



School of  
Social Policy,  
Social Work  
and Social  
Justice

# RESEARCH HIGHLIGHTS BULLETIN NO. 22

JANUARY  
2024

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# **NEW** **FUNDED** **PROJECTS**

<https://www.ucd.ie/socialpolicyworkjustice/research/researchprojects/>





# Transformations in Housing and Intergenerational Contracts in Europe (THICE)



*Initiative: Challenges for Europe  
Call : Challenges and Potentials for Europe: Intergenerational Futures  
Allocation*

**Period of funding: 4 Years,  
starting Dec 13, 2024**

**UCD Principal Investigator:  
Dr. Stephan Köppe**

The €1.3m project is led by Prof. Ilse Helbrecht (Humboldt University Berlin) and involves collaborators at the University of Amsterdam and University Granada. Funded by the Volkswagen Foundation, the project contributes to a broader research agenda on Challenges and Potentials for Europe: Intergenerational Futures.

This project aims to deepen the understanding of how housing wealth is reshaping intergenerational relationships in Europe and to explore socially just solutions.

Increasing housing inequalities with growing concentrations of wealth among homeowners, especially older ones, and diminishing access to affordable housing, especially among younger adults have affected European societies in recent decades. At the same time, there has been a revival of family dependencies and intergenerational transfers that sustain welfare and life-course transitions for younger generations. Intergenerational support, both financial and in kind, has increasingly centred on housing with, for example, rising adult co-residence with parents and family assistance for people buying their first property.



Intergenerational support, both financial and in kind, has increasingly centred on housing with, for example, rising adult co-residence with parents and family assistance for people buying their first property. This marks a profound shift in the intergenerational contract. To investigate this restructuring of the intergenerational contract, the project applies a comparative, cross-disciplinary approach that integrates quantitative and qualitative analyses. While work packages 1 to 4 focus on analysing the institutional foundations of intergenerational relations; the varying meanings and practices of family and kinship and their intersection with housing and household formation; the intergenerational support and its outcomes; and the inequalities between and within generations in the context of housing; the final work package will develop visions of best practices for Intergenerational Housing Futures.

### Other project participants:

- Prof. Dr. Ilse Helbrecht, Humboldt-Universität Berlin
- Dr. Rowan Arundel, University of Amsterdam (UvA)
- Dr. Ricardo Duque-Calvache, Universidad de Granada
- Prof. Dr. Richard Ronald, University of Amsterdam (UvA)

**Dr. Köppe** leads a work package as part of the Transformations in Housing and Intergenerational Contracts in Europe (THICE) project. Starting in September 2024, one PhD student will study at UCD with a co-tutelle in collaboration with Dr. Rowan Arundel (University of Amsterdam). Furthermore, the school will host PhD students from the partner universities at the Geary Institute for Public Policy.





# Research on the Experiences in State Care of Children and Young People Seeking International Protection



empowering people in care

## Funded by: EPIC (Empowering People in Care)

For further information see website:  
<https://www.epiconline.ie/>

## UCD Investigators: Assoc. Prof. Muireann Ní Raghallaigh & Prof. Prospera Tedam

Newly appointed Professor in Social Work **Prospera Tedam** and Associate Professor **Muireann Ní Raghallaigh** have been awarded funding by EPIC (Empowering People in Care) to undertake research on the experiences in state care of children and young people seeking international protection.

The focus of the study will be on children and young people who are seeking international protection while separated from their parents or legal or customary caregivers. Informed by a project steering committee and a youth advisory board, it is envisaged that focus groups and interviews will be used to explore the needs, challenges and perspectives of children and young people in relation to well-being, integration, and transition to adulthood.

A rights-based approach will inform the research design, the research questions, and the analysis of the data. In particular, the research will be structured around the key UNCRC rights articulated in Article 2 (non-discrimination), Article 3 (best interests), Article 6 (the right to life, survival, and development) and Article 12 (views of the child).

Professor Tedam and Associate Professor Ní Raghallaigh will combine their significant experience in research related to social work, racism and forced migration to undertake this timely study, which has the potential to shape policy and practice in this field into the future.



# New International Research Group on Taxation and Social Policy

**Dr Micheál Collins**, as part of an international team of Social Policy researchers, has secured funding from the Social Policy Association (SPA) for the establishment of a new SPA research group on Taxation and Social Policy.

## Goal

Our overarching goal of this new research group is to raise awareness of taxes as instruments of social policy and to stimulate analyses of the variety of ways in which taxes influence the welfare of society. The metaphor of 'the tax system' long served to insulate and protect its 'agencies and experts' from social science scrutiny outside economics and accounting although this has begun to change. The group aims to open up discussion of the interaction of the whole range of taxes, direct and indirect, personal and corporate, locally, nationally and internationally, with other policies that serve to shape society and their impact on the lives of its members.

## Plans

- Understand the connections between taxation and social policy and promoting wider appreciation of these in social policy research and teaching;
- Identify the quantity and quality of evidence and key gaps;
- Setting out a research and policy agenda;
- Develop teaching material at graduate and undergraduate level;
- Build interdisciplinary policy networks.





## Members of Core Team

The new research group is led by **Dr Micheál Collins (UCD)** and Dr Sally Ruane (De Montfort University, UK). Other members of the core team include:

- Emma Congreve, Dep Director Fraser of Allander Institute, Strathclyde University, Glasgow.
- Sarah Kerr, Research Fellow, International Inequalities Institute, London School of Economics,
- Andy Lymer, Professor of Taxation and Personal Finance, Accounting, Aston University, Birmingham.
- Ruben Mathisen, Postdoctoral Research Fellow, Comparative Politics, Bergen University, Norway.
- Agustin Redonda, Senior Fellow, Fiscal Policy, Council on Economic Policies, Zurich, Switzerland.
- Adrian Sinfield, Professor Emeritus of Social Policy, University of Edinburgh.
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The group is planning its inaugural events for later in 2024. More details here: <https://social-policy.org.uk/news/social-policy-groups/>

# FUNDED PROJECTS



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UPDATE



LOADING...





# Ways of Knowing

Dr Mary McAuliffe

17 - 18 Jan. 2024

University of Leeds

Funded by Research England's Enhancing Research Culture fund

## Project Team

The project team consists of:

- Wiebke Acton (University of Leeds)
- Louise Earnshaw (University of Leeds)
- Maša Mrovlje (University of Leeds)
- Corinne Painter (University of Leeds)
- Ingrid Sharp (University of Leeds)
- Judit Acsády (HUN-REN Centre for Social Sciences)
- Charlotte Bill (Clapham Film Unit)
- Nicole Bögelein (University of Cologne)
- **Mary McAuliffe (University College Dublin)**

## Overview

**Dr McAuliffe** recently spent two days (17-18 January, 2024) at the University of Leeds participating in the 'Ways of Knowing' project workshop.

The project brings together researchers at different career stages from different national contexts. Working with creative partners, the team seeks to develop new, more capacious, and inclusive ways of understanding research culture, overcome the disciplinary siloes, and develop the careers of researchers "at all career stages".

The project spans a variety of national contexts including the UK, Ireland, Hungary, and Germany, and is multidisciplinary across the Humanities, Social Sciences, and Performing Arts.

The project aims to transform research culture by enabling researchers to think beyond traditional disciplinary boundaries and beyond the confines of academia to create truly innovative research.

Over the course of the two-day workshop, some questions about ways of knowing have emerged and will be explored further in the next workshop:

- How do feeling and knowing interact?
- How can we create a truly collaborative research culture?
- How can we express our research cultures and processes visually?
- What are the implications of interdisciplinary feeling-knowing for our sense of responsibility as researchers?

Please go to the following link for more information:

<https://researchculture.leeds.ac.uk/building-an-interdisciplinary-community-of-inquiry/>





Launched January 2024

# IDM INCLUSIVE DIGITAL MAP UCD

Asst. Prof. in Social Justice  
**Project Team participant:**  
Ernesto Vasquez del Aguila



The Inclusive Digital Map of UCD is a project which **Dr Ernesto Vasquez del Aguila** helped develop as part of his Ad Astra fellowship at the University for All Partnership. This digital platform provides information about inclusive spaces (physical and online) in UCD in terms of abilities, identities and backgrounds and celebrates the diversity of our campus.

For more information go to the following link: <https://www.ucd.ie/idm/>





# NEW APPOINTMENTS/ AWARDS/

**JANUARY-FEBRUARY  
2024**

**Seminars,**





# Dr Prospera Tedam

## New UCD Professor of Social Work

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**Prospera Tedam** joined the UCD School of Social Policy, Social Work and Social Justice as Professor of Social Work in January 2024. She held positions at Anglia Ruskin University, Cambridge and the University of Northampton, UK and more recently at the United Arab Emirates University. Her research interests are in the areas of culturally sensitive social work, anti-oppression and anti racism in social work, school social work, as well as decolonising social work research, education and practice.



## Prof. Prospera Tedam

### Journal Article

'We didn't learn enough about racism and anti-racist practice': newly qualified social workers' challenge in wrestling racism. TC Cane, **P Tedam**. Social Work Education 42 (8), 1563-1585

### Journal Article

'Failure to fail or fast tracking to failure: a critical exploration of social work placements'. J Finch, **P Tedam**. Social Work Education, 1-16

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## Selected 2023 Publications

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### Journal Article

'Interrogating the Colonial Past: The Conflicting History of Social Work as a Human Rights Profession.' MIM Herrero, **P Tedam**. Decolonized Approaches to Human Rights and Social Work, 43-58

### Journal Article

'Academic parenthood in the United Arab Emirates in the time of COVID-19.' M Dickson, J Midraj, R Al Hakmani, M McMinn, D Elson, M Alhashmi, ...Frontiers in Education 8, 952472

### Journal Article

'Heed Their Rising Voices: Conflicts and The Politics of Women's Representations'. M Bashri, **P Tedam**. Journal of International Women's Studies 25 (6), 6

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'Heed Their Rising Voices: Conflicts and The Politics of Women's Representations'. M Bashri, **P Tedam**. Journal of International Women's Studies 25 (6), 6

### Journal Article

'University Student-parents' Experiences in the UAE during COVID-19: Future Implications for Higher Education.' M Dickson, RA Hakmani, M McMinn, J Midraj, D Elson, **P Tedam**. Gulf Education and Social Policy Review (GESPR), 267-293



QUEEN'S  
UNIVERSITY  
BELFAST

SCHOOL OF  
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EDUCATION AND  
SOCIAL WORK

# NEW APPOINTMENT: EXTERNAL EXAMINER

**Dr Sarah Donnelly** has recently been appointed as an external examiner to Queens University Belfast, Bachelor of Social Work Programme.







# UCD IMPACT CASE STUDY COMPETITION

## “THE 4-DAY WEEK: MAKING WORK HEALTHIER AND MORE SUSTAINABLE”

**Dr Orla Kelly** led the Irish component of the first coordinated international trial of work time reduction. The trial implementation is being led by 4 Day Week Global, and Boston College is coordinating the research with academic partners, including UCD. So far, 3500 employees across 150 organisations have participated in the 6-month, company-led trials, including 188 employees from 12 firms in Ireland.

Employees on the trial have seen gains in physical and mental health, better sleep and higher rates of life satisfaction. These results have been widely covered by national and international media, and the team has briefed politicians in the US, UK and Ireland – including the Taoiseach, Minister for Public Expenditure and an Oireachtas Committee – helping direct society toward a more sustainable and healthy work culture.

### Research description

The traditional five-day workweek came about in the early 20th century when unions at the time advocated reducing the six-day workweek. In the years that followed, many philosophers, social scientists and politicians predicted that new technologies and increased productivity would lead to a further reduction in work time, freeing up more time for people to invest in themselves and contribute to their communities.

This hasn't happened yet, but there is now an increasing appetite to leverage technological advancements such as AI to move towards a healthier, more sustainable work-life balance. Organisations like the nonprofit 4 Day Week Global are advocating for work time reduction, and many companies and governments are experimenting with it. However, there are still evidence gaps on the wider impacts of these reductions.

### Dr Orla Kelly, UCD Runner up



For more information go to:  
<https://www.ucd.ie/research/impact/casestudies/the4-dayweekmakingworkhealthierandmoresustainable/>





To help address this, Dr Kelly led the Irish component of the first coordinated international trial of work time reduction (coordinated by 4 Day Week Global). Participating companies who opt into the trial offer their employees 100% of their pay for 80% of their time at work, with the proviso they continue to achieve 100% of organisational goals. The trials have been rolled out in Ireland, the US, Canada, the UK, Australia and New Zealand, with 3500 employees across 150 organisations participating, including 188 employees from 12 firms in Ireland.

To assess the organisational impacts of the 4-day work week, the team collected and analysed administrative data from companies, survey data from employees, and interviews with management and staff. They aim to understand impacts on:

- Company productivity, profitability and carbon footprint
- Employee burnout and job satisfaction
- Employee health, well-being and life satisfaction
- Pro-environmental behaviour among employees
- Gendered differences in impacts

Across all countries, the researchers have found that the 4-day week results in a significant increase in physical and mental health, life satisfaction, work-life balance, and work-family balance. They also saw an increase in average daily sleep hours, as well as fewer sleep problems, and less frequent anxiety and fatigue. They found improvements in job satisfaction alongside considerable reduction in burnout. Employees involved in the trial had more time to dedicate to personal care, social connections and hobbies. Environmental gains included reduced commuting and increases in pro-environmental behaviour in some circumstances.

### **Research impact**

Health and social impact (for employees)

On average, employees involved in the trial report a significant increase in physical and mental health, life and relationship satisfaction, and work-family balance. Conversely, stress, burnout, fatigue and work-family conflict significantly declined. Levels of sleep deprivation have also fallen dramatically. In Ireland, women participants reported feeling more satisfied and secure in their jobs and experienced larger gains in sleep time and wellbeing, relative to male participants.

These are tangible, direct impacts for the 3,500 employees involved in the trial. If and when worktime reduction becomes more widespread, through the efforts of the researchers and other advocates (as described below), these benefits will be even more significant, potentially reaching millions.





### Political impact (national)

As PI of the Irish trial, Dr Kelly has shared the project findings in various political contexts, advocating for the benefits of worktime reduction. For example, in May 2022 she held a briefing with Taoiseach Leo Varadkar and with the Minister for Public Expenditure and Reform on global trends in work reorganisation and worktime reduction in the public sector. She also presented the results of the Irish trial at an Oireachtas briefing in June 2023, and at the Irish Congress of Trade Unions Conference in July 2022 and 2023. Partly in response to the team's research, delegates at the Association of Higher Civil and Public Servants annual conference backed motions instructing its executive committee to support campaigns for a four-day week.

### Political impact (international)

The international team (of which UCD is part) have briefed policymakers on trial results, including Senators like Bernie Sanders (Vermont), and Mark Takano (California). Partly in response to the research, Senator Takano recently introduced a bill in February 2023 to reduce the standard workweek from 40 hours to 32. After a briefing from the global team, Senator Sanders wrote an opinion piece in the Guardian, directly citing the results of the research.

### Cultural impact

The team have also engaged in widespread public and media engagement (like this Opinion piece by Dr Kelly), in Ireland and internationally, on how longer hours do not necessarily lead to better organisational outcomes, addressing overwork and burnout, particularly in the aftermath of COVID-19, and the potential of the 4-day week to increase wellbeing and improve environmental outcomes. For further examples, including articles in the Irish Times, the Guardian, BBC, Time Magazine and Wall Street Journal, see References below.

### Economic impact

The research showed that worktime reduction not only benefits employees, but the companies as well. 90% of those involved in the international trial stated that they planned to continue after the initial 6-month trial. In Ireland, all 12 participating companies plan to continue with the four-day week schedule after the trial. Again, in time, more and more companies can expect to enjoy the benefits of worktime reduction.

### Environmental impact

During the trial, the research team observed a decrease in commuting among employees and an increase across three forms of pro-environmental behaviour. In addition, many organisations decrease energy use by closing on a Friday.

### Academic impact

Compared with much previous research on worktime reduction, which has mainly involved individual company case studies, Dr Kelly and the team are constructing a large database of employee and organisational outcomes across different countries and types of companies and organisations. They now have a dataset of more than 150 companies and more than 35,00 employees. They have published four widely-cited technical reports, and have several academic papers in the draft and review stages.

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# PAST EVENTS

**JANUARY 2024**

**Seminars,**



Thur. Jan 18th 2024

# Open Research 'Welfare Robots and the Future of Care'

**Graduate School of Policy Science,  
Ritsumeikan University,  
Osaka/Kyoto, Japan**

Presenter: Assoc. Prof. Naonori  
Kodate (School of Social Policy,  
Social Work and Social Justice)

Date/Time: Thu 18 January  
2024, 7:30-10:30 (IST) / 16:30-  
19:30 (JST)

Venue: Online



**Assoc. Prof. Naonori Kodate** gave a 3hr lecture & Q&A session entitled 'Welfare Robots and the Future of Care' for faculty members, postgraduate and undergraduate students (from Japan and Asian countries) at the Graduate School of Policy Science & the Open Innovation & Collaboration Research Organization, Ritsumeikan University, Japan on the 18th of January. The discussion was focused on a comparative study on welfare state transformations in Denmark, Ireland, Japan and the UK. The seminar event was organised by Prof. Akiko Sakanishi (Graduate School of Policy Science), Ritsumeikan University.



# All Ireland Social Work Educators and Researchers Forum, 2024



## Overview

The annual All Ireland Social Work Educators and Researchers Forum was hosted at the National University of Ireland, Maynooth University on the 11th and 12th January 2024. The theme of the conference was "Reflecting on current opportunities and challenges for contemporary social work education and research in Ireland and internationally: Working in solidarity with individuals and families." It was attended by social work educators from across Ireland including the **UCD social work team, namely: Prospera Tedam, Elaine Wilson, Grainne Murtagh, Joe Mooney, Muireann Ní Raghallaigh, Sarah Donnelly and Paula Slavin.**

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The All- Ireland Forum comprises of social work academics from providers of professional social work education from Northern Ireland and the Republic of Ireland. The objective of the conference is to enhance co-operation between social work providers North and South, to build on and sustain existing research cooperation and to develop a plan for a peer-reviewed book on social work on the island of Ireland. A commitment to promoting equality, diversity and anti-oppressive practice underpinned the overall work plan.





# All Ireland Social Work Educators and Researchers Forum, 2024

The aims were:

- To host a two-day forum focused on social work education and research on the island of Ireland for members of the nine social work education providers;
- To advance existing cooperation in relation to an All-Ireland research study with social work students;
- To create a new opportunity for a joint publication – a peer reviewed book – on social work across the island of Ireland;
- To advance critical approaches to social work education and research with an emphasis on equality, diversity, inclusion and anti-oppressive practice.

The conference involved a number of research and education presentations as well as discussions about current challenges in social work education and practice. Sarah Donnelly presented on behalf of the UCD team on her recent research focused on 'Understanding Carer Harm'. The team would like to extend their sincere thanks to the social work staff at Maynooth University for their warmth and hospitality.

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Speaker: Dr Mary McAuliffe, UCD Gender Studies

NWCI LAUNCH OF THE REFERENDUM CAMPAIGN



Womenscouncilireland @NWCI · 4d

Replying to @NWCI

1,200 women from all social classes met in the Mansion House to protest the insertion Art.41.2 in the 1937 Constitution because they were concerned that it would limit women's opportunities and lead to discriminatory policies. **Mary McAuliffe** #VoteYesYes





# AHSS International Talk Series

## International Perspectives on Social Work and Political Conflict

On 8 January, 2024, APSS held the first International Scholar Talk 2023/24 and was privileged to have **Prof. Jim CAMPBELL, Emeritus Professor of Social Work at the School of Social Policy, Social Work and Social Justice, University College Dublin**, as distinguished guest speaker. Dr Janet LEUNG, Associate Professor, and Dr Paul Vinod KHIATANI, Research Assistant Professor, from APSS served as the moderator and respondent of the inaugural event respectively.

During the Talk, Prof. CAMPBELL discussed his groundbreaking research on social work and political conflict in Northern Ireland. Also, on the topic of navigating challenges and maintaining social work values, he shared with attendees his valuable experiences as a social work educator and practitioner in conflict and post-conflict Northern Ireland. The Talk was well received by attendees, which included students and faculty members from the PolyU community and beyond.





# UCD

## Centre for Japanese Studies News

### Upcoming Seminar, Museum of Literature, Ireland (MoLI) & Poster Exhibition, UCD Belfield Campus

### Feb. 20th, 2024 @ 5pm

Science • Technology • Society

Seminar

## Is Hiroshima Still Radioactive? Nuclear explosions & the environment

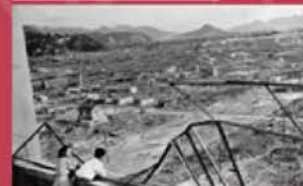
A linked exhibition will be hosted on the Belfield Campus from Tuesday 20th February to Friday 1st March 2023

UCD  
Centre for  
Japanese  
Studies



Professor Robert Jacobs  
Hiroshima Peace Institute &  
Graduate School of Peace Studies  
Hiroshima City University

科学  
・  
技術  
・  
社会



Tuesday 20 February, 2024

5:00 pm

Museum of Literature Ireland

[www.ucd.ie/japan/](http://www.ucd.ie/japan/)

Japan Seminar Series

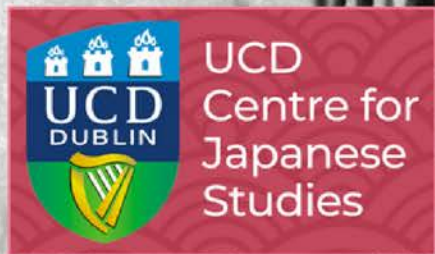
## Details

JaSt will hold one seminar and an exhibition on the theme of 'nuclear bombs and their aftermath in Hiroshima' in February 2024. The seminar will be held on the 20th of February in the Museum of Literature Ireland (MoLI) and the poster exhibition will be on the Belfield Campus (Student Centre) for 2 weeks until the 1st of March. This event is partly supported by Hiroshima City University and the Hiroshima Peace Culture Foundation. Chairperson of the Hiroshima Peace Culture Foundation, Mr Takehiro Kagawa (former Ambassador of Japan in Egypt) will also visit the poster exhibition on Belfield Campus, UCD on the 22nd of February. This event is instigated by the Ceann Comhairle's visit to the Peace Memorial in Hiroshima in February 2023.



# Legacies of the Atomic Bombing: Hiroshima Nagasaki Atomic Bomb Poster Exhibition

UCD Student Centre • 20 February to 1 March 2024





# Discovery module (DSCY10080)

## 'Gateways to Japan'



UCD Centre for  
**Japanese  
Studies**

### Gateways to Japan

Discovery Elective Module - DSCY10080

The UCD Centre for Japanese Studies started this university-wide, credit-bearing elective module entitled Gateways to Japan (DSCY10080) in 2018/19, and this is our 6th year running. The module is coordinated by the School of Physics and the School of Social Policy, Social Work and Social Justice, bringing lecturers across the campus.

This year's module covers – introductions to Japanese language, history, politics, social policy, business communications, research culture and much more. For the first time, the Jōmon culture and its role in world prehistory will also be taught by Dr Robert Power (the School of Archaeology). The module has been contributing to the university's Global Engagement Strategy by enabling students to 'gain a global experience on campus'.

**Module Descriptor**  
at [bit.ly/Gateways2Japan](https://bit.ly/Gateways2Japan)

**Spring Trimester**

**Monday 2 to 4pm [Online]**

All undergraduates are eligible to register



The module is also making invaluable contributions to the Irish Government's Languages Connect policy and the university's Languages for Life initiatives through these lectures given by experts who have first-hand experience in Japan.





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# UPCOMING SCHOOL EVENTS

**FEBRUARY 2024**

Seminars,  
Roundtables,  
Workshops



# Queer Irish History

# ROUNDTABLE



SCHOOL OF  
ADVANCED STUDY | UNIVERSITY  
OF LONDON

6th Feb. 2024

Institute of Historical Research,  
School of Advanced Study,  
London



On 6 February, 2024 **Dr Mary McAuliffe** will participate in a Queer Irish History Roundtable as part of the Institute of Historical Research at the University of London's School of Advanced Study. It is part of the History of Sexuality Seminar Series.

For more information please go to the following link:  
<https://www.history.ac.uk/events/queer-irish-history-roundtable>





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# Public Lecture

## Creating an Eco social Welfare Future

### SPEAKER

Mary Murphy, Prof. of  
Sociology, Maynooth  
University



**THURSDAY**

8th February 2024 @ 12 Noon



Theatre N, UCD Newman  
Building, Belfield Campus

Organised by Dr  
Nessa Winston  
as part of UCD  
SWEL project.

SWHEL is a UCD Earth Institute Strategic Priority project led by Assoc. Prof. Nessa Winston (Social Policy, Social Work and Social Justice) and Karen Keaveney (School of Agriculture and Food Science) with co-applicants Jennifer Symonds (Education), Finbarr Brereton (Architecture, Planning & Environmental Policy), Orla Kelly (Social Policy, Social Work and Social Justice), Conor Buggy (Public Health, Physiotherapy & Sports Science), Leonard Lades (Architecture, Planning & Environmental Policy).

## ALL WELCOME

For more information please email [Nessa.Winston@ucd.ie](mailto:Nessa.Winston@ucd.ie)

# HYBRID SYMPOSIUM



## Women and the Irish Constitution

Participants include:

- **Dr Mary McAuliffe (chair),**
- Professor Cairiona Beaumont (London South Bank University and visiting Professor in Gender Studies, UCD),
- Professor Lynsey Byre (TCD),
- Orla O'Connor (National Women's Council),
- Dr Jenneifer Redmond (Maynooth);
- Julie Morrissy (poet in residence, Sutherland School of Law).
- The symposium will address historic and contemporary issues of women's position with the constitution in light of the upcoming referendum on March 8, 2024.

**UCD Humanities institute** 

**Tuesday, 13 Feb. 2024** 

**04:00 PM – 06:00 PM** 



The referendum on 8 March 2024, proposing to delete Article 41.2 of the Irish constitution which refers to women's 'life within the home' and her domestic role 'without which the common good cannot be achieved', prompts us to reflect on reactions to the article in 1937 and the relationship between women and work in 20th century Ireland. This roundtable brings together leading historians, a poet and the chair of the National Women's Council to discuss the past and present of these issues. Join us for what promises to be a fascinating conversation!

This is primarily an in-person event at the UCD Humanities Institute (all welcome) which can be located by following this information: <https://www.ucd.ie/humanities/about/howtofindus/>

If you can't join us in person we hope to facilitate Zoom attendance.

### **Organised by:**

Dr Mary McAuliffe (School of Social Policy, Social Work and Social Justice) & Dr Fionnuala Walsh (School of History)

### **FOR MORE INFORMATION:**

 [Mary.McAuliffe@ucd.ie](mailto:Mary.McAuliffe@ucd.ie)

### **BOOK ON EVENTBRITE**

<https://www.eventbrite.com/e/women-and-the-irish-constitution-a-roundtable-discussion-tickets-815352610607?aff=oddtcreator>



# Seminar Series

## Black parenting in Western contexts

- \* Location: Carmelite Centre  
Address: 56 Aungier Street, D2.
- \* Date: Feb. 22, 2024
- \* Time: 2:00 to 4:00pm



**Speaker: Prof. Cynthia Okpokiri, (Social Work) University of East Anglia, UK**

### ABSTRACT

This interactive workshop draws on findings from qualitative research with Nigerian parents in Greater London and shows that the realities of child-rearing in Black families are not sufficiently understood and/or acknowledged by largely white European public, child welfare related professionals, and policymakers.

Black parents and families are shown to experience childrearing through the prism of social disrespect and denied rights, which in turn propels them towards resisting racial-assimilationist child welfare theories of knowledge. Through 25 individual interviews and two focus group discussions, parents shared their childhood experiences and their own practices of raising children in Europe, with dominant themes of dis-respect and mis-recognition.

### ORGANISED BY:

- Assoc. Prof. Muireann Ní Raghallaigh
- Prof. Prospera Tedam

### CONTACT INFORMATION

- [Muireann.NiRaghallaigh@ucd.ie](mailto:Muireann.NiRaghallaigh@ucd.ie)
- [Prospera.Tedam@ucd.ie](mailto:Prospera.Tedam@ucd.ie)

### Dr Cynthia Okpokiri Bio:

- Wide-ranging social work research, scholarship, and practice experience.
- Research explores child safeguarding and parenting, including Black and Black African child welfare and family dynamics in Western and African contexts.
- Developed a distinct optimal Black parenting style termed 'requisite parenting'; this has been evaluated in a study (Okpokiri, 2024) funded by Barnardo's Children's Charity.





# UPCOMING CONFERENCES

**FEBRUARY 2024**

**Faculty  
Participation**



# 2024 CONFERENCE

## Poverty Research: Theoretical Approaches, Empirical Approaches, Political Perspectives

**THICE | Transformations in Housing & Intergenerational Contracts in Europe**



» *How are housing and housing wealth reshaping relationships between generations in Europe and what threats and opportunities does this present for a fair intergenerational contract?*



Policy



Family



Transfers



Inequality



Futures

### **Dr. Stephan Köppe: Keynote on Large Families**

Dr. Köppe will give a keynote at the poverty workshop organised by the German Institute for Interdisciplinary Social Policy Research (DIFIS). The workshop brings German poverty experts together and has a strong focus on knowledge exchange with practitioners and stakeholders. The keynote addresses the relationship of child poverty and growing up in a large family. Köppe will argue to mainstream large families in contemporary poverty research.

Registrations are still open: <https://difis.org/veranstaltungen/34> (German only).



SASE Annual Meeting, 2024,  
University of Limerick

## **SASE Mini Conference**

Welfare States and Gender  
Inequality: Regional and Global  
Perspectives (MC10)

June						
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SAVE THE DATE: June  
27 - 29th, 2024

**Dr Dorota Szelewa** and Dr Ieva Zumbyte (from UCD) and Caroline de La Porte (from CBS, Denmark) are co-organizing a mini-conference on *Welfare States and Gender Inequality: Regional and Global Perspectives (MC10)* at SASE Annual Meeting, University of Limerick, June 27-29, 2024.



**Dr Dorota  
Szelewa**  
UCD Organiser

Dr Szelewa and Dr Zumbyte are  
inviting abstract submissions.  
Deadline: 19th Jan. 2024

For more information please email:  
Dorota.Szelewa@ucd.ie OR  
leva.zumbyte@ucd.ie



**Dr Ieva Zumbyte**  
UCD Organiser



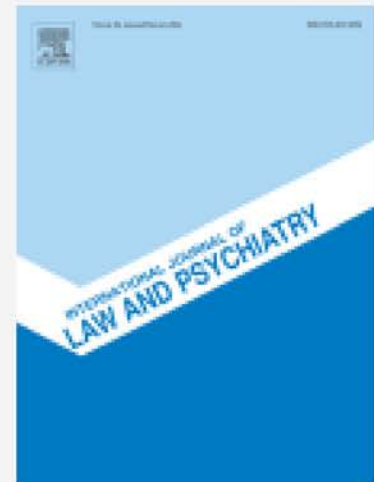
A close-up photograph of a stack of books. The books are stacked horizontally, with the pages of the top book visible. The pages are white and some have a light blue or teal tint. The books are resting on a dark, textured surface. A semi-transparent grey rectangular box is overlaid on the right side of the image, containing the text 'New Publications' in white. The background is a soft, out-of-focus light grey.

# New Publications



## 'Comparing mental health and mental capacity law data across borders: Challenges and opportunities

Gavin Davidson, Elizabeth Agnew, Lisa Brophy, **Jim Campbell**, Mary Donnelly, Anne-Maree Farrell, Trisha Forbes, Rhiannon Frowde, Brendan D. Kelly, Claire McCartan, Comparing mental health and mental capacity law data across borders: Challenges and opportunities, *International Journal of Law and Psychiatry*, Volume 92, 2024, 101949, ISSN 0160-2527, <https://doi.org/10.1016/j.ijlp.2023.101949>. (<https://www.sciencedirect.com/science/article/pii/S0160252723000924>)



### Abstract

The island of Ireland is partitioned into Northern Ireland and the Republic of Ireland. In both jurisdictions, there have been important developments in mental health and mental capacity law, and associated policies and services. This includes an emphasis on developing more comprehensive approaches to collecting data on outcomes and so there is an opportunity to align these processes to enable comparison and shared learning across the border. This article explores: legal and policy developments; international approaches to mental health outcomes; and the type of data that would be helpful to collect to better understand the use of mental health and mental capacity laws. It is argued that an inclusive strategy to developing a comprehensive, integrated and aligned approach to collecting and analysing data would benefit citizens, policy makers and professionals.

### Keywords

Human rights; Mental health law; Mental capacity law; Mental health data; Mental health outcomes

### Highlights

- Currently there are barriers to comparing mental health data within countries and across borders.
- Legal and policy developments on the island of Ireland have created an opportunity to align data.
- The use of compulsory powers should be considered in their wider context and monitored closely.
- Aligning data on needs, services and outcomes would facilitate comparison and learning.



### 'Ageing well': Discursive constructions of ageing and health in the public reach of a national longitudinal study on ageing

Fealy G, Di Placido M, O'Donnell D, Drennan J, Timmins F, Barnard M, Blake C, Connolly M, **Donnelly S**, Doyle G, Fitzgerald K, Frawley T, Gallagher P, Guerin S, Mangiarotti E, McNulty J, Mucheru D, O'Neill D, Segurado R, Stokes D, Ryder M, Üzar Özçetin YS, Wells J, Čartolovni A. (2024) 'Ageing well': Discursive constructions of ageing and health in the public reach of a national longitudinal study on ageing. *Social Science and Medicine* 2023 Dec 19;341:116518. doi: [10.1016/j.socscimed.2023.116518](https://doi.org/10.1016/j.socscimed.2023.116518).

*Dr Sarah Donnelly is coauthor to a new publication which is an output of a UCD cross-school tender to the Health Research Board RFT Independent Program Evaluation of the State's investment in TILDA (Irish Longitudinal Study on Ageing). Principal investigator is Professor Fiona Simmons, UCD School of Nursing and Midwifery and team members include academics from Ireland UK, USA, and Croatia.*

#### Abstract

Established in 2006, the Irish Longitudinal Study on Ageing (TILDA) investigates the health, economic and social circumstances of a nationally-representative sample of people aged fifty years and older in a series of biennial data collection waves. Irish newspapers have been reporting the results of TILDA for over a decade and a half, and their texts represent reports of scientific research distilled through the pen of journalists. In their totality, their texts constitute a public discourse on ageing and health. Using critical discourse analysis, we examined the discourse within the texts of a purposive sample of two national daily newspapers. As sites of public discourse, newspapers reflect social life and are influential in forming and legitimating public attitudes. Like other sites of discourse, their language-in-use is contextually located, is rarely neutral and may employ strategies to discursively construct, sustain and privilege particular social identities, including ageing identities.

Discursively constructed as 'ageing well', our analysis of newspaper texts revealed a discernible meta-discourse on ageing and health in which ageing was framed as a life course stage that may be cultivated, diligently self-nurtured and exploited for its positive aspects.



When considered in light of literature on health and social inequalities, the consequences of this broadly positive ageing discourse can, somewhat perversely, frame older adults in unintended negative ways, including homogenising them and attributing to them capacities for ageing well that they may not possess. Discursively constructing older adults as a social and economic resource can also impose unrealistic expectations on them and may legitimise exploitation and demonstrate how normative ideologies of ageism and ableism are conveyed through legitimising language. Despite these potentially unintended consequences, the available media resources associated with TILDA may represent one of the most important contributions of the study, in terms of informing positive public attitudes towards ageing.



# JOURNAL ARTICLE

'The Cost-of-Living Crisis in the UK and Ireland: on Inflation, Indexation, and One-Off Policy Responses'

Hick, R. and **M.L. Collins** (2024). 'The Cost-of-Living Crisis in the UK and Ireland: on Inflation, Indexation, and One-Off Policy Responses'. *Social Policy and Society* - first view

<https://doi.org/10.1017/S1474746423000453>

## **Keywords**

Cost-of-living; inflation; crisis; targeting social security

**Abstract:** This paper compares social policy responses to the cost-of-living crisis in the United Kingdom (UK) and Ireland. In seeking to protect citizens from an inflationary shock, a series of fundamental social policy questions arise. What would the aims of support packages be? To what extent should support be universal or targeted?

If targeted, did existing policy architectures facilitate or frustrate the targeting of support? As the scale and persistence of the inflationary shock became evident, smaller and near-universal responses gave way to larger support packages with a greater reliance on targeting. Social security systems played an important role in policy responses, though often by passporting one-off payments rather than a strengthening of these core programmes.



Passporting led both to improved distributional outcomes vis-à-vis the more universal elements but created new administrative challenges and led to rough justice in some circumstances. The reliance on one-off payments underlined the temporary nature of policy responses.



# JOURNAL ARTICLE

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A ' How Large families Fare in Germany: Examining Child Poverty Risks and Policy Solutions

**Köppe, S.,** Curran, M. A., & Aldama, I. (2024). How Large Families Fare in Germany: Examining Child Poverty Risks and Policy Solutions. *International Journal of Social Welfare*.

<https://doi.org/10.1111/ijsw.12639>



**Dr. Stephan Köppe,** Dr. Megan Curran (Columbia University, NY) and Iñigo Aldama have published the first journal article as a result of the IRC New Foundations grant Large Families: Policy Learning And Solutions (Large-Fam) project. The article shows that children growing up in large families face a higher poverty risk.

Furthermore, the current benefit system in Germany penalises large families more than single parent families. On a further note, Megan Curran is a PhD graduate of the UCD public policy programme and the article is the first publication for Iñigo Aldama, who is pursuing a PhD in social policy at the UCD School of Social Policy, Social Work and Social Justice.

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# Assistive technologies and aging in place for people with dementia and disabilities: a proof-of-concept study with in-home passive remote monitoring with interactive communication functions'

Kazuko Obayashi, **Naonori Kodate**, Yoko Ishii & Shigeru Masuyama (2023) *Disability and Rehabilitation: Assistive Technology*, DOI: 10.1080/17483107.2023.2287148

### Abstract

#### Purpose

Can assistive technologies (ATs) support aging in place for people with dementia and disability? In seeking to go beyond the persistent institutional care delivery paradigm, this proof-of-concept study tested the feasibility of home care delivery using sensors and remote communication devices. This article reports the collaborative efforts among care professionals, care recipients and family caregivers in their private home environment and the impact of in-home passive remote monitoring (PRM) system on the users. The purpose of this study was to investigate the usability and impact of a PRM system combining in-house passive remote monitoring and an interactive communication function.

#### Methods

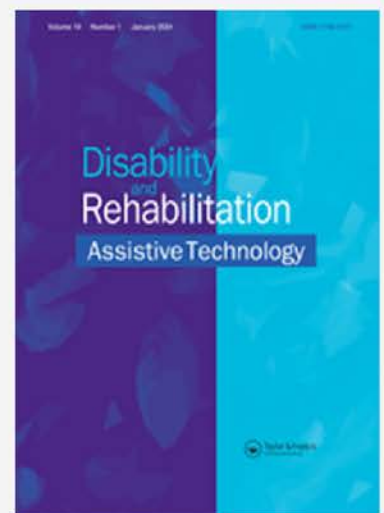
In order to realize AT-supported, person-centered aging in place, a new care delivery model was designed, developed and tested for the duration of 12 weeks. The study was conducted with 5 older people (1 with severe disability and 4 with dementia), their primary family carers with 15 care professionals as users.

#### Results

The findings indicate that there were some technical issues. However, the overall assessment of the system performance was positive, and the users expressed favorable views regarding its preventive and interactive nature. The importance of team-based care delivery, adjusted to fit the PRM equipment, was also highlighted. Faced with the challenge of meeting the increasing demand for person-centered care with limited resources, there will be a greater need for better integration of improved ATs.

The study indicates ATs' potential for enhancing the quality of life for those involved in caregiving, while stressing the significance of stakeholders' engagement, skills and teamwork.

**Implications for Implementation**  
This proof-of-concept study tested the feasibility of a home care delivery system using sensors and remote communication device for those with dementia and disabilities.



A home care delivery system was successfully created for 12 weeks by collaborative efforts among care professionals, care recipients and family caregivers in their private home environment.

The introduction of in-home passive remote monitoring system increased the possibility of the older adults being able to live independently, and enabled rehabilitation at home.

The users had favourable views regarding the system's preventive and interactive nature and highlighted a greater need for better integration of improved assistive technology in long-term care and rehabilitation.



### 'A transdisciplinary model for teaching and learning for sustainability science in a rapidly warming world

Kelly, O., White, P., Butera, F. et al. A transdisciplinary model for teaching and learning for sustainability science in a rapidly warming world. *Sustain Sci* 18, 2707–2722 (2023).

<https://doi.org/10.1007/s11625-023-01407-z>



#### Summary

Transdisciplinary sustainability science integrates multiple perspectives, promotes internal reflexivity and situated learning, and engages with multiple stakeholders to solve real-world sustainability challenges. Therefore, transdisciplinary approaches to teaching and learning for sustainability science have traditionally focused on promoting core skills such as systems thinking and science communication. However, as the socio-ecological crises grow in intensity and complexity, so too must our conceptualisation of the core tenants of transdisciplinary sustainability science. To this end, we propose a model for teaching and learning that considers the contemporary pressures of sustainability science praxis.

We highlight how social science perspectives can be used to situate considerations of power, justice, and historical responsibility at the centre of sustainability discussions while helping students understand the drivers of transformative change at the individual and societal levels. We outline the benefits of using arts-based approaches in the classroom to facilitate participation and opportunities for creative expression and peer and co-learning. We also discuss the importance of and provide strategies for supporting students in dealing with anxiety and ecological grief. We provide suggestions for assessment strategies that can be used to develop a range of competencies in students, including systems thinking, empowerment and collaboration. In a novel way, we model transdisciplinarity by drawing on insights from the disciplines in which we have expertise, including education, psychology, health, sociology, communications, social work, and science. We also provide an actionable, adaptable model for teaching and learning sustainability science in a rapidly warming world.



**transdisciplinary  
approach to  
teaching and  
learning in  
sustainability  
science**



**Sociology**

Building imaginations for transformative change



**Planetary Health**

Promoting systems thinking



**Psychology**

Understanding crises and ourselves



**Pedagogy**

Participation through the arts



**Emotional Intelligence**

Creating spaces to feel and act



**Alternative Assessment**

Empowerment through collaboration

## JOURNAL ARTICLE

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### 'Support matters: How formal and informal institutions shape young Indians' work-family preferences'

**Zumbyte, Ieva.** 2023. Support matters: How formal and informal institutions shape young Indians' work-family preferences. *Journal of Marriage and Family*, 1–21.

First published: 28 December 2023  
<https://doi.org/10.1111/jomf.12958>

**Dr Ieva Zumbyte** is a Postdoctoral Researcher at UCD School of Social Policy, Social Work and Social Justice, working on a Horizon Europe project with Principal Investigator Dr Dorota Szelewa. (For UCD profile please go to the following link: <https://people.ucd.ie/ieva.zumbyte>).

#### Abstract

##### Objective

This study examines the extent to which young people's future employment preferences in India are influenced concurrently by formal workplace policies and informal caregivers' support.

##### Background

Scholars have focused on how young individuals' work-family ideals are shaped by workplace institutions to better understand the persistence of gender inequalities in the labor market. Yet the literature on work-family policy examines primarily the effects of formal policies, overlooking the role of informal caregivers.

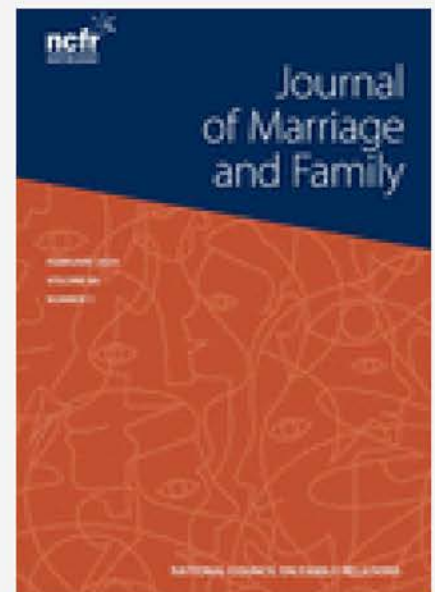
Consequently, we know little about the relative influence of formal and informal support on young individuals' work-family preferences and why one system may be preferred over another.

##### Method

The study used an original survey-experimental data from an online sample of young, highly educated and unmarried respondents in India (N = 482) to assess their employment preferences when they have a family and a young child, while conditioning them to formal and informal work-family support. Logistic regressions examined the relationship between different support types and respondents' employment preferences.

##### Results

When not conditioned to any support, most women preferred part-time and most men preferred full-time employment. Women were twice as likely to prefer full-time employment with informal support compared to formal support, but men's preferences were not sensitive to either type of support.



##### Conclusion

The effectiveness of work-family policies in challenging gendered behaviors depends on the credibility of formal as opposed to informal institutions.





# JOURNAL ARTICLE

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## 'A Common Purpose? Social Work Students' Social Justice Related Views in Finland and the island of Ireland'

McFadden, Paula; Bloomberg, Helena; Kallio, Johanna; Kroll, Christian; McCartan, Claire; Flanagan, Niamh; Kirwin, Gloria; Pentaraki, Maria & **Wilson, Elaine** (2024) 'A Common Purpose? Social Work Students' Social Justice Related Views in Finland and the island of Ireland' *The British Journal of Social Work* 00, 1–20  
<https://doi.org/10.1093/bjsw/bcad270>

### Abstract

Exploring social work students' views to understand how equipped they are to pursue the social justice mission of the profession should be of central academic and practical interest. There are, however, surprisingly few empirical studies focussing on social work students' views on social justice-related issues from a comparative viewpoint. Such knowledge is thought to be of a wider international interest from a number of perspectives, including social work education and student exchange and, in a wider context, for the development of social work as a profession and for discussing the prerequisites for shared international notions of social work. This article explores the views of social work students studying in different socio-economic contexts and welfare regimes in relation to some key aspects assumed to be vital for the profession. The results based on survey data from student cohorts in Finland (N=608) and the island of Ireland (N=279) support the general conclusion that there are important, similar patterns of motivations and understandings amongst the students, despite substantial differences in histories, welfare state developments, current policies and social conditions in various jurisdictions. The results are of interest to educators across countries internationally and provide an important basis for future similar studies.

### Keywords:

island of Ireland and Finland; motivations to career; poverty perceptions; social justice; social work student survey.



### Conclusion

This article is an attempt at comparing social work students'—in different comparative settings—views on social justice, a central mission of their future profession, as measured by their motivations to study social work and their understandings of poverty. As a relatively uncharted topic, this work could be scaled up and replicated across other countries, to compare the same type of factors in a range of geopolitical contexts and test our results more broadly. Our findings point at similarities, rather than decisive differences, in students' views between clearly different social contexts and (socio-)political systems. Thus, there seems to be an intrinsic drive for social justice and integrity with the espoused values of the social work profession amongst social work students. As we have argued elsewhere (McCartan et al., 2022), better insights into social work students' backgrounds, motivations and values can provide educators with important knowledge for developing social work programmes and this article provides the potential for further international comparisons about these important areas.



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## NEWSPAPER ARTICLE

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31st Jan. 2024

Online: <https://www.thejournal.ie/readme/ann-lovett-anniversary-6285412-Jan2024/>

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### **The details of Ann Lovett's tragic death are still harrowing 40 years on**

**Dr Mary McAuliffe**

The historian looks back at the loss of the teenager who died after giving birth in a grotto in Granard, 40 years ago today.

ON 31 JANUARY 1984 Ann Lovett, then 15 years old and a student at the local Sisters of Mercy school, was absent, unknown to her parents.

Ann had completed her Inter Cert (now Junior Cert) the previous year, she was a bright student, very involved in the school magazine Féach and loved art, biology and English.

Journalist Rosita Boland has undertaken much work on the Lovett case and, from her conversations with those who knew her, she reveals Ann as a gregarious, bubbly, outgoing teenager, a bit of a tomboy and, as once friend recalled, a 'a strong kind of a girl; a kick-ass kind of girl'.

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In her report on the case, in 2018, when Ann would have turned 50, Boland includes a photo in her article, the first image seen publicly since she died in 1984. In it, Ann looks like any 1980s teenage girl, a very pretty girl, her eyes fringed by her dark brown hair, cut in a 1980s style. She is staring at the camera, her chin resting on her hand, a poignant visual image of that strong 'kick ass' girl.

## **A different country**

On 31 January, a wet, windy, miserable day, instead of going to school Ann spent part of the day walking around her hometown of Granard, and in the early afternoon, walked to the local grotto. Several locals recall seeing her, and she called at the home of one friend in whom she had recently confided her secret. At 15 and unmarried, Ann was pregnant. To be a teenager and pregnant outside of marriage is never easy, but in 1980s Ireland it was a situation fraught with danger, shame and stigma. The previous year, the country had torn itself apart in the debate about inserting the 8th amendment into the Constitution. Abortion was never legal in Ireland, but in 1981, when Ann was 12 years old, the Pro-Life Amendment Campaign (PLAC) was launched. PLAC was part of the backlash against the gains of Irish second wave feminism, in particular some slight gains in access to contraceptives. The landmark McGee case, the judgment of which was handed in 1973, just over ten years before Ann Lovett died on that January day, overturned the complete ban on contraceptives. The court ruled that there was a right to privacy in marriage, meaning section 17 of the 1935 Criminal Amendment Act which prohibited the importation of contraceptives, was unconstitutional.

## **Irish solution'**

Emboldened by this, second wave feminists campaigned for more open, indeed, universal, access to contraceptives. The short lived, radical feminist group, Irish Women United (1975–1978) called for 'free, legal contraception and State financed birth control clinics' and the Contraceptive Action Programme (CAP), founded in 1976 and lasting until 1981, campaigned for changes to the laws restricting access to contraceptives. The Bill allowed access to contraceptives only for 'bona vide family planning purposes', only to married couples and only on prescription. The Bill proved restrictive and of no use to young unmarried women and teenage girls. For this cohort sex, outside of marriage continued to carry the immense fear of an unplanned, unwanted pregnancy. Despite the restrictive nature of access to contraceptives, PLAC and their allies were very concerned that easing access to contraception and, potentially, gaining full reproductive rights might come about through feminist activism, through future challenges in the courts or through progressive legislation. In 1979 the setting up of the Women's Right to Choose Campaign (WRCC) cemented their fears, while the visit of Pope John Paul II, also in that year, encouraged their activism. By 1983 they had persuaded the Irish Government to hold a referendum on the insertion of the 8th amendment which recognised the equal right to life of the 'mother and the unborn child'; they won that referendum, and the 8th became a fact of women's reproductive lives of the next 35 years, until repeal in 2018.

## **In the dark**

This is the context of teenage life in 1984; they had no access to or much information on contraceptives, and even if they did, the faith-based sex education delivered in schools vehemently discouraged sex before marriage and the use of contraceptives, while abortion was not even mentioned or considered, except as a sin or murder. While there was some access to contraceptives in the cities where women, married and single, could go to a sympathetic doctor and get a prescription, girls like Ann Lovett, in places like Granard, were left to their own devices.

These were the very specific historic contexts in which a teenage Ann Lovett was dealing with an unplanned pregnancy. While the unmarried mothers' allowance had been introduced in 1973, the shame and stigma surrounding pregnancy outside marriage, particularly teen pregnancy, was still strong. Young women and girls continued to be coercively confined to Mother and Baby Homes and Magdalene Laundries, the last of these would not finally close until 12 years after Ann's death, in 1996. An intelligent girl like Ann cannot have been unaware of the societal attitudes to teenage pregnancy and what might happen to her if the adults, her parents, her teachers in the school and the local priest, knew.

Whatever her reasons, she kept her condition a secret from her family, from adults in authority in her school and the community and from most of her friends. It is known that by the early afternoon on 31 January, 1984, Ann was in the grotto in Granard and sometime before 4 pm she gave birth, alone, to a full-term stillborn boy. She had brought a scissors with her, cut the umbilical cord and wrapped the baby in her coat. She lay down nearby, in the cold and rain, bleeding heavily, soon experiencing shock and unconsciousness.

She was found sometime later by two boys who alerted adults. By 6 pm Ann and her baby were in Mullingar hospital when he was pronounced dead, and despite the best efforts of medical staff, she died of shock and blood loss. She was just over three months short of her 16th birthday.

Since 1983 this country has undergone seismic shifts in women's rights, reproductive rights, attitudes to pregnancy outside marriage, and vitally for teenagers, sex education. Access to contraceptives is universal and indeed free for 17- to 25-year-olds, the 8th amendment was removed in 2018, and access to abortion, although restrictive, exists.

Sex education in school is not longer predicated on virginity and purity before marriage for girls, rather it is a secular programme with emphasis on wellbeing, relationships and sexuality which is mandatory in all schools. Despite the changes, 40 years on, the death of Ann Lovett, and her baby, in a grotto in Granard still has the power to shock. When I teach this case to my students, most of whom were born in the 21st century, they cannot believe this happened within the lifetime of many of their parents.

Could such an event happen again? They, and I, would hope not. But the backlash against women's reproductive rights is part of the politics of the right; without access to proper sex education, contraceptives, and full reproductive rights, it is not certain a pregnant teenager would not die in another grotto. As we remember Ann Lovett on the 40th anniversary of her death today, it is incumbent on all of us to ensure that such an event can never happen again.

Dr Mary McAuliffe is a historian and lecturer in Gender Studies at UCD.

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Dr Mary McAuliffe is a historian and lecturer in Gender Studies at UCD.

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# Featured Researcher

**Lecturer/Assistant Professor in Social Policy, UCD School of Social Policy, Social Work and Social Justice**

- **How did you come to select your chosen area of research?**

I am trained as an environmental sociologist. My research centres on the social dimensions of climate change with a particular focus on understanding how we can promote equality and human well-being in a rapidly warming world. My research on equality and well-being was initially rooted in an international human rights perspective. As part of this work, I spent time on gender and development projects in South Asia between 2010 and 2015. There, I saw how global environmental change was directly undermining community well-being and decided to expand the scope of my work to take a socio-ecological approach.

- **Are there any key theories, methodologies, or paradigms that guide your research?**

My perspective is primarily informed by critical and political economy perspectives. Generally, our social and ecological issues are best understood by looking at the underlying structures of society. In terms of methodologies, it depends on the research question. For my macro-level comparative work, longitudinal quantitative methods work best. In other parts of my research, I use mixed methods approaches. For example, my recent work on work time reduction relied on survey data to understand the emerging trends across contexts regarding the relationship between working hours and employee wellbeing outcomes. Qualitative interviews with employees here in Ireland helped me understand the mechanisms that explained the gains in well-being we observed in the Irish context.

- **Can you describe what the process of writing your most recent article/chapter was like.**

My most recent publication, "A transdisciplinary model for teaching and learning for sustainability science in a rapidly warming world" was published in the journal *Sustainability Science* in October 2023. The paper came from the WUN-funded research consortium I established with academics across Europe and Australia working on climate-related issues. During our research meetings, it emerged that we were all struggling to understand how we could teach issues related to sustainability and climate change in a way that communicated the gravity of the situation while not leaving students feeling overwhelmed. In the paper, we draw on our respective disciplines to understand how we might adapt our approach to teaching and learning to the pressure of the contemporary context.

The process of writing the paper was both challenging and enriching. Bringing together so many researchers from different disciplinary backgrounds across different institutions was time-consuming. On the other hand, I learned a lot about other disciplinary approaches to understanding sustainability challenges. In away, we modelled transdisciplinarity by bringing together a diverse group to create new insights into understanding the evolving role of education in this era of rapid climatic change and overlapping socio-ecological crises.



- **What are the key messages from your most recent publication?**

We provide suggestions and examples of how instructors can raise questions of power justice by fostering student imaginations for alternative futures. We highlighted how social science theories could explain the intransigence of these environmental issues by highlighting perspectives that help unpack individual and social level barriers to transformative social change. Then, we provided suggestions for alternative pedagogical approaches and discussed moving towards a collaborative learner-centric mode of assessment. For example, engaging in activism can create new ways to practice being in the community and help students overcome feelings of paralysis.

- **Overall, what do you find most interesting about your area of research?**

Like most of us in the School, I am extremely passionate about my research area. For me, understanding how social institutions such as work and education can be reformed to promote human well-being against the backdrop of escalating environmental crises is fascinating and important. Working in this area is very fulfilling, and I am also lucky enough to have many super collaborators.

- **What is next for you? What projects are you working on now?**

I have a couple of projects at the moment. I continue to work on and publish research from the reduced work time project. At UCD, I am collaborating with colleagues at the School of Education to understand more about student climate anxiety and activism and am presenting this work in the US later this year. I continue to work with my former colleagues at Boston College on macro sociological papers related to inequality emissions and human wellbeing.

## **Other News and Highlights**

- Launch of a new network for researchers and a mini-conference with leading researchers on working time reduction at SASE 2024.
- I am part of a steering committee comprised of eight researchers and chaired by Professor Brendan Burchell (University of Cambridge) that has launched a new research network called the "Work Time Reduction Research Network" or WTR-RN. All is explained on our new website, [www.wtr-rn.com](http://www.wtr-rn.com) where you can find out about the network, the steering committee and sign up as a member. For the first year, membership fees are optional for salaried researchers and free for research students.
- This network is organising a mini-conference on working time reduction at the SASE conference in Limerick, Ireland June 27-29, 2024. The mini-conference is MC01: Working Time Reduction: Towards a More Balanced, Just and Sustainable Economic Life.

<https://www.ucd.ie/socialpolicyworkjustice>

