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# THE GOOD THE BAD AND THE UGLY – LESSONS FROM PARTICIPATORY RESEARCH

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# KEY QUESTIONS

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- Research – who for, what for, how, why, whose knowledge?
  - Participation – who participates, how, why, who gets to decide, what do they participate in?
  - Quality – process, engagement, power distribution, findings, dissemination.
- 
- OPEN THIS LINK AND SIGN UP TO 'PADLET'  
<https://padlet.com/kazstuart480/d6c10eq7y0e0>

# I. BIG PICTURE – PARTICIPATORY PHILOSOPHY

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- Social justice – equality and equity (Stuart et al., 2019)
- Self-determination, emancipation, empowerment (Maynard and Stuart, 2018)
- Value each person as a being and political self (Kallio, 2008)
- Rehumanising (Foster, 2016)
- Not seeing the truth, but seeing different perspectives (Cotton, 2007)
- Questioning the everyday (Perec, 2008)
- Knowledge democracy (Smith, 2012) rather than epistemological exclusion (Stuart and Shay, 2018)
- Addressing meta narratives at local level (Foster, 2016)
- Criticality, disruption, transformation (Fine, 2008)

## 2. WHY? THE OVERARCHING AIMS

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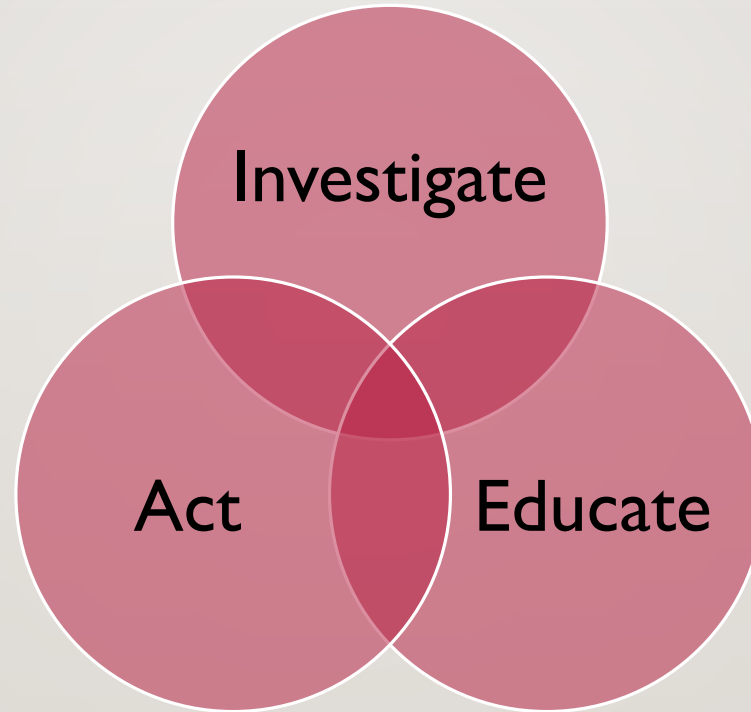
- Development of a critical consciousness of both researcher and participant
- Improvement of the lives of those involved in the research process
- Transformation of fundamental social structures and relationships

(Maguire, 2014: 418).



# 3. HOW? THE META PROCESSES

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## 4. WHO? EVERYONE... ESPECIALLY THOSE:

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- Excluded on gender, race, sexuality, class, belief, age, ability.
- Where people live – homeless, in prison, refugees, institutionalised.
- People who communicate differently – different language, deaf, learning difficulties, non-verbal.
- Impairments – aging, cognitive, physical – meaning they would not want to or could not meaningfully contribute.
- Where people are seen as unwanted voices – say what people do not want to hear, or when seen as problematic or disruptive (Beresford, 2019).

# 5. METHODOLOGY

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- Participatory action research (Rowell et al., 2017)
- Ethnomethodology (Garfinkel, 1974)
- Phenomenology (Moustakas, 1994)
- Case study (Yin, 2009)
- Evaluation (Stuart, Maynard and Rouncefield, 2015)
- Reflexivity (Pink, 2001)



# REVIEW OF THE OCC ADVICE, ADVOCACY AND REPRESENTATION SERVICE FOR YOUNG PEOPLE IN CARE

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136 children,  
young people,  
practitioners,  
policy makers.

Youth steering  
group to co-  
design



Creative  
knowledge  
building

Researcher  
analysed

OCC  
disseminated

# 6. DATA COLLECTION TOOLS

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- Image and metaphor work (Foster, 2016)
- Drawing and art (Theron et al, 2011; Mcpherson, 2019)
- Mapping (community, assets, network, actor, GIS) (Edizel and Evans, 2017)
- Performance (Jones, 2006)
- Walking (Heddon and Turner, 2010)
- Focus Groups (Wilkinson, 2017; Ayrton, 2019)
- Future search (Weisbord and Janoff, 2010)
- Ecosystem maps (Edizel and Evans, 2017)
- Photovoice (Wang, 1999)
- Video (Molestane, 2009)
- Digital tools (Gubrium and Harper, 2013, Berriman, 2019)
- Walking (O'Neill and Reynolds, 2019)
- Multimodal ethnographies (Cowan and Potter, 2019)
- Merging Knowledge Method (ATD, 2019)

# THE MARGINALIZATION AND CO-CREATED EDUCATION RESEARCH PROJECT

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Erasmus+  
3 years  
Norway, Denmark,  
UK

10 academics  
30 students  
200 young people

4 ½ days online  
1 week Norway  
1 week UK  
Research meets



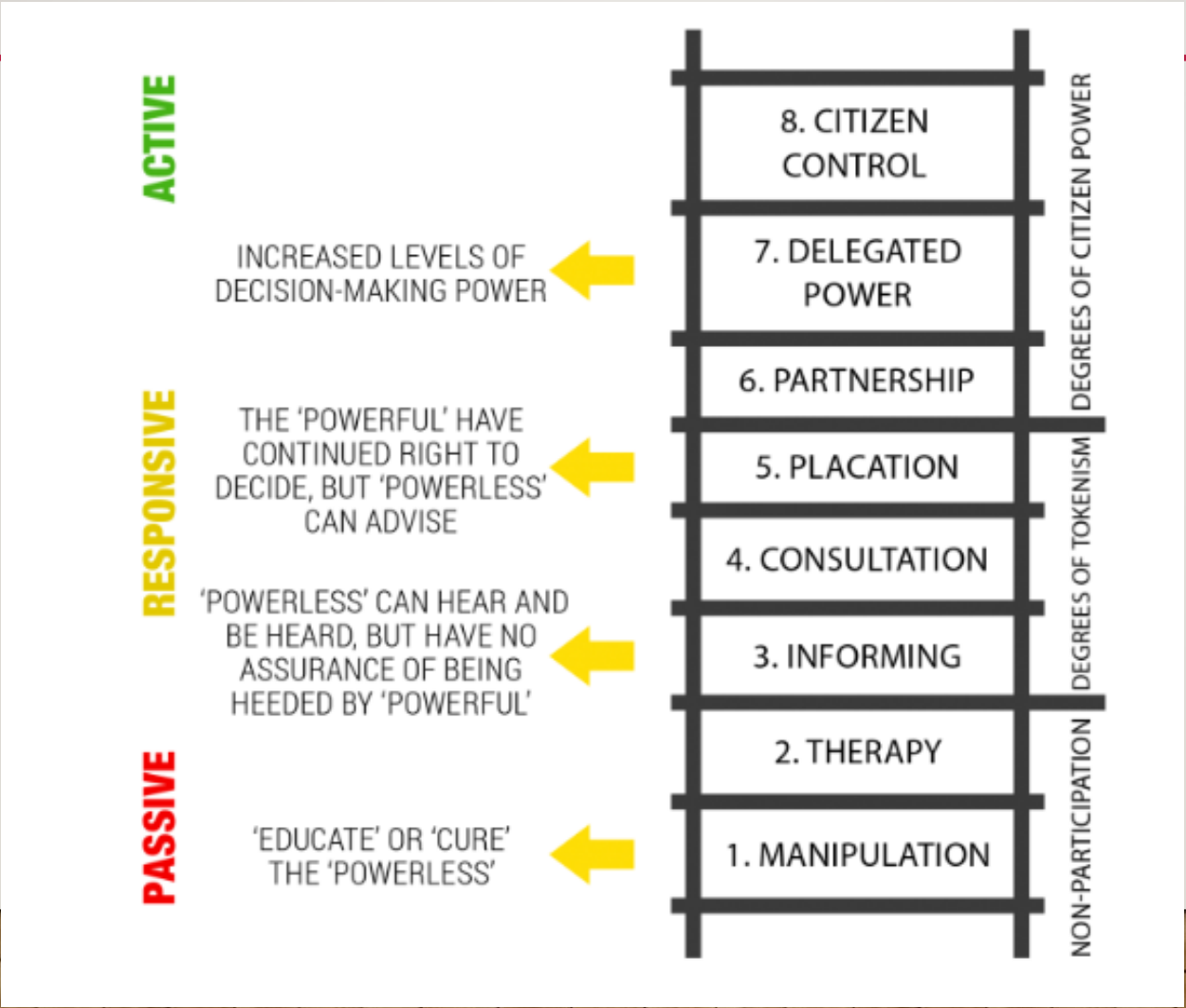
An Indirect  
Approach  
(Bunting and  
Moshuus, 2017)

Individual research,  
collective findings,  
collective  
dissemination

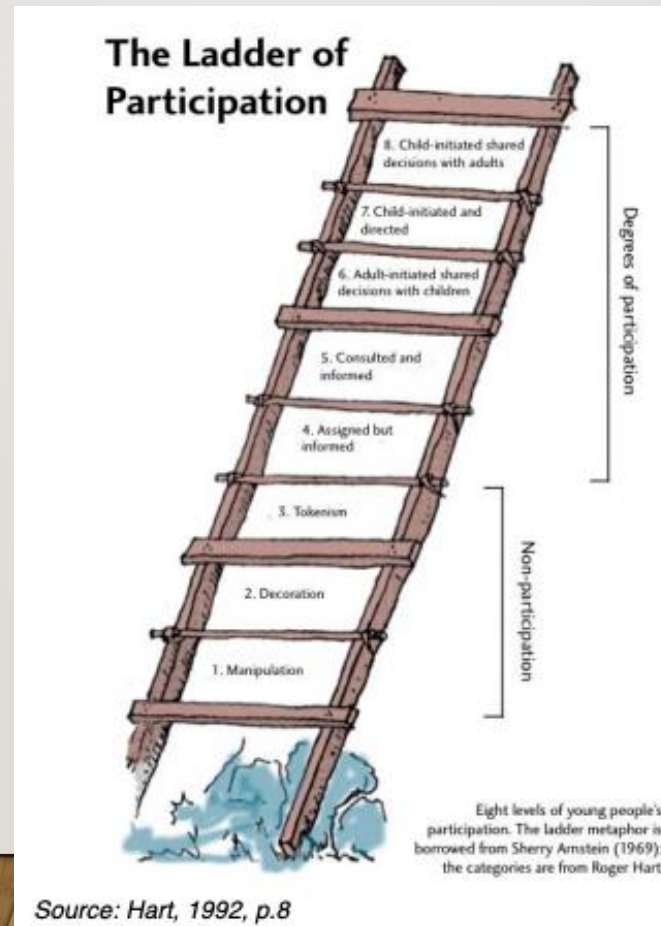
Journal of Youth Voices  
in Education: Methods,  
Theory, Practice



# 7. LEVELS OF PARTICIPATION – ARNSTEIN (1971)



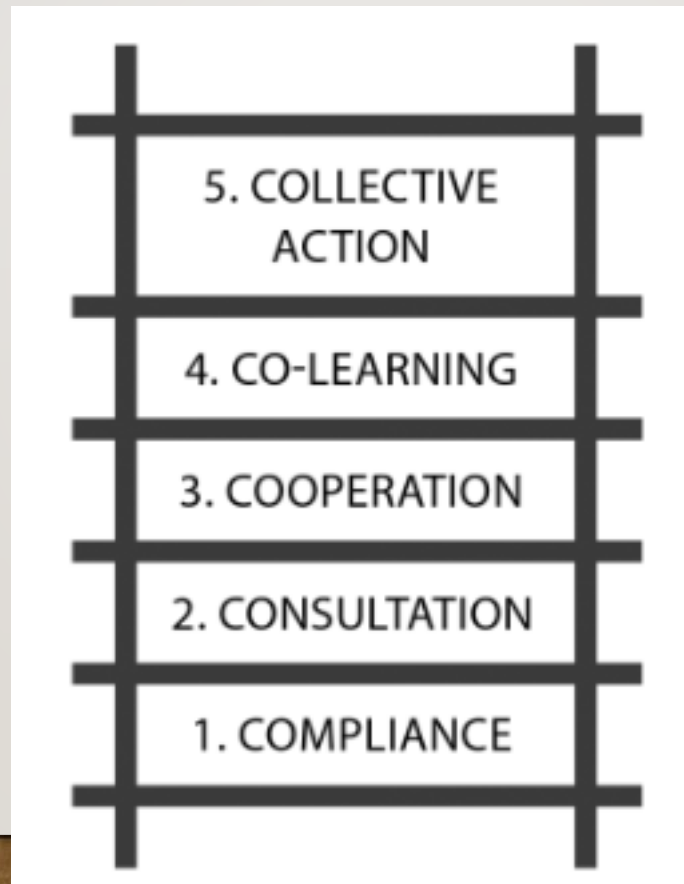
# LEVELS OF PARTICIPATION – HART (1992)



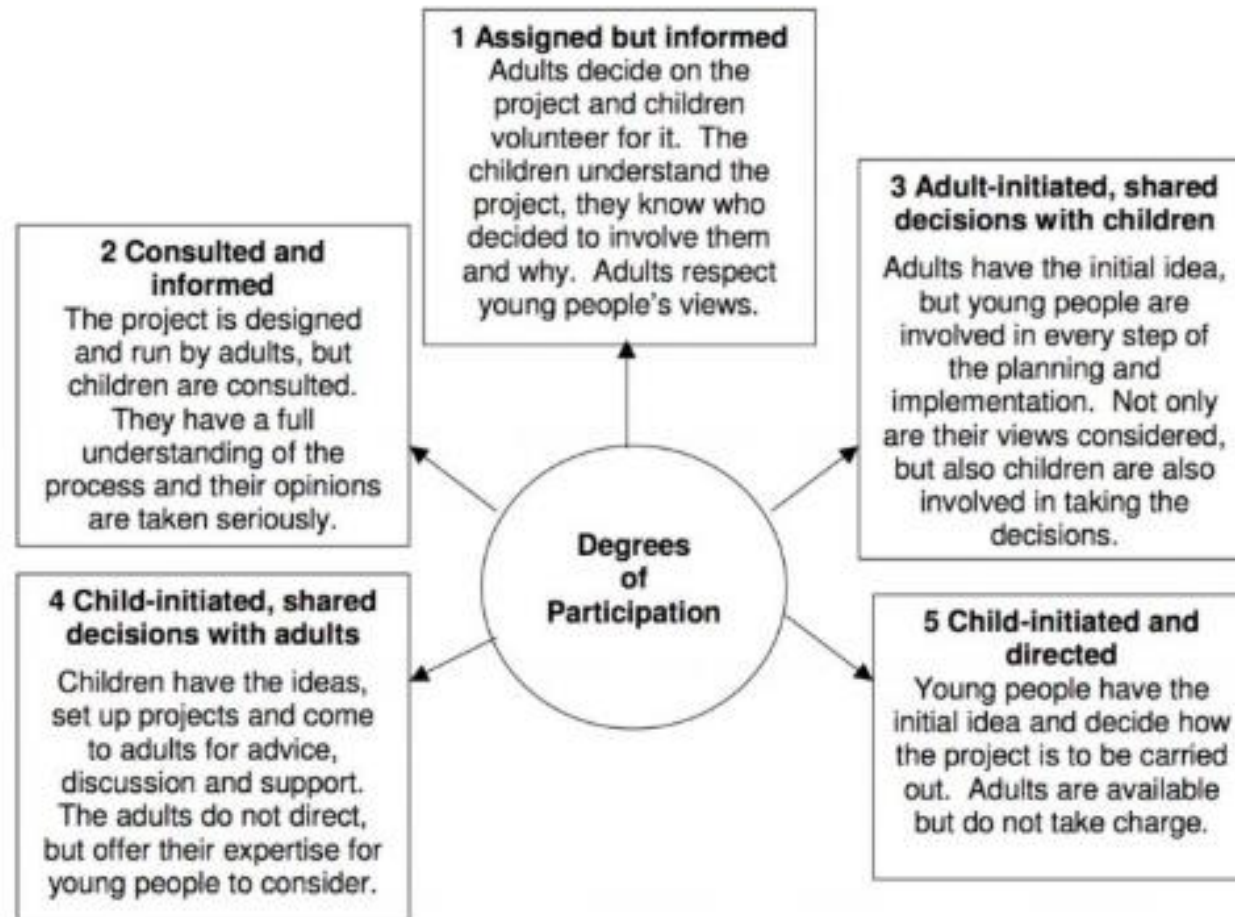


# LEVELS OF PARTICIPATION – KANJI AND GREENWOOD (2001)

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# DEGREES OF PARTICIPATION – TRESEDER, 1997



# TYPES OF RESEARCH – PAUWELLS, 2011

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**On**

**For**

**With**

## 8. CO-PRODUCTION (OSTROM, 1970)

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- People working together
- Co-producing services, products or research
- Disrupts the usual power domains
- Multi-actor, multi-disciplinary and intersectional (Ersoy, 2017)
- Spaces of dissent (McDermot, 2012)
- Intuitive (O’Riorden, 2001)
- An ethical commitment (Cohen et al., 2017)



# RESEARCH WITH 'GANG INVOLVED' YOUNG PEOPLE

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143 young people and 49 practitioners over a year

Access issues – hanging out at the food bank

Ethical issues – creative elicitation technique



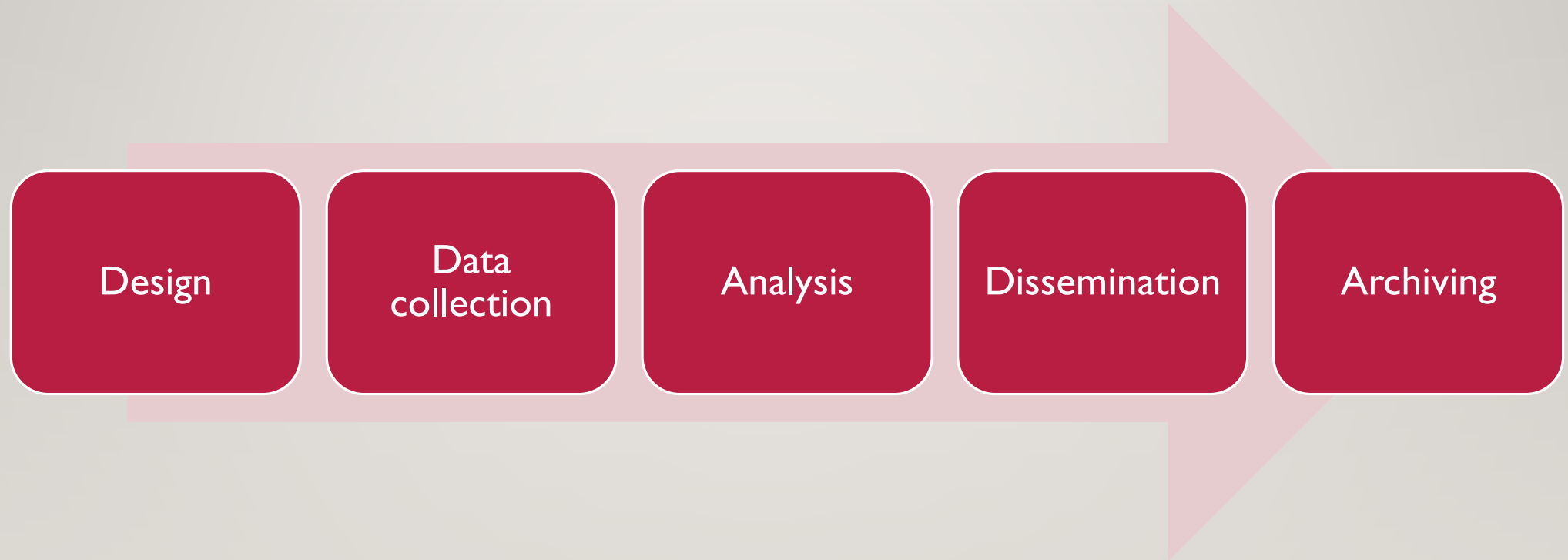
Series of micro-participations – the yp held the power

**BURIED!**



# 9. POWER - STAGES

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# POWER - SOURCES

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- Gender
- Age
- Race
- Religion
- Regionality
- Class
- Money
- Influence
- Position
- Charisma
- Authority
- Position

# POWER-HOLDERS

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# 10. OUTPUTS AND ACTION

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What will you disseminate?

- Report, article
- Manifesto, charter
- Art work, installation
- Performance
- Digital product
- Archive

Who will it influence / where will change happen?

- Participants themselves
- Communities
- Practitioners
- Policy makers
- Governments

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- “Once critical researchers chronicle the scar tissue and desires of those who have been shut out, we carry the responsibility to theorise, historicise, make visible, re-present and re-circulate their stories in the courts, in policy, in text-books, classrooms, curriculum, organising and popular media..... Critical researchers are neither tape recorders nor ventriloquists. And so what do we do with these luscious transcripts scattered around our living room floors?” (Fine, 2018:12)



# II. QUALITY

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## Positivistic

- Replicable
- Reliable
- Triangulated
- Valid
- Objective / neutral
- A tidy process.

## Post positivistic –

- Specific (Flyvberg, 2006)
- Representative (Geertz, 1973)
- Crystallised (Richardson, 1994)
- Empathetic validity (Dadds, 2008).
- Subjective and reflexive (Etherington, 2004)
- Messy (Cook, 2008).

**Participative – participants value the process and outputs as meaningful.**



# 11. PROBLEMATISING PARTICIPATION

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- Participants may not have the skills and may need training
- Can become simplistic and patronizing (Gillies and Alldred, 2002)
- May not be experts on own lives – blind in comprehension and deaf to structures (Back, 2007)
- Participants do not have the time, they are in ‘time poverty’ (Cohen et al., 2017)
- Commissioners offer time bound projects (Haggerty, 2004)
- Participants may have different agendas

# PROBLEMATISING PARTICIPATION

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- Impossible to transcend power in practice (Gallagher, 2008; Mannay, 2016)
- Even inclusion is an act of power (Kothari, 2001)
- May reinforce rather than transcend power and structures (Ledwith and Springett, 2010)
- Ignores how these voices were initially oppressed (Barrera, 2011)
- Silencing may happen if outputs ignored (Delgado, 2015)
- Challenging role for the researcher (Maguire, 2016)

# 12. FRAMEWORK OF CRITICAL QUESTIONS

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# 12. EXPANSIVE 'ANTI ASSUMPTIVE' THINKING

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- Who could the participants and stakeholders include?
- What could their motivations and agenda be?
- How might we reach and engage everyone?
- What could the overall purpose be?
- What might the research questions include?
- How will it be done, what methods and tools could be used?
- What roles and positions might there be?
- Who will the audience be?
- What could the outputs include?
- How might we know of its impact?
- How could we come to a satisfactory close?



	<b>What are the possibilities for participation?</b>	<b>Where alignment and dissent is there and how will this be managed?</b>	<b>What is the process of arriving at a decision? (consensus, vote, leader decides?)</b>	<b>How will you know if that aspect was appropriate retrospectively? e.g. everyone happy?</b>
<b>Stakeholders and participants</b>				
<b>Motivation and agendas</b>				
<b>Reach and engagement</b>				
<b>Purpose or aims</b>				
<b>Research questions</b>				
<b>Research method</b>				
<b>Roles &amp; positions</b>				
<b>Audience</b>				
<b>Outputs and dissemination</b>				
<b>Impact</b>				
<b>End point and closure</b>				

# CONTACT

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