Fairhill and how they can be met.
- Determine whether there is a need for a youth facility in the area.

1.6 Research Questions

The question posed by the research partners was - *Is there a need for a youth facility in Fairhill to meet the needs of young people?* After numerous discussions, the researcher and the community partners realised that there were more dimensions to this. Therefore, six research questions were drawn up. The research aims to answer the following questions:

1. What **facilities** are available for young people in Fairhill?
2. Do young people **use** these facilities in their area and why/why not?
3. What sort of **activities/socialisation** do young people in Fairhill engage in?
4. What are the **needs** of young people in disadvantaged areas such as Fairhill?

5. How can disadvantaged communities such as Fairhill **develop their spaces** and places to meet the needs of young people?
6. Is building a **youth facility/club/café** the answer?

1.7 Chapter Outline

Following this chapter:

Chapter 2 – Methodology - discusses the methodology used in the research conducted as well as its theoretical underpinnings.

Chapter 3 – Literature Review - provides an overview of the relevant literature linked to the research.

Chapter 4 – Findings and Analysis - presents the findings from the walking interviews under thematic analysis.

Chapter 5 – Conclusions and Recommendations - draws conclusions and recommendations that arose from the walking interviews while also drawing on the relevant literature.

Bibliography and Appendices - A bibliography is provided at the end of the project as well as appendices including information sheets for parents/guardians and participants, consent and assent forms, ethics application, ethical clearance form and 6 tables outlining participants suggestions for community development in Fairhill.

1.8 Fairhill in a Geographical Context

Prior to delving into the research, it is important to contextualise Fairhill. A recent 'geographical and statistical' profile was conducted on Cork City (Healthy Cities, 2018) that divided the city into 89 electoral divisions and examined the areas of 'health and social inclusion'. Fairhill was divided into Fairhill A, B and C – Electoral divisions 21, 22 and 23. Below are three images taken from the profile that outline Fairhill in a geographical context. The research focuses on all three areas but primarily Fairhill C.



Figure 1.1 "Satellite Image and Street Map of 'Fairhill A' Electoral Division" (Ordnance Survey Ireland 2018, cited in Cork Healthy Cities 2018 p. 44).



Figure 1. 2 "Satellite Image and Street Map of 'Fairhill B' Electoral Division" (Ordnance Survey Ireland 2018, cited in Cork Healthy Cities 2018 p. 46).

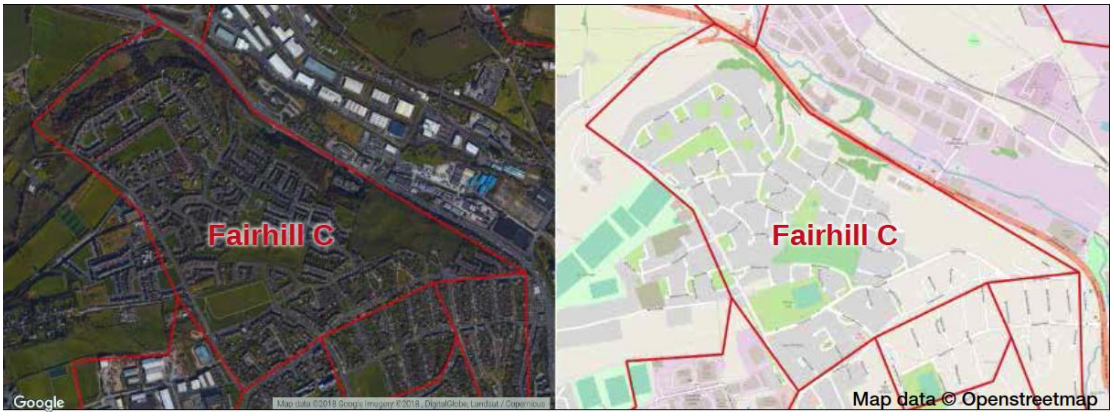


Figure 1. 3 "Satellite Image and Street Map of 'Fairhill C' Electoral Division" (Ordnance Survey Ireland 2018, cited in Cork Healthy Cities 2018 p. 48).

1.9 Conclusion

This chapter set the scene for the research. It discussed the purpose and reasoning behind the chosen topic as well as the aims, objectives and research questions. The next chapter will discuss the chosen methodology.

Chapter 2 - Methodology

2.1 Introduction

This chapter will discuss the methodolgy used for the research. It will identify the epistemological and theoretical stance that the researcher took. An overview of the chosen methods will be provided as well as the reason why walking interviews were used over other research methods. The chapter will also identify the ethical considerations that arose and how they were addressed. Furthermore, data analysis methods and limitations to the research will be noted.

2.2 Epistemology and Theoretical perspective

According to Carey (2009 p. 50) epistemology refers to the "theory of knowledge." Epistemology questions the meaning of knowledge, how knowledge is obtained and what constitutes as accurate knowledge.

The epistemology underpinning this research is '*social constructivism'*, which involves obtaining knowledge through interacting with people. This epistemology was chosen as opposed to 'social constructionism', as social constructivism involves meaning-making by individuals rather than collective meaning-making (Crotty, 1998).

The theoretical underpinnings are '*interpretivism'* and a '*ecological systems theory'* perspective. Interpretivism was used to identify the meaning-making behind people's experiences, ideas and beliefs. In other words, exploring how the social world is constructed by people's own experiences. Ecological sytems theory refers to the relationship between the individual and their environment. This perspective was taken to explore a person's relationship with their community.

2.3 Methodology

The research conducted was '*primary research'* that was used to gather information in a narrative manner, as opposed to a methodological approach that seeks to quantify or measure data (i.e. quantitative approach). The logic behind primary research was to obtain the voices of young people in Fairhill. There has been a minimal amount of research done seeking youth voices in the area. Therefore, primary research, that was qualitative in nature, was chosen to encourage youth participation.

2.4 Research Methods

In order to obtain the voice of the young people of Fairhill, '*interviews'* were chosen for the research method. The interviews were *'semi-structured'* in order to explore young people's experiences. This gave participants the ability to expand on the questions but also created a more relaxed environment, inviting increased engagement from young people in the research process.

2.5 Walking interviews

Walking-interviews were selected as the chosen method. According to Kinney (2017):

> *"A walking interview is when the researcher walks alongside the participant during an interview in a given location" (Kinney, 2017).*

This particular research method is generally conducted on foot.

Walking interviews can be conducted in a number of ways dependant on what the aims and objectives of the research are. Evans and Jones (2011, p. 850) provide a 'typology of walking interviews' which illustrates a variety of different ways of in which such interviews can be conducted (refer to Figure 2.1).

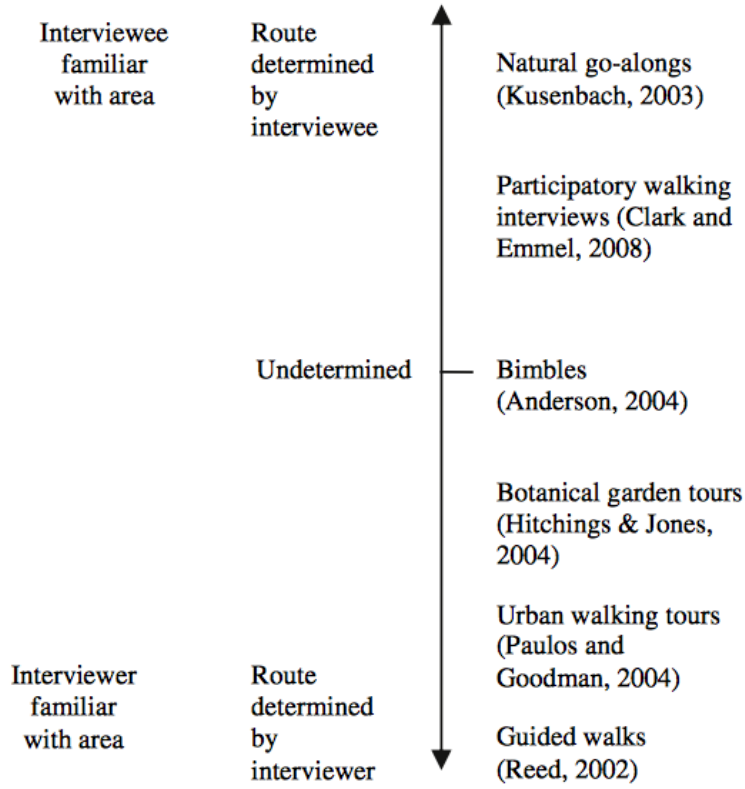


Figure 2.1 'typology of walking interviews' (Evans and Jones, 2011, p. 850)

Kinney (2017, p. 1-4) refers to four types of walking interviews: *'docent method; 'go-along walking interview'; 'participatory walking interview'* and *'bimbling, within walking interviews.'*

Under the "***docent method"*** (Chang, 2017), it is the participant who decides the location and route to take. This research method views the chosen participant as the expert/tour guide in the interview. Subsequently, the researcher takes the role of the "novice, follower and learner" (Kinney, 2017,p. 2). The docent method is **structured** in a way that it is divided into three parts "warm up interview", the walking interview itself and the "wind-down interview" (Kinney, 2017, p. 2).

The "***go-along walking interview***" is similar to the standard walking interview only it includes observation in such a way that the researcher is interviewing but also observing the participant in an outing/regular routine in the chosen geographical location. (Kinney, 2017, p. 2).

"***Participatory walking interviews***" differ in that the route taken during the interview is not one that would be taken normally by the participant. However, it allows for the exploration of the participants views and awareness of the areas that were chosen for discussion relevant to the location.

Furthermore, the "***bimbling, within walking interviews***" refers to the act of walking and talking and places little value on the location/route itself. "Bimbling" is used as a way to increase engagement of participants in the research process. As well as this, "bimbling" is also used to remove people from one environment and introduce them into another environment. This enables participants to talk more freely. The route in this type of interview is often unknown to the researcher and the participant (Kinney, 2017).

This research took elements of the docent method, go-along walking interviews, participatory walking interviews and drew on the concept of 'bimbling' while still regarding the environment as significant.

This research drew from the way the docent method is structured i.e. briefing, interview and de-brief (see interview guidelines in appendices). The briefing or 'warm up" stage provided a space to explain the purpose of the interview, to unravel any questions in relation to the interview, to iron out any ethical concerns and to build a rapport with the participant. The purpose of the de-briefing or 'wind-down' stage of the interview process was to insure that the participant was not distressed following the walking interivew stage and if so provide them with the appropriate supports, to provide a space for further points to be made and to discuss the next phase of the research as well as a reminder of how the information will be used should they wish to withdraw (up to 2 weeks post interview).

This research also drew on the concept of "bimbling" as it is a way that can be seen to create a more relaxed environment that encourages increased participation. This is created by reducing eye contact which naturally occurs through walking as opposed to a face-to-face interviews, that are generally considered to be a more pressured environment (Kinney, 2017, p. 2).

2.6 Chosen Method

Six participants (residing in the highly populated, disadvantaged urban area of Fairhill and between the ages 12-18) were recruited from a number of youth services in and around Fairhill. Initially 5 participants were chosen but another participant was recruited for the purpose of obtaining a more gender respresentative sample.

The participants took the researcher on a tour around the area while the researcher simultaneously conducted a semi-structured interview. The young person chose the route and what places they wanted to visit. The interviews were recorded as the walk took place.

The walking interview acted as a mapping exercise by taking an ecological systems approach as the researcher and the participant interacted with the environment during the interview.

2.7 Interview Questions

The interview questions are included in the appendices. Initially five questions were set for the interview. However, after further reflection, the researcher decided to expand the number of questions from five to twelve. This was to ensure that all areas of the research questions (refer to 1.6 - Chapter 1) were addressed.

The interview questions were decided on through on-going discussions with the research partners at the initial CARL meetings. This was to ensure that the research was tailored to their requests but fitting in terms of a non-biased approach to the research. In other words, the research partners had provisional plans to introduce a youth facility into the area. However, they wanted to assess whether this was what the young people in Fairhill required and if so, to obtain evidence-based research in order to back up the need for a youth facility.

During the interview, the 'needs of young people' were explored prior to the discussion of a 'youth facility'. This was to give the opportunity to formulate their own suggestions prior to sharing the community stakeholders' suggestion. The interview questions were structured in such a way so as to lead into the discussion around a youth facility.

The inclusion of a question about a youth facility led to a joint control over the route of the walking interview. The participant decided the route that the walking interview would take. However, towards the end of the interview (reaching question 9 of the interview – see appendices) the researcher invited the participant to walk to the potential development site (see picture 2.1).

This acted as an architectural exercise whereby the young people interacted with the space (potential development site). They adopted the role of an architect by both visually and verbally demonstrating how they would creatively use the space. Participants gave reasoning as to why the site was an appropriate space or not, what facilities/activities the space would include and what the building would look like/offer. Participants also suggested other spaces around Fairhill that could also be used for similar purposes.

2.8 Overview of Findings and Data Analysis

The findings were thematically analysed i.e. common themes/ideas emerging across the interviews were explored. During the walking-interviews, participants and the researcher interacted with the environment. Some of the themes emerged through environmental prompts. In other words, objects that envoke a spontaneous discussion. Evans and Jones (2011, p. 849 - 858) refer to the environmental prompts as "speech objects." In one interview, the researcher and the participant came across a burnt out car which sparked a conversation around joyriding.

The themes emerged from the aims and objectives of the researhc but also from common topics that the young people discussed and referred to. For example, all particiapnts made reference to a variety of anti-social behaviour in the community some of which took the shape of juvenile crime. All participants claimed that there was a lack of things to do for young people . Therefore, theme 1 and 5 emerged from these discussions. The act of walking and talking sparked conversation which

led to the emergence of themes also, such as them 3, where the researcher and participants came across vandalised property and waste that was illegally dumped. Walking interviews appear to have added a richer emergene of data as certain themes perhaps may not have emerged if the interviews were conducted in sedentary manner.

The themes were divided under two parts which separates the aims of the research (refer to Chapter 1.4) in two:

1. a general overview of the issues and needs of young people in Fairhill
2. to assess whether a youth facility is required in Fairhill

	Number	Theme
Part 1	1	Where and how young people spend their free time
	2	Anti-social behaviour and juvenile crime
	3	Illegal dumping and Fires
	4	Youth Participation
Part 2	5	Facilities and the needs of young people in Fairhill

The suggestion for a youth facility was one that arose under themes 1 - 4 as a way of tacking issues and addressing needs that affect young people and the wider community. Therefore, it emerged as its own theme (Theme 5). The architectural exercise added another layer of analysis. Tables were drawn up for each participant to illustrate suggestions regarding the potential site for a youth facility.

Quotes were taken from transcripts to illustrate the themes that emerged and to let the voices of the young people speak. Quotes were written in the way that the participants spoke eg. 'because' written as 'cuz' due to the way it was pronounced etc.

In the findings, the young people made a number of recommendations regarding ways to address issues/needs affecting them and the wider community of Fairhill. Considering that the suggestions made by young people make up the recommendations emerging from this research, they were held until chapter 5. As a key underpinning of this research is the voices of the young people being the driving force for change, the researcher decided to include a number of quotes (the voices/views/opinions of the young people). The quotes were subsequently interpreted following a discussion in the conclusions and recommendations (chapter 5).

2.9 Ethical considerations

Ethical approval was granted by Master in Social Work Research Ethics Screening Committee and the Social Research Ethics Committee (SREC) in University College Cork (UCC).

As the age bracket for participants was between the ages 12-18, parental consent had to be obtained for those under 16 years (*see parental consent forms and information sheets for parents/guardians in appendices*).

Participants were recruited from youth services in and around the area in order to obtain a garda vetted accompanying worker during the interview. Guided by the UCC Child Protection Policy, during the interview, a Garda vetted member of the youth service in which the participants were recruited from, was present. This was to put the participant at ease and for child protection and welfare purposes. Both the researcher and the accompanying member were garda vetted.

In order to avoid the potential for the accompanying worker to influence what the young person might say, the worker walked at shouting distance from the researcher and the participant during the interview. This was also carried out to aquire the most accurate representation of the young people's views, to potentially reduce risk pertaining to confidentiality and to afford the interviewee more freedom to express themselves. The researcher drew up information sheets and consent forms for the accompanying workers to ensure that accompanying workers would agree to such terms (*see info sheets and consent forms for accompanying workers in appendices*).

The young people from the relevant youth services were approached by the community partners to take part in the research. The young people had a choice as to whether they wished to participate or not, given that parental consent was also provided. The young people were informed that there would be no identifying information given in the write up of the research.

Information sheets and consent/assent forms were provided to participants and parents (*see information sheets and consent forms for parents and information sheets and assent forms for participants in appendices*). An assent form was provided to the participants instead of a consent form as it used language that was more suitable to the age cohort. More suitable language was also used in the participant information sheets; outlining potential queries that they may have, the reasoning behind the research and what the research entailed.

2.10 Limitations

As Fairhill is located on a hill, weather was an interfering factor that impacted on the interviews. The wind was strong on certain days so the researcher had to ensure that the participant was holding the dictaphone like a mobile phone so that their voice could be heard clearly for transcription purposes. The researcher frequently had to ask participants to hold the dictaphone closer to their faces or to face it away from the wind so that there would be as little noise interference as possible. It was also raining slightly when two of the interviews were scheduled. However, it was decided by the researcher, the participant and the accompanying worker that the interviews would still go ahead.

As a result of the weather, one interview took place in the youth service that the young person was recruited from and google maps satelite images were used instead. The acompanying worker sat at shouting distance. The participant and the researcher sat facing each other while the interview was being conducted and referred to the maps.

Unlike, the walking interviews this interview was sedentary and so there was increased eye contact which may have led to reduced engagement from the participant. Although, it still adopted an ecological systems theory lens by interacting with the environment through the use of satelite images and maps. Conducting a sedentary interview in this way, resulting in increased eye contact, could be seen as a limitation to the methods as walking-interviews are generally conducted on foot (Kinney, 2017, p. 1-4).

When recruiting participants the criteria was confined to able-bodied young people due to time constraints and a lack of skills/resources to facilitate such people (i.e. those with communication difficulties or those who may require assistance walking etc.). This cohort of people are a vital aspect of the community and perhaps with a larger timeframe and pool of resources this could be accomodated. However, due to such constraints the researcher and community partners decided to exclude this cohort of people from this research. This is a limitation of the research. Further research should be conducted in this area to facilitate this cohort.

During recruitment, the researcher was asked if they could conduct focus groups/ group walking interviews as opposed to individual interviews with a particular group of girls. The reasoning behind this given was that the girls would feel more confident and comfortable in a group setting as opposed to one-to-one. Due to time constraints and it not being part of the original ethics application form, focus groups were not facilitated. Although, it was an important learning for the researcher as it identified the importance of being flexable with research methods to ensure that the voices of all young people are heard. If the researcher had thought about this initially it would have been included in the original ethics application form.

This limitation has been highlighted in other research. According to Trell and Van Hoven (2010, p. 94):

> *"by using a variety of methods we provided an opportunity for young people with different interests and abilities to take part in the project" (Trell and Van Hoven, 2010, p. 94).*

This limitation arose after a number of interivews were carried out. Adapting methodology during the process was unattainable due to time constraints. However, it is an important consideration to make going forward for further research with young people.

2.11 Conclusion

This chapter identified that the research was underpinned by social constructivism, interpretivism, and ecological systems theory. The research was primary and qualitative in nature choosing walking interviews as the method of choice. An overview of walking interviews was provided in this chapter as well as the interview questions, how the data was analysed, ethical considerations and the research limitations. The next chapter will provide an overview of literature relevant to the research topic.

Chapter 3 Literature Review

3.1 Introduction

This chapter explores an overview of literature (national and international) relevant to this research. The headings presented in this chapter are key topics that run throughout the research. The chapter will review statistics, research and literature on Fairhill itself and other disadvantaged communities. It will define 'young people' and how they spend their free time. The chapter will draw on policy and literature to highlight the importance of youth participation. A media portrayal of Fairhill in the context of joyriding will also be explored as well as the concept of 'place-making' and what it entails.

3.2 Statistics and Fairhill as a Disadvantaged Community

A recent profile on Cork City was launched by Lord Mayor of Cork Mick Finn, which provides statistics in a geographical context (gathered from a 2016 study) on areas such as 'health' and 'social inclusion' (Cork Healthy Cities, 2018). The profile examines Cork City's electoral divisions (EDs) focusing on age profiles, family/household composition, education, housing, employment, social class, health, migration and ethnicity, transport etc. This is an updated profile following on from the 2011 study published in 2014.

All 3 electoral divisions that Fairhill is comprised of score low in employment, education, health etc. According to the 2018 profile (CSO as cited in Cork Healthy Cities, 2018, p. 116), Fairhill A and B was scored as one of the top five divisions of early school leavers in Cork City **(***Percentage of the Population Who Ceased Their Education Before Age 15'*) with Fairhill A scoring 15.1% and Fairhill B scoring 16.7%.

Farihill scores high in '*EDs with Lowest Proportions of Professional Workers'* (Fairhill B 0.4% 2006, 1.0% 2011, 0.9% 2016) and *'EDs with Highest Proportions of Unskilled Workers'* (Fairhill B 11.4% 2016; Fairhill A 10.9% 2006, 11.2% 2011, 9.8%) (CSO, 2018 cited in Cork Healthy Cities, 2018, p. 248-249). There is little difference in figures between the study conducted in 2006, 2011 and 2016. This highlights the need for change and development in all three electoral divisions that make up Fairhill. Fairhill A scored high (14.4%) in the percentage of adolescents within families in 2016 (CSO, 2018 cited in Cork Healthy Cities, 2018, p. 178).

Fair Hill scored significantly high in areas of 'youth dependency ratio and unemployment' (Cork Healthy Cities, 2018, p. 44-49). It also scored quite low in areas of education with the majority's highest qualification being primary school education or less (Cork Healthy Cities, 2018, p. 44-49). The area also scored high in 'households without a pc', 'households without internet access', 'bad health' and 'disability' (Cork Healthy Cities, 2018, p. 44-49).

RAPID is a government programme that's primary aim is to improve disadvantaged communities:

> *"Revitalising Areas through Planning, Investment and Development (RAPID) works with communities across Cork City focusing on areas designated as disadvantaged (Cork City Council, 2018).*

Fairhill is considered to be a disadvantaged community according to RAPID.

> *"The four RAPID areas are in Cork are:*
>
> - *Knocknaheeny/Hollyhill/Churchfield*
> - *Blackpool /The Glen/Mayfield*
> - *Fairhill/Gurranabraher/Farranree*
> - *Togher/Mahon/Ballyphehane" (Cork City Council, 2018).*

One of the community partners of this project (David O'Brien) is a RAPID coordinator for the 'Fairhill/Gurranabraher/Farranree' area. RAPID focuses their work on a number of key areas such as 'training and employment, education, development of facilities, facilitating and supporting youth networks' etc. (Cork City Council, 2018). RAPID has worked with communities to collectively develop on a number of areas as highlighted in the 'RAPID-Communities in Focus Information Booklet' e.g. the introduction of youth cafés in certain RAPID locations.

As highlighted in the Statistics and RAPID, Fairhill is an area that requires significant community development. The figures also illustrate that the youth population of Fairhill is affected by the term 'disadvantaged' that has been given to their community.

3.3 Research on Young People and Disadvantaged Communities

looking at research of a similar nature to the research carried out as part of this dissertation highlights the importance of listening to young people from communities that are deemed disadvantaged.

In the findings section of this dissertation (chapter 4 and 5) the meaning behind the label of being 'disadvantaged' will be explored from the perspective of the young people whotook part in this research.

A paper written by Van der Wal, Grace and Baird (2017 p. 256 – 267) entitled *"It Takes More Than 'Just Scratching the Surface': The Perspectives of Young People on Living in a Disadvantaged Community"* discusses a piece of research conducted with young people from a disadvantaged area in Australia. The paper acknowledged the lack of young people's perspectives from disadvantaged communities regarding social reform.

Van der Wal, Grace and Baird (2017 p. 256 – 267) claim that the majority of research conducted with young people from disadvantaged communities primarily focuses on the views of young people regarding issues such as 'unhealthy behaviours', 'neglected environments', sexual and reproductive health problems' and 'issues affecting mental health' with little focus given to the strengths and positive factors of such communities. Van der Wal, Grace and Baird (2017 p. 256 – 267) also make reference to the 'financial barriers' and lack of 'social, economic and educational opportunies' that these young people face by being classed as 'disadvantaged'.

There were a number of interesting findings from the research conducted by Van der Wal, Grace and Baird (2017 p. 256 – 267) that overlap with the findings from this research project.

'Youth spaces and activities' featured in the findings, whereby young people identified positive areas in their community as those that had free wifi and internet access, homework groups, and activities that were opportunisitic and creative. According to Van der Wal, Grace and Baird (2017 p. 259) "These activities often created opportunities for young people to express themselves in creative or artistic ways, and encouraged the development of local talent."

Participants commented on graffiti in the area and suggested that it was a way of expression and perhaps a result of boredom:

> *"Graffiti tagging out of boredom - 'It's [graffiti] a way for kids to express themselves, 'cause again it's a small town and there's not much to do . . . if they can't do that, what can they do? . . . I guess it could be out of boredom . . ." (Van der Wal, Grace and Baird (2017 p. 259).*

The findings stressed the need for more youth-targeted activities to reduce anti-social behaviour:

> *"Five participants argued for the importance of public investment in youth support services and community-wide activities...further investment would make their town a better place and reduce antisocial behaviours" (Van der Wal, Grace and Baird, 2017 p. 259).*

The paper also discussed how participants felt that there was a lack of respect for the community and 'widespread social disconnection'(Van der Wal, Grace and Baird, 2017 p. 259). This took shape in the form of " arson, littering and pollution, vandalism, and graffiti" (Van der Wal, Grace and Baird, 2017 p. 261). They also stressed concern about the the upcoming generation's exposure to crime and lack of respect for the surrounding environment. As well as this participants stressed concerns regarding the lack of attention given to young people's potential and the impact that financial barriers have on this. For example, those who were talented in sport being unable to pursue their abilities for such reasons.

Another interesting finding for Van der Wal, Grace and Bairds research (2017 p. 256 – 267) was 'the impact of stereotyping media constructions' whereby participants spoke about how their community was only ever negatively portrayed in the media. As well as this they felt that they were treated differently because of where they came from. Participants suggested a number of findings such as 'media campaigns' – to reduce stereotyping, 'more gathering places', 'youth-directed public health education campaigns' and 'clean ups' (Van der Wal, Grace and Baird, 2017 p. 264).

3.4 Young People and Youth Policy

The *'Better Outcomes Brighter Futures – The National Policy Framework for children and young people 2014- 2020'* document is one of Ireland's primary pieces of youth policy legisation, defining a young person as that under the age of 25 years old:

> *"A 'young person' is defined as any person under 25 years of age in line with the upper age threshold of the Youth Work Act 2001 and in line with the definition used by the United Nations." (dcya.gov.ie/. , 2019).*

This research has chosen to focus on 12-18 year olds (the teenage years). There are a number of reasons for this but primarily due to the time constraints that limit the researcher to a smaller more focused age bracket but also drawing from statisitcs that illustrates Fairhill having a high proportion of early school leavers.

In the document the government acknowledge the importance of youth participation:

> *"Promoting the participation of children and young people in decision-making involves taking their views and opinions seriously and acknowledging and responding to them appropriately" (dcya.gov.ie/. 2019, p. 31).*

The policy framework also stresses the importance of youth voices and participation in 'their local communities' as well as the provision of quality services to communities that are deemed to be disadvantaged.

3.5 Youth Participation

According to Ho *et al.* (2015)

> *"Youth participation refers to the active engagement and real influence of young people, not to their passive presence or token roles in adult agencies" (Ho et al., 2015).*

Youth Participation is a key underpinning of the research undertaken in this project. Youth participation is a right which is protected under the *European Convention on the Rights of the Child.* The *'National Strategy on Children and Young People's Participation in Decision-Making 2015-2020'* was introduced in 2015 to ensure that the voices of children and young people are heard. Ireland was one of the first countries to introduce a strategy that recognised the significant role of youth participation (Horgan et al., 2015).

The strategy draws from the *United Convention on the Rights of the Child* (Article 12) and the *EU Charter of Fundamental Rights* (Article 24), wherby youth participation and the voices of youth to

be heard is considered as a right (Unicef UK., 2019; European Commission - European Commission, 2019). The strategy sets out five key objectives with the first being of most relevance to this research:

> *"Objective 1: Children and young people will have a voice in decisions made in their local communities" (dcya.gov.ie/. 2019, p.13).*

The strategy highlights a number of participation models:

> *"The best-known models include Hart's Ladder of Participation, first developed by Sherry Arnstein in 1969; Treseder's Degrees of Participation; Shier's Pathways to Participation; Kirby et al's Model of Participation; and Lundy's Model of Participation" (dcya.gov.ie/. 2019 p. 20).*

However, Lundy's Model is the chosen model that underpins the strategy. This is comprised of four key elements:

- ***"SPACE:** Children must be given safe, inclusive opportunities to form and express their view*
- ***VOICE:** Children must be facilitated to express their view*
- ***AUDIENCE:** The view must be listened to.*
- ***INFLUENCE:** The view must be acted upon, as appropriate"*

(dcya.gov.ie/. 2019, p. 21).

A number of principles are also stated in the strategy with one principle recognising that effective youth participation is an on-going process:

> *"If participation is to be effective, meaningful and sustainable, it needs to be understood as a process and not a one-off event, and requires on-going commitment in terms of time and resources" (dcya.gov.ie/. 2019, p. 23).*

The Department of Children and Youth Affairs set up a number of 'participatory initiatives' to encourage youth participation. These included 'local youth councils' eg. Comhairle na nÓg, 'national youth parliament' (Dáil na nÓg), 'youth forums', 'participation support teams' etc. (dcya.gov.ie/. 2019). The Ombudsman for Children's website is another way in which young people can express their views eg. one section entitled 'have your say' that allows young people to comment on issues that affect them (Ombudsman for Children Office, 2019).

3.6 Benefits of Youth Participation

There are a variety of benefits to youth participation. It is a way of giving young people a voice by providing them with opportunities to express their views on matters and decision-making that affect them. It also provides a sense of empowerment and active citizenship both individually and collectively.

Kirby, Laws and Petit (2004) states that,

> *"Participating in research is a way of enabling young people to be actively involved in issues affecting their own and their peers' lives" (Kirby, Laws and Petit, 2004).*

There is a vast amount of literature that supports youth participation in community development and planning (Gaetz, 1992; Checkoway, 2003; Kirby, 2004; Checkoway 2011; Perri, 2007 etc.). Youth Participation can create a greater impact on change and development in the community:

> *"It can provide opportunities to contribute to their communities and services" (Kirby, Laws and Petit, 2004).*

Youth participation also benefits the wider community and service provision. Checkoway (1998 p.770) states:

> *"For community agencies, participation can provide a source of information, generate new ideas for service-delivery, and build support for implementation" (Checkoway, 1998 p.770).*

Checkoway and Richards-Schuster (2003, p.21-33) explores the roles that young people adopt in youth participation such as 'subjects', 'consultants, 'partners' and 'directors'. In this research, the youth are 'subjects' as research is being conducted to explore their needs. However, youth participation is a process, where perhaps youth begin as 'subjects' and develop into other roles through increased participation.

3.7 'Hanging Out' and Free Time

How young people spend their free time was an important question to consider in this research because gaining such an understanding provides information on the types of facilities and activities young people favour. As well as this, exploring how young people spend their free time or wish to spend their free time also gives an indication into what services are lacking in the area and also perhaps what services/facilities/activities could be introduced into the community to meet the needs of young people in a pro-social way.

Young people spend their leisure time in a number of ways. Literature suggests that they spend most of their time 'hanging out' in public/private spaces as well as engaging in sports and recreational activities (Forde et *al.,* 2017). The act of 'hanging out' has been perceived by numerous communities as an act of 'delinquency' and others feel that it is a "common social phenomenon" (Kievitsbosch et al., 2018 p. 123-139). Another significant feature of how young people spend their free time is on 'devices' (Ft.com., 2017). Therefore, spaces with wifi is attractive to young people. In areas that are deemed disadvantaged, young people have access to less services to spend their free time in. This and can often lead young people down a path of anti-social behaviour. Youth facilities (eg. youth cafés) have been introduced into areas to give young people spaces to engage in activities and to interact with their peers.

According to a piece of research conducted by Forde et al. (2017) entitled *'Children and Young People's Participation in the Community in Ireland: Experiences and Issues'* findings expressed that young people spend their leisure time in a variety of ways one of them including 'hanging out':

> *"Sport was one of the most popular activities, along with youth clubs and activities based in community centres, and "doing nothing" or "hanging out" with friends. Streets, civic and commercial areas, and indoor spaces like youth cafés or local youth/community facilities were where they tended to "hang around" (Forde et al., 2017, p. 8).*

Róiste and Dinneen (2005 cited in Forde et *al.,* 2017, p. 8) claim that the act of 'hanging out' is significant to youth and promotes socialisation.

According to Northern Ireland Youth Forum (2019) young people should be entitled to have a space in their community:

> *"…to hang out with friends in a safe, warm, dry place where they can have fun with friends; engage in youth work activities; take part in sport; access services etc" (Northern Ireland Youth Forum, 2019).*

Northern Ireland Youth Forum (2019) stated that:

> *"When we talk to young people about the most important issues for them we are repeatedly told that somewhere to go; something to do and someone to talk to are a priority" (Northern Ireland Youth Forum, 2019).*

It is often the case that adults fail to understand the true meaning behind the importance of hanging out or as they often see it 'wasting time' or 'doing nothing. In a study conducted by Forde et *al.* (2017, p. 9-10), the findings highlighted that young people are rarely consulted or often disregarded by adults about the provision of new facilities in their area:

> *"One group of participants spoke about how adults in their neighbourhood had turned a green area where they used to gather into allotments 'without telling anyone'" (Forde et al., 2017, p. 9-10).*

Youth participation can assist in the provision of quality spaces for young people to engage in recreation.

3.8 Youth Cafés

Youth cafés are spaces in which young people can use as a place to hang out with friends and engage in activities, although they differ from youth clubs/projects. According to Brady, Forkan and Moran (2018 p. 390-401):

> *"The significant growth in youth cafés in Ireland over recent years illustrates the obvious appeal this model has for young people. Although underpinned by youth work principles, the drop-in, less structured, dedicated youth-friendly space, with an à la carte approach to involvement in activities and programmes, differentiates youth cafés from the traditional youth club or project model of engagement" (Brady, Forkan and Moran, 2018 p. 390-401).*

A youth café is generally 'youth-led' and 'less structured' (Brady, Forkan and Moran, 2018 p. 390-401). It also provides a certain sense of choice and freedom to young people who can decide if they wish to attend and when. It's also considered a space that enables young people to 'be themselves' and 'connect with others' (Brady, Forkan and Moran, 2018 p. 390-401).

3.9 Recreation

When creating a youth facility or youth dedicated places within a community, the aim is to create a place of safety where positive activity and healthy behaviours flourish and where risk-taking behaviours are diminished. According to the *'National Recreation Policy for Young People'* the Office of the Minister for Children stated in the policy that:

> "*What young people do in their free time is a very important part of growing up. Adolescence is a formative transitional period from childhood to adulthood, a time when young people form their identity and undergo major adjustments to changes within themselves and in society as altered expectations are placed on them. How young people spend their free time has a major impact on their development, socialisation and future life" (Dcya, 2017).*

The World Health Organisation (as cited in Dcya, 2017) expressed the benefits of sport and recreation amongst young people stating that it enables: *"self-expression, feelings of autonomy and achievement."*

The World Health Organisation (as cited in Dcya, 2017) believe that:

> *"These positive effects can also help to counteract risks and harm caused by demanding, competitive, stressful and sedentary lifestyles. Involvement in activities such as sport, arts, music and hobbies can foster the adoption of other healthy behaviour, including the avoidance of tobacco, alcohol, drugs and aggression" (Dcya, 2017).*

Therefore, it is important that young people have exposure to a positive environment and pro-social activities.

3.10 Joyriding and Media Portrayal of Fairhill

It is widely known that joyriding has been an issue in the North side of Cork City for decades. Dating back to Spike Island Prison where joyriders of the past were detained, the issue of joyriding is still present in communities in North Cork. In the late nineties, these actions led to the deaths of an eleven year old boy (Christopher O'Flynn), and two seventeen year old boys (Trevor O'Connell and Stephen Kirby). The tragic deaths of three young lives has not put an end to this behaviour.

There has been a lot of controversy regarding videos posted on social media platforms in recent years (with the last video being posted approximately 8 months ago) of a group of joyriders in North Cork who call themselves 'The Farranree Joyriders'. The group steal cars/motorbikes, drive

them around the area at dangerous speeds and set fire to the vechicles once they are finished. Headlines featured include:

> *"Joyrider pleads guilty to double manslaughter"* (Independent.ie, 2019).
>
> *"Protest over car deaths halts Cork"* (The Irish Times, 2019).
>
> *"Gardaí in Cork make three arrests in Operation Joyrider"* (Irishexaminer.com, 2019).
>
> *"Cork chaos reaches worrying levels"* (Cork Independent, 2019).

It is evident in the videos posted online that there are youth involved in these joyriding gangs. Parts of Fairhill have been featured in the videos as spots where joyriding occurs. While it is not all young people of course who engage in joyriding, the issue is concerning and raises questions around the needs of this cohort of young people. How can Fairhill as a community veer youth away from such behaviour?

3. 11 Placemaking

When exploring the needs of the community, 'placemaking' is a concept that merits interest. Placemaking involves creating spaces and/or reinventing spaces for community members to utilise and feel welcome in.

What is 'Placemaking'

According to (Pps.org, 2019)

> *"Placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. Strengthening the connection between people and the places they share, placemaking refers to a collaborative process by which we can shape our public realm in order to maximize shared value. More than just promoting better urban design, placemaking facilitates creative patterns of use, paying particular attention to the physical, cultural, and social identities that define a place and support its ongoing evolution"* (Pps.org, 2019).

Placemaking is a collaborative community development method that creates positive change in a community through improving/introducing spaces and facilities. It is a tool used to "reimagine everyday spaces" and to create "quality public services" (Placemakingchicago.com, 2019).

Placemakingchicago.com (2019).states that:

> *"Placemaking shows people just how powerful their collective vision can be"* (Placemakingchicago.com, 2019).

Place-making draws on youth participation where the community is seen as the expert:

> *"It involves looking at, listening to, and asking questions of the people who live, work and play in a particular space, to discover needs and aspirations"* (Placemakingchicago.com, 2019).

Placemakingchicago.com (2019 p.14). states that:

> *"In any community there are people who can provide historical perspective, valuable insights into how the area functions, and an understanding of critical issues"* (Placemakingchicago.com, 2019 p.14).

3.12 Steps to placemaking

Placemakingchicago.com (2019) provide a step-by-step guide on how placemaking is carried out:

> *"The goal of this step-by-step guide is to teach Placemaking participants how to:*
>
> - *Define the basic elements that create a successful place.*
> - *Understand the role that successful community places play in neighborhood revitalization.*
> - *Recognize a successful place.*
> - *Learn to analyze a specific site.*
> - *Facilitate groups of local community leaders, residents and designers to work together on improving public spaces.*
> - *Develop a plan of immediate, short-term, and long-term actions to improve a site.*
> - *Approach place-related issues or problems differently in the future." (Placemakingchicago.com, 2019).*

This concept influenced the interview questions and architectural exercise around the need for a youth facility in Fairhill.

3.13 Conclusion

The literature and research outlined in this chapter highlights general needs for youth in disadvantaged communities. The importance of youth participation in community development and decision-making is outlined. How young people spend their free time is referred to as well as the benefits of youth cafés in giving young people a space to spend their free time. The issue of joyriding in Fairhill is highlighted through media articles. The concept of placemaking is also introduced as a tool to assist in community development.

Chapter 4 – Data Analysis and Findings

4.1 Introduction

This chapter will discuss the findings that emerged from conducting such methods as outlined in Chapter 2. The themes that emerged are listed in the table below. The themes mentioned were constructed from discussions that were common amongst all participants and topics that were most relevant to the research aims and objectives. The themes were divided under two parts which separates the aims of the research (refer to Chapter 1 - 1.4) in two:

1. a general overview of the issues and needs of young people in Fairhill
2. to assess whether a youth facility is required in Fairhill

	Number	Theme
Part 1	1	Where and how young people spend their free time
	2	Anti-social behaviour and juvenile crime
	3	Illegal dumping and Fires
	4	Youth Participation
Part 2	5	Facilities and the needs of young people in Fairhill

4.2 Location

The walking interviews were conducted primarily in Fairhill C (*see Chapter 1 – Fairhill in a geographical context*) but participants also ventured to Faranferris B (Healthy Cities, 2018, p. 52) and out towards the county bounds. Participants also made reference to other parts of Fairhill where they hang out or certain services/facilities they and their friends use.

4.3 Describing Fairhill

To begin the interviews, participants were asked to give a general overview of Fairhill (*Q1. Tell me about Fairhill*). The Fairfield was featured in 2 of the initial descriptions. Words used to describe Fairhill were 'big', 'rough', 'cold', 'spacious', 'safe', 'nice' and 'noisy'. Participants also described it as a place where there are a lack of things to do for young people and a place where a lot of people can practice sport/exercise. Below are quotes taken from the participants at the initial stage of the walking interview where they described Farihill:

"Besides the community house there's nothing at all to do. Like, we have the Fairfield that's just a pitch…" – Participant 1.

"It's a big enough area like…there's not enough to do. Like eh.. it's a rough enough area as well." – Participant 2.

"It's very cold and it's very spacious and you have the Fairfield" – Participant 3.

"It's a very safe place but eh… theres not much there to do…" – Participant 4.

"Eh fairhill is a nice area. There's a lot of people around here and a lot of places for people to go and do exercise…a lot of people plays hurling around here" – Participant 5.

"It's not rough but like it can be like…dya know… noisy sometimes…like…just with motorbikes in the Fairfield" – Participant 6.

The quotes above appears to depict Fairhill as an area that is sparse in Facilities catering for young people. It's a location that is exposed and lacks shelter from wind and rain. This can be quite significant as it can influence where young people go. While there are a number of facilities in and aound Fairhill, young people felt that these (such as Na Piarsaighs Hurling and Football club) only catered for a small number of young people (those only interested in sport for example). Participants also made reference to noise caused by joyriders and and young people racing around on scrambler bikes in the area.

Part 1

4.4 Theme 1 - Where and How Young People Spend their free time

It emerged from the findings that the majority of young people 'hang out' together in particular locations both in Fairhill and outside of their community.

The table 4.1 below illustrates where young people from Fairhill hang out:

Where Young People from Fairhill 'Hang Out'	
In Fairhill	• Fairfield

	• Terraces • Fields • Walls/ benches • 2 Community Houses **-** *Bridevalley Park/Fairfield Meadows* • *Own houses and gardens* • *Saint Johns Well (park with little basketball court)* • *Abandoned building sites/private property eg. Nashes Boreen* • *Outside Fairfield Stores (local shop)* • *Sports Facilities/clubs - Na Piarsaighs - Soccer, Hurling etc.*
Faranree but classified as Fairhill B in Healthy Cities 2018 – Cork City, Profile and participants would consider that to be part of their community	• Farranree Park *(Farranferris Glen)* • *Farranree Church* • *Lidl*
Outside of Fairhill	• *Blackpool - shopping, cinema, gaming club, Shooters snooker hall, 'The Planet'* • *Cork City Centre* • *Sports Facilities/clubs outside of Fairhill - leisureworld, castleview, Taekwondo, swimming etc.* • *Farranree* • *Gurranabraher* • *Churchfield* • *Knocknaheeney*

When talking to the participants about why they chose to hang out in certain places, many of the reasons were because they felt a sense of belonging, a dual purpose, or weather was often a factor. For example, participants said that young people tend to hang out at a speciafic abandoned building site in Fairhill as there is an element of privacy there as well as shelter in nearby trees. Some participants spent their free time outside the Fairfield Stores (local shop) to buy something at the shop but also for the social aspect outside after purchasing something. Others stayed inside because of the weather or to play video games and some ventured to neighbouring areas such as Blackpool as there was more for young people to do there (snooker, cinema, shopping etc.). However, participants stressed how they would rather if they could hang out more in their area such as having a place to call their own and youth centred activities that they could engage in. One of the reasons for this was because they didn't want to walk to far if it was raining but also, parents would be more likely to

allow them to hang out with their friends if it was nearby and so they would be less restricted to staying at home in the evenings.

The Figure 4.2 below illustrates how young people spend their free time:



In each interview all young people stressed the lack of things to do for young people in Fairhill. As a result, this leads to young people going out of their area to access services/facilities/activities. Participants claimed that young people who are hanging around and have nothing to do are more likely to become involved in anti-social behaviour and crime:

> *"Cuz there isnt a lot for young people to do around here so people have to find other ways of…how would I say like?...entertaining themselves" – Participant 2.*

(Particiapnt 2 is referring to antisocial behaviour, such as illegal driving stolen motorbikes and illegal drug taking, when he says "entertaining themselves"). This echoes the findings from Van der Wal, Grace and Bairds' (2017) research highlighted in Chapter 3. Participants suggested that if young people had a place for them to go, there would be less anti-social behaviour and young people wouldn't be hanging out in prohibited places. All participants stressed the importance of community development for young people in Fairhill.

4.5 Theme 2 - Anti-Social Behaviour and Juvenile Crime

This theme was prevalent across all six interviews. Young people discussed how joyriding and stealing motorbikes is a common occurrence in Fairhill. Participants felt that this type of behaviour was as a result of young people having a lack of things to do in their area.

One Participant stated that this type of behaviour has given Fairhill a bad reputation and eluded to joyriding being as a result of boredom:

> *"…bad enough name as well… like eh .. some of the most notorious people come from Fairhill (laughing)… around this area…Like … there's a young man whose been in an out of prison for robbing cars and bikes and its just rampid……Like eh…I say youre lucky enough not to see a robbed bike (laughing) going up and down the road there (by Fairfield).. like eh…they start like…they could go anywhere dya know what I mean? But eh…they could come from Glanmire and take the bike from up there and go flying down the hill (by Blackstone Bridge)…but eh…that's something for them to do" – Participant 2.*

Participants advised that it is mostly around the Fairfield and by the Blackstone Bridge where the joyriding and burning of vehicles occurs. During the interviews, participants were able to show the researcher a burnt out car, areas that were vandalised as a result of joyriding (tyre marks) and motorbikes that were set on fire against infrastructure.

> *"the main road that goes straight down towards the blackstone bridge is always used for robbed bikes and stuff, the Fairfield itself is destoryed all the time…..eh with bikes like eh…all tyre tracks everywhere" – Participant 2.*

Participans suggest that areas within Fairhil appear to be used as a racing track by the joyriders.

> *"there was people robbing cars now and that and theys were actually burning the cars and bikes in the Fairfield.. in the pitch basically…like that you can see on the bars there where people were burning (fiarfield) cars up against it…then they're doing*

> *donuts, they're mangling the walk way and then people are coming out full of muck" – Participant 5.*

One participant claimed that there were people as young as twelve involved in stealing motorbikes:

> *"…I know a good few young fellas now about 12-13 years of age starting to rob bikes… yeah…it's kind of become a thing.. like a lot of people just don't know what to do with their spare time so you've nowhere to go you've nothing to do so you have to find other ways of entertaining yourself so…" – Participant 2*

Participant 2 suggests that there is a strong correlation between boredom and robbing motorbikes at a young age in Fairhill.

The same participant also stressed that the young people engaging in joyriding are still in school:

> *"A lot of these people have full educations…like theyre still in school…" – Participant 2*

Another participant said that there were a number of joyriding groups around North Cork, one group, which called themselves the 'Farranree Joyriders'.

> *"(joyriding) it was all around Faranree and Fairhill kinda thing but then also it was up in knocknaheeney. They were doing it in both, dya get me? Like they had different gangs doing it in different places. Like this place then (Fairhill and Farranree) was called the Faranree Joyriders"– Participant 5.*

This group was written about in Newspaper articles (Irishexaminer.com, 2019) as mentioned in chapter 3. Fairhill and Joyrding posess a strong association in the media portraying the community in a very negative light which is clearly highlighted by participants' voices as quoted.

Particpant 2 felt that the young people's abilities were not being harnessed and so as a result they can often enter into a life of crime:

> *"it's a disgrace to see how little they're cared for cuz they have such good talent from such a young age. Like they're working on bikes since they're like 6 or 7 and they have nothing else to do with that and when they grow up then they're either in and out of prison cuz they have nothing else to do" – Participant 2.*

A Strong statement is made by participant 2 here. Which highlights the need for pro-social opportunities for young people as a form of preventative work early on.

The issues of underage drinking, smoking and drug misuse were also featured in all interviews. It was also connected to joyriding, whereby young people would go joyriding having consumed alcohol. Participants felt that as a result of young people not having things to do in their community they can pick up 'bad habits':

> *"…A lot of young people picking up some bad habits…That's what happened to me…like eh…I got bored one day and I decided to start smoking. Nobody ever pressured me into it, eh I was just walking through the Fairfield and I started smoking one day so that was my bad habit I picked up over being bored." – Participant 2.*

One participant said that young people, who are underage, drink in fields around the area as a result of having nothing to do:

> *"Eh there's a lot of people drinking at a young age. I started about 13/14" – Participant 4.*

Several participants' felt that substance misuse was also an issue around the area and stated that people as young as 12 taking illegal substances:

> *"There is a bad drugs problem in the North side as well and I don't want young people starting at a young age, fierce young, about 12/13 as well, I don't want them getting hooked on drugs so… The place is rampid with drugs like there's nowhere for them to go so that's another extremely bad habit that people get into like eh…I've seen young fellas now, no word of a lie, on cocaine…like it's, it's just not something you want to see" – Participant 2.*

One participant stressed their concern for young children coming into contact with needles left around building sites after people injecting themselves:

> *"There must have been people doing drugs and that down there (abandoned building site near Fairfield Meadows and Nashes Boreen) because there was stuff found down there like needles now and a lot of the small children .. like from fairfield meadows, a lot of the small children can come up in there" – Participant 5.*

In Van der Wal, Grace and Baird's (2017) research, the findings also illustrated concerns for the younger generations exposure to anti-social behaviour.

4.6 Theme 4 - Illegal dumping and Fires

During the walking interviews, participants took the researcher to several locations where rubbish was illegally dumped and set on fire. The fires were also linked to joyriding whereby motorbikes/cars were stolen and burnt. Plastic wheelie bins were melted into the concrete walkway surrounding the Fairfield. Next to the Fairfield there is a wall and gates leading to houses. People bring their rubbish through the gates and burn it on the grass.

Participant 1 describes the Fairfield after a fire caused by joyriders:

> *"Dya know the green gates down there (next to Fairfield) eh …the entire grass area there was black completely for the entire summer an you could smell the ash coming off it all of the time" – Participant 1.*

Paticipant 3 discusses fires linked to joyriding in the area:

> *"Once I heard this big loud bang and the next day I was walking to the shop and then I came to figure out, where that bar is bent there (fence around Fairfield) was a car, like a full car all burnt" - Participant 3.*

Paticipant 3 also indicates the seriousness of such fires:

> *"Against that wall actually there was a fire and it caught the house on fire" - Participant 3.*

Another participant claimed that this behaviour has been going on for years and that it appears to be somewhat of an intergenerational issue:

> *"Yeah all that has been burnt over years of bikes being burnt out there cars being burnt out there. It's never been quiet around here…Like even when my parents were growing up it was still the same. It's never been changed because there's never been force of change…" – Participant 2.*

Participants advised the researcher that it is primarily young people and children who are starting the fires in their eyes:

> *"Probably because they try to look cool in front of their friends and they try and show off like…it would be 15-16 year olds" – Participant 6.*

> *"It's not like actual adults doing it, it's.. like, I caught loads of people around 6 or 7 years old doing it – Participant 1*

One participant discussed how a building site in Fairhill, that went bankrupt during the recession, is now essentially being used as a dump. It is a place where a lot of young people also engage in anti-social and illegal activity.

> *"So the building site, they were building houses there but they'd them half built and then they knocked um again and it's just a building site now. You can see now where they had the fires now and there's a lot of rubbish thrown in there …people weren't paying for their bins or nothing like and that's causing the likes of rats and things around the place and mice. Even when the houses were there they were going into the houses and like that, they were lighting the inside of the houses on fire. That's why they knocked them because there were a lot of people hanging around in there. It's a big area but like that if you walk in there it's not level or nothing so it's actually dangerous for people to walk as well and if you walk down there you don't know what's going to come out in front of you, then again you could fall and you could fall up on top of something that could stick into ya…like that, if they (children) fell in there sure you duno what disease you could pick up in there over all the rubbish" - Participant 5.*

Participant 5 also discussed another abandoned space that is also being used for similar purposes. They also expressed concern for animals that are essentially living on a dumping site.

> *"They have bins but they just don't use um they basically don't pay for them they throw rubbish out over their back walls. There's no need for it and guess what they do then, they goes in and burns it… other times they would…like see that big hump there look in the middle…that's all rubbish…like just grass growing over it. Like, they cleared all that before, they dug a big hole, they shoved all the rubbish down there and that's the way it was so now…they're gonna do the same thing again with what's in there like… some fella built a small stable over for the horse. Then again like, it's grand for that but it's too dirty for animals to be in there anyway. Dya get me? It's still too dangerous. If they fall there or anything they could break one of their legs or things like that" – Participant 5.*

Despite other areas of Fairhill being populated with rubbish, one Participant said that young people rarely litter outside Fairfield Stores. The reason given for this was that the young people have a good relationship with the shop owner so they respect his property and take their rubbish inside to the bin in the shop:

> *"So we respect him like…He has a bin in his store and we don't throw stuff to the floor like we just bring it straight into his bin" – Participant 2.*

Van der Wal, Grace and Bairds' (2017) research also highlighted the lack of respect for the environment and concerns regarding upcoming generations exposure to this, continuing a vicious cycle.

4.7 Theme 5 - Youth Participation

All participants claimed that young people's involvement in community decision-making was crucial to meet the needs of the youth population in Fairhill and for facilities to be used.

> *"Young people then they know what they're into they want they know what they like they know where they want to be." – Participant 2.*

> *"They're the ones that are gonna be using it and I think like they need to have a choice as well to get their point across and what they think and if they'd use it [introducing facilities into their area] cuz if something goes in there that they don't really like, they mightn't use it and so if they like something and… they will use it like" - Participant 6.*

Participant 2 and 6 clerly indicate that young people are articulate and posess the ability to express their valid views and opinions if provided the opportunity to do so.

The majority of participants felt that it should not only be adults making decisions regarding facilities/services/activities/spaces for young people:

> "*It's pointless having older men in suits doing the job when they don't know what the young people need …cuz if they're to do it, they're gonna get something wrong and we're gonna be like .. we don't want that and it's not gonna be used, it's gonna be left … abandoned. So get the word of young people get their advice, talk to them dya know what I mean otherwise youre not doing it right*" – *Participant 2.*

Participant 2 refers to adults making decisions on behalf of young people without necessarily consulting them which he eludes to being an ineffective way of creating change.

> *"Because the older people would probably only build like what they'd like to do…but eh the young people would still be the same they wouldn't really have much to do so they'd have to go out into other areas, go further to do stuff" - Participant 4.*

Particiapnts 2 and 4 felt that adults had not consulted young people in the past and said that certain adults have a presumptious understanding of what young people need/want.

The resistence of a "passive presence" of youth next to adults is highlighted in (Ho, Clarke and Dougherty, 2015) definition of youth participation (chapter 3). Young people felt that their voice was important but stated that to their knowledge young people have never been consulted about community development in their area in the past e.g. outdoor gym in Fairfield. Similar to that of

Van der Wal, Grace and Bairds' (2017) research findings where a meaningful green space where young people 'hung out' was re-purposed without consultation of young people.

Participants felt that this lack of consultation was wrong and that for anything to be implemented sucessfully in the area or to make a positive difference to the lives of young people, then young people should without a doubt be consulted in the decision-making process.

Part 2

4.8 Theme 6 -Facilities and Needs of Young People in Fairhill

Towards the end of the interview young people were asked if there were to put services/activites/facilites in Fairhill what would they be? where would they put them? and why?

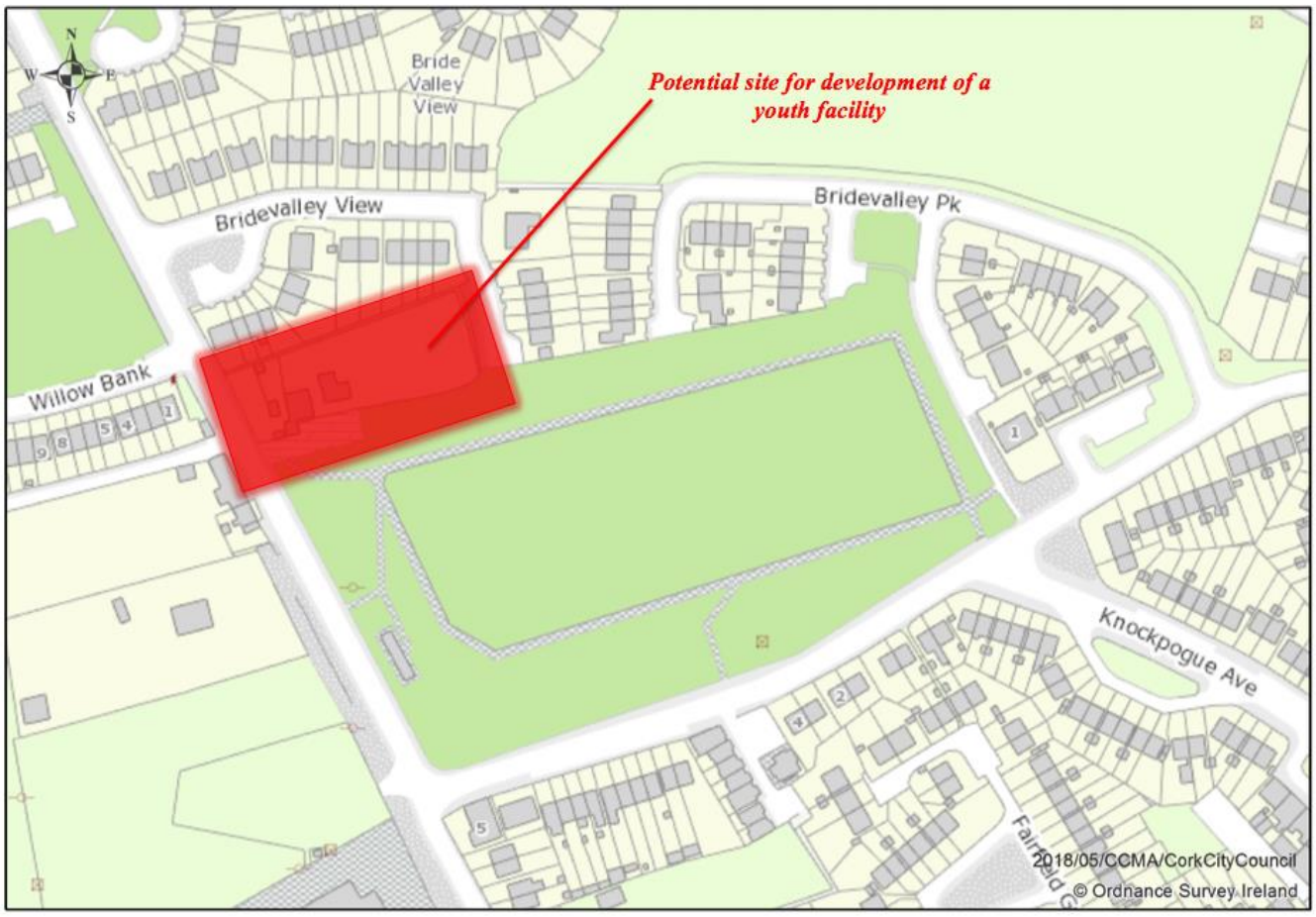
All participants highlighted the need for some sort of a building/shelter/space to call their own where they could hang out and where they could spend their free-time but also a place that could harness their potential. They felt that this would contribute to meeting young people's needs, give them something to do, a place to go and steer them away from getting involved in anti-social behaviour. This echoes what the Northern Ireland Youth Forum. (2019) stated regarding young people's needs regarding spaces:

> *"When we talk to young people about the most important issues for them we are repeatedly told that somewhere to go; something to do and someone to talk to are a priority" (Northern Ireland Youth Forum, 2018).*

After giving young people the opportunity to identify spaces and places for commmunity development, participants were brought to a potential site (see figure 4.3) for community development that is being looked at currently by the research partners. Participants were asked what they thought of this space, it's suitability and how they would utilise it if they were the Architects. Six tables were drawn up to illustrate what each young person suggested (see appendices).

Locations chosen to place a youth faciltiy were:

- Next to the Fairfield/ potential site for development (see figure 4.3)
- As close as possible to Fairfield Stores
- Abandoned building sites/buildings around Fairhill
- Within Farranree Park
- On the Fairfield where the pitches are currently



All participants identified this site (see figure 4.3) as a place for development prior to the question. This highlighted its suitability.

The image below (figure 4.4) illustrates the routes taken by all 6 participants, which have been placed collectively on the map. All interviews overlap at the Fairfield. This illustrates that the Fairfield is essentially the heart of the community. Therefore, it would be an appropriate place for a youth facility to be located.



All participants agreed that the potential site would be an appropriate place to put a facility for young people for a number of reasons:

Firstly, it is next to Fairfield ehich is a large pitch that could be used for outdoor sports activiites for young people:

> *"Having a big field right next to…say like a community house, is actually…it's handy like" – Participant 1.*

Other participants felt that it would be beneficial to utilise the space as it would minimise illegal dumping on that site if a building were put in place there:

> *"It would be really good to use the space as well because it's just there not being used and some people actually burn things in there as well so it would be good to fill it up … just to make use of the space" – Participant 3.*

It is also a place that is accessable to the public and in a good location:

> *"I think its kinda the middle of everywhere like to be honest with ya like that its wide open for people like people passing they can see so it's a good place for things like" – Participant 5.*

However, some felt that it wasn't big enough for everything suggested. Although, they recommended other spaces around Fairhill which could be used in addition, so that everything that they felt was required in the area could be facilitated eg. motorcycle workshops in a garage type setting:

> *"Well I don't think that this location would be big enough really to facilitate everything but even if you were to find like an old building that has shutter doors like a garage you could use that then as another location that would be connected or linked with this location…where you'd have other instuctors to coordinate the reconstruction or the development of a bike … to teach you those skills" – Participant 2.*

Participants suggested a number of solutions to address the issues mentioned above. These will be discussed further in the next chapter, as the findings of the walking interviews were also recommendations posed by the young people.

4.9 Conclusion

It is evident from the findings that young people in Fairhill have a variety of needs and issues that affect them and the wider community. The young people acted as architects of their own service by exploring how the potential site could be used. By conducting walking interviews, the researcher was able to obtain some of the voices, views and needs of young people from Fairhill.

Chapter 5 Conclusions and Recommendations

5.1 Introduction

This Chapter discusses conclusions and recommendations that arose having carried out this research. Participants also made a number of recommendations, which were part of the findings. However, their suggestions have been kept for this chapter. Seeing as the objective of the research was to obtain the voices/views and opinions of young people in Fairhill, it is important that their words are a key part of this section.

5.2 Conclusions

The table below illustrates 6 conclusions drawn from the findings:

Conclusions	
1	There are a lack of things to do for young people in Fairhill
2	Young people spend most of their free time 'hanging out', playing sports or going outside of their community
3	There is an issue with joyriding and anti-social behaviour in the area
4	There is an issue with illegal dumping and fires in the area
5	Young People need a youth facility, a place to go and things to do in their free time
6	Youth Participation is important for effective change

These provided answers to the initial research questions (refer to chapter 1).

- ***What facilities are available for young people in Fairhill?***

It was established that there are not a lot of facilities available to young people in Fairhill and those that are available are mostly tailored towards people who have an interest in sport.

- ***Do young people use these facilities in their area and why/why not?***

Facilities that young people primarily use are outside of their community but those, which are in use in their community, are Na Piarsaighs Hurling and Football Club and Farranree Park. Young people acknowledged that while there are two community houses in Fairhill, they are too small and felt that they cater more for adults and children. Participants claimed that the outdoor gym is not used a lot by young people and that the Fairfield is not used regularly either due to joyriding on the pitch and that it becomes waterlogged regularly.

- ***What sort of activities/socialisation do young people in Fairhill engage in?***

Young people spend most of their time 'hanging out', playing sports or going outside of their community to spend their free time (refer to Table 4.1 and Figure 4.2 – Chapter 4). Participants claimed that a lack of things to do leads to boredom and involvement in anti-social behaviour.

- ***What are the needs of young people in disadvantaged areas such as Fairhill?***

Young People identified that they need a youth facility, a place to go and things to do in their free time that is within their community. Young people discussed issues that affect them and their community such as joyriding, anti-social behaviour, illegal dumping and fires. They felt that these were issues that needed to be addressed.

- ***How can disadvantaged communities such as Fairhill develop their spaces and places to meet the needs of young people?***

Participants stressed the importance of youth participation for effective service provision and to meet needs and tackle issues that affect them. They also spoke about the label of being 'disadvantaged' and how Fairhill needs to move away from it by creating change. Young people posed a number of recommendations in order to develop places and spaces around their community, which will be discussed further in the recommendations section of this chapter.

- ***Is building a youth facility/club/café the answer?***

As part of the research, the community partners wanted to find out if a youth facility was needed in the area. Young people identified that a youth facility and further community development is required as a way of tackling the issues mentioned in the findings (chapter 4). Recommendations as regards what the facility should offer will be discussed later on in this chapter.

5.3 Recommendations

Recommendations	
1	A youth facility and further community development is required
2	Increase youth participation in Fairhill
3	Tackle the issue of joyriding and anti-social behaviour – yp recommendations
4	Tackle the issue of illegal dumping and fires – tidy ups, education
5	Fairhill needs to move beyond the label of being 'disadvantaged'

5.4 Recommendation 1 - A youth facility and further community development is required

The significance of young people's involvement in community development was highlighted during the architectural exercise. Young people need to be involved in the design process and decision-making of futures facilities so that they will be used and tailored to their needs. This is emphasised in the '*National Strategy on Children and Young People's Participation in Decision-Making 2015-2020*' (Dcya.gov.ie, 2019). Further discussions with young people are required to insure that a facility caters for all young people and their needs. Developers should consider all

suggestions made by young people. Participants' recommendations regarding a youth facility are displayed in tables 1-6 in the appendices.

The majority of participants felt that the building should hold a large number of people and that it should facilitate a variety of group activities such as gaming groups, art groups, motorcycle groups soccer and basketball groups etc.

Mechanic workshops were seen as a more pro-social way of providing things to do for youth joyriders. Motorcycle workshops are not unfamiliar to the North Side. A piece of research (Leahy, 2017) entitled *'Grease, Petrol, Biscuits and Bikes'* was conducted in Knocknaheeney with high risk early school leavers engaging them in motorcycle repair workshops as a way of retaining them in school.

Another common suggestion was an outdoor courtyard/social common area/lounge area. All suggestions were moulded by how young people could socialise with peers, spend their free time and have a place where they could hang out. They identified simple needs such as benches/bean bags, wifi, tv, game consoles and free tea and coffee. Snooker and pool tables were a must as all participants expressed their fondness toward the Planet and Shooters Snooker Hall in Blackpool. They wanted something simliar but closer particularly for rainy days.

The facility would be one that was modern, enticing, welcoming and a place that belonged to the young people. Graffiti was another important feature of the facility whereby a wall would be allocated as a graffiti wall for young people to express themselves and develop their art skills.

Young people felt that other development was needed in Farihill. One development concerned safety in the area. Participants identifed the need for appropriate lighting around the Fairfield at night as they deemed it unsafe. Participants also suggested CCTV as a way of detering people from littering and vandalising areas around Fairhill.

Other developments consisted of water machines and portable toilets in Farranree Park so that young people would not have to walk all the way home to go to the bathroom. As participants spoke about the issue of littering around Fairhill, they emphasised the need for more public bins given that there is only one in the area (next to the Fairfield). Clean ups were also suggested as a way of addressing such issues. Perhaps something along the lines of 'Tidy Towns' could be introduced into the area as a form of collective action against littering. Participants also suggested building walls and fences around certain locations such as better fencing around the Fairfield to protect the pitches against joyriders who can easily slide a motorbike under the current barriers.

5.5 Recommendation 2 - Increase youth participation in Fairhill

Young people's voices need to be heard. The young people made very vaild points in the research. They are the experts of their lives and should contibute to community development and decision-making. Participants suggested a number of ways in which youth participation should be encouraged and how the community should go about it:

- Have a representative from Cork City Council talk to young people in order to hear their views.

- Support group for young people to express their voices.
- Approach schools in the local area and give them a space to voice their opinions and views (*"They'd be the most wide spread area of different age groups…like cuz you're starting at what?…like 12/13 in first year and…like you could talk through their needs and move up then, they'll all have like similar or fairly close views like"- Participant 2*).
- Focus groups with young people. Participants felt that in a group they could bounce ideas off each other and some people would feel more confident in groups. However, participants advised to keep the group small in order to control and manage voices and interactions.

Further research is also advisable to gain the voices/views of young people as opposed to adults making decisions for young people:

> *"As a young person myself like a lot of people I know have cerain needs and wants but it cant be facilitated by an adult who doesn't feel the same way we do…I'm talking today about what I think would be beneficial but I'm only one person. You'd need the input of other people…but the young people really do need to make decisions in our local area and otherwise it's pointless for construction projects to be done for…if they don't cater for our needs…like if youre building a library .. we're not gonna use a library…It's useless to us…like if you're building a new park it's still useless to us cuz we still trek over to Farranree Park…we don't need it like but what we do need is somewhere for us to be and many young people would get involved in that like" – Participant 2.*

One young person was involved in community decision-making with the People's Participation Network (PPN). This participant stated that PPN was more adult orientated but that a youth group of a similar format would be a positive asset to Fairhill as well as multiple age groups working together:

> *"It's (PPN) more adult orientated then anything like eh … even if you were to have an off-branch for younger people it would still benefit cuz if you had our word and then the adult's words and then you joined them together and you see what really needed cuz then you can see in total a bigger picture because you getting in multiple generations then vary from 20 odd up to 70s and 80s and then the younger generation then would be from 12 to 18 or even like most 20. Dya know what I mean? So then there's the word of mouth being passed on from all generations" - Participant 2.*

Young people suggested that youth involvement and decision-making should be done in collaboration with adults and other members of the community so that multiple groups are working collectively to better the community as a whole. Some participants felt that it would not be advisable to solely have young people making community decisions as they felt that this power

could potentially be misused. However, they felt that in order to better the lives of young people in Fairhill, it was significant to provide them with a space where they can voice their opinions. This reiterates components of Lundy's model of participation: "Children must be given safe, inclusive opportunities to form and express their view" (Dcya.gov.ie, 2019).

5.6 Recommendation 3 - Tackle the issue of joyriding and anti-social behaviour

Participants suggested a number of ways in which Fairhill could tackle the issue of joyriding:

- Fence off the Fairfield to prevent cars and bikes entering and ruining the pitch.
- Cameras around the fairfield.
- Garda Station and Fire Station in the area.
- More enforecement of rules and consequences.
- Signs (similar to that of Road Safety Authority Drink Drinking adverts but targeted to joyriders).
- Motorcycle/mechanic workshops.
- More facilities and activities for young people.
- Gain the understanding of the people who engage in joyriding and assess what their needs are by talking to them. Also through talking to them, try and convince them to stop.

Another participant elluded that the young people who are involved in stealing bikes have huge potential and that this potenital should be harnessed through mechanic workshops:

> *"or even eh mechanic workshops around here. There is nothnig like for young people to do. Like I know a lot of young fellas who rob the bikes and stuff…the only reason they do is cuz they know how a bike works dya know what I mean? Like theyre extrememely interested in vechicles like all of them have their own personal bikes whether they be like 12/13, they still own a bike so like all these young fellas are extremely interested in how all these bikes work…so if they're given a way to harness that and put it to good use theyd be flying, they'd be kept out of trouble. They'd know how to work a bike. They'd know how to fix it and they could progress from there like" – Participant 2*

Motorcycle workshops are not unfamiliar to the North Side. A piece of research (Leahy, 2017) entitled *'Grease, Petrol, Biscuits and Bikes'* was conducted in Knocknaheeney with high risk early school leavers engaging them in motorcycle repair workshops as a way of retaining them in school. Perhaps similar workshops could be introduced into Fairhill to assist youth people in making better use of their free time while also harnessing their potential by providing them with an array of skills. Therefore, young people need to be given opportunities and ways of putting their talents to use in a pro-social way.

Some participants felt that it would be difficult to stop young people from joyriding. Bowcott (1997) discusses how in the nineties, joyriders were brought on numerous outings such as taken to a go-karting track in Belfast once a month as an alternative to joyriding. Perhaps one solution is to create a safer space where young people can engage in similar behaviour such as a dirt track or go-karting eg. similar to the 'Munster motorcycle club, Vernonmount Motorcross park' or 'Watergrasshill Moto-X Park' that would essentially create the same effect but that would keep joyriders off the main roads that puts others' lives in danger. Young people are also using abandoned sites and fields for these purposes so perhaps by utilising those spaces in this way could reduce the problem. This is an area where further research could be conducted.

Some participants suggested that drugs counsellors be introduced to the community although a lot of participants were not aware that there are drug councillors available in the area (based in Farranree Family Resource Centre) and so perhaps this is something that needs to be made more known to the young people of Fairhill that this service is in fact available if required. Awareness campaigns could be one way of raising awareness around services such as this that are available to young people. Young people have suggested 'media campaigns' in the past as ways to educate and raise awareness to cohorts (Van der Wal, Grace and Baird, 2017 p. 264).

5.7 Recommendation 4 - Tackle the issue of illegal dumping and fires

All participants suggested that the fires were as a result of people not having respect for the community but also having a lack of things to do in Fairhill. Particpants came up with a number of suggestions to tackle the issue of illegal dumping and fires in their area:

- Continuous concrete wall - replacing the green gates next to the Fairfield with a wall and using it as a wall where young people can do graffiti. (Graffiti was also mentioned as an activity that young people engage in in other disadvantaged communities (Van der Wal, Grace and Baird, 2017))
- More public bins around the area (around walkway in Fairfield and going up by Lidl) as there is only one which is next to the car park by the fairfield.
- Steel bins to replace the bottle bank that was vandalised and burnt.
- A place where everyone can throw their rubbish by the council depo (skips).
- Weekly clean ups around Fairhill (also a suggestion in Van der Wal, Grace and Bairds' research findings (2017).
- Remove the rubbish lying around the Fairfield, abandoned building sites and fields.
- Utilise the space where the abandoned building sites and fields are and build something there instead of letting it derrilect.
- Level the building site by Nashes Boreen as young children are going in there and they could fall. Build something there like a park or a soccer pitch or a few houses.

- CCTV to act as a deterent. This suggestion was already proposed in a newpaper article (Irishexaminer.com 2017) *'CCTV cameras for city boreen'.*

As part of the suggestions for a youth facility young people also suggested a place where they could do graffiti. Perhaps this suggestion could be combined with environmental education and the effect that actions of people dumping rubbish in this way is having on the environment. Near Sullivan's Quay in Cork City a recent piece of graffiti was created using stencils of Ireland's sustainability goals. Perhaps young people could engage in graffiti campaigns as a way for them to practice their graffiti in permitted places but also to raise awareness and increase respect for the environment and the community.

5.8 Recommendation 5 - Fairhill needs to move beyond the label of being 'disadvantaged'

It is evident from the literature (see Chapter 3) that youth voices are very significant for a variety of reasons but particularly from young people who come from communities that are deemed to be 'disadvataged' (Bradshaw et al., 2016 p. 153-168) because this label can paly a significant impact on the opportunities they receive or lack of. The label of being 'disadvantaged' is having significant effects on young people in Fairhill and the wider community. Change needs to occur in order to move away from it. Participant 2 felt that the label of being disadvantaged hinders people from Fairhill when they venture outside of their communities. Participant 2 stressed the importance of people from Fairhill being treated the same as everyone else.

> *"If the area was more clean looking a lot more people would be interested in the area and a lot more people would stop calling it like Fairhill .. a disadvantaged area…cuz we're not like…in the sense that we don't have places to go things to do. Yeah we're disadvantaged in that sense but otherwise it's like anywhere else...we are a community we do need certain things to help us along our way but otherwise it's pointless calling us disadvantaged cuz we're really not like. I don't like the fact that we're called disadvantaged cuz like I do know fellas like when they go to places and they're asking for a job and they're like "oh! you're from Fairhill, you're … disadvantaged.. you probably wont get this job".. I'm like … but we're not just cuz we come from certain locations, doesn't mean we are any different from anyone else and it annoys me then like the fact that just cuz the place has a bad reputation we got that name over being disadvantaged we're not!" – Participant 2.*

Participants suggested a way to tackle this would be to set up community helplinks and to put more facilities in the area, which would show the rest of society that Fairhill has the intention of bettering the community. Perhaps this would change some of the misconceptions by people who are not from the North side about people from Fairhill:

> *"Well like if you were to set up all those plans and put them in motion with the community centres and stuff like that, people would see then oh they're trying to change they're not like that anymore…they're tryna do their thing, they're trying to change the way they are and then the name would slowly fade away over time but it's just been so engrained into society now that "oh! You're from Faranree, you're from Knocknaheeney, you're from Churchfield, Fairhill you're disadvantaged!"…but that's been there so long that nobody seems to change their ideas about it and even if you were to set up community helplinks and stuff like that it will take a long time before that label will fade away…it's just pointless if you do something and people don't change their views cuz people are always going to have strong opinions. It's just the fact of being Irish you always have strong opinions" – Participant 2.*

Participant 2 also emphasised the need to change things for the younger generations (Van der Wal, Grace and Baird, 2017) by creating more opportunities and moving them away from a potential life of anti-social behaviour, crime and the everlasting label of being 'disadvantaged':

> *"You can see it straight away like the younger generations below me they're already starting…My generation is extremely bad and the generation below me is getting worse and I don't think it will ever change unless we force it to change! That's my biggest problem like eh…the area has to change whether we like it or not and I hope it changes for the better. Otherwise, nobody will ever take Faranree, Fairhill, Churchfield, Knocknaheeny seriously again" – Particpant 2.*

Change, youth voices and community development are key to 'better outcomes and brighter futures' for the young people of today and tomorrow.

5.9 Reflective Piece

I thoroughly enjoyed engaging in this research process. I felt privileged to have received the opportunity to work with community partners and conduct primary research that facilitated the voices of young people to be heard.

The process was time consuming and tedious, particularly around recruiting participants and considering ethical issues along the way. There was on-going reflection that created continuous changes and developments to be made to research design. During the walking interviews I realised that perhaps there was an ethnographic element to the research that would marry the findings. However, due to time constraints this couldn't be facilitated. If I were to conduct the research again this would certainly be something that I would include as part of the analysis. I would do this by creating a solitary walking interview conducted by the researcher and take photos along the way. This was something I wanted to do but unfortunately I could not, again due to time constraints and ethics. I also found the word count restrictive, as I did not want to lose the voices of the young

people. I wanted their voices to speak in the write-up. As a result, I had condence the number of quotes used.

However, I feel that I achieved the overall aims and objectives of the research by obtaining the voices of the young people who gave rich data that provided answers to the research questions.

I feel proud to have planted the seed of further research to come in Fairhill as the community partners are eager to obtain research that continues on from this research (on-going relationship with UCC and CARL). I hope that this research will create increased opportunities for youth participation in Fairhill. There are already talks of this through the creation of a youth committee as part of the wider working groups for community development in Fairhill.

Through this experience I recognise the value that research (particularly CARL projects) holds to the social work profession. As a future Social Worker, I will carry this value with me into practice, as well as the significance of adopting an ecological systems theory lens and recognising the importance of youth participation.

I also gained a number of skills from conducting interviews with young people in this way. I learned to be creative in the way I communicate with different cohorts and how different settings have a huge part to play in terms of engagement. I know from this experience that by creating a more relaxed environment, through reduced eye contact and conducting the interview in a space that was known to them reduced some potential for power imbalances. I will definitely adopt these skills going forward into practice. Also, by validating and respecting the voices and opinions of young people I was able to get an in depth insight into the lives of the young people I interviewed, knowledge which proved invaluable for the wider community going forward. I recognise the importance of respecting and listening to all voices and opinions for the purposes of effective change, something which will also be invaluable for future practice.

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Appendices

Ethical Approval

Log 2018-216 - Approved Inbox ×

Ethics Committee, Social Research <srec@ucc.ie> Mon, 28 Jan, 17:36

to me

Dear [redacted]

The Social Research and Ethics Committee has now approved your application Log 2018-216 entitled "Spaces, Places and Young People: Exploring the Youth Voices of Fairhill".

The committee wishes you every success with your research.

All the best

Liz

Liz Hales | Social Research Ethics Committee

University College Cork | srec@ucc.ie | Tel 021 390 3234

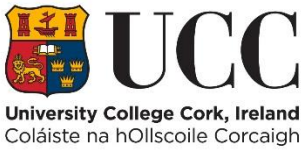
From: [redacted]@umail.ucc.ie>

Sent: Monday 28 January 2019 16:50

To: Ethics Committee, Social Research <srec@ucc.ie>

Subject: Re: Log 2018-216 - Approval recommended subject to confirmation of final changes

Information Sheets and Consent Forms for Research Participants and Parents



Information Sheets and Consent forms to be provided to Participants (Young People) and that of their Parents (if under the age of 16 for parental consent).

Information Sheet for Parents/Guardians:

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Purpose of the Study - As part of the requirements for the Masters in Social Work at UCC, I (researcher - Jayne Groarke) have to carry out a research study. This research is being conducted for qualification purposes and on behalf of community agencies who have approached the University to conduct pieces of research. The research is concerned with the needs of young people in the Fairhill community. This research is in partnership with the Fairhill Community Association and the Fairhill Youth Facility Working Group. This project is also a CARL project (https://www.ucc.ie/en/scishop/ac/). The research aims to explore young people's sense of identity, needs and belonging within their community through examining services, community spaces and the potential for a youth facility to be introduced to the community.

What will the study involve? The study will involve walking interviews with young people between the ages of 12-18 who reside in the Fairhill area. Walking interviews will involve a young person (participant), a researcher and an accompanying worker (from the youth service through which the young person was recruited).

A walking interview is an interview that is conducted in the community. The young person will take the researcher on a tour around the community to places of significance to them (where they hang out with friends etc.). The walking interview will be approximately 1 hour to allow for time to walk around the area. All interviews will be recorded using a small recording device.

Participants choose where they want to go and what places and aspects of their community they wish to discuss. Participants will be asked by the researcher to show them meaningful places in their community e.g. this could be where they hang out with their friends or engage in recreational activities. Participants will also be asked to identify the needs of young people in the community (e.g. a place to meet friends and hang out, a place with internet access etc.). They will also be asked about how the introduction of youth facilities or the creative utilisation of green-spaces could meet the needs of young people in Fairhill.

Why has your child been asked to take part? For this piece of research to be truly valuable and to create positive change, young people need to be consulted. The voice of young people is very significant in this case as this research involves the exploration of matters that affect the young people directly. The inclusion of young people's views and opinions will enhance service providers understanding of the factors that affect young people's engagement and involvement in the neighborhood. Therefore, to reflect the needs of young people, I am asking you to give

permission for your child to take part in the research to create a space for youth participation where young people's voices can be heard and their needs identified.

Do you have to give permission for your child to take part? No, participation is voluntary. If you agree to let your child participate, you will be asked to sign a consent form to give permission. You will then be given a copy of the consent form and information sheet about the research. You can withdraw your child from the research at any time prior to, during the interview, or 2 weeks post data collection. Should this be the case, data will be destroyed accordingly to adhere to your wishes.

Will your child's participation in the study be kept anonymous? Yes, I will ensure that your child's identity will be protected in the thesis and in the presentation of the findings from the research. Your child's name and or any services that you are involved in will not be mentioned in the thesis or the research project. Any extracts from what your child has said, that are quoted in the research, will be entirely anonymous.

Under the UCC Child Safeguarding Statement which sets out the legal requirements under the Children First Act 2015, I have an obligation to respond appropriately to disclosures and protect your child's identity. Should a potential breach of confidentiality arise the child and parent/guardian will be told of the breach and be given information as to what to expect in the event of a breach. However, the parents and participants will be informed in the information sheets (this information sheet and the young people information sheet) of potential breaches prior to the interview process. Should any breaches occur, procedures will be followed in accordance with GDPR.

As the interview involves walking around Fairhill there is a possibility that your child may run into someone that they know or a member of the public. Should this happen the audio recording will be paused and the interview will be stopped temporarily until there are no other parties present. It is only participants chosen that have read and agreed to the terms of the interview process that can engage in the interview.

What will happen to the information, which your child gives? All data will be kept anonymous for the duration of the study, available only to my research supervisor and I. All data that is stored is kept anonymous. The data will be securely stored on my personal laptop using encryption. On completion of the project, the data will be stored in Dr. Fiachra O'Sullibhean's office in UCC in a locked cabinet. The data will be retained for a minimum of a further ten years and then destroyed by Dr. Fiachra O'Sullibhean. Should the child express that they are at risk of harm or that another person is at risk then it is my duty to pass on this information to insure the safety of the child at risk.

What will happen to the results? The results of the study will be presented in the thesis and findings will also be presented to the youth service providers who are partners in the research. My supervisor, a second marker and the external examiner will see them. Future students on the course may read the thesis. The study may be published in a research journal.

What are the possible disadvantages of taking part? As the young person (your child) will be steering the interview, the young person chooses where they feel comfortable to go on the walking interview and what aspects of their community they wish to discuss. This research is about gathering information about young person's experience in their community. While I don't envisage any negative consequences for your child in taking part in the research, it is possible that talking about their experience in this way may cause some distress or discomfort. In an effort to address any potential discomfort, a worker from a youth service known to your child will accompany us on the walking interview.

What if there is a problem? At the end of the interview, I will discuss with your child how they found the experience and how they are feeling. If they subsequently feel distressed, they should contact their youth worker/other member of staff within the agency. Should your child need additional services, the contact details of supports will be provided to them by myself or the accompanying worker from the service.

Who has reviewed this study? Approval must be given by the Social Research Ethics Committee of UCC before studies like this can take place.

Any further queries? If you need any further information, you can contact the researcher (Jayne Groarke) at this email, which has been set up solely for the purpose of dealing with this research - uccfairhillcarlpro@gmail.com or through the supervisor Rachel Rice at - Rachel.Rice@ucc.ie 353 21 420 5132 or 353 21 490 3443

If you agree to your child taking part in the study, please sign the consent form overleaf.

[Over…

Parental Consent Form:

I…… (name) agree to my child …….. (child's name) participating in the Fairhill CARL project research study.

- The purpose and nature of the study has been explained to me in writing.
- I understand that participation is voluntarily.
- My child does not require communication assistance or mobility assistance.
- I give permission for my child's interview with the researcher to be audio-recorded.
- I understand that I can withdraw my child from the study, without repercussions up to 2 weeks post interview.
- I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.
- I understand that anonymity will be ensured in the write-up by disguising my child's identity.
- I understand that disguised extracts from my child's interview may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick one:)

I agree to quotation/publication of extracts from my child's interview ….. ☐

I do not agree to quotation/publication of extracts from my child's interview ….. ☐

Signed: …….. Date: ……..

PRINT NAME: ……..

Young Person Information Sheet:

What is research?

Research is a way of finding out more about something.

What is this research project about?

This research project is about the spaces, places and the needs of young people in Fairhill.

Why is the research happening? As part of the Masters in Social Work at UCC, I (researcher – Jayne Groarke) have to carry out a research study. This research is in partnership with the Fairhill Community Association and the Fairhill Youth Facility Working Group. This project is also a CARL project (https://www.ucc.ie/en/scishop/ac/). The research aims to assess young people's sense of identity, needs and belonging within their community by talking with young people about services and community spaces in their area as well as young people's thoughts on a new youth facility in their area.

What will the research involve?

The research will involve walking interviews with young people between the ages of 12-18 who reside in the Fairhill area. Walking interviews will involve a young person, a researcher and an accompanying worker (from the youth service through which the young person was recruited).

A walking interview is an interview that happens while walking around your community (Fairhill). The young person will take the researcher as well as the accompanying worker on a tour around the community to places that mean something to them (where they hang out with friends etc.).

The interview will take 1 hour to make sure we have lots of time to walk around to the places you would like to show the researcher and talk about. I will also record the interview using a small audio recording device.

You decide where you want to go and what you would like to talk about. You will be asked to show the researcher meaningful places in your community e.g. this could be where you hang out with friends or engage in recreational activities. You will also be asked to identify the needs of young people in the community (e.g. a place to meet friends and hang out, a place with internet access etc.) and about how the introduction of youth cafés or parks could meet the needs of young people in Fairhill.

Why have you been asked to take part?

This research is for you and other young people in your area. The inclusion of your views and

opinions will enhance service providers understanding of the factors that affect young peoples' engagement and involvement in the neighborhood. So if you would like to take part we would ask you to speak with your parents/guardians so that they can give you permission to take part (those under 16).

Do you have to take part?

No, you only take part if you want to and if your parents agree. You will be asked to sign a form agreeing that you want to take part. If you are under the age of 16 you must also talk to your parents/guardians as they need to read an information sheet and sign a form saying that they allow you to take part. You and your parent/guardian will keep a copy of the signed forms and information sheets. You can stop taking part at any time in the research, before, during, or after the interview (up to 2 weeks after). I will then destroy the data so it will not be used.

Will my name be mentioned in the research? What happens if I meet someone I know/ a member of the public during the interview?

I will ensure that your identity will be protected in the thesis. Your name and any services that you are involved in will not be mentioned in the thesis. Any extracts from what you've said, that are quoted in the research, will be entirely anonymous. As the interview involves walking around Fairhill there is a possibility that you may run into someone that you know or a member of the public. Should this happen, the audio recording will be paused and the interview will be stopped temporarily until there are no other people present.

It is only young people chosen that have read and agreed to the terms of the interview process that can take part in the interview. If you choose to tell the member of the public that you are part-taking in an interview then the researcher will inform the member of the public that it is only the young people chosen that have read and agreed to the terms of the interview process that can take part in the interview.

I will make sure that there are no identifying factors in the write-up that would identify you. Anything you say in the interview may be used in the research but no one will know that you said it as no one will know your name or the name of any services you're involved in as I will not write this in the research. However, if, during the interview, you tell us that you are at risk or that another person is at risk then we will have to pass on this information to insure your safety and the safety of others. I will have to respond to this type information as it is my legal obligation.

What will happen to the information, which you give?

All data will be kept anonymous during the study, available only to my research supervisor and I. The data will be securely stored on my personal laptop using encryption. On completion of the project, the data will be stored in Dr. Fiachra O'Sullibhean's office in UCC in a locked cabinet using encrypted passwords. This information will be kept for 10 years and then destroyed by Dr. O'Sullibhean.

What will happen to the results? The results of the study will be presented in a project (thesis). They will be seen by my supervisor, a second marker and the external examiner. The completed thesis may be read by other students on the course. The study may be published in a research journal. The findings will also be presented to the community stakeholders of Fairhill, RAPID, the parents and young people of Fairhill, and Cork City Partnership.

Are there any disadvantages to taking part? As you will be steering the interview, you choose where you feel comfortable to go on the walking interview and what aspects of your community you wish to discuss. The research is about gathering information about your experience in your community. While, I don't envisage any negative consequences for you in taking part in the research, it is possible that talking about your experience in this way may cause some distress or discomfort. In an effort to address any potential discomfort a worker from a youth service known to you will accompany us on the walking interview.

What if there is a problem? At the end of the interview, I will discuss with you how you found the experience and how you are feeling. If you subsequently feel distressed, you should contact your youth worker/other member of staff within the agency. Should you need additional services, the contact details will be provided to you by the researcher or the accompanying worker from the service.

Can anything good happen to me if I take part?

Lots of good things can happen if you take part. You get the opportunity to speak about your community. The voices of young people are listened to. You are involved in creating positive change in your community. You can write it in your CV if you wish. This may lead to positive changes for youth in your community and potential youth facilities being introduced into the area in the future.

Who has reviewed this study? Approval must be given by the Social Research Ethics Committee of UCC before studies like this can take place.

Any further questions? If you need any further information, you can contact me (Jayne Groarke) at this email, which has been set up solely for the purpose of dealing with this research - uccfairhillcarlpro@gmail.com or through my supervisor Rachel Rice at - Rachel.Rice@ucc.ie 353 21 420 5132 or 353 21 490 3443

If you agree to take part in the study, please sign the assent form overleaf.

[Over…

Assent Form for Participants:

I have been invited to take part in research in collaboration with Fairhill Community Association and Fairhill Youth Facility Working Group for the purpose of a Community Academic Research Links (CARL) project.

- My parent/legal guardian has given consent for my participation in this research.
- I do not require communication assistance or mobility assistance.
- I agree to participate in the research by taking part in the walking interviews.
- I agree to take the researcher on a tour around the Fairhill community and talk about the spaces and places young people use and what the young people need in the area.
- The purpose and nature of the study has been explained to me in writing.
- My participation will be voluntarily.
- I give permission for my interview with the researcher to be audio-recorded.
- I understand that I can withdraw from the study, without repercussions, up to two weeks post interview, before the interview starts or while I am participating in the interview.
- I understand that I can withdraw permission to use the data within two weeks after the interview by contacting the researcher at the email address provided in the information sheet and in this case the material will be deleted.
- I understand that anonymity will be ensured in the write-up by disguising my identity.
- I understand that disguised extracts from my interview may be quoted in the research and any subsequent publications if I give permission below:

(Please tick appropriate answer:)

I agree to quotation/publication of extracts from my interview ☐ ……

I do not agree to quotation/publication of extracts from my interview ☐ …..

Signed:…… (participant) Date: ……..

PRINT NAME……..

Interview Guidelines:

Briefing

- Information sheet to be read with participant prior to the interview and insure consent was given by young person and parent (if under the age of 16).

- Remind participant that they can withdraw from the research up to two weeks after the interview.

- Discuss the potential circumstances of meeting people that the participant knows/member of the public and the procedure for this (refer to information sheets).

Interview Questions

1. Tell me about Fairhill.
2. How do you spend your free time in Fairhill?
3. Where do you like to hang out in Fairhill? Why?
4. What services/facilities/activities are available to young people in Fairhill?
5. Do young people take part in these services/facilities/activities? Why/why not?
6. What are the needs of young people in Fairhill?
7. If you were in charge, what would you do to meet the needs of young people in Fairhill?
8. If you had the opportunity to put services/facilities/activities into Fairhill, where would you put them? Why this place?
9. This site is a potential site for developing a youth centre (refer to map). What do you think about having a youth centre in this place?
10. Or do you think young people would benefit more from something else in this space?
11. Do you think young people should be involved in community decision making in Fairhill? Why?
12. Would you like to be involved in community decision making in Fairhill?

De-briefing

- How did you find the walking – interview experience?

- Do you feel distressed in any way or require support from additional services? (refer to relevant services if needed)

- Inform about the next stage of the research – analysing of data etc.

- Should you wish to withdraw from the research post interview you have a maximum of 2 weeks to withdraw as outlined in the information sheet

- Thank you for participating in the interview

Participant 1	
Location	Next to Fairfield/Potential Site for Development
Reasons for chosen location	• Spacious • Everyone knows it • There is a big field next to it which can also be used (Fairfield)
Suggestions	Youth Facility/ Bigger Community House • 2 floors • hold approximately 200 people • Groups – gaming groups for young people • Buses • Little basketball court/field • Kitchen • More then one bathroom • Free access to computers even when classes are not going on • Games room – *get gaming companies such as Blizard to sponsor provide consoles and equipment.*

Participant 2	
Location(s)	• Next to Fairfield/Potential Site for Development • Or as close as possible to Fairfield Stores • Abandoned building sites/buildings around fairhill
Reasons for chosen location	• The potential site is not being used • Not big enough to fit everything so other areas around the community should be used also for development of facilities
Suggestions	1. A building for young people in potential site • 'Modern' and 'enticing' • Multiple stories (3/4) • wide • Youth workers • Councillors • "Someone working from Cork City Council" • Drugs councillors • Free Wifi • Free Tea and Coffee • Outdoor 'social common area' with benches and smoker friendly • Basketball court • Soccer 2/ 3 goal posts • Study/Homework Groups • Music Groups • Art groups – graffiti, clay work, painting • Graffiti Wall -generational graffiti projects, a wall inside the community house to display pictures take of all the graffiti around the area • Support group – to hear the voices of young people 2. Abandoned lot for spray painting and motorcycle workshops • Spray painting workshops • Mechanic workshops • "Shutter doors like a garage" • Daily buses to the place if outside the community but preferably in Fairhill or preferably on the bus route as there is a Bus Eireann bus stop outside the site

Participant 3	
Location	• Faranree park • Next to Fairfield/Potential Site for Development
Reasons for chosen location	• Everyone hangs out around there • The potential site is not being used
Suggestions	1. "A little café" in potential site • Free wifi • Cheap • Hold maybe 40 people 2. Community Development by Farranree Park • Portable toilets by the Park and the outdoor Gym • A room with bean bags and internet in the bottom left corner of the Farranree park • Water machine 3. Bigger community house in potential site • Attached to the café • 2 floors • Comfy room -bean bags • Computers and printers – free use of the computers, not solely for classes • Group activities • Art classes – spray painting, drawing etc. • Yard – tarmacadam, basketball court, benches • Summer Scheme for a longer period of time (currently running for 2 weeks in current community house) and the building to be used to help run summer scheme as it would be a bigger building 4. Community Development by Fairfield • Wall for Spray painting • More Bins • Half way markers for walkers around the Fairfield 5. Weekly clean ups all around Fairhill

Participant 4	
Location	• On the Fairfield where the pitches are currently • Next to Fairfield/Potential Site for Development
Reasons for chosen location	• The potential site is not being used • The pitch is also not being used and is not good quality
Suggestions	Youth Facility with sports and shop • Astroturf • Green space for sport • One floor • Row of 6 tables inside • Chairs for people waiting to play sport • Snooker tables • Playstations/Xboxes • Snooker hall • Basketball Club • Soccor clubs • More pitches - astroturf/allweathers Skate park Place to do graffiti A few Shops eg. supermarkets

Participant 5	
Location	• Next to Fairfield/Potential Site for Development
Reasons for chosen location	• The potential site is not being used
Suggestions	1. Community Development by Fairfield • Lights • Cameras • Fence off Fairfield and put a wall around it to prevent bikes and cars going onto it Community hall at potential site • 1 floor • Mock grass on the right (cover it when raining) • Soccer • Games – pool, snooker etc. • Things to do on rainy days

Participant 6	
Location	• Next to Fairfield/Potential Site for Development
Reasons for chosen location	• The potential site is not being used • Everyone knows it
Suggestions	1. Youth club at potential site • 1 floor – big hall • Snooker and pool tables • Small arcade with fake motorbike machines • Lounge area – chairs to sit and chat • TV – movie nights • Soccer group • Open after school and on half days on Wednesday each day until 10pm. 2. Community Development by Fairfield • Bins • Lights