

Exploring the impact of community crime & violence on the welfare of children in Moneymore, North Drogheda, Co. Louth.

Student no: 118224614

CARL Research Project

in collaboration with

Moneymore Community Centre Consortium



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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).

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How do I reference this report?

Walsh (2020) Exploring the impact of community crime and violence on the welfare of children aged 9-11years in Moneymore, North Drogheda, Co. Louth [online], Community-Academic Research Links/University College Cork, Ireland, Available from: <http://www.ucc.ie/en/scishop/completed/> [Accessed on: date].

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DECLARATION OF ORIGINALITY

I hereby state that this research project titled “Exploring the impact of community crime & violence on the welfare of children in Moneymore, North Drogheda, Co. Louth” submitted to the school of Applied Social Studies, University College Cork, in part fulfilment of the requirements for the award of Master of Social Work is my own work. Any work that is not my own has been acknowledged and referenced appropriately.

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To my husband Ciarán and my three children Cillian, Mairéad and Cian words cannot say how thankful I am to you all. Your constant hugs, smiles, and endless encouraging words have seen me through not only the completion of this dissertation but through the entire past two years of the MSW programme. I am really looking forward to becoming a 'present' wife and Mammy again.

Abstract

Gangland crime and its associated violence has been on the rise across the island of Ireland for the past two decades. Irish based research on this social phenomenon is in its infancy with the majority of existing studies focusing on the organised crime aspect of this societal problem. The impact that community crime and violence has on the welfare of children has not been examined in Irish research to date. International research tells us that exposure to community crime and violence has profound short-term and long-term consequences for a child's welfare and future outcomes. This study aims to bridge this knowledge gap by exploring with professionals their perspectives on how the socio-environmental conditions of neighbourhoods impact the welfare and well-being of children growing up in high crime communities.

The current study was undertaken through a CARL collaboration with professionals and community members located in the Moneymore housing estate in Drogheda. Data was gathered from seventeen participants using The World Café research method. Findings from the research indicate that for children growing up in this community their exposure to gang-related crime and violence has adverse outcomes for their welfare and well-being. The importance of a cohesive community response that includes all stakeholders to address these adverse outcomes was also highlighted in the research.

Glossary of terms

For the purpose of this study the following terms apply:

- **Child/ Children:** Those aged between 6-12 years
- **Feud:** An argument that has existed for a long time between two people or groups, causing anger or violence
- **Gangland:** The people and places involved in violent crime
- **Moneymore:** Townland in North Drogheda, Co. Louth
- **Moneymore Community Centre Consortium:** Community research partners of this study. They consist of members of CABLE Garda Youth Diversion Project, CONNECT Family Resource Centre, Moneymore Community Company House Ltd, Moneymore Community Creche, Moneymore Afterschool club.
- **Research Peers:** Peers are community members or professionals who share some combination of ancestry, context languages, values/norms, experiences and/or proximity with a project's target population
- **Stakeholder:** Anyone who has a personal, professional, civic, or financial interest or concern in the welfare of a child living in the Moneymore community
- **Well-being:** The state of being comfortable healthy and happy
- **Welfare:** In relation to a child, welfare includes, the moral, intellectual, physical, emotional and social welfare of the child.

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Chapter One: Introduction

1.1 Introduction

This chapter will provide an introduction to the research that has been undertaken as part of a Community Academic Research Links (CARL) project. This initiative along with the rationale and background to the research will be discussed. The chapter will set out the aims, objectives and research questions of the study. Finally, an outline of the studies subsequent chapters will be presented.

1.2 Title

“Exploring the impact of community crime & violence on the welfare of children in Moneymore, North Drogheda, Co. Louth”.

1.3 Background to the CARL project

The prolific rise of gang-related crime in Drogheda, especially in Moneymore has exponentially increased over the past year and a half. Since July 2018, media reports suggest there have been in excess of one hundred gang related feud incidents in the Drogheda area. The majority of these incidents have occurred in or are connected to the Moneymore area. As a response to the rise in gangland feuding in Drogheda ‘Operation Stratus’ was commenced in October 2018 by An Garda Síochána. This operation consists of “high visibility policing, checkpoints, days of action, covert policing and targeting of specific parties to the feud” (Department of Justice, 2019, para. 5). According to reports by An Garda Síochána, since the commencement of this operation a number of incidents have been reported pertaining to firearm offences, possession of drugs, petrol bomb incidents, criminal damage and general road traffic offences relating to this ongoing gangland feud (An Garda Síochána, 2019, para. 2).

Moneymore estate, the focus of this study has had a long history of social disadvantage, poverty and anti-social behaviour. The townland of Moneymore is represented on CSO SAPMAP area

data for 2016 as showing high levels of unemployment, low levels of educational attainment, high levels of lone parent families and a cross cultural mix of residents. Moneymore was included in the RAPID (2001-2012) programme, a government led initiative to target disadvantage and promote development. At the time of entering this programme an application of the Trutz Haase Index of Deprivation solidified “Moneymore Estate as one of the most deeply deprived areas in Ireland” (Artherton, 2019, p. 13).

A number of months prior to the onset of the Drogheda feud, a consortium was established to petition Louth County Council for funding to construct a community centre for the purpose of expanding and consolidating the current services in the Moneymore area. Initially this group was concerned with the procurement of funding to build a community centre. However, it inadvertently found its remit changing due to the increasing demands being placed on its services as a result of the rise of gang-related crime and violence in the neighbourhood. As part of its response to meet the increasing needs of children in the community, the consortium welcomed the opportunity to engage as equal partners in a collaborative research study as part of UCC’s Community-Academic Research Links (CARL) initiative.

1.4 Rationale of the study

Undertaking this study is important to me both personally and professionally. Currently my childhood community is undergoing enormous stress due to the recent emergence of gangland crime and violence. I have found myself considering how these events are affecting the welfare and well-being of the children residing here. This curiosity was intensified while completing my ‘Where I come from, what I bring’ reflective journal exercise during my first year of the MSW course. While writing this journal entry I realised how my bittersweet experiences of growing up in my community of origin had an enormous influence on my psychological development and motivation to pursue a career in social work.

With an awareness of the important role community plays on the development of an individual. I began to reflect upon the possible consequential impacts to the future lives of the children currently growing up in my former community and the role that social work plays in addressing these contextualised issues. It was these burgeoning ‘questions that mattered’ that resulted in my decision to approach the MSW team and the CARL co-ordinator with the prospect of

undertaking my final year dissertation with professionals and residents in the Moneymore community through a CARL initiative. My insider status was deemed an advantage in understanding the context of the issues facing this community and in gaining access to the professionals and community members that this study intended to target. “An insider is a term that refers to the positionality of peers working within one’s own cultural or social community” (Vaughn, et al., 2018, p. 770). The demerits of this positioning will be discussed in the ethical section of chapter 3.

As the literature pertaining to the impact of community crime and violence on the welfare of children in Ireland is scant, this study will take a small step towards bridging the gap in Irish social work research. It is anticipated that the knowledge obtained through completing this study with peers living and working in the Moneymore Estate can be applied to the wider society where solutions to help and support children in other communities experiencing similar adversities can be implemented.

1.5 Research aims

The study aims to explore with professionals their perspectives of how the welfare of children living in Moneymore is impacted upon due to their exposure to community crime and violence. Original data will be collected using The World Café method of research.

1.6 Research Objectives

The studies objectives are:

1. Explore with participants their perspectives of how exposure to community crime and violence impacts the welfare of children.
2. Harness the collective experiences of those living and working in Moneymore for the purpose of generating knowledge and identifying future actionable outcomes.
3. Explore the insights of participants on best practice interventions and supports required to meet the needs of children growing up in Moneymore.

1.7 Research questions

The studies research questions are:

1. How does growing up in an area with high rates of community crime and violence affect a child's welfare?
2. What community supports can assist children who live in areas with high instances of community crime and violence?
3. What are the perspectives of peers about best practice intervention when working with children in this community?

1.8 Chapter outline

Chapter One: Introduction:

Provides an introduction to the background and rationale for undertaking this study. The chapter will discuss the aims, objectives and research questions guiding the study.

Chapter Two: Literature Review:

A synthesis of the literature and policies regarding the impact of community crime and violence on the welfare of children is provided in this chapter. A critical analyses of relevant literature identifies gaps in current knowledge requiring further study.

Chapter Three: Methodology:

The methodological approach undertaken in this study is described in chapter three. This includes the theories, research design and implementation of the research method. Ethical considerations and limitations to the study.

Chapter Four: Findings and analysis:

Findings from The World Café qualitative research method employed in this study are presented. These findings are discussed through a thematic analysis of the data.

Chapter Five: Conclusion and Recommendations:

The concluding chapter of the study will bring the research to an end. Recommendations are put forward for further studies and actionable undertakings for professionals to support children affected by community crime and violence.

1.9 Conclusion

This chapter introduced the reader to the background and rational of this study. The studies title, questions, aims and objectives were presented along with a glossary of terms and an overview of each chapter.

Chapter 2: Literature Review

2.1 Introduction

This chapter will introduce the reader to a comprehensive review of the literature relating to the impact of community crime and violence on the welfare of children. An overview of Irish legislation, policy and practice regarding this social issue will be critically reviewed. Finally, the protective factors of resilience at both individual and community levels will be discussed.

2.2 The context of community crime in Ireland

The phenomenon of gangland crime and its collateral consequences have until recently gone unnoticed by academic writers and researchers in Ireland. Those who have chosen to study and write about this social issue have tended to focus on the economic (Mulvey, 2017); feuding (Windle, 2019); organised crime (Marsh, 2019); (Connolly & Buckley, 2016) aspects associated with this problem. Niamh Hourigan's 2011 ethnographic study of organised crime in Limerick takes a holistic examination of gangland crime and its implications for stakeholders and society as a whole. To date there are no academic studies on the Drogheda gangland feud.

Recently the Irish government has supported a small number of studies that examine the issue of crime and criminality and its effects on young people. These qualitative case-studies by Redmond (2015) and Naughton & Redmond (2017) have gravitated towards a youth justice perspective and pay little attention to the impact of crime and violence on non-offending children in these communities.

2.2.1 Legislation and policy

In Ireland crime prevention and community safety policy is described as underdeveloped and of an ad hoc nature (Bowden, 2017). Statutory responsibilities for community safety primarily lie with An Garda Síochána and Local Authorities. Current Irish legislation neglects to provide direct protections for children and young people from the harms caused by community crime and violence. Youth Justice legislation in the form of the Children Act 2001 is the closest

legislators come to protecting children from crime and violence in their communities. However, this legislation is only concerned with protecting children and young people involved in the youth justice system and in protecting communities from young people who offend.

Although Irish legislation does not provide direct laws to protect children from community-based crime and violence there is statutory legislation in the form of the various Child Care laws that protects and promotes the welfare of children living in the state. These laws in turn shape and guide national policies and practices that govern services working with children and families. The socio-environmental effects of crime on the welfare and well-being of children are acknowledged in one such policy, Tusla's *Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People 2014-2020*. Although this policy recognises crime and anti-social behaviour as a detriment to all children's welfare, its policy response only addresses those young people who are involved in the youth justice system.

However, the Department of Children and Youth Affairs (DCYA) has demonstrated a precedent to adequately respond to this societal matter in a manner that involves a whole community, needs led, collaborative approach. A three-year pilot initiative was developed in 2008 by the Childhood Development Committee (CDI) to implement a Community Safety Initiative (CSI) in Tallaght West, Co. Dublin. Kearns, Reddy, & Canavan (2013) evaluated this programme and acknowledge the potential of CSI's to empower communities to address the socio-environmental adversities of community crime and violence. The evaluators did caution the importance of community members engagement and sustaining professional enthusiasm as important factors for ensuring the success of such initiatives.

2.3 Defining community crime and violence

Farrell & Zimmerman (2017) argue that findings from research studies on outcomes for children exposed to community crime could be considered heterogenous, as researchers often employ multiple operational and conceptual definitions. This study considers community crime as the direct or indirect (including fear of) witnessing and/or experiencing of crime or violence in their locality. Knowing victims of community violence is also reflected in this definition. This understanding is consistent with of definitions of community crime used in studies by McKelvey, et al. (2011) and Farrell and Zimmerman (2017). Increasingly contemporary studies

pertaining to community crime and violence are being explored through a social justice lens. The serious and ongoing impacts upon the welfare and wellbeing of individuals, groups and societies are now recognised across all major social science disciplines (Spalek, 2017). This recognition is especially true among researchers and professionals concerned with the welfare and well-being of children.

2.4 Psychosocial, socio-emotional & behavioural outcomes.

Research has shown that exposure to community crime and violence has a vast array of potential short-term and long-term consequences on children's psychosocial, emotional and behavioural outcomes. The possibility of children internalising these experiences with adverse consequences for their mental health are documented in studies by Overstreet (2000), Lynch (2003), Greger, Myhne, Lydersen and Jozefiak (2015), Newbury, et al. (2016) and Cuartas & Roy (2019). The trauma related implications for a child's welfare are outlined by Delisi, et al. (2017), Burdick-Will (2016) and Affrunti, Suárez, and Simpson (2017). Additionally, enquiries in this arena have shown that children living in these types of environments are at higher risk of engaging in anti-social and offending behaviour (Farrell & Zimmerman, 2017).

Studies by McCoy, Raver and Sharkey (2015), Burdick-Will (2016) and Overstreet (2000) have examined the effects on children's cognition and educational functioning when exposed to community crime and violence. These studies have found the socio-environmental conditions experienced by children in violent neighbourhoods negatively impact the educational development and cognitive abilities of children living here. The influence of a child's environment on their physiological functioning is a relatively new area of study. Research by Chadee, Ali, Burke and Young (2017) and Heissel et al. (2018) have found disruptions in the sleep and stress systems of children who are exposed to community violence directly affects the child's cognitive functioning.

2.4.1 Interpersonal relationships

The role that parents and peers play in protecting and promoting the welfare and well-being of children living in high stressed communities cannot be underestimated. Research by Seal, Nguyen and Beyen (2014) and Burdick-Will (2016) recognise positive parent-child relationships as a protective factor in guarding children from the harms associated with

growing up in violent neighbourhoods. Maschi, Perez, & Tyson (2010) note how a parents fear and anxiety of crime in their neighbourhood is often passed down to their children. This factor was further illustrated by Affrunti et al. (2017) where they found that parents often inadvertently and unknowably impair the social development of their children by introducing restrictive and vigilant parenting practices. Peers have a significant role in alleviating and protecting against the ill-effects of community crime and violence on the well-being of children. Affrunti et al. (2017) contend that peer support is a primary factor in mitigating the effects of PTSD for children who have negative experiences of community violence.

2.4.2 The role of the media and social media

The media/social media are instrumental in shaping and determining how the social world is understood Devereux, Haynes and Power (2011) . This is especially true for children growing up in high crime communities where they are susceptible to internalising their perceptions of how other's see them. Van der Wal, Grace and Baird (2017) note how the media's depictions of high crime communities often leave children feeling stigmatised by a negative stereotyping. This according to Devereux et al. (2011) pathologizes those living here and can have real consequences for their self-image and self-esteem.

2.5 Applying an ecological lens to community crime & violence

There is an increasing recognition by child development researchers that “the environment including the neighbourhood in which children live and grow, is a key determinant of children's well-being and psychological outcomes” (Goldfeld, et al., 2014, p. 199).

This highlights the important role that neighbourhoods play in the lives of children. An ecological model is proposed by Scramton & McLaughlin (2019) as an ideal framework to understand the many complex outcomes that exposure to community crime and violence has on the welfare and overall well-being of a child. Urie Bronfenbrenner's (1979) Ecological Theory identifies how children develop in five multi-layered systems;

1. The microsystem is the most proximal system to the child. It consists of the child's immediate surroundings (e.g. parents, school, neighbourhood);

2. The mesosystem refers to the relationship among two or more microsystems (e.g. family and school);
3. The exosystem constitutes the indirect influences impacting the child (e.g. parents work place, community and public organisations, government policies);
4. The macrosystem (refers to the ideological transactions between the above three systems (e.g. cultures, subcultures, norms and social stigma); and
5. The chronosystem contains “the changing nature of the system or environments over time (e.g. history of the neighbourhood)” (Goldfeld, et al., 2014, p. 198).

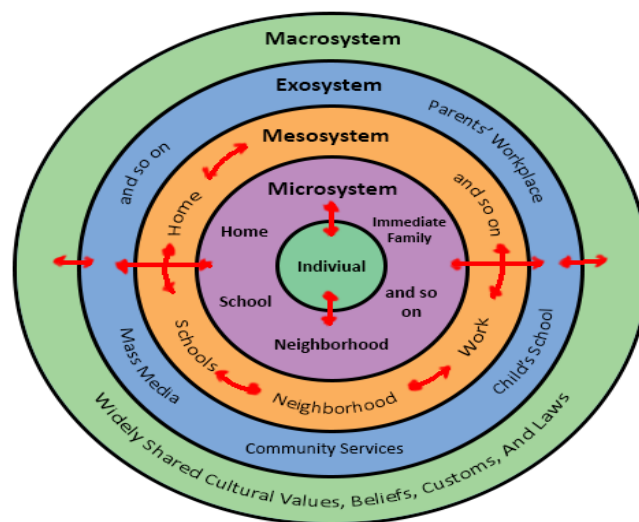


Figure 2.1. Bronfenbrenner's Ecological System

An ecological model takes into account how a child's welfare is influenced by the physical and social characteristics of their environment. Additionally, this model recognises the availability and quality of supports, services and resources accessible to the child. Bowen & Bowen (1999) state that in order to have a definitive impact on community violence and promote optimal well-being for children, support, in the form of policies, resources and practices, must be garnered at levels above the microsystem in which children function. Adult stakeholders who operate in the exosystem and control the risks and opportunities available to children in communities must demonstrate a dedication to child welfare.

2.6 Well-being and resilience

2.6.1 Well-being

Well-being is defined as “a subjective evaluation of life the emotions we feel, the activities we engage in, the balance of pleasurable and painful experiences we have, and our general satisfaction with life” (Akintola, 2019, p. 57). This depiction takes an ecological perspective of well-being as it recognises the multidimensional and interconnecting relationship between the individual and their environment. There is a dearth of knowledge in the literature exploring how community crime and violence, or the fear of such instances, impacts upon the well-being of children. Akintola (2019) highlights a primordial instinct to seek safety for oneself and be valued by others as innate in all of us. This fundamental need for safety, and desire to be valued as a prerequisite for improved well-being is reflective of the theoretical principles contained in Maslow’s Hierarchy of Needs (1954).

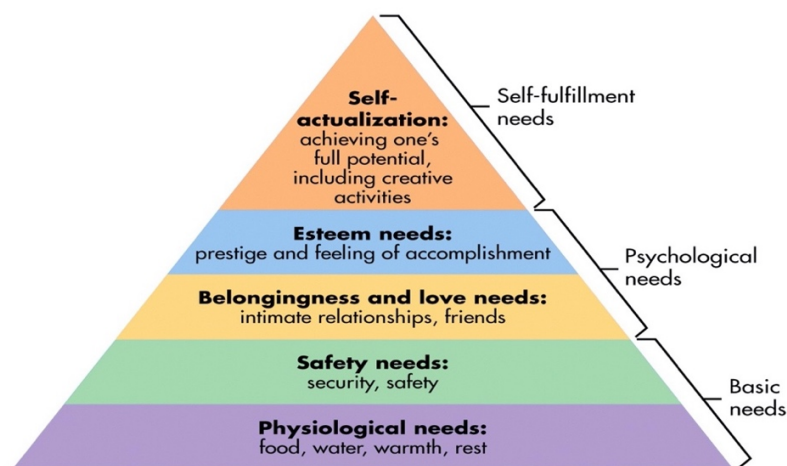


Figure 2.2. Maslow’s Hierarchy of Needs

The need for safety and security is placed secondary only to physiological needs in Maslow’s systems inspired hierarchical model. According to Maslow (1954) a child’s basic need for safety must be somewhat satisfied before they can attend to the higher level psychological and self-fulfilment needs. Researchers such as Lipmann, Moore and McIntosh (2011); Fattore, Mason and Watson (2009) and Farver, Gosh and Garcia (2000) acknowledge how a child’s well-being and socio-emotional functioning are linked to their actual and perceived sense of safety in their neighbourhoods. Furthermore, Chadee et al. (2017) and Nayak (2003) both

highlight the connection between a community's physical and social infrastructure as a moderating factor in reducing the effects that fear of crime can have on an individual.

2.6.2. Resilience: Personal and Community

Personal resilience: Only a moderate number of studies specifically focus on resilience in children who are exposed to community crime and violence. Mc Crea, et al. (2019) and Gartland, et al. (2019) document how the development of resilience can be seen as a protective factor and a positive outcome for children growing up in high crime neighbourhoods. Resilience is considered “the process through which people overcome and adapt despite experiences of adversity” (Scrantom & McLaughlin, 2019, p. 307). Results from studies such as Akintola (2019) and Goldfeld, et al. (2014) have found that children who are adept at employing resilient strategies to promote their well-being often live in communities that are also deemed resilient.

Community Resilience: There is a growing body of literature that acknowledges the resilient nature of communities. Like the above definition community resilience can be defined as “the ability for communities to cope and adapt in the context of challenge and adversity in ways that promote the successful achievement of desired community results” (Mancini & Bowen, 2009, p. 248). Community resiliency is often linked to the; social capital (social ties, social networks and community norms and traditions); effective efficacy and social cohesion of residents contained within the community. Resilient communities are credited with establishing a sense of belonging and forming positive identities among its residents (Goldfeld, et al., 2014). Rossano (2012) argues that a ‘community spirit’ made up in part by the norms, traditions, rituals and customs is an essential element in building resilient communities.

Studies by Goldfeld, et al. (2014) and Breetze & Pearson (2015) describe how high crime communities who are considered resilient can provide a sense of safety to children and families. The role that stakeholders (e.g social workers) in the exosystem play in ensuring communities are resilient is argued by Breetze & Pearson who state “determining which characteristics of the built and social environment promote resilience to various adverse risk factors is vital to role-players tasked with reducing neighbourhood crime” (Breetze & Pearson, 2015, p. 448).

2.7 Conclusion

This chapter introduced the reader to a comprehensive analysis of the literature pertaining to community crime and violence and its impact on the child. Writings regarding gangland feuds and child-related research in this area was discussed. The chapter critically analysed Irish legislation, policy and practice that is tasked with the remit of protecting and promoting the welfare of children. An ecological perspective was examined to detail the consequences of community crime and violence on a child's welfare. Finally, an exploration of resilience as a protective factor at both an individual and community level was undertaken.

Chapter 3: Research Design

3.1 Introduction

This chapter will provide an overview of the research process undertaken in this study. The theoretical underpinnings of the research along with my epistemological positioning will be discussed with references made to relevant literature. This chapter will discuss the design and implementation of The World Café (TWC) research method employed in the study for the purpose of collecting and analysing qualitative data. The compatibility of TWC within the ethos of community-based participatory research (CBPR) methodology will be considered. The chapter will conclude by acknowledging the limitations and ethical considerations that arose while carrying out this research. These considerations will be located within the wider well-established critical discourse of the strengths and weakness of TWC as a research method within the field of social work.

My Methodological Approach

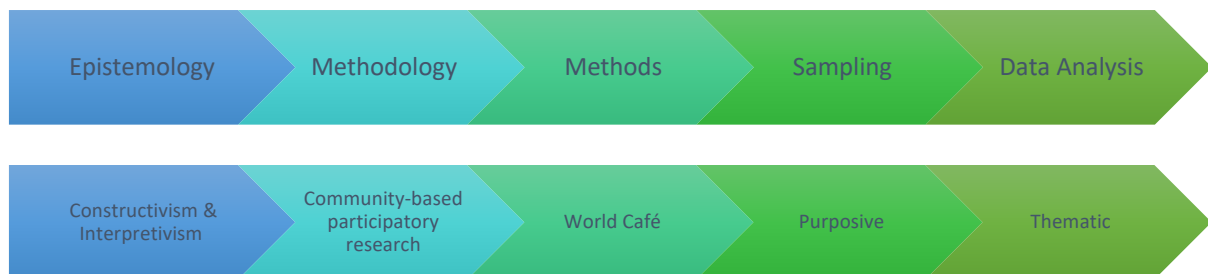


Figure 3.1 methodological approach to the research

3.2 Theoretical and epistemological positioning

3.2.1 Social work theory in research

As already stated in the previous chapter, ecological systems theory forms the basis of this research. With this theoretical approach in mind, the study sought to seek answers to the research questions by presupposing that its participants' perspectives are situated within the context of their environment. In other words, they both shape, and are shaped by, the

phenomenon and social structures with which they interact. Therefore, like all social work research it was imperative that I had an explicit understanding of what I intended to study and of how I was going to conduct the study. Social constructivism and interpretivism are the theoretical frameworks that I used to address the quandaries of my research inquiry.

3.2.2 Social constructivism and interpretivism

Social constructivists are concerned with examining the multiple representations that are shared by people in specific contexts (Ormston, Spencer, Bernard, & Snape, 2014). These theorists contend that the social world is only knowable through the representations people construct of their experience. Social constructivists acknowledge that these meanings are often subjective, multiple and contradicting while also holding the notion that the ‘knower’ is not separate to the ‘known’ (Onwuegbuzie & Frels, 2016; Flynn & McDermott, 2016).

An interpretivist theoretical perspective is guided by principles of phenomenology - the study of people’s perceptions, meanings and interpretations of their experience, hermeneutics - the study of interpretation of text and symbolic interactions - the study of language and symbols used in communication and how we act in relation to them (Flynn & McDermott, 2016).

This study was undertaken as a CARL initiative by using a World Café (TWC) research method (both will be discussed later in the chapter) to collect, and interpret the individual socially constructed narratives, experiences and practice wisdom of professionals working in the Moneymore community. The specified purpose of the study was to generate and disseminate knowledge from different levels beginning with the individual and forming with the collective of how the welfare of children currently living in this community is impacted by community crime and violence. The principles of social constructivism and interpretivism as highlighted above were central to the research design and methods chosen for this study.

3.3 Methodology

The essence of this study centres on participants as meaning-making and as experts of the studies phenomenon in their own right. Therefore, it is logical that the data collection method chosen for this study would be one that facilitates the participants subjective interpretation and meaning-making of their personal and professional experiences, to address and answer the

research questions posed. Community-based participatory research as a methodological approach and the complementary TWC research method proved to be appropriate methodological vehicles in progressing the research.

3.3.1 Community-based participatory research (CBPR)

Community-based participatory research (CBPR) is positioned within the practice of action research. CBPR it is not characterised by a particular method, “rather, it is the principles informing this approach to research which are its hallmark” (McIlrath et al., 2014, para.6). Its ethos promotes partnership, relationships and collaboration between the community and academia. Contained within this philosophy is the assertion that purposeful change occurs when those located within a community have opportunities for full participation, input and control throughout the entire research process. CBPR in the context of an academic community engagement model has embedded reflection and activism within its values by appreciating how, through the reflective process, action is linked to an understanding of the local context of the community (Braun & Clark, 2006) and (Vaughn, et al., 2018) to create long-term cultural and social change (Hunt, 2011).

The CARL initiative is one such academic community engagement model offered by UCC. CARL is a community engagement initiative that seeks to connect communities and civil society organisations with Higher Education Institutions for the purpose of providing independent, participatory research in response to concerns experienced by civil society (McIlrath et al., 2014; Bates & Burns, 2012; University College Cork, 2020). Electing to engage in a CARL initiative has acted as a springboard for this study to fully embrace all of the principles of CBPR throughout the entire research process.

From its onset of the study, all collaborators utilised reflective processes to recognise the strengths that each partner brought to the research process. The community consortium brought local based praxis-knowledge and practical supports such as access to participants and financial support to undertake TWC. The research supervisor brought mentorship and guidance along with an expertise on academic knowledge including research methods suitable for the study. While as the primary researcher I brought with me a personal and professional interest for researching the subject matter, acted as an intermediary between all research partners and hosted TWC.

It is important to acknowledge that during different stages of the research process it was deemed pertinent for the success of the study for a partner to assume control or take the lead on certain aspects of the study, i.e. making the decision on the type of research method used or selecting appropriate participants etc, thus causing inequalities and imbalances of power within the research relationship. During these times especially, the research partners were mindful of the ethos of participatory research and explicitly sought consensus from all partners on decisions/directions that were made before progressing with the study. For the most part, the research process held true to the nature of CBPR and prompted collaboration, partnership, mutual respect, reciprocity and the prioritisation of the community's research needs. Additionally, this model of research fits well with the social constructivism paradigm framing this study. The narratives and experiences of the study's participants and their individual and collective interpretation and meaning-making of these experiences were central to the research method, TWC, that was undertaken through a CBPR research framework.

3.4 Research method - The World Café (TWC)

3.4.1 Qualitative research methods

Qualitative research is defined as “a method of study that seeks to represent the complex worlds of respondents in a holistic on the ground manner” (Padgett, 2016, p. 15). This research method contends that knowledge gathered is contextual and conditional (O'Súilleabháin, 2017). In Koen's 2018 doctoral dissertation on The World Café as a data collection method in qualitative research he references Stringer's (2007) argument that some qualitative methods (focus groups or semi-structured interviews) have limitations in gaining insight from participants. He asserts that the formal and structured contexts of these methods often lead to the separation of the researcher from the participants and creates conditions where participants can sometimes feel inferior to the researcher. The World Café qualitative research method seeks to mitigate these limitations by advocating for practitioners/participants to move beyond being recipients of knowledge, transfer to having an active role in knowledge creation (Fouché & Light, 2010).

3.4.2 An overview of The World Café

The World Café (TWC) is described as a simple but powerful collaborative process that engages participants in constructive dialogue around critical questions or ‘questions that matter’ (Fouché & Light, 2010; Silva & Guenther, 2018; Brown & Isaacs, 2005; TWC, 2020). TWC is powerful in terms of evoking cross-pollination of ideas through “collaborative exchanges, that are intended to uncover common threads of experience, knowledge and understanding among participants” (Silva & Guenther, 2018, p. 459). The harnessing of this collective intelligence paves the way forward for innovative possibilities of future action (McFarlane, et al., 2017) and as an impetus for change.

Brown and Isaacs (2001, 2005), who developed the method, state that TWC is based on the assumptions that “(a) the knowledge and wisdom we need are already present and accessible and (b) intelligence emerges as the system connects to itself in a creative way” (Fouché & Light, 2010, p. 29). Through the use of evolving rounds of information exchange in a café-style context, inherent social work values of equality, relationship-building and collaborative learning emerge. It was due to these values, its compatibility with the ethos of CBPR and CARL, along with the experiential meaning-making principles of social constructivism contained within its methodologies, that TWC was put forward by UCC Social Work Lecturers, and unanimously agreed by all research partners as an appropriate vehicle to address the research question: How does community crime and violence impact on the welfare of children in Moneymore?

3.4.3 Preparing for The World Café

Preparing for The World Café required a substantial amount of time, resources (financial and practical) and organisational skills on the part of the research partners. In order to ensure the success and authenticity of the event, a considerable amount of time was spent by myself and the research partners in selecting and preparing café hosts.

3.4.3.1 Café Hosts

The importance of café hosts as facilitators of conversational interaction are highlighted by Brown & Isaacs (2001) and Lorenzetti, Azulai, & Walsh (2016). There are two types of hosts required for TWC. The first is the café host who acts as the primary facilitator. They take the

lead in overseeing the conversational process and set the flow of the café event. The second type is table hosts, who are tasked with compiling notes of ideas emerging from the discussion. They are also responsible for encouraging the contribution of all participants. As the primary researcher, I was the café host while members of the consortium, as research partners undertook table host duties. Prior to the event I compiled a short guidance brochure for the table hosts (see Appendix E). This brochure contained the principles and procedures of the TWC and detailed what would be required of table hosts. Additionally, I compiled a set of prompt questions for the café hosts to consult with on the day if required. These questions were framed with ecological systems theory in mind (see Appendix D). Furthermore, prior to the event I spoke with all nominated table hosts by phone. We discussed the information contained within the material provided to them. I highlighted the probability that participants may have different experiences or ideas to theirs. We discussed the importance of capturing all participants contributions to the discussions, especially when these contributions were different from their own. The guidance brochure was adapted from Brown & Isaacs (2005) and The World Café (2015) published guidelines. An illustrated version of these can be seen below in Figure 3.2.



Figure 3.2. World Café Etiquette by Avril Orloff. Reproduced from The World Café Toolkit www.theworldcafe.com under creative commons licence (ccc3) <https://creativecommons.org/licenses/by/3.0/> © 2015 The World Café Community Foundation.

3.4.3.2 Sampling and recruitment of participants

The recruitment strategy devised for the study can be described as non-probability purposive sampling. Purposive sampling in this case involved the community liaison partner deliberately targeting professionals or residents working or living in the community that he deemed as having existing knowledge or experiences of the issue being studied. The community liaison

partner contacted all individuals identified as appropriate to participate in the study by email. Attached to this email was a copy of a letter detailing the purpose of the study and consent forms for participation that I had compiled. These too may be found in Appendices B and C respectively.

A total of 25 participants from across the community and statutory sector were invited to take part in the study. Seventeen invitees attended The World Café event. Participants included members from the statutory sector representing The Child and Family Agency, An Garda Síochána, local politics and education. The second grouping was made up of community representatives who live in the Moneymore Estate. The final grouping represented the community and voluntary sector. Table 3.3 below captures the number of participants who attended TWC along with the sector and roles they represent.

Type of Agency	Senior Management	Professional	Student/Resident	Total
Statutory	2	2	1	5
Community/Voluntary	4	6	2	12
Total participants	6	8	3	17

Table 3.3. Number of participants, represented sector and roles of those who attended TWC

3.4.4 Implementation of The World Café

The World Café for this project was held on Monday the 17th of February 2020. It was held in Boomerang Youth Café Drogheda. TWC has a distinctive philosophical conceptualisation (Brown & Isaac, 2005) and a unique set of integrated design principles, guidelines and procedures underpinning its process. The seven principles put forward by Brown and Isaacs (2001, 2005) and The World Café (2020) that guide TWC are illustrated in Figure 3.4 below.



Figure 3.4. Principles for hosting Cafés. Reproduced from The World Café Toolkit Principle Stamps by Nancy Margulies www.theworldcafe.com under creative commons licence (ccc3) <https://creativecommons.org/licenses/by/3.0/> © 2015 The World Café Community Foundation.

1. **Set the context:** The café host(s) are tasked with intentionally setting the purpose, parameters, themes or discussion questions in an environment where collaborative learning can unfold (Fouché & Light, 2010). As the Café Host, I began the TWC with a short presentation (see Appendix F for a copy of the presentation slides). The purpose of the research, an explanation of The World Café and its processes, along with a summary of the literature pertaining to the research topic was shared with participants. Ethical and confidentiality matters regarding anonymity for community members and participants was also discussed at the onset of TWC event. Café hosts are charged with providing participants with clear instructions on etiquette while managing time in a gentle way. Importantly, “hosts are tasked with demonstrating capacity to procure, weave and connect ideas emerging from the dialogue” (Lorenzetti, Azulai & Walsh, 2016, p. 202). Employing my facilitation skills that I have acquired from my experiences in groupwork and recently developed during my student work placement and group work module assisted me in fulfilling this task.
2. **Create hospitable space:** TWC emphasises the importance of creating a safe and comfortable environment that is informal in nature for the cultivation of meaningful dialogue and the generation of collaborative learning. The physical space in this instance is very important, a café style ambience is promoted by TWC’s originators. Paper table cloths for participants to write on with colourful pens along with notebooks for individual recording were provided. The venue for TWC event was purposefully chosen for its existing hospitable environment. A local youth café in the town of

Drogheda, whose members consist of, but are not limited to, youth of the Moneymore Estate is where TWC took place. Teas, coffees and light refreshments were served to participants during the event. Young people engaged in an educational and personal development programme connected to the youth café baked the fresh buns and set them up in the room as part of their educational programme.



Figure 3.5



Figure 3.6



Figure 3.7

3. **Explore questions that matter:** Through evolving table rounds table hosts encourage participants to share their experiences, ideas or knowledge of the issue. “Exploring questions that matter opens the door to catalytic conversation, insight and innovation” (Brown & Isaacs, 2005, p. 3). For this study, the questions were predetermined by the research partners prior to the commencement of TWC. Three research questions were set out and participants were invited to join a table of their choice and discuss in small groups their thoughts, experiences, knowledge, ideas, etc regarding the set question at that table. After 20 minutes a bell was rung and participants were asked to move to another table of their choice to address the question posed here. Although participants had the freedom to move individually to any table of their choice all participants remained in their small groups and moved to the next table in these groupings. Table hosts remained at the table and relayed to the next group the discussions that were previously held. Thus building heavily rich data for each question posed.
4. **Encouraging everyone’s contribution:** Full participation is encouraged and each individual’s unique contribution welcomed as in TWC “intelligence emerges as the system connects to itself in diverse and creative ways” (Brown & Isaacs, 2005, p. 3). All table hosts had previous group facilitation experience and were adept at encouraging each person’s contribution to the critical questions set out for discussion. During the table rounds, I moved from table to table to support table hosts in enabling participants to equally contribute to the discourse.

5. **Connecting diverse perspectives:** In TWC this is known as cross-pollination of ideas which encompasses “actively linking the essence of one’s own discoveries to those of other participants” (Fouché & Light, 2010, p. 35). Collaborative learning and actionable knowledge are promoted “through evolving rounds of dialogue with a few others, while remaining part of a single, larger connected conversation” (Fouché & Light, 2010, p. 35). As the event progressed participants became more engrossed and passionate about the issues being discussed and allowed for a dense “web of connections” (Fouché & Light, 2010, p. 46) between participants. This is evidenced in the rich data collected during this event and will be discussed in detail in the next chapter.
6. **Listen together insights:** The collective group listen together for patterns, insights and deeper questions that arose during the previous stages of the process. For this study table hosts were asked to feedback to the larger group the individual perspectives and insights that were discovered during the course of the event.
7. **Harvest and share collective discoveries:** The objective of this principle is in “distilling the insights, patterns, themes and deeper questions down to their essence and providing a way to get them out to the whole group” (Fouché & Light, 2010, p. 36). Towards the end of TWC event participants were encouraged to add to or expand to the feedback provided to the group by café hosts. The group identified patterns and collectively, coherently connected and recorded them on flip chart paper. This process was facilitated by myself. Finally, participants were invited to rank the issues they deemed most important or critical under each question. Colour coded stickers were given to participants for this activity. The final part of this process (a thematic analysis) was completed after the event. The results of this analysis will be discussed in the next chapter. As part of the CARL initiative, I will develop a summary report. Plans are also in place to present the findings of the study to all stakeholders.

3.5 Thematic data analysis

Thematic analysis of the data collected was used to uncover deeper patterns of insights and knowledge to meet the aims of this study. In conducting this analysis, I adhered to Braun & Clarke's (2006) guidelines on thematic analysis. Texts and codes were categorised to reflect "the structural conditions and the socio-cultural contexts...to develop visual networks and conceptual links through careful deliberation of data at multiple levels" (Henderson & Baffour, 2015, p. 1965). Finally, responses were developed into themes that addressed the research question of how community crime and violence impacts on the welfare of children.

3.6 Limitations of research method

There are some limitations to this approach in general, and to my application of the research method in this study. TWC's numerated principles highlight the importance of setting the context in its first stage of the process. From my experience I feel that it would have been more advantageous to have provided participants with the pre-prepared questions and a literature summary of the key research findings regarding this issue. This way participants could have come to the event with already prepared experiences and insights to address the questions posed, thus allowing for deeper dialectic conversations and fortifying of the cross-pollination process.

Occasionally during this study, it was difficult to ensure an equitable partnership between all research members at all times, especially around shared decision making, and leadership. This difficulty has been commented on earlier in the chapter. Additionally, members and representatives of the community were both welcomed and extremely valued as research partners and participants in the study. However, this study has to take into account that "community peers may be concerned about showing the community in the best possible light which could undermine or at least taint the research process" (Vaughn, et al., 2018, p. 771).

TWC like other CBPR models requires a substantial investment of time, financial resources, and adequate training. This can be more than what is anticipated by the research partners. Undertaking this research can encroach on the researchers' professional and personal responsibilities, thus contributing to peers losing enthusiasm for the research process, especially towards the latter parts of the study. Ensuring that all partners are passionate and

care about the issue being studied is important in sustaining the researchers throughout the process. Using creative and innovative research methods can also assist this process. I believe that having open, honest and respectful working relationships between the research partners was key to alleviating any potential difficulties arising during the research process. During this study all research partners worked together to ensure that realistic schedules and tasks were appropriately shared and actioned. There was an overwhelming sense of support and enthusiasm for the project to succeed by all research partners throughout.

3.7 Ethical considerations

As this study involved carrying out primary research with participants ethical approval for the MSW research committee was required before progressing. Approval to commence with the study was granted on the 19th of December 2019 under two conditions (1) that I continue to work with my tutor to refine the study and (2) further development of the research questions is required. A copy of the approval letter can be found in appendix A.

I was aware that potential ethical issues relating to the confidentiality of those living within the community could be breeched due to the informal nature of the research method along with the sensitivity of subject matter being discussed. To negate the chances of this occurring the importance of confidentiality was stressed throughout TWC event with table hosts assuming a monitoring role, solely on this matter.

As part of data collection, participants were invited to share their thoughts, understandings, practice experiences and knowledge of the subject matter being researched. This data was collectively recorded on large sheets of paper. Therefore, it was impossible to identify and withdraw an individual's responses and contributions to the study following the research event. All participants were informed of this complication in the information sheet attached to their invitation to participate in TWC. Signed consent was sought by participants acknowledging their understanding of the above.

3.8 Reflexivity

Reflexivity is defined as “an individual’s process of understanding how experience and knowledge shape their world view” (Lorenzetti et al., 2016, p. 209). While undertaking this study it was of immense importance that I actively incorporated reflexivity into my research practice to ensure the validity and rigor of the study. As I grew up in the Moneymore community and still have family living here, I had to be very mindful of my own biases, experiences, perceptions and beliefs about the community and the current issues that it faces. This was particularly important during the data analysis part of the research process. Acknowledging that my own lived experiences are my own and not those of the entire Moneymore community was something that I had to do on occasion during the research process.

While undertaking this study I availed of a number of practices that helped develop my reflexive skills. They include keeping a reflective journal, attending regular supervision with my research supervisor and attending research peer support groups. A social constructivist ideology framed this research project and these ideals were reflected in the manner of how all research partners engaged in the study and in particular, how they engaged with each other.

3.9 Conclusion

This chapter sought to provide the reader with an overview of the theoretical frameworks underpinning this study. The rationale for this study to be guided by a social constructivist and interpretivist paradigm was discussed and linked to how the ethos of both CBPR and TWC complement the studies epistemological positioning. A detailed summary of TWC methodological process and its implementation was considered. The chapter highlighted the limitations, ethical considerations and importance of reflexivity in this study. Ultimately it is hoped that this chapter provided the reader with a clear understanding of how this study’s theoretical underpinnings, methodological approach and in particular its choice of TWC as an actionable research method reflects the values and principles of equality, social justice and social change that is inherent in the social work profession.

Chapter 4 : Results and Analysis

4.1 Introduction

This chapter will present and discuss the research findings that were gathered from data collected using methods outlined in chapter 3. The data was grouped together thematically and analysed using relevant literature to answer the questions posed in the research study.

4.2 Theme 1: psychosocial, emotional and behavioural outcomes

An explicit connection between a child's exposure to community crime and violence and their psychosocial development and emotional well-being was unambiguously recorded by all participants. How social-environmental factors interplay with a child's development and their acquisition of social and emotional skills were related to a number of determinants. These include the child's internal processes and external behaviours along with their ability to develop a personal resilience.

4.2.1 Internal processes and external behaviours

The likelihood of a child's mental health being negatively impacted by exposure to community crime and violence was recorded by participants.

“I am really worried about the mental health of children living here... I have noticed a real sense of social anxiety among the young children in the estate“

“I heard a child laugh the other day and it stopped me in my tracks. I realised I have not heard a child laugh here in a long time. We are missing the laughter from the streets”.

These feelings often intensify and leave some children with the effects of trauma after they directly or indirectly witnessed violent incidents such as petrol bombings, shootings and burning of cars. Participants noted how these experiences have both short-term and long-term consequences for a child's development and overall well-being.

“Some children have directly witnessed houses being petrol bombed and cars being set on fire. They have been evacuated from their own houses at night or have heard stories of their neighbours being shot at or of shots fired through their windows.... The children are terrified and are afraid to go asleep”.

“The smell of burning tyres or the sound of loud bangs acts as a trigger and brings back bad memories for many children”.

Participants also reported growing up in this neighbourhood as a causal impairment to a child’s cognitive and physiological development.

“They cannot concentrate in the classroom and are falling behind in their schoolwork”.

“I have even seen children fall asleep in class.. they are afraid to go asleep at night”.

Participants gave a generalised description of how children are exhibiting their feelings through aggressive or avoidant behaviours.

“The children’s play has changed. They are very aggressive with their toys and with other children”.

“The children are drawing pictures of their community, lots of pictures of violence where people are being shot with bullet holes in their heads and chest and pictures of helicopters hovering over houses”.

There was also a deep concern for a small number of children who have engaged in anti-social behaviours. Participants attributed this particular type of behaviour to a contemporary culture among a minority group of individuals that glorifies criminality.

“Some of the children see this as a glamorised lifestyle, they see the flash cars, the expensive clothes and want that kind of life”.

“Children as young as 12 years of age are being groomed into the criminal gangs. They see the money, clothing and want this immediate gratification”.

However, not all consequences for the development and well-being of children growing up in this community were considered negative. The presence of resilience among a large number of children in the community was recognised by participants. The need for agencies

and staff working with children in the community to incorporate resilience building programmes and interventions was recorded.

“Children living here are adept at coping with adversity and finding new ways to get on with life.”

“We need structured resilience building programmes to help support the young people in Moneymore.”

4.3 Theme 2: The need for safety

There was an overwhelming sense from participants that, in order for children to thrive, there needs to be safety embedded into their everyday lives and interactions. Participants identified three key safety factors that can support or obstruct the welfare of children. These included the interpersonal relationships of the child, the normalisation process of crime and violence and the places, spaces, people and activities with whom children engage.

4.3.1 Interpersonal relationships of the child

The important role that parents, families and peers play in ensuring a child feels safe in their environment was documented by participants. Parenting styles were considered to reflect parents’ perceptions of fear and safety of the neighbourhood. Restricted and vigilant parenting practices have given rise to a reduction in the autonomy of children living here.

“Children are not allowed to play as freely as a child should.... parents are keeping the children in doors they are afraid to let them out..... they worry that their children could be in the wrong place at the wrong time”.

Participants reported how a number of parents are often worried, stressed and anxious about the violence in their community and inadvertently pass these feelings onto their children.

“Parents are afraid and anxious living in Moneymore, they pass these feelings onto their children. This creates for the child a negative cycle of feelings, behaviours and attitudes that is influenced by the parent”.

“It was the parents who started not letting the kids out to play, now the kids are choosing themselves not to go out even if parents are beginning to loosen their supervision”.

While on the other hand it was observed how some parents are unaware of the possible harms that community violence can have on the welfare of their children.

“Some parents share everything with their children. They allow them to listen to adults talking about what is going on and to see social media images and stories about the gangland crimes”.

Additionally, participants discussed how some children may not be living in the housing estate but have a parent, grandparent or extended family members living here. These relationships have been affected as these non-resident children are not visiting the homes of their parent or relatives due to a fear of the violence that has occurred in the neighbourhood.

“Some children are split between homes, e.g. one parent lives in Moneymore and the other parent “stops” child from visiting the parent living in the area”.

“Grandparents cannot mind their grandchildren anymore. Parents are afraid of bringing their children into the estate to be looked after by grandparents..... this impacts the relationships with grandparents”.

For children growing up in this community, participants have identified the changing relationship they have with their peers. Peers are seen as having both positive and negative influences on the welfare and well-being of children in this neighbourhood.

“Friends are very important, especially those whose friends also live in Moneymore. They know what each other are going through and can support and empathise with each other”.

“parents who live outside of the estate do not want their children mixing with kids from Moneymore”.

4.3.2 Normalisation of community crime and violence

As incidents of crime and violence become more commonplace these incivilities become ‘normalised’. Participants agreed that residents and professionals are at risk of becoming desensitised to the visual reminders of criminality. In their accounts, participants expressed concern regarding the possible risk that current Garda responses would be considered normal by children. However, participants acknowledge how a Garda presence can bring both a sense of safety and fear to the community with the dual effect of having a positive and negative impact upon the well-being of children.

“Armed Garda response units, helicopter’s flying over, house raids. At first Garda presence created a stir, now nobody is bothered, it used to be a big thing, it means nothing now...this is not normal. We need to remind ourselves that this is not normal”.

“Kids are getting used to seeing houses after they are petrol bombed. They don’t take any notice anymore. We the staff working here drive by these houses we don’t see they are burned out anymore. We forget that this is not normal”.

“Having the Gardaí around helps the children feel safe”.

4.3.3 People, spaces, places and activities

The places and spaces in the community where children can go to feel safe and engage in activities with people they trust were identified as protective factors. Participants described a community that is well resourced with child and family focused services. A positive relationship between professionals and children, especially with the Gardaí, was identified as a way to help children to feel safe.

“I see the professional workers in the community projects as a strength. We really know the kids and what is going on in their lives. They can talk to us and feel safe”.

“The Gardaí are doing a great job more events with Gardaí would build better trusting relationships with the kids in the estate”.

However, participants reported a fear of some professionals regarding visiting family homes of children living in Moneymore. This has resulted in restricted interventions by some services with negative consequences for the welfare of these vulnerable children.

“Workers from statutory agencies have been told not to come into the estate. These professionals are afraid. This is directly affecting children and families from getting appropriate services”.

A lack of funding and a general awareness of the impacts of violence on the welfare and well-being of children at a national level was noted by respondents.

“Our funding for children’s counselling services in the estate has been cut during this time”.

The need for supports and services located within the community to expand their criteria beyond targeted groups was identified as crucial. Participants highlighted how those who are currently involved with the criminal gangs should also be encouraged to avail of supports.

“Some of our services can only give access to targeted children. These programmes should be open to all children living because all of the children in Moneymore are affected by gangland violence”.

“Access for all regardless of previous actions or involvement in gang crime”.

There was an overwhelming sense that building a community centre would provide a safe place from the violence for the children and families living here.

“All services under one roof... a one stop shop for all... children will feel safe here”.

4.4 Theme 3: The role of the media and social media

Participants were firm in their ascertains that the media have played an instrumental role in prevailing a stigma and negative stereotype image of the community and the people living here. This according to participants generates an exaggerated fear among the wider community, resulting in long-term negative consequences for the welfare of children growing up here.

“Paper never refuses ink. The media only want the headlines that sell. They don’t care if these stories are true or false and they never consider how the community is affected”.

“They (the media) never write positive things about Moneymore. If they do it’s on page 59, while all the bad things are splashed over the front pages. We need to work with the media and get the good things about Moneymore out”.

“There is a stigma of living in Moneymore caused by the media, this results in poor self-image and self-esteem of the children”.

Participants noted the need for individual responsibility in stopping the perpetuating of stigma that is impacting on the well-being of children.

“Some of the residents are sharing stories on their social media. We need to gently encourage them to stop... letting them know how these actions affect their children and other children in the community might be a good step forward”.

4.5 Theme 4: Community resilience

Social capital consisting of the various networks and community ties contained within the local neighbourhood were identified as a strength. A long history of “community spirit” and place-based traditions are credited with creating a positive sense of belonging and identity for the community’s members.

“There is a great sense of community spirit...we need to build upon this to strengthen the resilience of the community that is already here”.

Many of these traditions are multi-functional in that they build community resilience and provide opportunities for children to develop new skills and relationships. However, participants described how the resilience feature of the community has begun to erode due to recent gangland activities. One such community tradition, the Halloween bonfire, did not take place this year due to a fear that such an event could provide opportunities for violence. Additionally, participants suggested that the current climate of violence led to a general feeling of apathy among the community for such an event.

“The Halloween bonfire is more than just a one-off community event, children plan for the bonfire for months, they develop team building, risk taking and identify skills all in a fun and enjoyable way. Fathers who are often invisible in the community usually take a leading role alongside their children in the planning and building of the bonfire... the whole community gets to enjoy the benefits of this tradition... but this year the children and the whole community missed out on this experience”.

Community cohesion and collaborative engagement with all stakeholders was identified as important in building a resilient community. The need for all members of the community to engage and become involved in identifying and realising solutions to support children in the community was regarded as imperative.

“Each service is doing a great job independently, but we need to work together if we want to be more effective”.

“Professionals should take the lead and use a community work approach to developing sustainable programmes of action within the community”.

“It’s about empowering the community to provide safer places for the children. We should all work together to be part of something positive”.

4.6 Discussion

This study supports the evidence-based literature that finds for children growing up in neighbourhoods where there are high instances of crime and violence the consequences for their psychological, emotional and behavioural development are vast, varied and complex. In particular this study highlights how fear and anxiety of a neighbourhood caused by exposure to community violence can manifest in the mental health, cognitive, physiological and behavioural functions of children living here. These findings are similar to those found in studies by Overstreet (2000) and Seal et al. (2014).

Additionally, this study likened a rise in contemporary culture as described by Breetze & Pearson (2015) that glorifies criminality as detrimental to the welfare of children living in this community. However, the results of this study also highlight the important role that personal resilience plays in fortifying the well-being of children growing up in violent neighbourhoods. These findings correlate with results in studies by Mc Crea, et al. (2019) and Gartland, et al. (2019).

The need for children to feel safe in their environment in order to maintain or improve their well-being was evident in this study’s findings. This understanding is reflective of Maslow’s (1954) Hierarchy of Needs and Akintola’s assertion that “safety is a fundamental human need... and prerequisite for self-fulfilment and wellbeing” (Akintola, 2019, p. 59). This study indicates that for children growing up in high crime environments, their interpersonal relationships with parents, family and peers are key moderating factors and determinants of their overall welfare and well-being.

Findings from this study highlight how restricted and vigilant parenting practices as a result of a fear of crime in the neighbourhood can infringe upon a child's autonomy, their mental health and overall sense of safety. Parents can unwittingly transfer their fear of the neighbourhood onto their children with negative consequences for their well-being. Studies by Affrunti et al. (2017), McKelvey, et al. (2011) and Bradshaw et al. (2016) confirm the above findings.

Peers are also instrumental in buffering the negative consequences for children growing up in violent communities. "As children grow older, they share more experiences with friends, leading to comfort and camaraderie even in the face of community violence" (Affrunti et al., 2017, p. 645). The supportive and empathetic functions of peer support described above is similar to discoveries expressed by participants of this study. However, this study acknowledges how social distancing/social isolation from peers either as a self-choice or imposed by other can have a deleterious impact on the welfare and well-being of children growing up in these communities.

David Seal and colleagues explored the narratives of eighteen young people living in the US who were exposed to violence in their communities. Participants of this study stated that "they had become accustomed to violence and accepted it as a normal part of life" (Seal et al., 2014, p. 5). Comparably, data obtained in this study found that normalisation of crime and violence, its effects on individuals and responses by stakeholders and the wider community is considered to undermine the welfare and safety needs of children. This study found that the media/social media plays a significant role in prevailing a negative stereotype image that stigmatises the children leading to poor self-esteem and poor self-image. As part of an ethnographic study of organised crime in Limerick Devereux et al. (2011) explored the media's coverage of social exclusion in Limerick. Findings from this exploration were similar to the results found in this study regarding the role of the media where they concluded that

the preponderance of negative media coverage has a powerful impact on the resident's interaction with external actors...where the imagined constructions of social space have very real consequences for those who live here (Devereux, Haynes, & Power, 2011, p. 220).

The places, spaces, people and activities where children engage is regarded by participants of this study as crucial in providing the 'scaffolding' that enables children to feel safe and thrive. Goldfeld, et al. (2014), Van der Wal et al. (2017) and Nayak (2003) all concur with this idea. Interestingly, the participants of this study were strong in their belief for the need to build a

community centre where all supports and services could be housed together. The building of a community centre was seen as a tangible way of providing a ‘sanctuary’ or place of safety from crime and violence for the youngest residents of this neighbourhood. Social geographers such as Breetze & Pearson (2015), Goldfeld, et al. (2014) and Nayak (2003) all identified how social and physical infrastructures contained in communities can create a feeling of safety among its inhabitants.

The importance of building community resilience and the salient factors that provide the foundations for its development were highlighted in this study. Community cohesion, collective responsibility, belonging, localised traditions and having a strong ‘community spirit’ were all deemed important. These findings are indicative of the conditions for cultivating community resilience that are set out in the Goldfeld, et al. (2014) study on the neighbourhood effects that influence childhood development. This non-exhaustive list of domains takes into consideration the physical, social, socio-economic, service and governance factors that impact upon the resilient nature of communities. These pro-social protective factors were found to be in abundance in the Moneymore community but at risk of being threatened by the current socio-environmental climate.

4.7 Conclusion

This chapter presented the main findings of the research. Responses were organised thematically and analysed with reference to literature discussed in chapter two of this study. A discussion on the importance of these findings were communicated to the reader.

Chapter 5: Conclusion and Recommendations

5.1 Introduction

Based on an analysis of the study's findings this chapter endeavours to reach a conclusion on how growing up in high crime communities impacts the welfare of children. Recommendations for future studies and actionable proposals for the CARL community partners will be set out in this chapter. The chapter will conclude with a reflection of my experience of engaging in this research process.

5.2 Conclusion

The primary aim of this research was to explore with professionals and community members their perspectives of how the welfare of children living in Moneymore is impacted due to their exposure to community crime and violence. Through TWC original data was gathered from seventeen participants. Following a thematic analysis of the responses the following conclusions have been drawn.

For children growing up in this community who are exposed to community crime and violence the collateral consequences to their welfare can be profound. This finding correlates with results found in similar international studies. The outcomes for children living in this community are vast, varied and complex. Children living here are reported to be anxious, fearful, sad and distressed. The neighbourhood is void of children laughing and playing in the streets as a direct consequence of the gang-related violence in the area. This is having an deleterious impact on the psychosocial, cognitive and physiological development of children living here.

Importantly, this research identified a fundamental need for children living in Moneymore to experience their neighbourhood as safe in order for them to thrive and do well in life. Participants of this study determined how the welfare and well-being of children in this community is defined by the presence or absence of safety that intersects at various levels of their ecology. The interpersonal relationships of parents and peers at the microsystem; the

interactions between these important relationships and the neighbourhood at the mesosystem; and the role of the media/social media/governmental policies and availability of services at the exosystem; along with the normalisation of community crime and violence at the macrosystem were all identified in this study as key determinants of the welfare and well-being of children growing up in this community.

Harnessing the protective factors of personal and community resilience along with developing a cohesive and collaborate approach to working with children, their families, the community and wider society were all deemed crucial in the next step going forward to protect and promote the welfare of children growing up in Moneymore. Possible ways of developing these identified responses into quantifiable actions will be discussed in the recommendations below.

5.3 Recommendations

The following recommendations are based on the data collected and an analysis of the findings by the researcher. The recommendations encompass specific proposals for the CARL community research partner- Moneymore Community Consortium. While other recommendations are more general in nature.

Recommendation 1: Undertaking additional research

Currently there are no published Irish studies on how community crime and violence impacts the welfare of children growing up in Ireland. Given the recent rise in gangland crime and violence in Ireland it is imperative that those tasked with the responsibility of protecting and prompting the welfare of children develop proficient knowledge and skills to appropriately respond to the adverse outcomes of this pervasive social issue. Carrying out research with children and young people in identified high crime communities to better understand how this issue is impacting their welfare is a crucial first step.

In relation to Moneymore, the above endeavour could form the foundation of an ethnographic study similar to the one carried out in Limerick City by Niamh Hourigan (2011). This method of research would provide all stakeholders with a holistic account of how the Drogheda gangland feud is affecting the whole of the community with the opportunity for a suitable response developed.

Recommendation 2: Development of Government policy to protect and promote the welfare of children living in high crime communities.

Tusla's Better Outcomes Brighter Futures: The national policy framework for young people 2014-2020 acknowledges the harms that exposure to community crime can have on the welfare of children. However, its response to addressing these undesirable outcomes only considers a youth justice perspective. It is essential that future national policy frameworks for children and young people in Ireland include measures and guidelines to support and promote the well-being of non-offending children living in these communities.

Recommendation 3: Implementation of a Community Safety Initiative (CSI) in Moneymore.

The implementation of a CSI similar the one carried out by the Childhood Development Initiative (CDI) in Tallaght Dublin, should be operationalised in Moneymore. However the importance of community engagement and sustaining stakeholders enthusiasm as highlighted in the above programmes evaluation should be taken into account before proceeding. This empowering whole community approach sits well with the findings of this study. Participant indicated the need for a cohesive and collaborative approach by all stakeholders to address the factors that negatively impact on the communities experience of safety. This already established initiative can be trailered to meet the needs of the Moneymore community with specific focus on the welfare of children living here.

Recommendation 4: The refocusing of existing community and social service supports

The already established community and social support services located in Moneymore were identified as a valuable strength to the locality. Participants responses acknowledged the need for criteria governing these services to be revised and expanded to include all children and the wider community. This also includes access to services for individuals regardless of previous behaviours or involvement in criminality.

The need for a statutory agency to take the lead in providing funding and developing a community work focused initiative that brings together all agencies and support services located in Moneymore was identified by participants. The Tusla PPFS programme is ideally placed to assume this role.

The building of a community centre to house all child and family focused supports would be advantageous for ensuring the safety and welfare needs of children living here.

Recommendation 5: Positive media campaign

A media campaign that promotes good news stories regarding the people and the positive work that is being undertaken in Moneymore is recommended. The effects of stigmatisation on the self-image and self-esteem of children living in Moneymore can be detrimental to their overall well-being. Going forward working together with the media to ensure a balanced reporting of the activities and events that occur in Moneymore would be fair and responsible by all.

5.4 Reflective conclusion

Upon hearing of the CARL initiative, I knew almost instantaneously that completing my final year dissertation through a CARL project was right for me. It was the collaborative ethos and values similar to those in social work that underpin a CARL project that drew me to this type of research. At the same time of hearing about this initiative my childhood community was undergoing enormous stress due to a rise in gang-related crime and violence. Professionals working in the community were eager to engage as equal partners in research that could benefit children living in Moneymore and I was only too delighted to help my former community. With this in mind I approached my tutor and CARL co-ordinator to discuss the possibility of undertaking a CARL research project with young people living in Moneymore.

Over a number of months, the progression of this research was met with a number of obstacles. These included a number of personnel changes to my college tutoring along with ethical concerns regarding conducting primary research with young people on this sensitive subject matter. Initially I felt frustrated and disheartened by these drawbacks but with the support and encouragement of my now research supervisor I along with the community partners quickly adapted and rose to the challenge of refocusing the research and its methodology.

A new enthusiasm for the study came through the process of operationalising The World Café. This creative research method was new to both the community partners and I. Most of the time I felt excited and self-assured about undertaking this method but on one or two occasions this confidence was knocked due to mine or the community partners unfamiliarity with this

research method. However, the open and honest working relationships of all the research partners allowed us to say when we were feeling overwhelmed and unsure of what we were doing. During these occurrences I would seek clarification and feedback from my research supervisor who always steered me in the right direction and reassured me of my abilities and strengths to facilitate The World Café and to successfully progress with the research project.

It was during the writing of this dissertation that I was again faced with a challenge to completing this research. The Covid 19 pandemic led to an unforeseen circumstance where I had to juggle the sole care of my three young children along with finding time to write the dissertation. This at times seemed impossible and the lack of uncertainty and feeling of being overwhelmed caused me a lot of stress. Again, I turned to my research supervisor for support which I received without hesitation. Feeling listened to and emphasised with helped me to feel less stressed which in turn allowed me to use utilise my resilient skills to overcome this difficulty and complete this task on time.

Upon reflection the process of completing this CARL project has thought me a lot about myself and about the instrumental role research plays in social work practice. The skills and knowledge that I have developed over the past year of this process I will be taking with me into professional practice. Importantly at the end of this journey I have built a greater knowledge of the impacts that community crime and violence has on the welfare and well-being of children. I now know that the decision by the MSW team for this research not to be undertaken with children at this point was the right one. I was naïve to believe that only children directly exposed to gang-related violence would not be suitable to take part in the study. I now know that all children living in communities where there is crime and violence are subjected to the harms caused by this exposure. Therefore, including these children in a research study could have potentially caused them undue distress which is the last thing I would have wanted.

Additionally, I have learned the importance of being able to ask for help and support when it is needed. Having a respectful and honest relationship with the community research partners and my supervisor in this collaboration allowed me to give support and receive support when it was needed. This ultimately led to the successful progression and completion of this study. This research project started with my undertaking of the “Where I come from what I bring” reflective journal exercise. It was in the completing of this journal exercise that I came to understand how my experiences of growing up in my childhood community paved a path for

me to a career in social work. At the end of this research process and end of my two-year academic studies I am now ready to embark in a career in social work. I am now more confident in where I am going and even more self-assured in the values, skills, and knowledge that I will be bringing on this exciting journey into social work practice.

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Appendix A Confirmation of ethical approval

19th December 2019

Dear [REDACTED]

Thank you for your resubmitted application to the MSW research ethics committee.

The committee has reviewed your application. The decision of the committee is to grant ethical approval for your study.

- The committee advises that you continue to work with your tutor on refining the study.
- The research questions for the study require additional development.

Please note that receiving ethical approval for your study does not absolve you from also seeking ethical approval from external agencies, if this is required. Also, appropriate agency level / gatekeeper permissions are also required in addition to this approval.

On the day of the submission of your MSW dissertation, you must provide UCC with a copy of the raw data (audio files, transcripts, completed surveys, etc.) and your data analysis files. All research data should be deleted from your PC and UCC cloud storage, and all paper documentation (consent forms, printed transcripts, etc.) given to UCC for confidential shredding. UCC will securely store electronic copies of all of the study data and consent forms for you for 10 years. This stipulation does not prohibit you from publishing your findings and presenting the data outside of UCC, once your informed consent process provides such permission.

We wish you the best of luck with your study. If you have questions, please contact your MSW tutor.

Best wishes,

Dr Kenneth Burns

On behalf of the MSW Research Ethics Committee

Appendix B Participant information sheet



Information Sheet

Thank you for considering participating in this research project. The purpose of this document is to explain to you what the work is about and what your participation would involve, so as to enable you to make an informed choice.

The purpose of this study is understanding from the perspective of professionals working with children and families in the Moneymore Estate, how the recent gangland feud in Drogheda is affecting the welfare and over all well-being of children who reside in this neighbourhood. Should you choose to participate, you will be asked to attend a ‘world café’ research forum. This forum will involve participants meeting in a café-style setting to engage in rounds of constructive conversational dialogue around critical questions pertaining to the welfare of children who reside in neighbourhoods, where they are exposed to crime and violence. Participants will also be asked how they, other professionals and organisations can effectively respond to the welfare needs of the children in this community?

Participation in this study is completely voluntary. There is no obligation to participate, and should you choose to do so you can refuse to answer specific questions or decide to withdraw from the research forum. This withdrawal can only be done prior to commencing in the ‘world café’ forum. This is due to the data collection method being used in this study, which makes it impossible for the researcher to identify individual participants or remove individual responses from the recording materials. Additionally, it is important to note that data cannot be withdrawn once a paper is published or a dissertation submitted.

All of the information you provide will be kept confidential and anonymous by the researcher. Your information will only be available to the researcher, community partners, UCC CARL team and the University research supervisor. The only exception is where information is disclosed which indicates that there is a serious risk to you or to others. Please be aware, however, that while we can guarantee that we will maintain confidentiality, we cannot guarantee that group members will do the same.

Once the ‘world café’ is completed, the information recorded will immediately be transferred to digital format. The data will then be transcribed by the researcher, and all identifying information will be removed. Once this is done, the physical recording materials will be shredded and only the anonymized transcript will remain. This will be stored on the University College Cork OneDrive system and subsequently on the UCC server. The data will be stored for a minimum of ten years. The information you provide may contribute to research publications and/or

conference presentations. The data will also contribute to a master's in social work dissertation with a summary report of the study's findings published on the UCC Community Academic Research Links (CARL) website.

We do not anticipate any negative outcomes from participating in this study. We do not intend to cause any distress to participants. However, some of the topics broached in the research forum, are of a sensitive nature. Should you wish to do so, you can choose not to answer questions or leave the 'world café' forum at any time. Should you experience distress arising from the research process, we advise you to avail of your organisations resources and support services.

This study has obtained ethical approval from the UCC Social Research Ethics Committee.

If you have any queries about this research, you can contact me at 118224614@umail.ucc.ie or my research supervisor Dr Fiachra Ó Súilleabháin Fiachra.osuilleabhain@ucc.ie or our community liaison person Allen O' Donoghue at allen.odonoghue@foroige.ie

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

Appendix C Participants Consent Form



Consent Form

I.....agree to participate in “**Exploring the impact of community crime on the welfare of children in Moneymore Estate, North Drogheda, Co. Louth**” research study.

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

I am participating voluntarily.

I give permission for my responses to be recorded on data collection materials appropriate to the studies research methodology.

I understand that I can withdraw from the study, without repercussions, at any time prior to participating in the ‘world café’ research forum. I understand that due to the nature of how the data is collected in this study that it will be impossible to withdraw my consent to participate and delete my responses once I have engaged in the research forum.

I understand that anonymity will be ensured in the write-up as my responses will be recorded anonymously at the time of data collection. I also undertake to maintain the confidentiality of the group along with maintaining and respecting the confidentiality of individuals living and working in the Moneymore Estate.

I understand that disguised extracts from the ‘word café’ research forum may be quoted in the dissertation and any subsequent publications if I give permission below:

Signed:

Date:

PRINT NAME:

Appendix D World Café research questions and prompt questions

“Exploring the impact of community crime on the welfare of children living in Moneymore, Drogheda, Co. Louth”

Research questions

1. What are the effects to a young person’s welfare and overall wellbeing when growing up in the Moneymore Estate, by virtue of them being exposed to high rates of community crime and violence?
2. How are the experiences and effects on the welfare of children residing in this community comparable to findings of similar research studies in other jurisdictions?
3. How can community support services located within the Moneymore Estate, best support and adapt their services to meet the welfare needs of children residing here?

Additional prompt questions

What are we worried about?

1. What harm has occurred to any child’s moral, intellectual, physical, emotional and social welfare by virtue of being exposed to direct or witnessed high levels of community crime and violence in their neighbourhood?
2. What is the danger to the welfare of this cohort of children if nothing changes in this community?
3. Are there other factors that make this situation more complicated? If so what are they?
4. When has the harm happened? How often? How bad?
5. How have these incidents effected the children residing in the community?
6. When was the first time you noticed a child’s welfare being impacted by crime and violent incidents in the community? What was the first, worst and most recent examples of these incidents?- (please talk in general terms do not give identifying information regarding any individuals involved in your examples).
7. Which of the adverse impacts upon a child’s welfare by being exposed to community crime and violence worry you the most as a professional? and why?
8. Of all the complicating factors which do you think is the most important one to deal with first?
9. Are there any other worries or concerns regarding the welfare of children in this community that we have missed?

What is working well?

1. What are the best attributes of this community/neighbourhood?
2. What would the children residing in this community say they like about living here?
3. When has the community responded in a manner that protects the welfare of the children living here? How did the community do this?
4. What resources are available to this community to support the children and families living here?
5. What have these resources and supports done to proactively respond to the presenting needs of children and families who have been exposed to recent crime and violence in their neighbourhoods?
6. Which of these strengths/actions/interventions are most useful in terms of dealing with the presenting problems?
7. What aspects of intervention programmes/supports/actions would professionals working with children and families in this community be most proud of?
8. What aspects of intervention programmes/supports/actions that professionals have offered to the children and families living in the community would you say the children would say they like best and find most beneficial?
9. Are there any other good things happening in the community that we have missed?

What needs to happen?

1. What do you need to see happen to be satisfied that the welfare and overall well-being of children living in this community is protected and proactively developed?
2. What do you think the children in this community would say needs to happen to ensure that their welfare and overall well-being is secure?
3. What would a child say they would like their life to be like when they are 18 years old? How can this be supported by the professionals and agencies supporting children and families in this neighbourhood?
4. Describe the details of the behaviours that you would want to see children living in this community exhibit for you to know that their welfare and well-being was progressively developing?
5. How many professionals and or organisations should be involved in this community to ensure that the welfare of children and families is protected?
6. What is the realistic willingness or capacity for these professionals or agencies to ensure that this happens?

Appendix E Table Host Information Sheet

The World Café

Information Brochure for Table Hosts

What is The World Café

The World Café is a research method that takes place in a café -style environment. Here participants engage in rounds of conversations with the idea of making new connections, new discoveries and developing insights into the research issue that is being explored. The focus of our study is on exploring the impact that community crime and violence has on the welfare of children living in Moneymore.

How does The World Café work?

The World Café has seven set principles they are illustrated in the graphic below



At the start of The World Café a short presentation will be given to all participants. Following this participants will move to a table where they will discuss a pre-set question. After an agreed time a bell will sound. Participants will move to another table where they will discuss a second question. Again a bell will sound after a set amount of time and participants will again move to another table. There will be three table rounds where questions will be discussed in our study. Each table will be assigned a Table Host who will remain at their

table during each evolving table round. When the table rounds conclude the collective group will work together to identify patterns or emerging themes. These will be transcribed and ranked in order of importance.

What is my role as a Table Host?

Your role as a table host is to encourage everybody's participation. You will facilitate the flow of conversation and record on a note pad what participants are saying. You will ensure that you try to record everybody's feedback even if their ideas are not the same as yours. You will also ensure that confidentiality is maintained and that participants adhere to The World Café's guidelines on etiquette. These guidelines are illustrated below.



Remember the wisdom that we need is already present and accessible. We will make webs of connections through our conversations to harness this collective knowledge.

Appendix F World Café Event Presentation Slides

Exploring the impact of community crime and violence on the welfare of children aged 9-11 years in Moneymore, Drogheda, Co. Louth		Monday 17 th February 2020 Boomerang Youth Café, Drogheda
 		Community Partners <ul style="list-style-type: none"> ❖ CONNECT FRC ❖ Moneymore Community House Ltd. ❖ Moneymore Afterschool Club ❖ Moneymore Childcare Centre ❖ Foróige Cable Garda Youth Diversion Project Researcher <ul style="list-style-type: none"> ❖ Laura Walsh Master of Social Work Student

<h3>Research Questions</h3>	<ol style="list-style-type: none"> 1. How does growing up in an area of high rates of community crime and violence affect a child's welfare and overall wellbeing? 2. What community supports, can support children who live in areas with high instances of community crime and violence? 3. What are the perspectives of adult stakeholders/professionals about best practice intervention when working with children in this community? 4. How do the experiences of children in this community correspond with the experiences of children living in similar neighbourhoods in other jurisdictions?
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World Café Research Questions

<p>What are we worried about?</p> <p>In your opinion how is a child's welfare and overall well-being affected by growing up in a neighbourhood with high instances of crime and violence?</p>	<p>What are the strengths?</p> <p>From your personal/professional experience what types of supports and or interventions do you think are needed to ensure that children living in this community thrive, reach their full potential and live happy lives?</p>	<p>What needs to happen?</p> <p>Going forward what immediate and long-term action(s) do you think all stakeholders need to carry out to ensure that the welfare and well-being of children in this community are promoted and protected?</p>
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Research Process



CARL's mission is to provide independent, participatory research support in response to concerns experienced by civil society. The CARL initiative is committed to :

- promoting the scientific method and research in the community
- working in an ethical and scientific way to promote knowledge in society
- working with community/voluntary groups which would not normally have the resources to pay for or carry out their own scientific research
- facilitating and empowering those groups with limited resources to carry out research
- supporting collaborative partnerships and participation in research
- working in an open, transparent, honest and accountable way
- promoting equality, justice and diversity
- opposing discrimination of any sort
- promoting positive social change to address poverty and exclusion
- pursuing social, environmental and economic sustainability

<https://www.ucc.ie/en/scishop/ac/>

World Café



The World Café method of research is a **conversational process** that helps participants engage in **constructive dialogue** around **critical questions** to **build relationships** and foster **collaborative learning**.

Seven integrated design principles

1. Set the context
2. Create hospitable space
3. Explore questions that matter
4. Encourage everyone's contributions
5. Cross-pollinate and connect diverse perspectives
6. Listen together for patterns, insights and deeper questions
7. Harvest and share collective discoveries

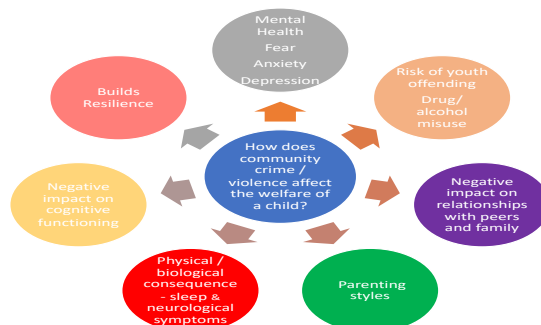
www.theworldcafe.com

What do we mean when we talk about..?



Findings from National and International Research

Research tells us that, children(6-11 yrs) are more predisposed to long term less optimal outcomes if exposed to a disorganised environment. (McKelvey, et al., 2011, p. 96).



Maintaining Confidentiality



Please talk in general terms when giving personal or professional examples. Remember respect and dignity for those living in the local Moneymore Estate and greater Drogheda community.



You are entitled to abstain from answering a question if you so wish.

Due to the method of research it will be impossible to withdraw your answers/contributions once you have commenced in the research process.



Avail of your organisation's resource and support services. Supports located within the Moneymore Estate are available to those living and or working within the community.

