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Igloos All Year Round: An Examination of the Views of Young People into Spaces and Places in Douglas.



CARL Research Project
in collaboration with
Douglas Matters

CARL
COMMUNITY - ACADEMIC
RESEARCH LINKS
University College Cork, Ireland

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Date completed:	19th April 2018

What is Community-Academic Research Links?
Community Academic Research Links (CARL) is a community engagement initiative provided by University College Cork to support the research needs of community and voluntary groups/ Civil Society Organisations (CSOs). These groups can be grass roots groups, single issue temporary groups, but also structured community organisations. Research for the CSO is carried out free of financial cost by student researchers.

CARL seeks to:

- provide civil society with knowledge and skills through research and education;
- provide their services on an affordable basis;
- 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
- enhance the transferrable skills and knowledge of students, community representatives and researchers (www.livingknowledge.org).

What is a CSO?
We define CSOs as groups who are non-governmental, non-profit, not representing commercial interests, and/or pursuing a common purpose in the public interest. These groups include: trade unions, NGOs, professional associations, charities, grass-roots organisations, organisations that involve citizens in local and municipal life, churches and religious committees, and so on.

Why is this report on the UCC website?
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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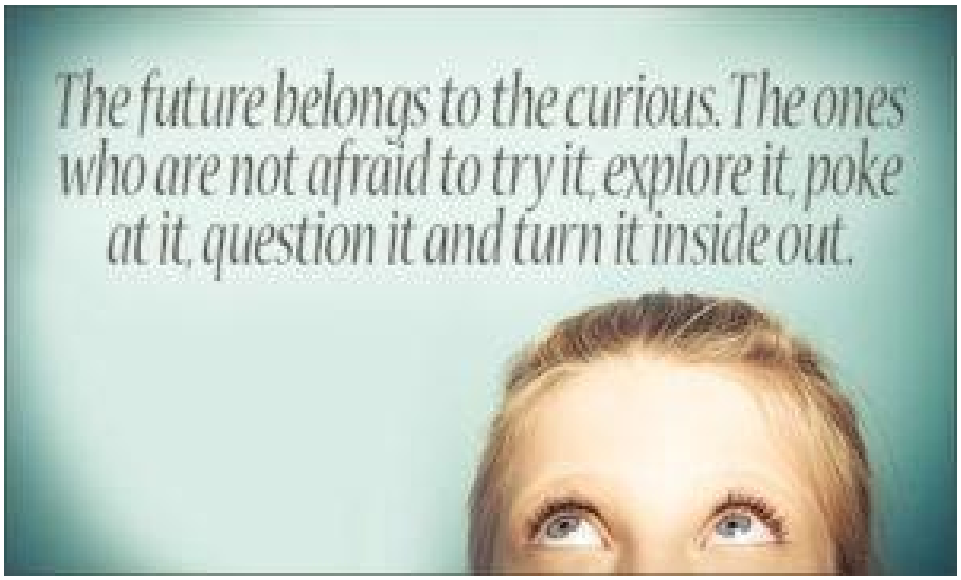
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‘‘The important thing is to not stop questioning. Curiosity has its own reason for existing’’.

(Albert Einstein)



Statement of Originality

This is to certify that the dissertation titled: *Igloos All Year Round: An Examination of the Views of Young People into Spaces and Places in Douglas* submitted to The School of Applied Social Studies, University College Cork, is my own work.

Where the work of others has been used within this research, it has been clearly cited and referenced throughout in accordance with the departmental requirements. This dissertation had been submitted through TurnItIn and any changes required by the originality report, have been addressed.

Name: _____

Date: _____

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Finally, to my friends, who have been there by my side with the past 23 years and have never turned their backs when I have been up to my eye balls in college work, thank you, I could not wish for a better bunch of friends.



Abstract

This research was carried out in collaboration with Douglas Matters as part of a Community Academic Research Links (CARL) project. Douglas Matters is a community group that was set up to tackle the presenting issues for young people in the area. This dissertation examined the views and of young people into spaces and places in Douglas, through the use of primary, qualitative research. Photo-voice and individual interviews were used to gain an insight into the views and issues of concern of young people in the area. Secondary research, namely a literature review, explored the concept of spaces and places, recreation and the positive effects it had on young people, and community responses to children in need. Theories examined in the literature review allowed for an understanding to be gained when looking at the perception of young people in Douglas and how they interact with their environment.

A significant finding of this research identified the lack of services for young people in the area, which in turn has led to feelings of boredom and exclusion. The research also found that adults perceived young people in a negative light, which has led to young people being excluded from public spaces. Based on such findings, a number of recommendations have been made which hope to enable Douglas Matters to work from the ground up, to make Douglas a better place to grow up in.

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Table of Abbreviations

CARL- Community Academic Research Links
CBR- Community Based Research
CSO- Civil Society Organisation
CSW- Community Social work
IASW- Irish Association of Social Workers
ISPCC- Irish Society for the Prevention of Cruelty of Children
PPFS- The Prevention, Partnership and Family Support Programme
SAR- Social Amplification of Risk
SREC- Social Research Ethics Committee
UCC- University College Cork

Chapter 1: Introduction

1.1 Introduction

This chapter will introduce the reader to the research topic, provide a background of the topic and a rationale for carrying out this study. A brief introduction on Douglas Matters will be given in order for the reader to identify their importance in this study. To conclude, an outline of the aims and objectives of the research will be given and furthermore, it will identify specific questions which the study will seek to answer.

1.2 Background

The Irish Society for the Prevention of Cruelty of Children (ISPCC) carried out research in Douglas examining issues that were affecting young people in the area and as a result, Douglas Matters was formed. Douglas Matters is a community group that is collectively made up of members of the community and their aim is to tackle the presenting issues for young people in the area. According to Ryan (2017:1) Sinead McKee, Childhood Support Worker with the ISPCC, stated that ‘‘when the ISPCC ran the successful Douglas Matters project, we found that the biggest concern for the town was drug and alcohol abuse, followed by bullying, mental health, peer pressure and community safety’’.

This research will be undertaken on behalf of Douglas Matters as part of a Community Academic Research Links (CARL) project initiative in University College Cork. This study will seek to identify the issues of concern/views of two cohorts of young people through qualitative and quantitative research, in the form of photo-voice (see Chapter 3) and individual interviews. The goal of the study is to gain first-hand experiences of young people, which will enable Douglas Matters to effectively engage with the young people, with a view to addressing such issues. Douglas Matters highlighted that the lack of services in the area had led to the mental wellbeing of the young people being negatively affected. The researcher identified that there is existing literature in relation to young people and recreation, responses to anti-social behaviour and community responses to children in need, which will all be relevant to this piece of research. The policy framework, *Teenspace: National Recreation Policy for Young People,* was launched in 2007, as a result of the recreational needs highlighted by young people in Ireland. This policy builds on *The National Children’s Strategy, Our Children-Their Lives* which was published in 2000. This policy identifies the importance of the involvement of young people when creating successful

recreational programmes. Profiling the needs of young people is an important factor as it allows us to envisage the world that they live in and fully understand the issues that they are being presented with.

1.3 Rationale

Within social work, I believe that social change is one of the most important values and principles. Everyday social workers are working alongside their clients helping them to bring about change in their lives. Social workers can help facilitate social change within an individual's life and also the wider community, resulting in a lasting positive outcome. This piece of research will align with such values and principles as its focus is to bring about social change is the Douglas area. Research will be carried out in collaboration with Douglas Matters in order to identify issues that the young people of Douglas find are negatively affecting or threatening to their mental wellbeing.

I chose to get involved in this piece of research as it will positively contribute to my professional development, as it will allow for the opportunity to be involved in a piece of research that will benefit the young people of Douglas. It will also allow for experience to be gained working alongside a community organisation and stakeholders, which will include continuous brainstorming and communication to allow for the best possible way to carry out the study. This research will allow for an insight to be gained into the issues that are affecting young people in advantaged areas as opposed to disadvantaged areas, which in turn will also aid my professional development. Furthermore, having a background in social care also drove my motivation for becoming involved in this study, as I have previously worked with young people in residential care, where many different factors in their life threatened their mental wellbeing. I believe that having this experience will be beneficial when engaging with the young people during the study.

1.4 Aims and objectives of Research

In response to ISPCC referrals on the needs of young people in the Douglas area, the aim of this study is to identify such needs and to gain first-hand experiences of the young people in the area, through the use of photo-voice and individual interviews. The research aims and objectives are outlined in Fig. 1.1.

Research Aims and Objectives:
1. **To explore the benefits of recreation on the positive well-being of young people.**
2. **To identify the negative effects that the lack of recreational services has on young people.**
3. **To examine community responses to children in need and the importance of community social work.**
4. **To identify the views and issues of concern of the young people in Douglas through photographs and individual interviews**
5. **To explore young people's experiences of living in Douglas and what they would like to see in the area in the future.**
***The first, second and third objectives will be answered through the use of secondary research, in the form of a literature review and the remaining will be achieved through primary research.**

Figure 1.1: Research Objectives

1.5 Research Questions

Primary research, through the use of photo-elicitation and individual interviews, will inform all five research questions shown in Fig. 1.2. Such methods will allow for first hand data to be produced through the involvement of two specific cohorts of young people in this research.

Research Questions
1. **What are the views of young people in Douglas?**
2. **What are the issues of concern of young people in Douglas?**
3. **How does the use of photo-voice capture the views of young people?**
4. **What are young people's experiences of spaces and places in Douglas?**
5. **What views would young people like to have of Douglas in the future?**

Figure 1.2: Research Questions

1.6 Conclusion

This chapter identified the research title and introduced the reader to the research topic. The background provided an insight into how this particular research arose and the community group that was involved, which demonstrates the community-based aspect of the research. The rationale demonstrated my reasons for becoming involved in this study and identified ways in which this will aid my personal development, in a social work capacity. The aims, objectives and research questions that are outlined in this chapter underpin the purpose of this study. Chapter two will explore the researcher's theoretical perspective in relation to the study and furthermore, it will identify the epistemology, methodology and research methods.

Chapter 2: Literature Review

2.1 Introduction

In seeking to explore the needs of young people in Douglas and to answer the research questions, it is important to review existing literature. This chapter will examine policy, theory and research relating to young people and recreation, along with responses to anti-social behaviour and community responses to young people at risk. Section one discusses the policy framework, *Teenspace: National Recreation Policy for Young People*, launched in 2007, which highlights the recreational needs of young people in Ireland. This will provide an understanding into the importance of recreation in the lives of young people and the negative consequences of the lack of recreational opportunities for young people. The Prevention, Partnerships and Family Support Programmes (PPFS) will be discussed in Section two and how agencies and community services respond to children at risk. Sections three and four will look at community social work and its benefits and spaces and places. The final two sections, five and six will explore theories which are relevant to the research topic: Ecological Systems Theory, which looks at young people and their environment, and the Social Amplification of Risk, which looks at how information systems and mass media can impact how groups and individuals view risks.

2.2 Young People and Recreation

The policy framework, *Teenspace: National Recreation Policy for Young People,* which was launched in 2007 builds on *The National Children's Strategy, Our Children-Their Lives* which was published in 2000. This policy identifies the importance of the involvement of young people when creating successful recreational programmes. Profiling the needs of young people is important as it allows us to envisage the world that they are living in and to understand the issues that they are being presented with. Recreation is regarded as integral to the overall well-being of young people. In its document, *Teenspace: National Recreation Policy for Young People*, the Department of Health and Children (2007) highlight the importance of young people experiencing a range of quality recreational opportunities to improve their lives and promote physical, cultural, mental and social well-being. According to Wegner *et al.* (2006:253), ''it is globally acknowledged that adolescence is a time of high-risk for experimenting with

health-compromising behaviours such as alcohol and drug use''. Recreation can help by counteracting this vulnerability as it aids the developmental processes during adolescence. Young people who involve themselves in recreational activities reap many benefits such as forming new connections with peers, learning leadership skills, developing a sense of identity, initiative and developing social skills (The Department of Health and Children, 2007).

As Douglas is considered to be one of the more affluent areas in Cork, this does not rule out challenges that young people in the area may face due to the lack of services. Lack of services and boredom in young people can lead to experimentation with alcohol and drugs, which can carry high risks. According to CRC Health (2015:1) ''teenagers who are ''frequently bored'' increase their chances for substance abuse by 50 percent...''. In a study carried out by Wegner *et al*. (2006), it was identified that young males became involved in the experimentation of alcohol to alleviate leisure boredom. Wagner *et al.* (2006:254) define leisure boredom as ''… the subjective perception that available leisure experiences are not sufficient to instrumentally satisfy needs for optimal arousal''. Alleviating boredom was one of the main motives for young people to become involved with such experimentation and they perceived drinking alcohol as enjoyable and pleasurable. It is important for communities to provide safe spaces and services for young people which are alcohol and drug-free, with an aim of tackling the issues of underage drinking, drug taking and anti-social behaviour. According to *Teenspace: National Recreation Policy for Young People,* ''the use of marijuana by young people is twice as common in Ireland than the average for all European countries (39% versus 21%)…'' (The Department of Health and Children, 2007: 19). Many factors along with the experimentation of alcohol, drugs and lack of services, can lead to the growth of social problems such as anti-social behaviour.

2.3 Community Responses to Children at Risk

It is important that agencies and community services work collectively with children, young people and their families to improve developmental outcomes for all. In Ireland at present, the Prevention, Partnerships and Family Support Programme (PPFS) is a key component of Tusla, the Child and Family Agency. This programme focuses on early intervention and preventative work, ensuring that children and young people receive adequate services with an aim of resolving problems and preventing harm. The programme is broken down into five different components; Participation, Parenting, Commissioning, Area Based Approach and Meitheal Model and Public Awareness (Tusla, 2017). It is imperative that such responses to children and young people at risk are utilised nationwide as preventative measures.

The Meitheal Model, which is a component of the PPFS, is a national practice model that works collaboratively with children and their families, as well as local communities and services. This model takes a holistic approach when working with children by examining family and environmental contexts also. Furthermore, it identifies strengths and resilience as well as difficulties and needs (Tusla, 2013). Early intervention and access to community services can have a positive impact on the mental wellbeing of young people. According to the Child and Family Agency (Tusla, 2013:14):

> The team around the child/young person is, in effect, the Meitheal. It brings together parent(s) and a range of practitioners from the statutory and community and voluntary sectors to provide specific support and interventions to a specific child/young person and their family.

It is important for statutory sectors and community and voluntary services to respond to children in need, as intervention at a community level can benefit children in the future. Identifying the needs of children and young people at an early stage can limit their chances of becoming involved with child and family social workers at a later stage.

In addition, the government introduced a national policy framework, *Better Outcomes Brighter Futures (2014-2020),* which aims to improve outcomes for children and young people in Ireland. According to the Department of Children and Youth Affairs (2014) the purpose of this policy is to protect and uphold the rights of children and young people, enable their voices to be heard and to support children and young people in realising their full potential. In particular, one of the priorities of this framework is to work together to protect young people at risk. The vision in *Better Outcomes Brighter Futures (2014-2020)* is for Ireland to be the best small country in the world in which to grow up, where children and young people are:

(a) active and healthy with physical and mental wellbeing
(b) achieving full potential in all areas of learning and development
(c) safe and protected from harm
(d) have economic security, opportunity and
(e) connected, respected and contributing to their world (Department of Children and Youth Affairs, 2014).

2.4 Community Social Work

Community work can be seen as one of the key components of social work, where an emphasis is placed on social work values such as prevention, inclusion, social justice and empowerment. Community social work (CSW) has many similarities to community work but Stepney and Popple (2008:113) identify that ‘‘CSW is concerned with developing more accessible and effective local services’’. CSW plays an important role within communities as it focuses on understanding and uses many values with an aim of binding communities together. The Barclay Report (1982), which was as a result of a two-year enquiry into the role of social workers in England, identifies key aspects of CSW practice, which include partnership with other agencies and communities and working in collaboration with statutory agencies for effective changes within communities. The report also identified four specific requirements for effective CSW which include: being accessible to local networks, responsive and flexible, involvement in social planning and the provision of resources to meet newly identified needs within a community and good working knowledge of people, groups and communities, as opposed to knowledge of individuals alone (Teater and Baldwin, 2012).

CSW works towards empowerment through the involvement of service users in service development and furthermore, it gives individuals the opportunity to contribute their own personal experiences. The role of a CSW includes counselling, advocating, supporting, enabling and encouraging members of a community to become involved in decision making processes at a local level. An important factor of CSW is to have good knowledge of the community that they work within and community profiling aids this process (Teater and Baldwin, 2012). According to Teater and Baldwin (2012:77) ‘‘a community profile is one type of activity or technique that can be used to solicit the needs of community members’’.

2.5 Ecological Systems Theory- Young People and their Environment

By examining Bronfenbrenner’s (1979) Ecological Systems Theory, it will provide an insight into how the young people of Douglas interact with their environment. Ecological Systems Theory allows us to look at an individual’s development through their interaction with their environment by exploring the five different levels within this theory; the microsystem, mesosystem, exosystem, macrosystem and the chronosystem.

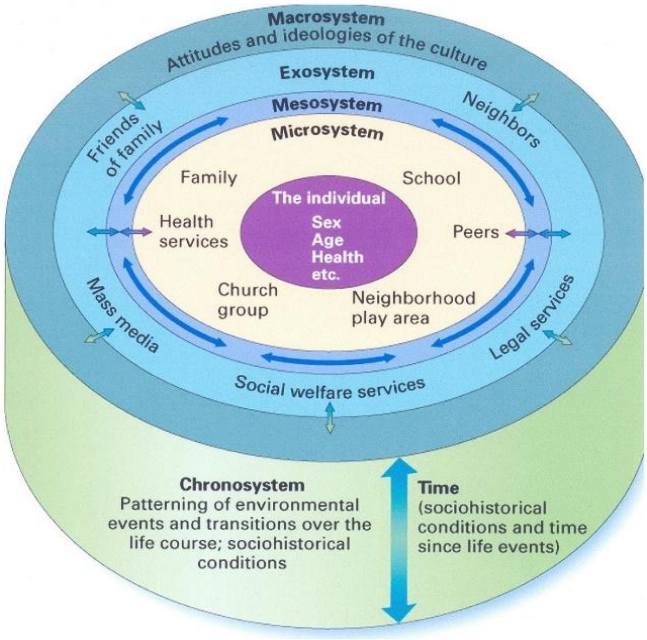


Figure 2.1: Bronfenbrenner's Ecological Systems Theory

According to Durden and Witt (2010:114):

> Youth move through a variety of influential contexts each day, including home, school, work, youth programs, and other free time and peer settings that make up their mesosystem. The relationships between these settings impact youths' developmental trajectories.

It is important to promote positive interactions between young people and their environment because if young people do not have positive experiences with their environment during their adolescence years it may have negative consequences for them going forward. In its document *Teenspace: National Recreation Policy for Young People*, the Department of Health and Children (2007:18) state that the ''environment and 'places to go' have been identified as indicators of well-being among young people…The environment is very significant for young people in terms of the time they spend 'hanging out' with their friends…''.

Although it is important for young people to spend time with their peers, this may lead to communities developing negative perceptions of young people if they are 'hanging out' in the streets. This can be seen as threatening or intimidating for older people and in turn can result in the development of negative stereotypes of young people. It is more important for young people to be viewed as actively integrating

within their community and to be recognised as members of society. Durden and Witt (2010) identify suggestions about ways to improve the public's image of young people some of which include; alternative use of language such as adolescent instead of teen; use the media to portray a more balanced view of young people, for example highlighting the positives as well as the negatives and; identify when youths are working collectively to solve societal problems. This research will portray young people in a positive light, as they are becoming involved in the study to bring about social change in their area.

2.6 Spaces and Places

In the field of geographical research, a place can be described as a space which people have made meaningful (Trell and Van Hoven, 2010). Young people's places of choice to frequent can range from their back yard, the local park or the town centre and such places provide an opportunity for independence and exploration (Abbott-Chapman and Robertson, 2009). The public realm and spaces are the backbone of young people's everyday lives, as it is through such spaces that they form their own personal notions of the world (Beunderman *et al.,* 2007). Young people and teenagers go through a transition from childhood, where their environment is familiar and safe, to a more unknown territory in adolescence. According to Danic (2012:660):

> …Teenagers move out of the familiar childhood spatiality, characterised by familiarity with and manipulation of the immediate environment, to experiment intensively with the public domain and develop an adult spatiality with moral and political implications.

Spaces and places away from adults act as environments of social development and experimentation and are of great importance in the life of a young person. In contrast, social spaces that young people occupy have had negative stigmas attached to them for many years. From as far back as the 19th century young people in urban public spaces were seen as problematic. The presence of young people in hallways or local shopping centres can trigger feelings of discomfort or hostility in the public (Danic, 2012). In a study carried out by Danic (2012:662) it was identified that ''the occupation of public space is also an act of identification and differentiation, particularly of identification with peers and of differentiation from children and adults''. Young people may shift from regular spaces and places of familiarity to hidden spaces such as wooded areas, parks and basements to park take in activities that are prohibited by the law, for example, drinking alcohol and using illicit substances (Danic, 2012).

2.7 Social Amplification of Risk

The theoretical foundations of Social Amplification of Risk (SAR) first emerged by way of a thesis from Kasperson *et al.* (1988), which studied how risk analysis led to minor risks eliciting strong public concerns. The term social amplification of risk refers to the way in which society learns about risks and risk events, not by way of personal experience but through information systems such as the mass media, which can be often referred to as ‘‘social stations’’ (Flynn *et al.,* 2001).

> The social structures and processes of risk experience, the resulting repercussions on individual and group perceptions, and the effects of these responses on community, society, and economy compose a general phenomenon that we term *the social amplification of risk* (Kasperson *et al.* 1988:179).

SAR identifies that a risk interacts with psychological, institutional and cultural process which in turn leads to distorted perceptions of the risk or risk event, resulting in indirect impacts on society. Once a risk has been identified the information is transmitted through several networks and channels of communication before reaching the public (see Fig. 2.2). The mass media, consisting of TV, radio and newspapers, play a significant role when it comes to the amplification of risks, as they are important in shaping the views of individuals and groups within society. The role of the mass media can often be contradictory, as they act as entertainers on one part but on another they act as watchdogs. The risks that are reported by the mass media are selectively chosen for ‘‘story value’’ and in turn provide society with inconsistent coverage of risks. Often, the mass media will report on risks that will gain the public’s attention and become a particular focus and downplay the more serious and common risks (Flynn *at al.,* 2001).

As aforementioned, SAR can result in indirect impact on society. Flynn *et al*. (2001:18) identify that ‘‘the degree of amplification will affect the extent to which *risk ripples* and the stigmatisation of place accompany a risk or risk event’’. When risk ripples it can have direct negative effects on human beings, by way of harm but also indirect, secondary effects can occur on organisations, places or society as a whole. The more that risk ripples the more likely that risk or risk event will be subjected to stigmatisation. SAR is an important factor to explore in this literature review, as it will provide an explanation and understanding when discussing the stigmatisation that young people experience in Douglas (Chapter 4).

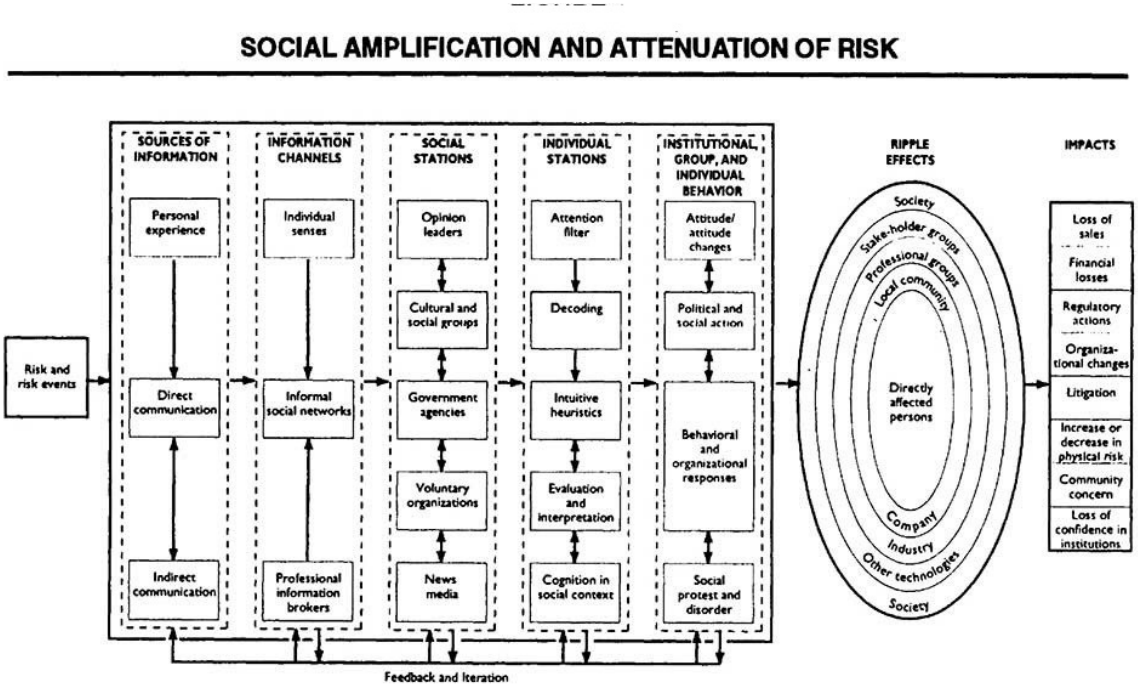


Figure 2.2: Amplification and Attenuation

2.8 Conclusion

This study seeks to explore the views of young people and gain an insight into their experiences of spaces and places in Douglas. In order to be able to provide a foundation and understanding into such views and experiences, this literature review explored a number of different areas. By examining young people and recreation, it identified that recreation can have a positive effect on young people in many ways, including physically and mentally. It also highlighted that when there is a lack of recreational services in an area that it can lead to boredom, which in turn can lead to experimentation with alcohol and drugs. This literature review also looked at how communities respond to children at risk, in Ireland, through the exploration of the Meitheal Model, PPFS and the policy framework *Better Outcomes Brighter Futures.* It also identified the role of CSW and its benefits while also exploring the notion of spaces and places. Furthermore, examining the Ecological Systems Theory provides for an understanding into how individuals interact with their environment, which is particularly helpful when looking at young people's experiences of spaces and places in Douglas. Finally, this chapter focused on SAR and how society can get distorted perceptions of risks or risk events as a result of amplification. Chapter three will identify the theoretical perspective, epistemology, methodology and research methods of this study.

Chapter 3: Methodology

3.1 Introduction

The aim of this chapter is to provide an insight into the theoretical underpinnings of this study and to discuss the research process and the methods that will be used to carry out the study. The chapter will begin by identifying the epistemological stance and theoretical perspective that will inform this research and it will also discuss the methodology and methods that have been chosen for the gathering and analysis of primary data. Furthermore, it will discuss the researcher's involvement in community-based research and being a part of the CARL initiative. To conclude, it will discuss the ethical considerations of this research and my experiences and challenges.

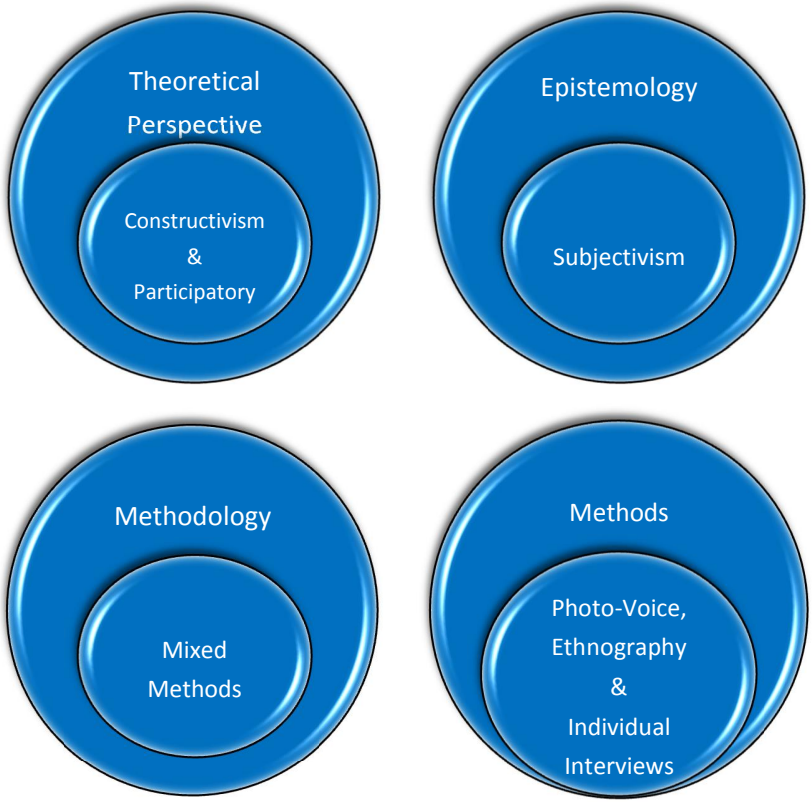


Figure 3.1: Theoretical Underpinnings and Methodological position of the research

3.2 Theoretical Underpinnings

According to Bryman (2016:18) ‘‘theory is important because it provides a backcloth and justification for the research that is being conducted. It also provides a framework within which social phenomena can be understood and the research findings can be interpreted’’. The theoretical position that was taken for this study was constructivism. The research was underpinned by a constructivist paradigm as the aim of the study was to gain first hand experiences of young people in Douglas. According to Mackenzie and Knipe (2006:1) ‘‘interpretivist/constructivist approaches to research have the intention of understanding the world of human experience suggesting that reality is socially constructed’’. Having studied a masters in social work, this has allowed me to identify that there is a congruence between a constructivist paradigm and social work practice, as they both aim to understand the many perspectives and experiences of individuals. A constructivist lens will allow for this study to look at the world in a more flexible way and to understand the data differently, with an aim of bringing about social change (Rodwell, 2015).

3.3 Constructivist and Participatory Approach

This study was informed by both constructivist and participatory epistemological perspectives. According to Carey (2012:78) ‘‘epistemology relates to the study of knowledge and science. It also represents the nature of knowledge and knowledge production, including what the researcher counts as knowledge’’. As the aim of this study was to gain a direct insight into the views and experiences of young people in Douglas, a subjectivist epistemology was chosen when analysing the data. According to Ayn Rand (2018:1), ‘‘subjectivism is the belief that reality is not a firm absolute, but a fluid, plastic, indeterminate realm which can be altered, in whole or in part, by the consciousness of the perceiver—i.e., by his feelings, wishes or whims’’ (For an overall approach to this research see Fig. 3.1.). This approach correlates to this piece of research because each young person had different experiences of living in Douglas, with no two experiences being identical.

This research is being carried out as part of the CARL initiative and therefore it is important to identify participatory aspects of community-based research (CBR). According to Bates and Burns (2012:68) CBR can be defined as:

> a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change

> [...] Faculty and students work with community-based organisations to define the research questions and develop appropriate strategies to address those questions.

3.4 Methodology: Participatory Research in Action

This study consisted of continuous collaboration between the community members of Douglas Matters, my supervisor and the three students involved in the group project. This allowed for extensive planning and preparation, to identify research questions and methods that would be used in answering such questions. CBR presents an opportunity to work in partnership with community organisations and civil society organisations (CSO's), which enhances students learning opportunities. In this instance, becoming involved in CBR allowed for a significant piece of research to be carried out, with an aim of bringing about social change in Douglas.

The collaboration with Douglas Matters consisted of five lengthy meetings with the community group liaison person, my supervisor and the three group members. Two of my peers and I were involved in the study as it was broken into three strands, one strand looked at the views of young people through surveys, another explored the views of stakeholders in the area and my strand explored the views of young people through photo-voice and individual interviews. It was first proposed that I would analyse statistical data but after lengthy discussions, it was agreed that the use of photo-voice and individual interviews would better capture the views of young people and provide much more in-depth data. During this stage, the recruitment of participants was also discussed, as Douglas Matters had direct access to specific cohorts of young people they agreed to identify participants.

This study consisted of a mixed method approach where qualitative research methods were used. It included both primary research, in the form of photo-voice and individual interviews and secondary research, namely a literature review. Qualitative research can otherwise be known as exploratory research, as it allows the researcher to gain an insight into problems and furthermore, to delve deeper into such problems through the exploration of experiences and opinions of individuals (DeFranzo, 2011). Thus, qualitative research was identified as the appropriate method of research as this study aims to explore the views and issues of concern of young people in Douglas.

3.5 Specific Research Methods: Photo-Voice and Individual Interviews

The research methods used in this study to extract the views of young people in Douglas were photo-voice and individual interviews. This was a two-stage process where the participants took photographs of spaces and places in Douglas first and to follow up there were individual interviews held with each participant to discuss the photographs. According to Bugos *et al.* (2014:1) photo-voice ‘‘was first described in 1997 and is a form of community-based participatory research that engages participants at each step of the research process as documentarians, commentators, and agents of social and political change’’. Photo-voice uses photographs and/ or video recordings to study environments in which members of a community live in. As this study was in conjunction with community-based participatory research, photo-voice allowed the young people of Douglas to engage in a process whereby rich data was produced through photographs. Primary research, in the form of photo-voice, provides opportunities for researchers to look into the lives of people in a way that secondary research would not permit. Moreover, it allows for researches to identify aspects of an individual's life that would remain unobserved otherwise. Flum *et.al* (2010:1) identify that ‘‘photo-voice enables us to gain the possibility of perceiving the world from the viewpoint of the people who lead lives that are different from those traditionally in control of the means for imaging the world’’. Photo-voice presents an opportunity to give a voice to those who are voiceless. It also allows an understanding to be gained in relation to sociological concerns within communities (Flum *et al.* 2010). There are three main goals of photo-voice and these are as follows: to record communities strengths and/or concerns, to promote critical knowledge about personal and community issues through group discussions of photographs, which can be more commonly known as photo-elicitation and to reach policy makers. Furthermore, there are five key concepts of the photo-voice process, which are as follows: images teach and provide opportunity for learning, pictures can influence policy, community members should participate in creating and defining the images that shape healthful public policy, that policy makers and other influential individuals are brought together to listen to community members perspectives and that photo-voice emphasises individual and community action (Wang, 1999).

According to Book and Mykkanen (2014:612) ‘‘generally, the lives of children and young people have been explored solely through adults' understandings… Researchers should treat the child's "voice" as a necessity, a right and a skill, worthy of being listened to and studied in its own right’’. Using photo-voice gave the young people of Douglas their own voice and allowed that significant perspective to be explored. An important aspect of photo-voice is that the young person involved will gain an element of power as

they are in charge of what they are photographing, which in turn gives them a sense of control, trust and empowerment (Book and Mykkanen, 2014).

This research incorporated ethnographical aspects to it, as it wrote about people's experiences and examined the views of young people from the inside as opposed to the outside. Carey (2012:147) states that:

> Ethnography is the study of people in naturally occurring settings or 'fields' by methods of data collection which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, in order to collect data in a systemic manner but without meaning being imposed on them externally.

Ethnography can be related to this study as it involves writing about people's cultures and being involved in the topic that is being studied. This research involved analysing the views of young people in Douglas and identifying how the subjects are represented within their community, based on such views. By utilising the photographs that were produced, it provided windows into the lives of young people where I observed spaces and places in Douglas where they felt that they either belonged or did not belong.
The purpose of the individual interviews was to allow a deeper understanding to be gained into the lives of the young people through the exploration of their photographs. It also gave young people the opportunity to voice any concerns they had while engaging in the photo-voice process. Book and Mykkanen, (2014) identify that photographs can only capture a particular moment but what is needed from the researcher is to capture the story that surrounds the photograph. The use of photographs is very beneficial when working collectively with young people as it stimulates them to talk about what they see. According to Book and Mykkanen, (2014) photographs can be seen as ice breakers. Moreover, the individual interviews gave the young person the opportunity to talk about their perspectives by way of a semi-structured interview.

3.6 Research Strategy

There were many phases involved throughout this research (See Fig.3.2). Phase one was planning and organising. This involved meeting with the community organisation, group and my supervisor and developing a research strategy. Once my research strategy had been finalised, I developed several instruments that I provided to participants and parents/guardians. These instruments included an information sheet for under 18's (See appendix A), over 18's (See appendix B) and parents/guardians (See appendix C). I also developed consent forms for over 18's (See appendix D), parents/guardians (See

appendix E) and assent forms for under18's (See appendix F). I provided participants with guidelines that they would have to adhere to when taking photographs during the photo-voice process (See appendix G). Such guidelines included, no photographs of illegal content, no photographs that identify individuals, not to take photographs that embarrass, shame or stigmatise individuals or groups and no photographs to be taken before consent/assent has been given. A document by the Department of Children and Youth Affairs (2012) *Guidance for developing ethical research projects involving children* and a further publication from Bugos *et al.* (2014) *Practical Guidance and Ethical Considerations for Studies Using Photo-Elicitation Interviews,* underpinned such guidelines. Furthermore, I developed interview questions (See appendix H) that would act as a guidance for the individual interviews. As there was a natural flow to the conversations and the interviews were semi-structured, not all questions were used during the process.

Phase two involved applying for ethical approval from the Social Research Ethics Committee (SREC) in the UCC School of Applied Social Studies.[1] The process of gaining ethical approval first began in mid-December, I submitted my first application and I received correspondence stating that in order to gain full ethical approval changes would have to be made to my application. A resubmission was made at the end of January and full ethical approval was granted in mid-February, with minor comments attached (See appendix I). Phase three involved a final review of all the instruments with the community organisation, group and supervisor. At this point, Douglas matters had identified the particular participants for the purpose of convenience sampling, which included seven participants in total, six boys and one girl, ranging in age from 14 to 19 (See Fig.3.2).

[1] Non-clinical research which involves human participants comes within the remit of the Social Research Ethics Committee (SREC) in UCC. https://www.ucc.ie/en/research/about/ethics/

Pseudonym	***Age***	***Gender***
John	17	Male
Sarah	14	Female
Liam	18	Male
Paul	15	Male
David	15	Male
Jack	15	Male
Steve	18	Male

Figure 3.2: Participants involved in the research

The fourth and final phase was the implementation phase. Prior to the research commencing, I met with all seven-young people and provided them with information sheets which explained the research in detail. All participants were advised that if they wished they could withdraw from the study two weeks after the individual interviews. I provided them with guidelines that they would have to adhere to when taking photographs during the photo-voice process. Once the informed consent/assent was given, the young people began the research process. They were given a week to carry out the photo-voice before the individual interviews were conducted. During the individual interviews I used social work skills such as building rapport with the young people, asking open-ended questions, summarising and listening to interact with the young people.

Four Phases of the Research	
Phase 1:	➢ Meetings with the community organisation, group and my supervisor. ➢ Developing a research strategy ⇨ photo-voice and individual interviews ➢ Developing Instruments: • Information sheet- under 18's, over18's, parent/guardian • Consent forms- over 18's and parent/guardian • Assent form- under 18 • Photo-voice guidance • Interview Questions
Phase 2:	➢ SREC Approval
Phase 3:	➢ Final review of instruments with community organisation, group and supervisor
Phase 4:	➢ Implementation <u>Young people under 18 & Young people over 18</u> • Parental Consent • Initial meetings with young people to discuss the study and research processes • Informed consent and assent • Young people begin photo-voice • One week to gather photographs • Individual Interviews

Figure 3.3: Four phases of the research

3.7 Data Analysis

Each participant engaged in the study and took between five and nine photographs of spaces and places in Douglas. Each photograph was coded, alphabetically and numerically, in order to uphold the anonymity of the participants. Such photographs were analysed and discussed in detail during the individual interview process. The interviews were recorded and coded corresponding to the assent/consent forms and the photographs of each young person. The data was analysed thematically and all the photographs and interviews were drawn upon for the analysis. Nowell *et al.* (2017) describe thematic analysis as ''…a method for identifying, analysing, organizing, describing, and reporting

themes found within a data set''. From the collected data similar themes were chosen and relationships between the themes were also identified. The findings that were produced were applied to certain theories and aspects of the literature review, which resulted in recommendations being put forward.

3.8 Ethical Considerations

In undertaking research with young people under the age of 18 years, there were a number of ethical issues that had to be considered. To engage in "relevant work", as defined in the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, with young people I had to be Garda Vetted by both UCC and the community organisation, prior to the research commencing. As a student social work researcher, I was cognisant of the ethical research practices when carrying out this study, which included, non-maleficence, beneficence, respect for autonomy, being just and fidelity (Syracuse University School of Education, 2018). Since this research involved participants under 18 years, I had to adhere to guidelines set out in Children first, the national guidance for the protection and welfare of children. If concerns arose during the study they would have been reported to Tusla and in the case of an emergency the Gardaí would have be notified. During the duration of the research, I had access to designated liaison persons within the research team who would have the responsibility for ensuring that standard reporting procedures were followed if necessary. Another ethical consideration was in relation to the copyright of the photographs. The copyright of all photographs taken during this study was retained by the photo taker. Prior to the inclusion of any photographs or drawings in the final report of this study, publications or presentations, safeguards were put in place to protect participants and the research process. Each photo that was included in any final reports, publications or presentations was carefully selected to ensure a duty of care to participants and ensure that anonymity of participants is upheld.

3.9 My Experiences and Challenges

I found that my thoughts and feelings varied at the beginning of the research but by the end I identified that it was a very positive experience. At the start of the process, when the possibility of using statistical data was discussed, I had mixed feelings as that did not inspire me. When it was agreed that I would use the photo-voice and individual interviews, I felt as though this research would be a lot more worthwhile and useful. The idea of the photo-voice was daunting at the beginning as it was unknown territory, but this challenge was easily overcome. It has to be noted that this type of research takes a considerable amount of planning and thorough consideration and would not be entered into lightly. The process of carrying out the photo-voice and individual interviews with the young people is something that I really

enjoyed. Their views and honesty were uplifting and it had a positive impact on my experiences as a researcher.

A challenge I encountered was the length of time it took to receive full approval. The process began in mid-December and approval was not granted until mid-February, leaving a limited amount of time for the option of changing topics if approval was not granted.

3.10 Conclusion

This chapter explored many aspects of this research in terms of its methodology. It began by identifying that the theoretical underpinning was constructivism and the epistemological approach was subjectivism. This allowed for the reader to identify the lens that was used when carrying out this research. It also discussed CBR and the participatory aspect of this study with the community group, Douglas Matters. This chapter highlighted the extensive planning and preparation that went into this study and how carrying out CBR provided learning throughout. A description was given on photo-voice and it identified how such a method can benefit research processes and in addition, it highlighted the ethnographical aspects incorporated into this study. A step by step account of the research procedure was given in the research strategy to allow the reader to identify the processes involved in photo-voice and the individual interviews. Furthermore, this chapter explored how the data would be thematically analysed for the purpose of identifying relationships between data sets. To conclude, the ethical considerations of this study and my experiences and challenges were explored. The next chapter will present the research findings thematically and incorporate the photographs of participants throughout.

Chapter 4: Research Findings and Analysis

4.1 Introduction:

This chapter will present the research findings and thematically analyse primary data, which was gathered from photo-voice and individual interviews with participants (See Fig.4.1). By thematically analysing the data, it will allow for the identification of the most prevalent themes, which will be related back to the literature review throughout. By discussing the different themes, it will answer the research questions that were outlined in chapter one. This chapter will include photographs from participants to show how the use of photo-voice captured the views of young people in Douglas. Pseudonyms will be used throughout this chapter to protect the anonymity of all participants.

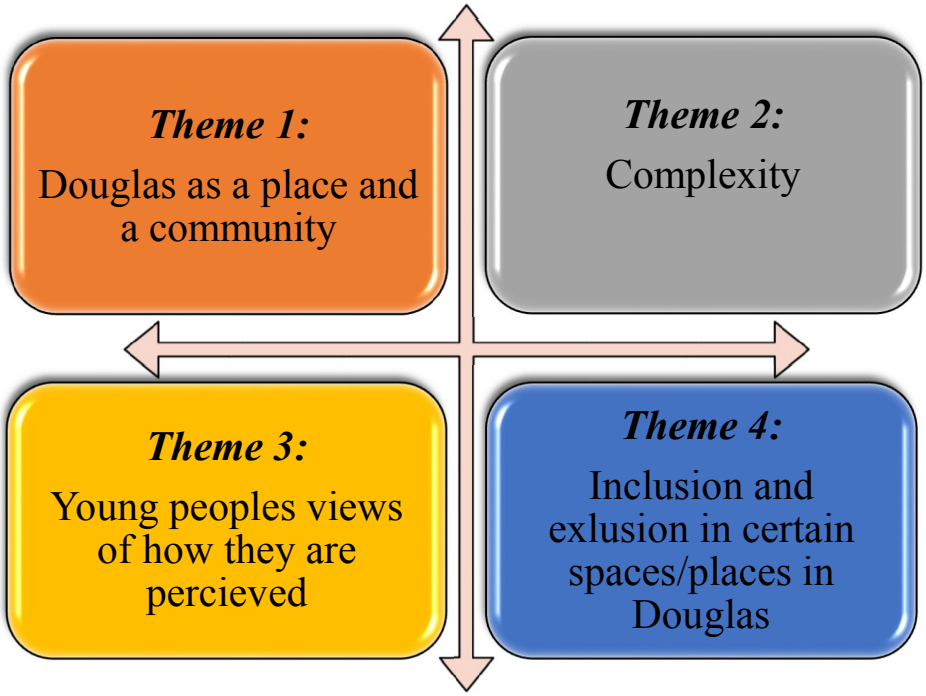


Figure 4.1: Thematic Overview of Research findings

4.2 Theme 1: Douglas as a Place and a Community

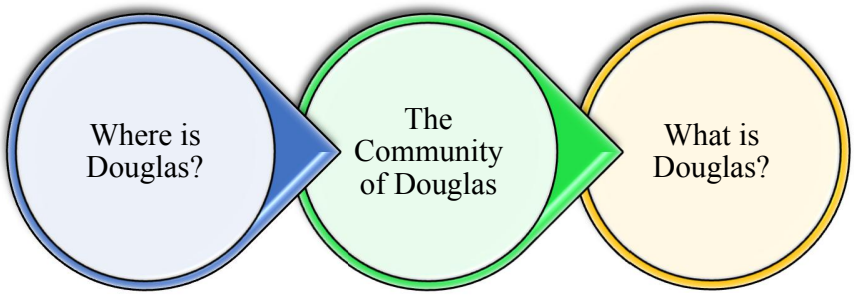


Figure 4.2: Summary of Theme 1

4.2.1 Where is Douglas?

Upon the analysis of gathered data, a common trend identified was the uncertainty surrounding the boundaries of Douglas as a place and location. At the beginning of the photo-voice process, participants were asked to take photographs of spaces and places in Douglas and each participant questioned where exactly Douglas was. All seven participants involved in the study had their own personal views of the boundaries of Douglas and what areas were inclusive of Douglas.

> *''When people are talking about Grange you don't really necessarily say its Douglas even though it might say in the address 'Grange, Douglas'. But I suppose it is kind of- its Douglas, you know'' (Steve).*

> *''In terms of what I would see as Douglas, I would see from Douglas Com probably down to Apache and a little bit up''. (Jack)*

A question that was asked in the individual interviews to participants was, if the last slide on a power point presentation was blank, what picture would you like to put there? David stated that:

> *''A picture I would put would be one of the roundabouts somewhere because if I were to take a picture of that, it would represent all the different areas that surround it [Douglas] and kind-of where they all meet together in one place''. (David)*

This quote from David implies the need for inclusion of all the different areas surrounding Douglas. Furthermore, this statement can be symbolically connected to the photograph below that was taken by Paul of a roundabout in Douglas.



Image 4.1: Roundabout in Douglas (Paul)

4.2.2 The community of Douglas

Findings that arose from this study identify that the community of young people in Douglas consists of young people from other neighbouring communities also. Young people's friends drift into Douglas and therefore, 'community' as a concept may not be best understood as a physical space but is more complex, relationship-based and open to interpretation. Sarah spoke of young people coming from areas such as *''Mahon''* and *''Togher''* to hang out in Douglas.

4.2.3 What is Douglas?

Liam took this photograph of the bright lights of Douglas and spoke about his perception of Douglas as a community and how *''you can't judge a book by its cover''*.

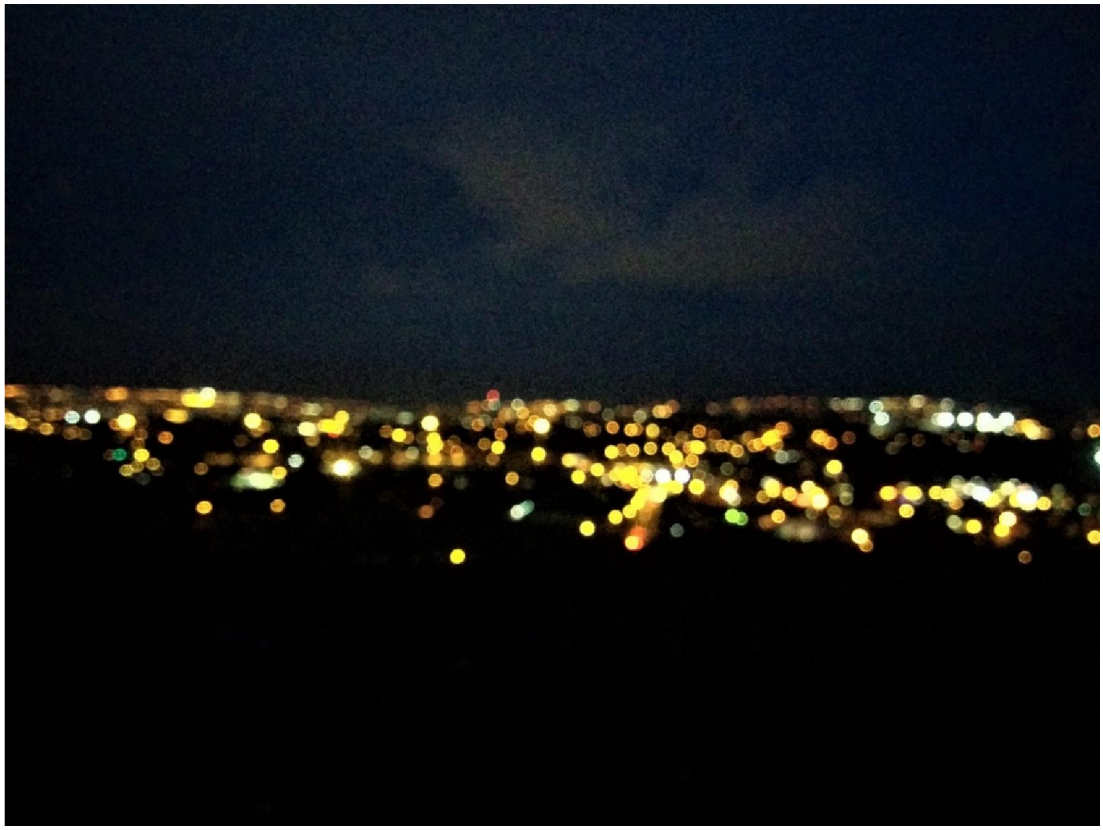


Image 4.2: Bright lights of Douglas (Liam)

‘‘See, it’s the little things, as in like, let’s say that tree outside. If you were to look at it from here you’d be like, ‘that’s a tree, its brown’. And then you go closer and you can see the dirt on the tree. That’s kind of what I mean. As in there’s not like massive bad aspects or anything but like from the outside it just looks like a great place to live. It actually looks pretty nice. But it’s when you get closer and you actually realise, I don’t know, social problems and everything like that. It’s just not as good as it looks’’. (Liam)

4.2.4 Discussion

As previously identified, the literature described a place as a space that an individual has made meaningful. Due to the fact that there is no concrete description of the boundaries of Douglas, each participant included different places in their perception of Douglas as they had personal, meaningful ties to specific areas. According to MacQueen *et al.* (2001:1) ‘‘a common definition of community emerged as a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings’’. Young people’s friends drift into Douglas as a result of social ties and engagement in joint activities in the area, which results in a community that can be hard to define. This in turn is not something that can align easily with a

specifically mapped out area. As the areas of Douglas are not specifically mapped out, confusion around the boundaries of Douglas can lead to a lack of identity for young people in the area. Benson and Elder (2011:1) identify that ‘‘young adult identity as subjective age is constructed through interaction with significant others and their contexts’’. It may be difficult for young people to identify whether they are from Douglas if their social interactions consist of them associating themselves with surrounding areas, which may or may not be seen as the community of Douglas.

4.3 Theme 2: Complexity

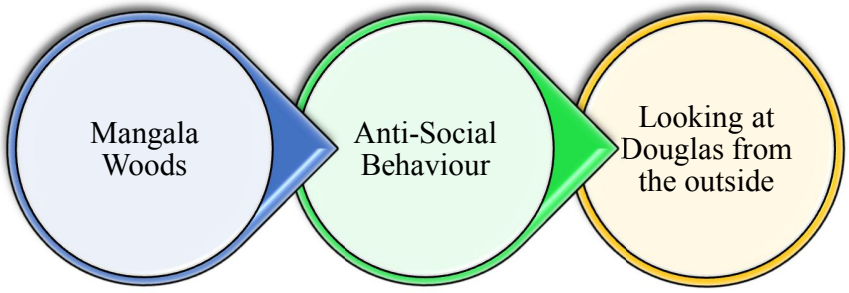


Figure 4.3: Summary of Theme 2

4.3.1 Mangala Woods

Five out of seven participants spoke about the Mangala woods and each had different perceptions in relation to what this public space offered Douglas.

> *‘‘It’s kind of a landmark at this stage, you know what I mean. Everyone just kind of knows about it no matter what age you are’’. (Steve)*

Although the Mangala woods is a public space, five participants spoke of not availing of this space because of anti-social behaviour.

> *‘‘Like all those wooded areas you go in and find like little shacks of corrugated iron and all that, but like everyone just goes there to drink. So, if you walk into one of those they’d just be broken glass all over the floor and usually they’re half burned down and everything…’’ (Liam).*

4.3.2 Anti-Social Behaviour

Sarah took the photograph below of the Mangala woods. She stated that she did not belong to this space/place because she felt that anything could happen in the woods and she would only go there during the day with her mom. Sarah spoke about it being unsafe and that it is dark and that there is no lighting. Furthermore, she identified that it is a space for young people to hang out and a specific cohort of people frequent here as it is difficult for the guards to find them. Paul provided an account of his experience of the Mangala woods and the reasons why he would not 'hang out' in this public space.

> *''...I've witnessed it before, there's drunk people there, so people wander off when they are drunk there''. (Paul)*

Furthermore, Steve identified what the Mangala woods was used for by young people in the area.

''I suppose really to drink. There's not really any other reason for it, like, you know''. (Steve)



Image 4.3: Entrance to the Mangala (Sarah)

4.3.3 Looking at Douglas from the Outside

Liam's over-all message that he wanted to portray from the photographs he had taken was that Douglas as a place was *''complex''*.

> *''I guess I was trying to showcase there's good and bad to Douglas. It's not that I don't like having my own opinion, but my opinion's constantly changing on Douglas in general. Like some days I'm like oh my God, I hate the place, why do I ever go outside? And then like other days I'm like oh, it's actually great, there's a load of stuff. So, like I don't know, I think technically I just haven't made up my mind. I think it's—can I describe a place as complex? .... If Douglas was a person I would describe it as complex''. (Liam)*

4.3.4 Discussion

Both the literature and findings arising from this study identify that young people move from a stage of childhood, where they are familiar with their surroundings, to adolescence, where they move away from this regime of familiarity, through exploration. Danic (2012:662) identifies that ''the occupation of public space is also an act of identification and differentiation, particularly of identification with peers and of differentiation from children to adults''. Young people often reside in spaces and places that are hidden and away from monitoring of older adults, in this instance, the Mangala woods. Wegner *et al.* (2006) highlights that adolescence is a time of high risk experimentation with alcohol and drugs. The findings from this study support this view as it is evident that young people go to the Mangala woods to engage in experimentation through underage drinking. Birckmayer *et al.* (2008:20) identify that ''when peer groups involve drinking, this is often related to the setting such as in isolated areas away from adult supervision or within the privacy of a home without adult supervision or with parent permission''. When such isolated areas and public spaces are being used as areas for anti-social behaviour, this can have a negative effect on the public, as there is a tendency to then avoid such spaces.

4.4 Theme 3: The Perception of Young People in Douglas

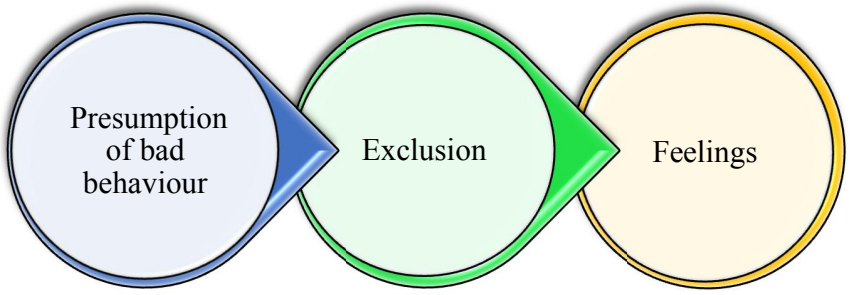


Figure 4.4: Summary of Theme 3

4.4.1 Presumption of bad behaviour

The presumption of bad behaviour was a theme that emerged from three participants within a specific cohort, in relation to Tesco in Douglas. They spoke about being in Tesco but getting kicked out by security guards based on the presumption that they were there to cause trouble. Sarah spoke about belonging to Tesco, as it is where she buys food but not to the whole shopping centre. When questioned about why this was the case this was her response:

> *''No, because you get kicked out way faster inside there… They probably think we're going to cause trouble''. (Sarah)*

During the photo-voice process, Liam and his friend were on the roof top car park in Tesco, as Liam wanted to take a picture from up here and during this time they got kicked out.

> *''We were literally just on the roof of the car park throwing a paper aeroplane around for about, I think it was like twenty minutes to half an hour and then we just got kicked out… I guess that's another reason I kind of wanted to just put pictures from up there, because I think like that in itself is kind of a thing about Douglas, because there's a load of places like that. Like you'd literally just be told move along, because, I don't know, someone sees a teenager and there just like, Oh no… But like the thing is if I was an adult or the two of us were thirty or something and we were just up on the roof of the car park, everyone would have left us alone''. (Liam)*



Image 4.4: Roof top car park in Tesco (Liam)

Steve also spoke about his negative experiences of going to Tesco for shelter when it was raining.

> ‘*‘We’d try to stand somewhere where there’s shelter but even if you stand inside the doors of Tesco you get kicked out. Anywhere really with shelter you get kicked out’’. (Steve)*

In contrast, one participant from another cohort spoke about his positive experience of Tesco as a place to hang out (see photograph below).

> *‘‘…It’s a great place to hang out, I don’t think it needs anymore additions’’. (Paul)*



Image 4.5: Tesco Shopping Centre (Paul)

4.4.2 Exclusion

Certain participants believed that some adults felt that young people occupy certain spaces to cause trouble, which often left them feeling excluded and being aware that they were not wanted in such areas.

> *''...I knew it was probably bound to happen. It wasn't like oh, maybe they'll do that. I was like, okay, how long can we stay here before they kick us out''... It was just like as soon as we were going up there we knew it was a sure thing we were just going to get kicked out''. (Liam)*

> *''Like some people when you see them walking up, they're kind of looking up and down and up and then they don't really want to walk past I don't think. Obviously, they're kind of a bit sketchy about it we'll say''. (John)*

An interesting finding that arose from this study was that exclusion also exists between young people in Douglas. Jack spoke about how he felt around large groups of young people.

''I'd say it would be the large groups because they look menacing and you don't want to go around there and have them all staring at you, because you might not feel comfortable''. (Jack)

4.4.3 Feelings

Three participants expressed their feelings around this perception that older people had of younger people in Douglas.

''Annoyed… Because like we actually do nothing so there's no reason to''. (Sarah)

''… We were literally just up on the roof of the empty car park and no one around, just enjoying ourselves throwing around paper aeroplanes, then we got kicked out, which was just a bit sad, but yeah''. (Liam)

''… It makes you feel like your unwanted kind of way, you know… but it was just the way they kind of confront you for it as well, do you know what I mean? Like they wouldn't be nice about it kind of way''. (Steve)

4.4.4 Discussion

It is evident from the findings of this study that the public's perceptions of young people in Douglas are somewhat negative. The media can have an impact on how the public perceives young people which can lead to ''ephebiphobia'', which is the fear of youth (Byron, 2009). The media can represent young people in a negative and judgemental light which in turn can cause increased fear by the public. This can be related back social amplification of risk (SAR) theory by Kasperson *et al* (1988), which was explored in chapter two. Social amplification of risk looks at the way society learns about risk through social stations such as the mass media. It is evident that through such social stations that the public's perceptions of young people have been tainted. Dunham (2014:1) states that ''according to a recent poll of more than 1,000 young people by the think tank Demos, four-fifths of 14- to 17-year-olds feel their age group is unfairly represented in the media''. The media often exacerbates the behavior of young people through their reporting of stories, which has a knock-on effect on how young people are treated by the public. The reporting of young people in the media is often misrepresented and only focuses on a small percentage of young people who come in contact with the law. Thus, it fails to identify the larger percentage of youths who are not coming into contact with the law.

4.5 Theme 4: Young people's Perceptions of Douglas

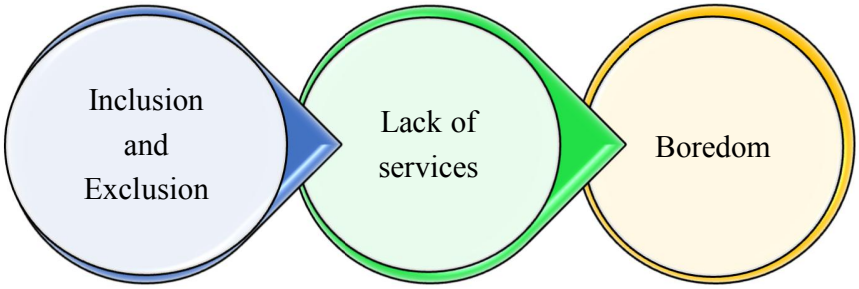


Figure 4.5: Summary of Theme 4

4.5.1 Inclusion and Exclusion

All seven participants had different perceptions of Douglas, some of which were positive and others which were negative. There was an overlap of spaces and places where participants felt excluded and included, which is referenced in Fig. 4.6.

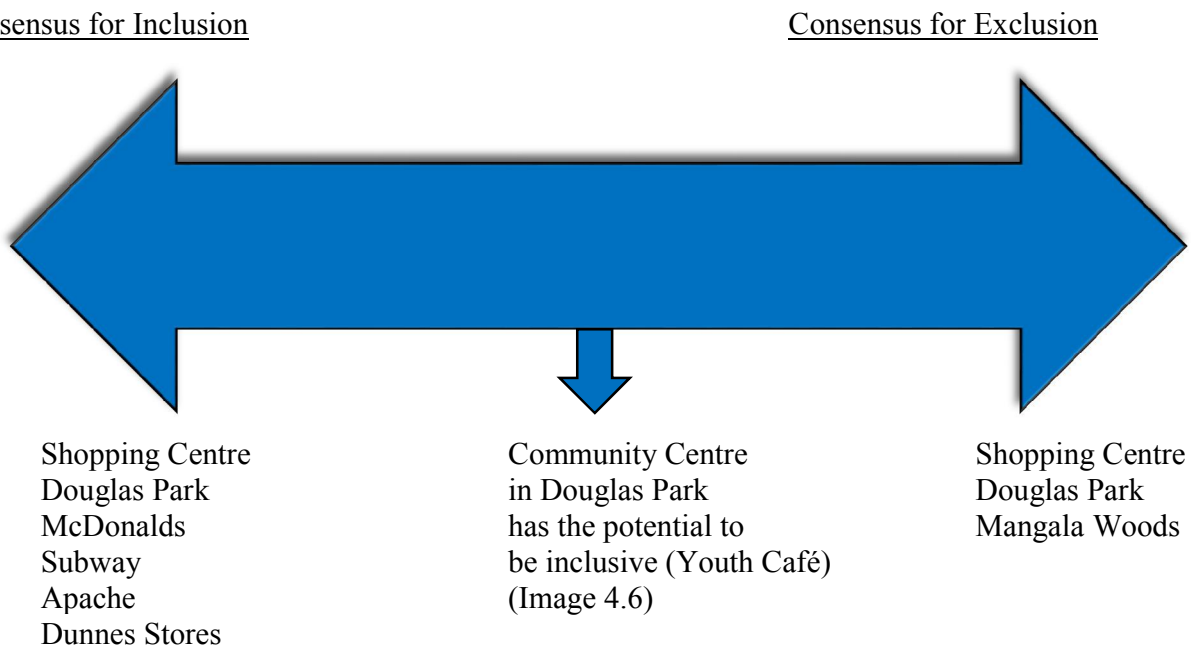


Figure 4.6: Places of Inclusion and Exclusion in Douglas



Image 4.6: Community Centre in Douglas Park (David)

John and David spoke about two places in particular where they felt included, one by electricity boxes and the other in St. Columba's church (Image 4.6 and 4.7).

> *''This place here by the two boxes is like a big kind of gathering point you could say for teenagers in Grange''. (John)*



Image 4.7: Electricity boxes (John)

''Any age group or person is kind of accepted or welcomed into a church or religious premises''. (David)



Image 4.8: St. Columba's Church (David)

Furthermore, an interesting finding from this study was the sense of inclusion that Liam felt during the snow and what that meant for him.

> *''Like I think it's something about the snow. It just brings out a nicer side of everyone and it makes everything seem really communal''. (Liam)*

When Liam and his friends built an igloo during the snow this was somewhere that they could go where they felt safe and included.

‘‘There was like a sense of home in there… See, it was like a base as well. Like after we built that we just had a little place we could go… I was just telling my friends I just don’t know how I’m going to readjust to normal life after the snow’’. (Liam)



Image 4.9: Igloo built by Liam and his friends (Liam)

The community park was a space that the seven participants were divided on, some felt included in this area, as it is where they hang out with their friends and others felt excluded as it was only for young children, parents and old people.



Image 4.10: Douglas community Park (Sarah)

> *''...It's a nice place to hang out and it's very open and nice around there most of the time''. (Jack)*

> *''It's the park in Douglas and I don't think I belong there. It's for little children''. (Sarah)*

4.5.2 Lack of Services

The most common theme that arose from this study was the lack of services, with six out of seven participants speaking of this issue. The participants expressed their concerns about the lack of services in the area and how this leads to boredom.

> *''Well, like kind of boring if anything. Like they're still positive, I suppose because you'd be with your friends and stuff, but there's just literally nothing to do. It says a lot there for standing on a bus stop for entertainment''. (Steve)*

''I just feel like there isn't enough for young people to do''. (David)

Liam took this photograph in an area that young people 'hang out' because there is not a lot for young people to do in Douglas.

''I just thought it goes to show like people would just take their own initiative, cut down some trees, just make seats in the middle of a field just so they have a place to sit. And there were a lot of cans on the floor. So like I guess that also comes back to the thing like if people don't have much to do they just kind of occupy themselves with what they have''. (Liam)



Image 4.11: Open space in Douglas (Liam)

Four participants spoke about wanting a youth café to be put in Douglas, as it would be a safe space for young people to 'hang out' and it would alleviate the boredom that they are experiencing, as a result of the lack of services in the area.

'*''I think a youth centre or something would be cool around Douglas…''. (John)*

''A youth centre in some way''. (Sarah)

4.5.3 Boredom

An interesting finding from this study was the link between boredom and underage drinking. Steve spoke about growing up in Douglas and how the lack of services resulted in him underage drinking.

> *''When I was younger, I'm not going to sit here and say I didn't drink, because I did, like, simple as… There wasn't much to do, like, so we kind of resorted to drinking really, a lot of us, just to kill time and something to do... If there was stuff to do I wouldn't have probably ever resorted to that like''. (Steve)*

Steve also expressed his views in relation to underage drinking, that it is not necessarily as a result of peer pressure, more so as a result of boredom and an image that young people have to uphold.

> *''Like the only way you're going to stop- like the thing is you're probably never going to be able to properly stop underage drinking, but the best way to deal with it is just to have things set up for people to do''. (Steve)*

4.5.4 Discussion

Biolcati *et al.* (2016) identify that boredom in leisure time plays a significant role in substance use among young people. It was shown that teenagers who were experiencing boredom were more likely to engage in alcohol abuse in order to alleviate this boredom. The findings from this study highlighted the connection between boredom and underage drinking, with one participant identifying boredom as a direct link to his underage drinking. According to Komro *et al.* (2002) ''another study found that people who begin drinking before age 15 are 4 times more likely to develop alcohol dependence during their lifetime than are people who begin drinking at age 21''. The development of substance dependency in young people can have negative impacts on their mental and physical health in the present and also in the long term. This study highlights the importance of having adequate recreational activities in place for young people to avoid substance use.

It is important to also discuss Liam's statement about building an igloo during the snow. The igloo gave him a sense of home and it also gave him and his friends a place to go and he wondered how he would readjust to normal life after the snow had gone. If igloos were present all year-round Liam and his friends would have a place to go where they felt like they belonged, but as this sense of inclusion was only temporary, it is important to look at ways in bringing about this sense of safety and inclusion on a

permanent basis for the young people of Douglas. Recommendations will be given in chapter 5 which will discuss this is more detail.

4.6 Conclusion

The analysis of the findings in this chapter answered the set research questions which were identified in chapter one. The views of young people in Douglas were identified throughout this chapter by the use of photo-voice and the inclusion of photographs. The research findings are based on the views of young people and the main findings that were presented in this chapter include- the uncertainty around the boundaries of Douglas, the Mangala woods and the anti-social behaviour that occurs here, young people's feeling of exclusion in Douglas and the lack of services in the area. By focusing on the views of young people in this study, their issues of concern were also highlighted. The main issue of concern for the participants of this study was the lack of services in the area and how this led to boredom. By including participant's photographs throughout, it identified how the use of photo-voice captures the views of young people. This chapter explored young people's experiences of spaces and places in Douglas and identified that the seven participants had both positive and negative experiences of different spaces and places in Douglas. It also highlighted how some participant's felt excluded from certain spaces and places in Douglas and how they felt about this. This chapter also briefly explored the participant's hopes for the future for Douglas which will be examined in more detail in the subsequent conclusion and recommendations chapter.

Chapter 5: Recommendations and Conclusions

5.1 Introduction

Through the thematic analysis of data, several recommendations were produced by both the participants and the researcher, which will be presented in this chapter. Further research opportunities were identified which will be discussed, furthermore, the implications for social work practice will also be considered. This chapter will conclude with a reflection on the process of engaging in this piece of research and being involved in a CARL initiative with Douglas Matters.

5.2 Recommendations

The recommendations provided are limited to the findings of this research. It should also be noted that this piece of research is part of a larger three-part project. As this was a participatory piece of research, the participant's recommendations will take preference before discussing my recommendations as a researcher.

5.2.1 Participant's Recommendations

* Please note that not all participants provided recommendations.

- The most significant recommendation was that more services be put in place for young people in Douglas. Four participants spoke about having a youth café in the area as this would be a place that they could go and where they would feel safe and included. According to Moran *et al.* (2018:1) ''Youth cafes are drug and alcohol free recreational spaces and research shows that they impact positively on young people. Youth cafes are broadly similar to youth clubs, but they are less structured and are primarily youth-led spaces''.
- Sarah made a recommendation about fundraising money to set up a youth café through Tesco Community Fund. Sarah stated that *''In Tesco they have, do you know those tokens? So they could ask could they get put in and people donate''*.
- Several participants put forward different ideas about the design of the youth café and what facilities could be put in there. John and Sarah both suggested that there be pool tables. Furthermore, Sarah suggested somewhere that *''you can sit down and stuff and have Wi-Fi'' and ''...put posters on the wall to make it look brighter''*. Steve suggested a games room, somewhere

to relax and *''maybe put a few TV's''*. In addition, Jack stated *''I would like something that wouldn't charge us anything because sometimes people don't have the money for anything''*.

- Another recommendation from two participants, David and Liam, was the incorporation of counselling services for young people into the youth café. David spoke about how *''... it would make a huge improvement in the community''* and Liam stated that *''I think counselling should just be free for everyone''*.

5.2.1 Researcher's Recommendations

- Based on the findings of this research, I would suggest the introduction of youth café in Douglas for the following reasons; it would give young people a sense of belonging and inclusion on a permanent basis, which they are currently seeking and furthermore, it would provide a safe space for the young people to 'hang out'.
- The literature suggests that ''youth participation should be conceptualised as a more diverse set of social processes rooted in young people's everyday environments and interactions'' (Moran *et al.,* 2018:2). The voice of young people in Douglas is of great importance and I would recommend that youth participation be encouraged throughout the setting up of a youth café. This would give the young people of Douglas an opportunity to express their views and creativity and also to work collaboratively with others involved in the process.
- I recommend that the youth café incorporate a free counselling service for young people, run by qualified counsellors or community social workers.
- As community services for families and young people in Douglas are scarce, apart from a Garda Youth Diversion Programme, a recommendation would be the introduction of a family support project in the area also. This project would follow the same structured approach as Farranree and Knocknaheeny Springboard Projects in Cork. Furthermore, this project would enable Douglas to respond to children in need, through the incorporation of the PPFS and the Meitheal Model.
- The family support project would focus on providing family support to children at risk and furthermore, target disadvantaged, vulnerable families and provide interventions and support to such families. Similar to the Springboard Projects this family support project would focus on social aspects such as school completion and family support and the psychological aspects such as, therapeutic support and training. It is suggested that the project could include community

social workers, psychologists, youth and community workers and family support workers to work within the social and psychological aspects of this project.

5.3 Further Research Opportunities

As the sample for this study was small-scale and only included seven young people from Douglas this provides an opportunity for further research. Further studies could be conducted with more young people in the area to identify other needs and issues of concern. In addition, further studies could be carried out on the introduction of a family support project in Douglas in order to identify what services individuals would like to see incorporated into this project.

5.4 Implications for Social Work

As social workers, we are concerned with promoting the participation of service users and their views. According to the Irish Association of Social Workers (IASW, 2007:2), our code of ethics requires that ‘‘social workers will advocate with and on behalf of those whom society excludes and in doing so should engage with service users and facilitate them in contributing their views to such developments’’. This piece of research involving young people from Douglas is an example of upholding the above principle in practice, set out by the IASW. This piece of research involved engaging with young people from Douglas and promoting their views, with the hope of bringing about social change in the area.

As social workers, we are also concerned with working with other agencies, as identified by the IASW (2007) ‘‘in seeking to respond to the needs of individuals, groups and communities, social workers will seek to involve other professionals and agencies as appropriate’’. Working in collaboration with Douglas Matters on this piece of research to respond to the needs of young people in Douglas, illustrates the importance of working collectively to bring about social change to individuals, groups and communities.

The introduction of community social workers in the area would mean a commitment to exercising human rights, advocating on behalf of individuals whom society excludes, addressing social issues, through problem solving and bringing about social change (IASW, 2007). Throughout this research, participants made no reference to community organisations addressing social issues in the area. This research emphasises the need to be able to support young people and families in Douglas and how they would benefit from a family support project and a youth café in the area.

5.5 Conclusion

The purpose of this study was to examine the views of young people in relation to spaces and places in Douglas. The use of photo-voice and individual interviews allowed for the identification of issues of concern and the views of young people to be explored. Upon conducting primary research and completing a literature review, a number of key findings were identified.

One of the most significant findings of this study is the lack of services for young people in Douglas, and how this leads to feelings of boredom and exclusion in their own community. One important aspect of this study was that six out of seven participants specifically referred to the lack of services in Douglas and stated that there is nothing to do for young people in the area. Both the literature and findings of this study highlight the fact that boredom has a significant part to play in substance use in young people. Wegner *et al.* (2006) state that ‘‘boredom has been shown to play a role in adolescent substance use. Youth who felt bored and used leisure as a means of rejecting adult structure were more likely to engage in undesirable health behaviours such as smoking cigarettes and abusing alcohol’’. The lack of services for young people in the area is an important finding as many participants spoke about how they congregated at places like Tesco, McDonalds and Subway in Douglas. They spoke about older people’s perceptions of youth and how they felt excluded as a result of getting asked to leave such places because they were in groups. The Douglas Matters group plays an important role in the community of Douglas as the group was created to respond to the needs of young people in the area. Finally, the findings from this study highlight the importance of the young people’s views when looking to respond to issues of concern in the area. The first-hand experiences of the participants provide an opportunity for Douglas Matters to work from the ground up, with young people in the area, to make Douglas a better place to grow up in.

As this study had a small sample size, it was not representative of all the young people in Douglas, however, it uniquely focused on the perspective of youths from two diverse groups of young people in the area, through photo-voice and individual interviews.

5.6 Reflective Piece

Becoming involved in this piece of research was somewhat daunting at the beginning. Having undertaken secondary research for a previous dissertation, I knew that I wanted to conduct primary research this time around. I had first heard about the CARL initiative when I attended the MSW conference last year and it was from there that my interest in becoming part of a CARL project increased. After speaking to my tutor about what the research entailed, I became quite intrigued and agreed to take part in this research in collaboration with Douglas Matters and young people in the area. During the first meeting with Douglas Matters, my tutor and two of my colleagues, we spoke about different elements of the research and during this time I became overwhelmed and questioned my confidence in partaking in this research. The second meeting was when I became a lot more comfortable, as I had pin pointed exactly what element I would be researching.

A lot of hard work was put into receiving ethical approval before the research process even began and this was something I did not envisage and at times got frustrated. Once I had received ethical approval and began meeting with participants, I became quite excited about the research. I felt privileged to be part of such an interactive study that held my interest throughout. I think when people look at research they have this idea that it is going to be boring, but this was study far from it. The process of interviewing the young people and gaining an insight into their lives was something that I enjoyed and had a lot of fun doing. It was rewarding to see the pride the young people took in the work they had done for the research and their honesty during the interview processes.

Throughout my research journey, there were limitations to this study including, the timeframe and word count applied to this research. This placed restrictions on the number of participants used, which in turn limited the depth of the research. The fact that this research was carried out by an adult social work student, it was recognised that the participants may have given benign answers and have considered their responses, prior to their involvement in the individual interviews. Furthermore, convenient sampling was used for this study, which can be seen as a limitation as there were six boys and one girl, which does not provide an equal representation of male and female perspectives.

As an individual and a researcher this process provided significant learning for me academically and personally. It highlighted my capabilities academically and allowed me to recognise that I was capable of carrying out an in-depth piece of research at a Masters level. Furthermore, it enhanced my professional

development by working in partnership with Douglas Matters and helping the community of Douglas. Personally, this whole process from start to finish improved my confidence overall. Prior to partaking in this research, I lacked confidence and I would have never thought that I would have been involved in such a study. My confidence has grown throughout this process and being involved in this research is something I take great pride in.

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Appendices

A: Information Sheet under 18's

B: Information Sheet over 18's

C: Information Sheet parents/guardians

D: Consent form over 18's

E: Consent form parents/guardians

F: Assent form under 18's

G: Guidance for photo-voice

H: Guidance for individual interviews

I: Ethical approval email

J: Photographs Participant A (John)

K: Photographs Participant B (Sarah)

L: Photographs Participant C (Liam)

M: Photographs Participant D (Paul)

N: Photographs Participant E (David)

O: Photographs Participant F (Jack)

P: Photographs Participant G (Steve)

Appendix A

INFORMATION SHEET (Under 18)

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Purpose of the Study: This study is a Community Academic Research Links (CARL) project which in collaboration with Douglas Matters. Douglas matters is made up of members of the community, young people and adults that live in Douglas and was set up to tackle the challenges and issues facing young people in the area. The aim of this study is to respond to ISPCC reports on the needs of young people in the Douglas area. The use of photo-voice and individual interviews will provide data which in turn will enable Douglas Matters to effectively engage with the young people, with a view of addressing such issues. This study is one part of a group research project that will be carried out in collaboration with Douglas Matters.

What will the study involve? This study will gain first-hand experiences of young people in Douglas through elements of photo-voice and individual interviews. Photo-voice uses photographs to study environments in which members of a community live. (Please see guidance on photo-voice attached to this information sheet). The first phase of the research will involve participants being asked to take photos of spaces and places in the Douglas area. The second phase will consist of individual interviews with participants where they will get the opportunity to talk about their photos and their experiences of living in Douglas. The individual interviews will be facilitated by myself and Louise Murphy (Foroige). Although the individual interviews will explore spaces/places where participants may feel safe/unsafe in Douglas, participants are **not** required to photograph spaces where they do not feel safe. Participants should not place themselves in any danger throughout their participation in this study. Participants are free to draw spaces and places where they feel unsafe, in Douglas, as opposed to photographing these spaces and places.

Why have you been asked to take part? You have been asked to take part as you are living in the

Douglas area and this research is seeking to identify the views of young people in this particular area.

Do you have to take part? No you do not have to take part in this study, participation is voluntary. There is no compulsion to participate in this research and there will also be no negative consequences if you wish to withdraw. To be eligible to participate in the research you must first sign an assent form to indicate your willingness to take part and your parent/legal guardian must also sign a consent form before the research takes place. Consent must be given by **both** you and your parent/legal guardian for you to be eligible to participate in this research, receiving consent from **one** party will not suffice. You have the option of withdrawing before the photo-voice and individual interview processes begin and if you do so your participation with Douglas Matters will not be affected. If you participate in such processes you still have the option to withdraw your data **2 weeks** after your individual interview. If you do wish to withdraw at this point all your data will be destroyed. Furthermore, if you participate in the individual interview process and produce photos, you can decline to have these included in the final report. As the individual interviews will seek to explore your views through photos you have taken (photo-voice), it will not be possible for you to solely participate in such interviews.

Will your participation in the study be kept confidential? During this research, your participation in the study will be kept anonymous and pseudonyms will be used for any extracts that are quoted within the thesis. Confidentiality will be maintained with the exception of instances where something that is said indicates that you or someone else is at risk of being harmed. In cases where I feel that you or someone else is at risk of being harmed, the appropriate steps will be taken in accordance with the Department of Children and Youth Affairs Guidelines for Research with Children.

In accordance with Children First, national guidance for the protection and welfare of children, if concerns arise during the study they will be reported to Tusla and in the case of an emergency the Gardaí will be notified. During the duration of the research I will have access to designated liaison persons within the research team Louise Murphy (Foroige) and my thesis supervisor, Fiachra O' Suilleabhain (CORU Registered Social Worker), who will be responsible for ensuring that standard reporting procedure is followed if necessary.

If at any time during the study I feel that you or any other young person's safety or wellbeing is being negatively affected, I will suspend the research with that young person until the issue is addressed. If this issue arises, the young person's parent/guardian will be informed and the young person and family will both be offered support.

If concerns arise the following steps will be taken:

- I will have a duty to take steps to protect the young person throughout this study.
- I will have a discussion with the young person to ensure that they are aware of the situation.
- If other individuals need to be informed of the situation, I will ensure that the young person is given support immediately and is kept fully informed throughout.
- If a child protection report is necessary I will ensure to inform the young person's parent/guardian, except in circumstances where doing so will put the young person at further risk.

What will happen to the information which you give? All data that is collected throughout this research will be kept confidential and will only be available to individuals who are involved (Fiachra O' Suilleabhain, Stephanie Tips, Cara McCarthy, John Daunt, Louise Murphy and Davin Boyle). During the research process, the physical data will be stored in a locked filing cabinet and electronic data will be stored on an encrypted computer. While the project is ongoing, I will be storing the consent and assent forms, along with the raw data in locked filing cabinet in my house (short term). The parental consent forms and the young person's assent forms will be coded with the corresponding interview transcripts and selected photographs. However, the consent forms and the assent forms will be stored separately to the interview transcripts, photographs and drawings in order to protect participants' identities. On completion of the research project, an electronic version of the full data set, including assent/consent forms, will be transferred to my thesis supervisor, Fiachra O' Súilleabhain, where it will be retained for a ten-year period (long term). This electronic data set will be retained on an encrypted computer by Fiachra O' Suilleabhain. The data set will be destroyed by Fiachra O' Suilleabhain after the ten-year storage period.

What will happen to the results? The results that are compiled from this study will be presented in my thesis. This will be seen by my two colleagues who are also involved in the study, two members of Douglas matters, my supervisor, a second marker and an external marker. Furthermore, the results will be presented to students in the Masters of Social Work (MSW) year 1 and 2 and also other professionals who will be attending the research conference. On completion the study will be presented to the Douglas Matters Group and it may be published in a research journal. It will also be published online on the UCC CARL project website. Prior to including any photographs or drawings in the final report of this study, publications or presentations, safeguards will be put in place to protect participants and the research

process. Each photo that is included in any final reports, publications or presentations will be carefully selected to ensure a duty of care to participants and ensure that anonymity of participants is upheld. Furthermore, any photos that are chosen will have to have adhered to the guidelines for photo taking i.e. no photos of criminal/illegal behaviors, illicit substances or sexual activity. As copyright of the photos will be retained by the photo taker, you and your parent/legal guardian will have to give consent for your photos to be used in any final reports, publications or presentations (see consent/assent forms).

What are the possible disadvantages of taking part? I do not envisage any negative consequences for you in taking part. Clear guidelines will be provided to you throughout the research about the photo-voice. It may be possible that talking about your experience in this way may cause some distress.

What if there is a problem? At the end of the process I will discuss with each of you how you found the experience and how you are feeling about it. However, if you do feel stressed you should contact Louise Murphy (Foroige) or subsequently speak with your doctor.

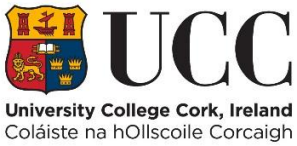
Who has reviewed this study? This study has been reviewed by both my supervisor and members of the Douglas Matters group. Approval must be given by the Social Research Ethics Committee of UCC before studies like this can take place.

Any further queries? If you need any further information, you can contact: Stephanie Tips, 114221302@umail.ucc.ie, Louise Murphy louise.murphy@foroige.ie or my supervisor from UCC Fiachra O' Suilleabhain fiachra.osuilleabhain@ucc.ie

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

Appendix B

INFORMATION SHEET (Over 18)



Purpose of the Study: This study is a Community Academic Research Links (CARL) project which in collaboration with Douglas Matters. Douglas matters is made up of members of the community, young people and adults that live in Douglas and was set up to tackle the challenges and issues facing young people in the area. The aim of this study is to respond to ISPCC reports on the needs of young people in the Douglas area. The use of photo-voice and individual interviews will provide data which in turn will enable Douglas Matters to effectively engage with the young people, with a view of addressing such issues. This study is one part of a group research project that will be carried out in collaboration with Douglas Matters.

What will the study involve? This study will gain first-hand experiences of young people in Douglas through elements of photo-voice and individual interviews. Photo-voice uses photographs to study environments in which members of a community live. (Please see guidance on photo-voice attached to this information sheet). The first phase of the research will involve participants being asked to take photos of spaces and places in the Douglas area. The second phase will consist of individual interviews with participants where they will get the opportunity to talk about their photos and their experiences of living in Douglas. The individual interviews will be facilitated by myself and Louise Murphy (Foroige). Although the individual interviews will explore spaces/places where participants may feel safe/unsafe in Douglas, participants are **not** required to photograph spaces where they do not feel safe. Participants should not place themselves in any danger throughout their participation in this study. Participants are free to draw spaces and places where they feel unsafe, in Douglas, as opposed to photographing these spaces and places.

Why have you been asked to take part? You have been asked to take part as you are living in the Douglas area and this research is seeking to identify the views of young people in this particular area.

Do you have to take part? No, you do not have to take part in this study, participation is voluntary. There is no compulsion to participate in this research and there will also be no negative consequences if you wish to withdraw. To be eligible to participate in the research you must first sign a consent form to indicate your willingness to take part before the research takes place. You have the option of withdrawing before the photo-voice and individual interview processes begin and if you do so your participation with Douglas Matters will not be affected. If you participate in such processes you still have the option to withdraw your data **2 weeks** after your individual interview. If you do wish to withdraw at this point all your data will be destroyed. Furthermore, if you participate in the individual interview process and produce photos, you can decline to have these included in the final report. As the individual interviews will seek to explore your views through photos you have taken (photo-voice), it will not be possible for you to solely participate in such interviews.

Will your participation in the study be kept confidential? During this research, your participation in the study will be kept anonymous and pseudonyms will be used for any extracts that are quoted within the thesis. Confidentiality will be maintained with the exception of instances where something that is said indicates that you or someone else is at risk of being harmed. In cases where I feel that you or someone else is at risk of being harmed, the appropriate steps will be taken in accordance with the Department of Children and Youth Affairs Guidelines for Research with Children.

In accordance with Children First, national guidance for the protection and welfare of children, if concerns arise during the study they will be reported to Tusla and in the case of an emergency the Gardaí will be notified. During the duration of the research I will have access to designated liaison persons within the research team Louise Murphy (Foroige) and my thesis supervisor, Fiachra O' Suilleabhain (CORU Registered Social Worker), who will be responsible for ensuring that standard reporting procedure is followed if necessary.

If at any time during the study I feel that you or any other young person's safety or wellbeing is being negatively affected, I will suspend the research with that young person until the issue is addressed. If this issue arises, the young person's parent/guardian will be informed and the young person and family will both be offered support.

If concerns arise the following steps will be taken:

- I will have a duty to take steps to protect the young person throughout this study.
- I will have a discussion with the young person to ensure that they are aware of the situation.
- If other individuals need to be informed of the situation, I will ensure that the young person is given support immediately and is kept fully informed throughout.
- If a child protection report is necessary I will ensure to inform the young person's parent/guardian, except in circumstances where doing so will put the young person at further risk.

What will happen to the information which you give? All data that is collected throughout this research will be kept confidential and will only be available to individuals who are involved (Fiachra O' Suilleabhain, Stephanie Tips, Cara McCarthy, John Daunt, Louise Murphy and David Boyle). During the research process, the physical data will be stored in a locked filing cabinet and electronic data will be stored on an encrypted computer. While the project is ongoing, I will be storing the consent and assent forms, along with the raw data in locked filing cabinet in my house (short term). The parental consent forms and the young person's assent forms will be coded with the corresponding interview transcripts and selected photographs. However, the consent forms and the assent forms will be stored separately to the interview transcripts, photographs and drawings in order to protect participants' identities. On completion of the research project, an electronic version of the full data set, including assent/consent forms, will be transferred to my thesis supervisor, Fiachra O' Súilleabhain, where it will be retained for a ten-year period. This electronic data set will be retained on an encrypted computer by Fiachra O' Súilleabhain. The data set will be destroyed by Fiachra O' Súilleabhain after the ten-year storage period (long term).

What will happen to the results? The resulted that are compiled from this study will be presented in my thesis. This will be seen by my two colleagues who are also involved in the study, two members of Douglas matters, my supervisor, a second marker and an external marker. Furthermore, the results will be presented to students in the Masters of Social Work (MSW) year 1 and 2 and also other professionals who will be attending the research conference. On completion the study will be presented to the Douglas Matters Group and it may be published in a research journal. It will also be published online on the UCC CARL project website. Prior to including any photographs or drawings in final reports, publications or presentations, safeguards will be put in place to protect participants and the research process. Each photo

that is included in any final reports, publications or presentations will be carefully selected to ensure a duty of care to participants and ensure that anonymity of participants is upheld. Furthermore, any photos that are chosen will have to have adhered to the guidelines for photo taking i.e. no photos of criminal/illegal behaviors, illicit substances or sexual activity. As copyright of the photos will be retained by the photo taker, you will have to give consent for your photos to be used in any final reports, publications or presentations (see consent/assent forms).

What are the possible disadvantages of taking part? I do not envisage any negative consequences for you in taking part. Clear guidelines will be provided to you throughout the research about the photovoice. It may be possible that talking about your experience in this way may cause some distress.

What if there is a problem? At the end of the process I will discuss with each of you how you found the experience and how you are feeling about it. However, if you do feel stressed you should contact Louise Murphy (Foroige) or subsequently speak with your doctor.

Who has reviewed this study? This study has been reviewed by both my supervisor and members of the Douglas Matters group. 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: Stephanie Tips, 114221302@umail.ucc.ie, Louise Murphy louise.murphy@foroige.ie or my supervisor from UCC Fiachra O' Suilleabhain fiachra.osuilleabhain@ucc.ie

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

Appendix C

INFORMATION SHEET

(Parents/Legal Guardians)

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Purpose of the Study: This study is a Community Academic Research Links (CARL) project which in collaboration with Douglas Matters. Douglas matters is made up of members of the community, young people and adults that live in Douglas and was set up to tackle the challenges and issues facing young people in the area. The aim of this study is to respond to ISPCC reports on the needs of young people in the Douglas area. The use of photo-voice and individual interviews will provide data which in turn will enable Douglas Matters to effectively engage with the young people, with a view of addressing such issues. This study is one part of a group research project that will be carried out in collaboration with Douglas Matters.

What will the study involve? This study will gain first-hand experiences of young people in Douglas through elements of photo-voice and individual interviews. Photo-voice uses photographs to study environments in which members of a community live. (Please see guidance on photo-voice attached to this information sheet). The first phase of the research will involve your child being asked to take photos of spaces and places in the Douglas area. The second phase will consist of individual interviews with your child where they will get the opportunity to talk about their photos and their experiences of living in Douglas. The individual interviews will be facilitated by myself and Louise Murphy (Foroige). Although the individual interviews will explore spaces/places where young people may feel safe/unsafe in Douglas, young people are **not** required to photograph spaces where they do not feel safe. Young people should not place themselves in any danger throughout their participation in this study. Young people are free to draw spaces and places where they feel unsafe, in Douglas, as opposed to photographing these spaces and places.

Why have you been asked to take part? Your child has been asked to take part as they are living in the Douglas area and this research is seeking to identify the views of young people in this particular area.

Do you have to take part? No, your child does not have to take part in this study, participation is voluntary. There is no compulsion for your child to participate in this research and there will also be no negative consequences if they wish to withdraw. For your child to be eligible to participate in the research you must sign a consent form and your child must also sign an assent form to indicate their willingness to take part before the research takes place. Consent must be given by **both** you and your child for them to be eligible to participate in this research, receiving consent from **one** party will not suffice. Your child has the option of withdrawing before the photo-voice and individual interview processes begin and if they do so their participation with Douglas Matters will not be affected. If your child participates in such process they still have the option to withdraw their data **2 weeks** after their individual interview. If your child does wish to withdraw at this point all of their data will be destroyed. Furthermore, if your child participates in the individual interview process and produce photos, they can decline to have these included in the final report. As the individual interviews will seek to explore the views of your child through photos they have taken(photovoice), it will not be possible for them to solely participate in such interviews.

Will your participation in the study be kept confidential? During this research, your child's participation in the study will be kept anonymous and pseudonyms will be used for any extracts that are quoted within the thesis. Confidentiality will be maintained with the exception of instances where something that is said indicates that your child or someone else is at risk of being harmed. In cases where I feel that your child or someone else is at risk of being harmed, the appropriate steps will be taken in accordance with the Department of Children and Youth Affairs Guidelines for Research with Children. In accordance with Children First, national guidance for the protection and welfare of children, if concerns arise during the study they will be reported to Tusla and in the case of an emergency the Gardaí will be notified. During the duration of the research I will have access to designated liaison persons within the research team Louise Murphy (Foroige) and my thesis supervisor, Fiachra O' Suilleabhain (CORU Registered Social Worker), who will be responsible for ensuring that standard reporting procedure is followed if necessary.

If at any time during the study I feel that your child or any other young person's safety or wellbeing is being negatively affected, I will suspend the research with that young person until the issue is addressed. If this issue arises, the young person's parent/guardian will be informed and the young person and family will both be offered support.

If concerns arise the following steps will be taken:

- I will have a duty to take steps to protect the young person throughout this study.
- I will have a discussion with the young person to ensure that they are aware of the situation.
- If other individuals need to be informed of the situation, I will ensure that the young person is given support immediately and is kept fully informed throughout.
- If a child protection report is necessary I will ensure to inform the young person's parent/guardian, except in circumstances where doing so will put the young person at further risk.

What will happen to the information which you give? All data that is collected throughout this research will be kept confidential and will only be available to individuals who are involved (Fiachra O' Suilleabhain, X, Cara McCarthy, John Daunt, Louise Murphy and Davin Boyle). During the research process, the physical data will be stored in a locked filing cabinet and electronic data will be stored on an encrypted computer. While the project is ongoing, I will be storing the consent and assent forms, along with the raw data in locked filing cabinet in my house (short term). The parental consent forms and the young person's assent forms will be coded with the corresponding interview transcripts and selected photographs. However, the consent forms and the assent forms will be stored separately to the interview transcripts, photographs and drawings in order to protect participants' identities. On completion of the research project, an electronic version of the full data set, including assent/consent forms, will be transferred to my thesis supervisor, Fiachra O' Súilleabhain, where it will be retained for a ten-year period. This electronic data set will be retained on an encrypted computer by Fiachra O' Súilleabhain. The data set will be destroyed by Fiachra O' Súilleabhain after the ten-year storage period (long term).

What will happen to the results? The resulted that are compiled from this study will be presented in my thesis. This will be seen by my two colleagues who are also involved in the study, two members of Douglas matters, my supervisor, a second marker and an external marker. Furthermore, the results will be presented to students in the Masters of Social Work (MSW) year 1 and 2 and also other professionals who will be attending the research conference. On completion the study will be presented to the Douglas

Matters Group and it may be published in a research journal. It will also be published online on the UCC CARL project website. Prior to including any photographs or drawings in final reports, publications or presentations, safeguards will be put in place to protect participants and the research process. Each photo that is included in any final reports, publications or presentations will be carefully selected to ensure a duty of care to participants and ensure that anonymity of participants is upheld. Furthermore, any photos that are chosen will have to have adhered to the guidelines for photo taking i.e. no photos of criminal/illegal behaviors, illicit substances or sexual activity. As copyright of the photos will be retained by the photo taker, you and your son/daughter will have to give consent for their photos to be used in any final reports, publications or presentations (see consent/assent forms).

What are the possible disadvantages of taking part? I do not envisage any negative consequences for your child in taking part in this research. Clear guidelines will be provided to your child throughout the research about the photovoice. It may be possible that talking about their experience in this way may cause some distress.

What if there is a problem? At the end of the process I will discuss with your child how they found the experience and how they are feeling about it. However, if your child does feel stressed they should contact Louise Murphy (Foroige) or subsequently speak with their doctor.

Who has reviewed this study? This study has been reviewed by both my supervisor and members of the Douglas Matters group. 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: X, 114221302@umail.ucc.ie, Louise Murphy louise.murphy@foroige.ie or my supervisor from UCC Fiachra O' Suilleabhain fiachra.osuilleabhain@ucc.ie

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

Appendix D

CONSENT FORM FOR PARTICIPANTS (Over 18)

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

I have been invited to take part in research by Stephanie Tips in collaboration with Douglas Matters for the purpose of a Community Academic Research Links (CARL) project.

I agree to participate in the photo-voice research and the individual interviews.

I agree to provide Stephanie with photographs of spaces and places in Douglas for the purposes of this research.

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 Stephanie to be audio-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the photographs 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 identity.

I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick appropriate boxes:)

I agree to quotation/publication of extracts from my interview □

I do not agree to quotation/publication of extracts from my interview □

As I will retain copyright of all drawings/ photographs taken by me for the purposes of this study, I consent to such photos being used in future publications, the final report of this study and presentations (safe in the knowledge that the included photos will be carefully selected by the researcher and in that selection the appropriate safeguards will have been observed for my protection and that of others) □

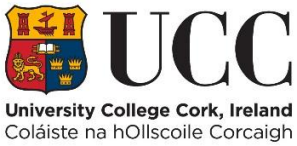
Signed: ……. Date: ……..

(participant)

PRINT NAME: …….

Appendix E

PARENTAL CONSENT FORM



Your child has been invited to take part in research by Stephanie Tips in collaboration with Douglas Matters for the purpose of a Community Academic Research Links (CARL) project.

The purpose and nature of the study has been explained to me in writing.

My child's participation will be voluntarily.

I give permission for my child's interview with Stephanie to be audio-recorded.

I give permission for my child to participate in the photo-voice and individual interviews.

I understand that my child will be asked to take photographs as part of this study and I consent to this.

I give permission for my child to provide Stephanie with photographs of places and spaces in Douglas for the purposes of this study.

I understand that my child can withdraw from the study, without repercussions, at any time, whether before it starts or while they are participating.

I understand that my child can withdraw permission to use the photographs 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 appropriate boxes:)

I agree to quotation/publication of extracts from my son/daughter's interview □

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

As I will retain copyright of all drawings/ photographs taken by me for the purposes of this study, I consent to such photos being used in future publications, the final report of this study and presentations (safe in the knowledge that the included photos will be carefully selected by the researcher and in that selection the appropriate safeguards will have been observed for my protection and that of others) □

Signed: ……. Date: ……..

(parent/guardian)

PRINT NAME: …….

Appendix F

ASSENT FORM FOR PARTICIPANTS (Under 18)

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

I have been invited to take part in research by Stephanie Tips in collaboration with Douglas Matters 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 agree to participate in the photo-voice research and the individual interviews.

I agree to provide Stephanie with photographs of spaces and places in Douglas for the purposes of this research.

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 Stephanie to be audio-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the photographs 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 identity.

I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick appropriate boxes:)

I agree to quotation/publication of extracts from my interview □
I do not agree to quotation/publication of extracts from my interview □
As I will retain copyright of all drawings/ photographs taken by me for the purposes of this study, I consent to such photos being used in future publications, the final report of this study and presentations (safe in the knowledge that the included photos will be carefully selected by the researcher and in that selection the appropriate safeguards will have been observed for my protection and that of others) □

Signed: ……. Date: ……..
(participant)

PRINT NAME: …….

Appendix G

GUIDANCE FOR PHOTO-VOICE



Photo-voice is a qualitative method used for community-based participatory research. This process involves participants taking photographs which will document and reflect the community in which they live in. Photo-voice enables rich data to be collected which in turn allows researchers to gain a deeper insight into different aspects of environments in which people live, which would otherwise be difficult to access. Photo-voice also benefits individual interviews and focus groups as the photographs act as prompts to generate in-depth discussions.

The purpose of photo-voice for this study will be to gain first hand experiences of young people in the Douglas area. It will allow for the researcher to identify spaces and places, through participants photographs, in Douglas where young people belong/do not belong. Collection of such data will allow for in-depth discussions to be carried out in individual interviews, where young people will be given the opportunity to talk about their experiences of growing up and living in Douglas. This in turn will provide data which will enable Douglas Matters to effectively engage with young people in Douglas, with a view of addressing any arising issues. Prior to the photo-voice commencing, I will speak to all participants around the guidelines of responsible photo taking and during this time any concerns or questions that participants have, will be answered. In order for your photographs to be used in this research strict guidelines have to be adhered to for the purpose of this study. Please see overleaf for a list of such guidelines. Please review all guidelines prior to taking photographs.

Guidelines of Responsible Photo Taking

- No photographs of illegal content (photos of young people engaging in sexual behaviour or alcohol/substance use)
- No photographs where individuals can be identified
- Log of where each photo was taken
- Only one type of device to be used for the study- smartphones
- Photographs to be taken of spaces and places in Douglas only
- Photographs must be transferred to Stephanie, where they will be securely stored on an encrypted computer
- Photographs will be used in the thesis but also to form the individual interviews
- Photographs to be taken of spaces and places in Douglas where you feel you belong/do not belong
- No photographs to be taken before consent has been given by you or a parent/legal guardian (participants under 18)
- Do not take any photographs which embarrass, shame or stigmatise individuals or groups
- Although the individual interviews will explore spaces/places where you may feel safe/unsafe in Douglas, participants are **not** required to photograph spaces where they do not feel safe. Participants should not place themselves in any danger throughout their participation in this study.
- Participants are free to draw spaces and places where they feel unsafe, in Douglas, as opposed to photographing these spaces and places.

Appendix H

GUIDANCE FOR ONE TO ONE INTERVIEWS

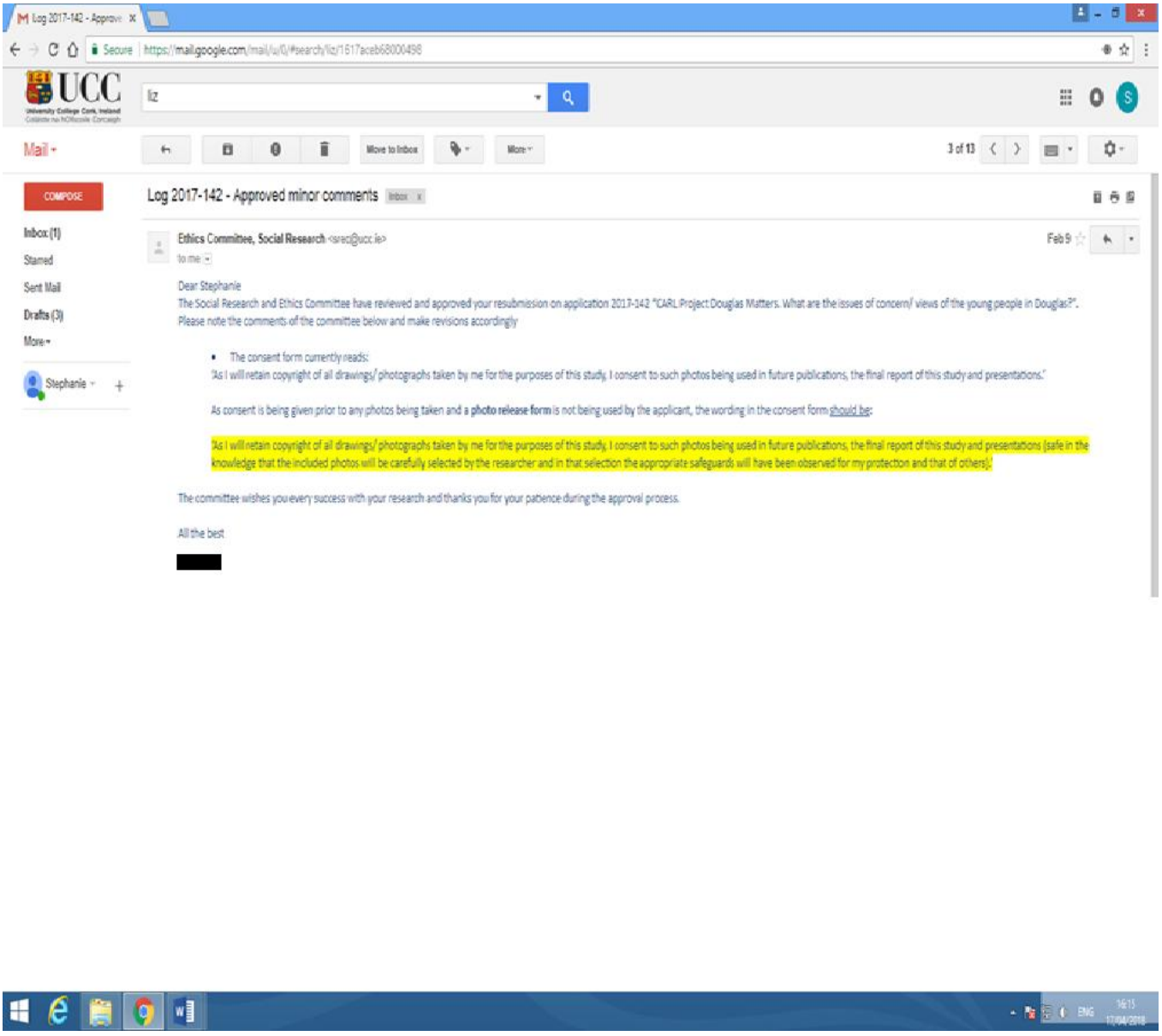


One to one interviews will be held with participants following on from the collection of data through the use of photo-voice. The interviews will be held in the presence of Louise Murphy (Foroige), who is a member of Douglas Matters and who is also someone that they can turn to if they have any worries throughout the research. Although natural conversation will evolve within the interviews, the following provides a guideline for questions that may be asked by the researcher.

- Can you tell me about this picture?
- Where was it taken?
- What does it mean to you?
- Why did you take a picture of this place/space?
- Does this picture portray a positive/negative image of Douglas?
- If the last slide on a power point presentation was blank, what picture would you like to put there?
- What picture would you like to have of Douglas that you were unable to capture?
- What is the overall message you are portraying from all of these photos?
- From participating in this study, did you discover anything new about Douglas?
- If you were to do a photo-voice again in a year, do you think the pictures would be different?
- Do you think the pictures you have taken show what it is like to be a young person living in Douglas?
- Tell me about your image of Douglas?
- Where do people your age belong/not belong in Douglas?
- Where is safe/unsafe in Douglas for people your age?
- What are your experiences of Douglas as a place to grow up?
- Where do you feel included/excluded in Douglas?
- Are there places to go/things to do in Douglas for people your age?

Appendix I

Ethical Approval



Appendix J

Photographs Participant A- John



Photo A1



Photo A2



Photo A3



Photo A4



Photo A5



Photo A6

Appendix K

Photographs Participant B- Sarah



Photo B1



Photo B2


Photo B3


Photo B4

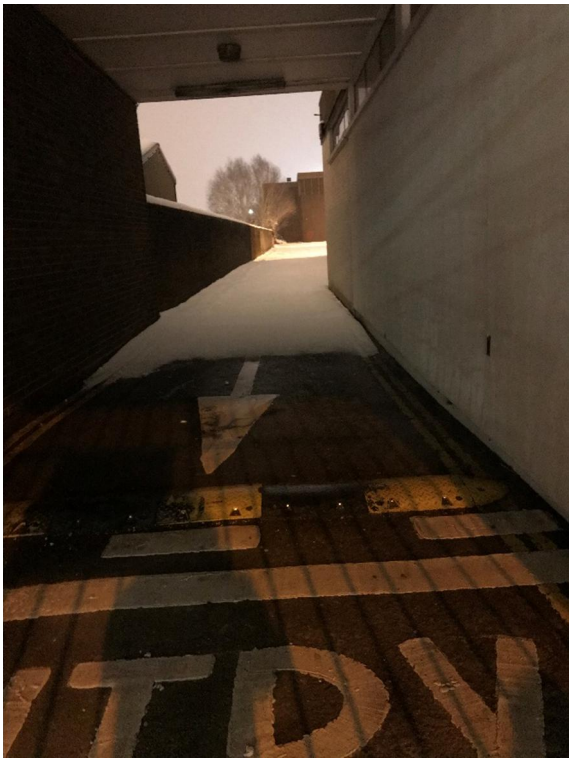

Photo B5



Photo B6



Photo B7



Photo B8



Photo

Appendix L

Photographs Participant C- Liam

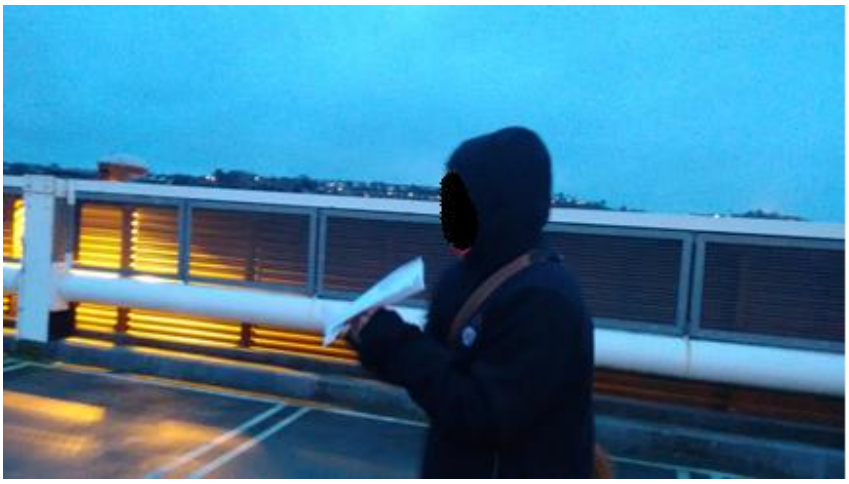


Photo C1



Photo C2



Photo C3



Photo C4



Photo C5


Photo C6


Photo C7

Appendix M

Photographs Participant D- Paul



Photo D1



Photo D2



Photo D3


Photo D4


Photo D5

Appendix N

Photographs Participant E- David


Photo E1


Photo E2


Photo E3

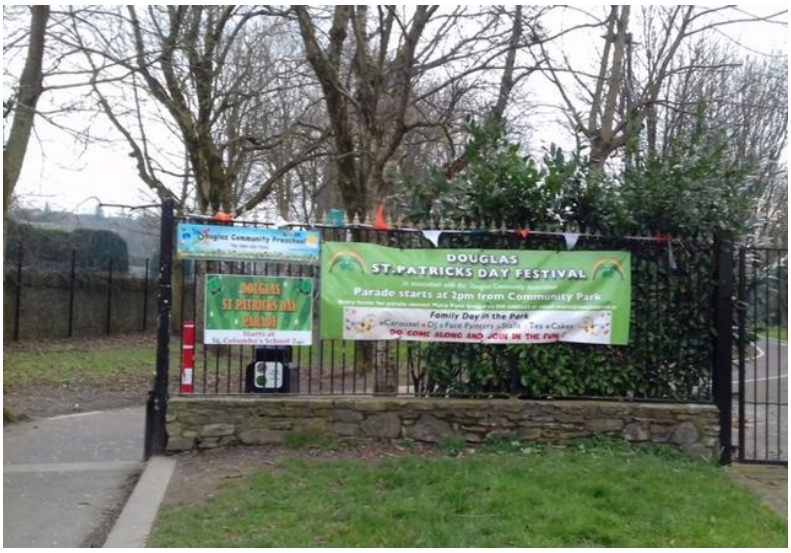
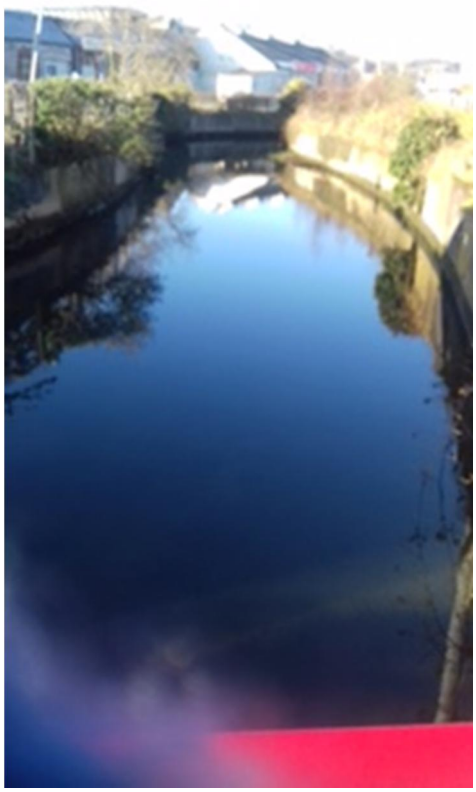


Photo E4

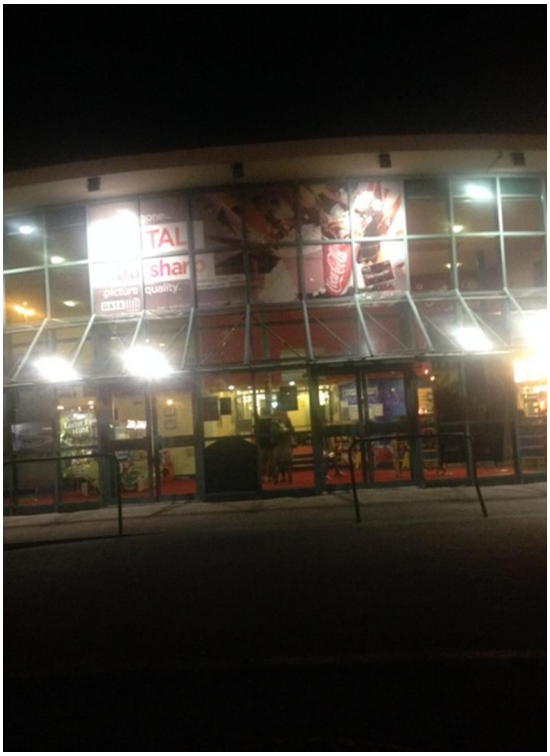

Photo E5

Appendix O

Photographs Participant F- Jack



Photo F1


Photo F2

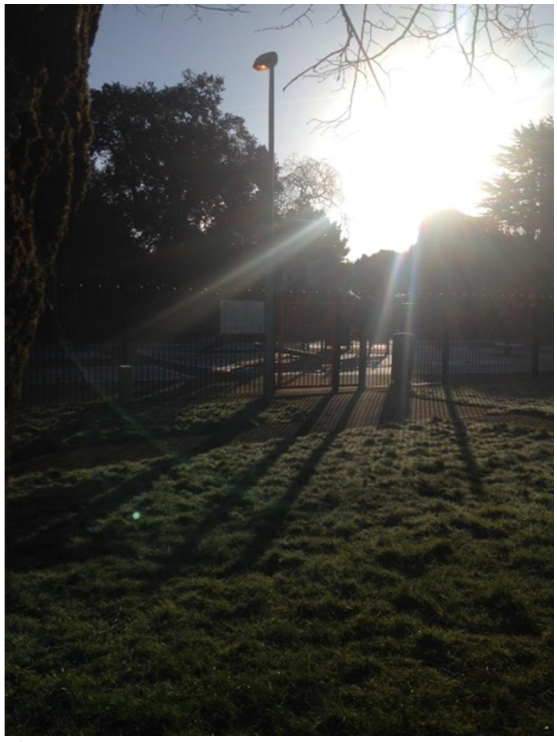


Photo F3



Photo F4



Photo F5

Appendix P

Photographs Participant G- Steve



Photo G1



Photo G2



Photo G3



Photo G4