

Kaz, Stuart (2021) Raising Voices for Change: Youth Participatory Action Research. In: Collaborative Action Research Network - CARNival, 1st - 10th October 2021, Online. (Unpublished)

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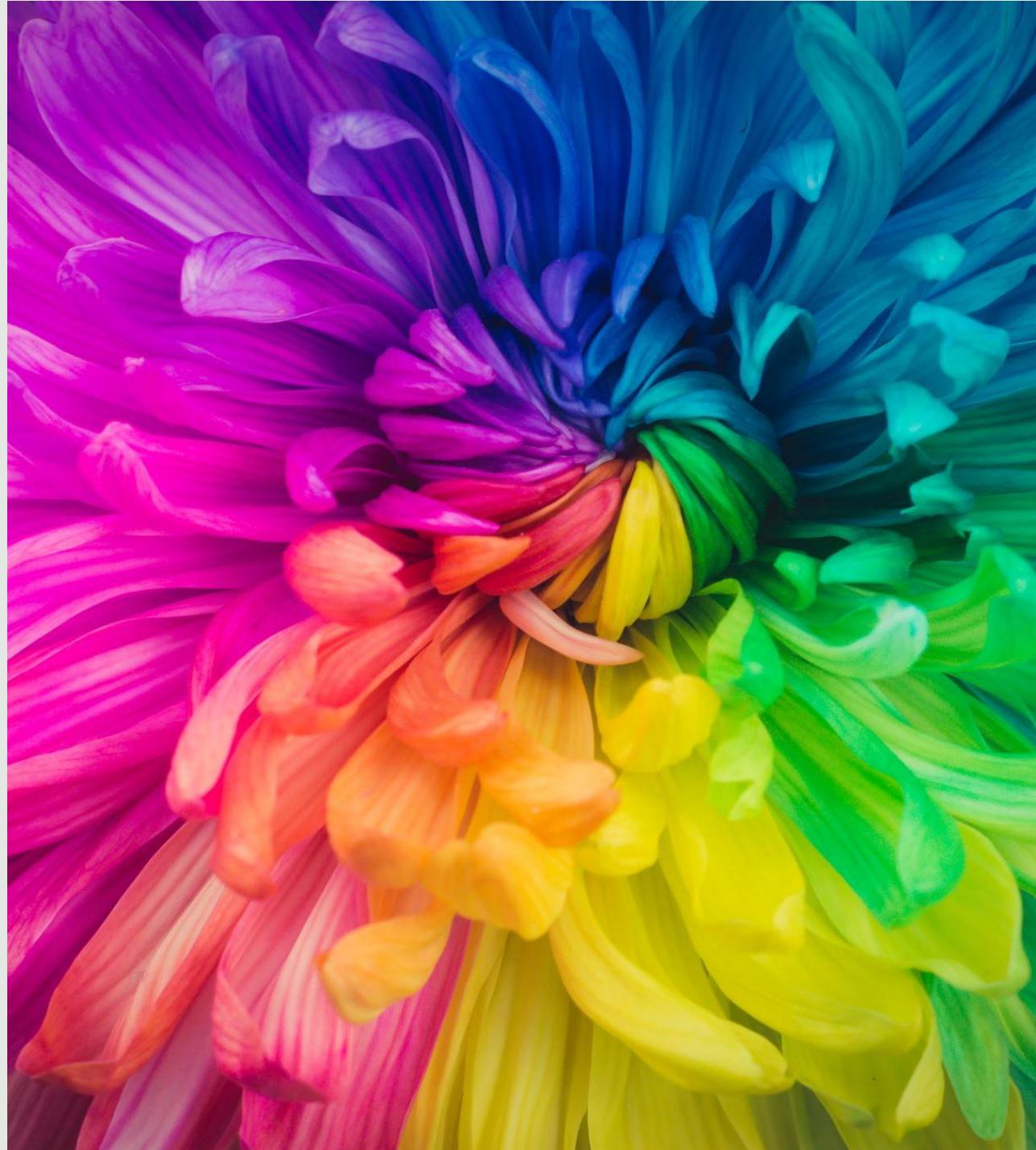
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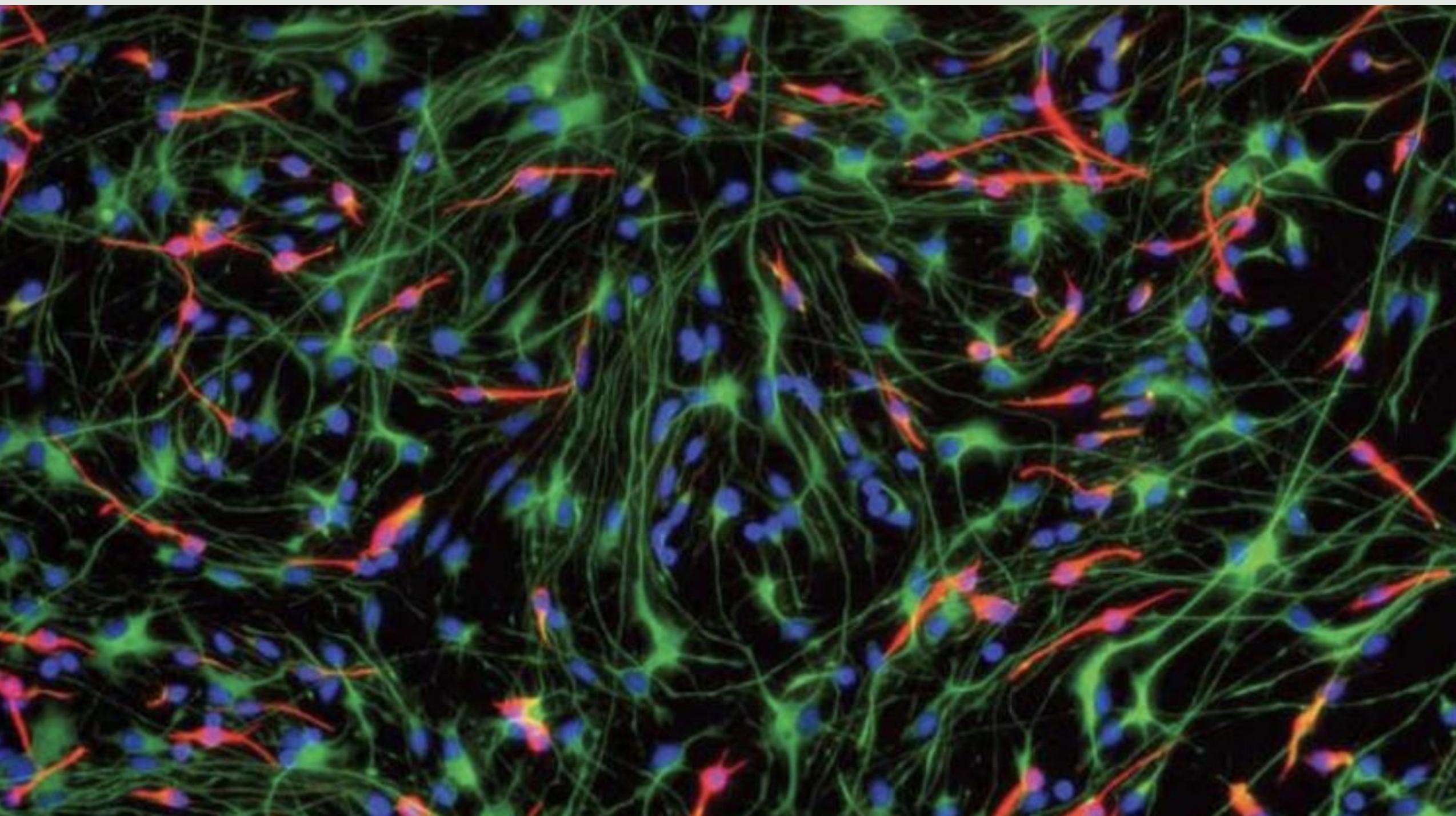
Raised Voices for Change

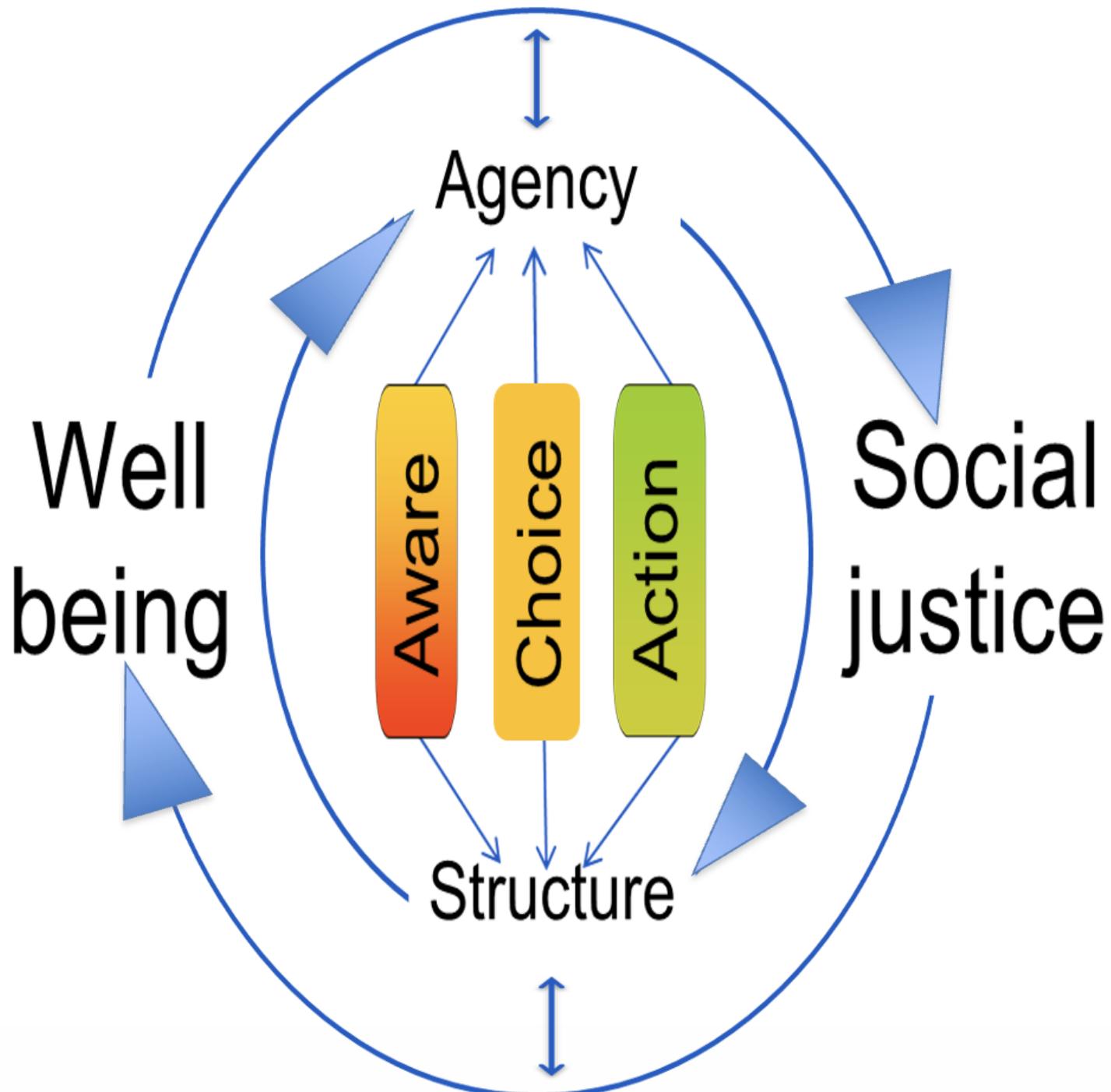


CENTRE FOR RESEARCH
IN HEALTH & SOCIETY

NIHR | Applied Research Collaboration
North East and North Cumbria







PAR + wellbeing
development
perspective (Maynard
and Stuart, 2019)

NIHR | Applied Research Collaboration
North East and North Cumbria

Fully
participative in
every phase of
research



RESEARCH TOPIC
AND QUESTIONS



METHOD AND
DATA COLLECTION
TOOLS



ETHICS



RECRUITMENT
AND SAMPLING



CONDUCT OF
RESEARCH



ANALYSIS



PUBLICATION



DISSEMINATION



Invited 30 x 18 year olds studying psychology and health and social care
20 signed up at an initial face to face event

'Training programme' with full choice at every stage

LOCKDOWN

6 x online sessions, 14 x face to face

9 participants in three groups

2 groups met every week for 2 hours for 20 weeks in a classroom

One group only worked via email due to anxiety issues

- Young people's self image
- Learning for sixth form student during lockdown
- Young people's self image during lockdown

All used online surveys due to the lockdown

All chose to write a report

Weeks of 'miss' and silence

Gradual expression of personality and opinions

Development of voice, and telling me what to do.

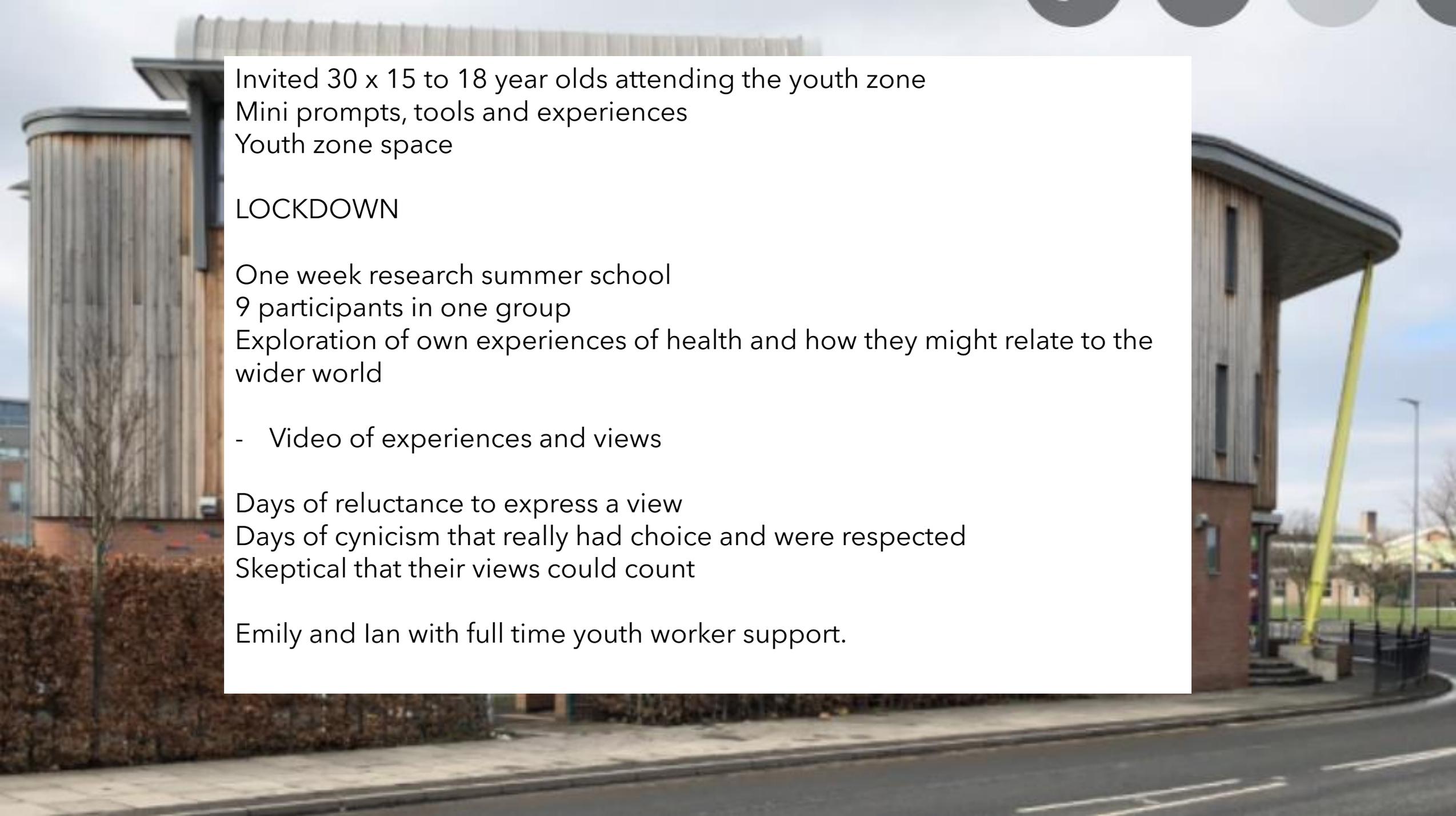
Kaz alone - background staff support.



CARLISLE
YOUTH ZONE

Welcome

YZ



Invited 30 x 15 to 18 year olds attending the youth zone
Mini prompts, tools and experiences
Youth zone space

LOCKDOWN

One week research summer school
9 participants in one group
Exploration of own experiences of health and how they might relate to the wider world

- Video of experiences and views

Days of reluctance to express a view
Days of cynicism that really had choice and were respected
Skeptical that their views could count

Emily and Ian with full time youth worker support.

A hand is shown lighting a sparkler, which is emitting a bright, starburst of light. The background is dark with numerous colorful bokeh lights in shades of orange, red, blue, and green. The text is overlaid on the image.

Lighting a spark

Safe, relational communicative space

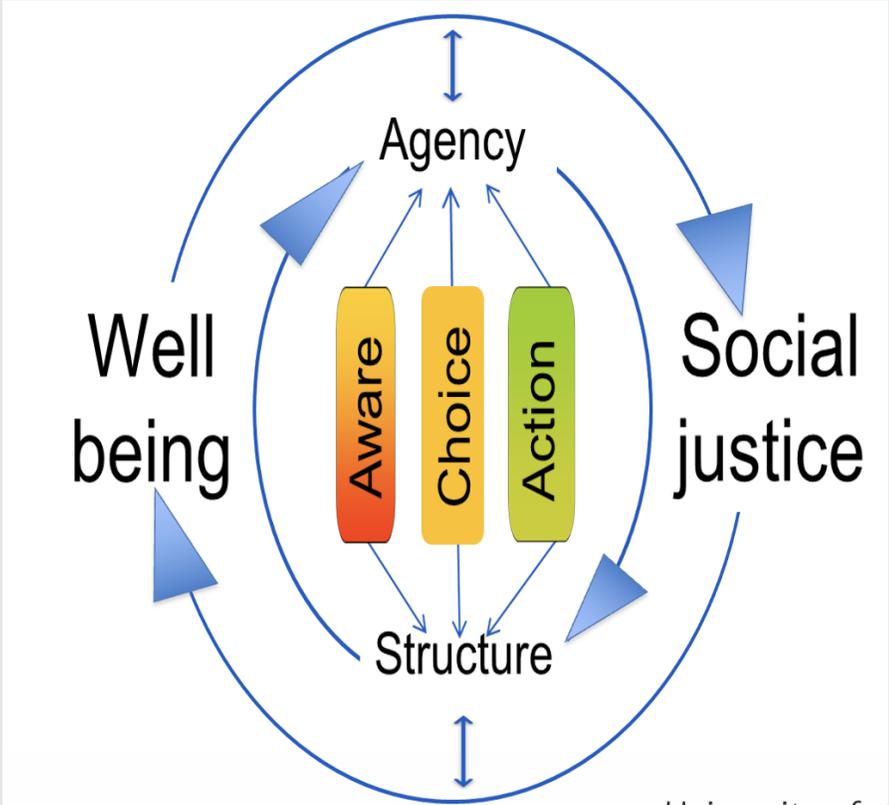
Careful communicative actions

Respectful, rehumanizing person-centred approach

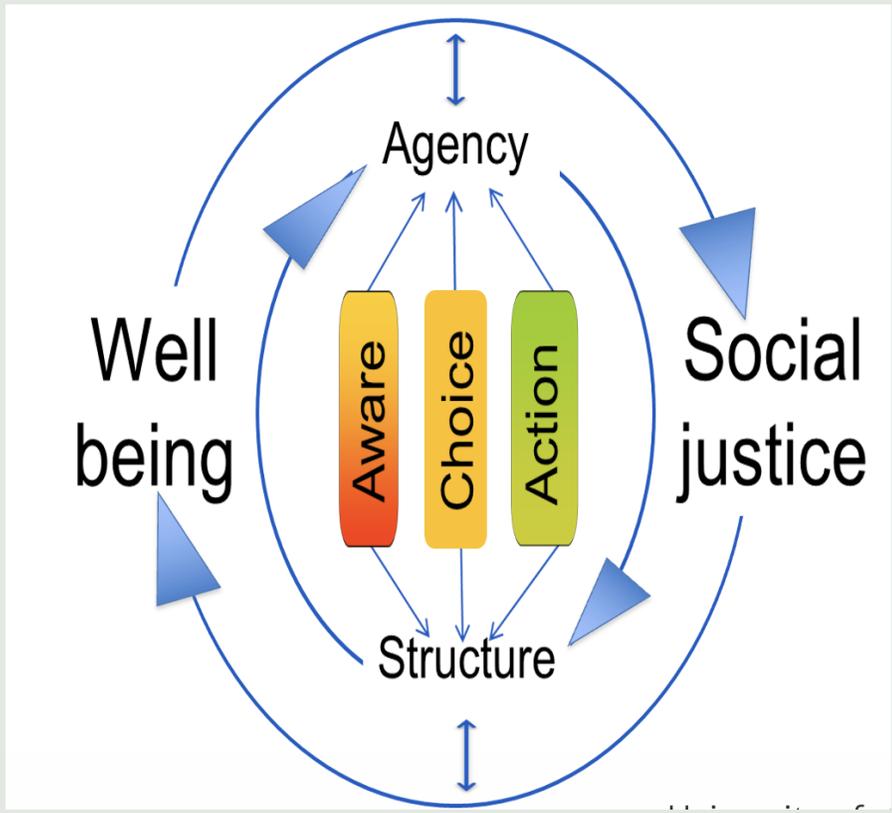
Authenticity and trust

Questioning the everyday

Skills, knowledge, experience, questioning, confident, caring, certificates, self-efficacy, new trajectories.



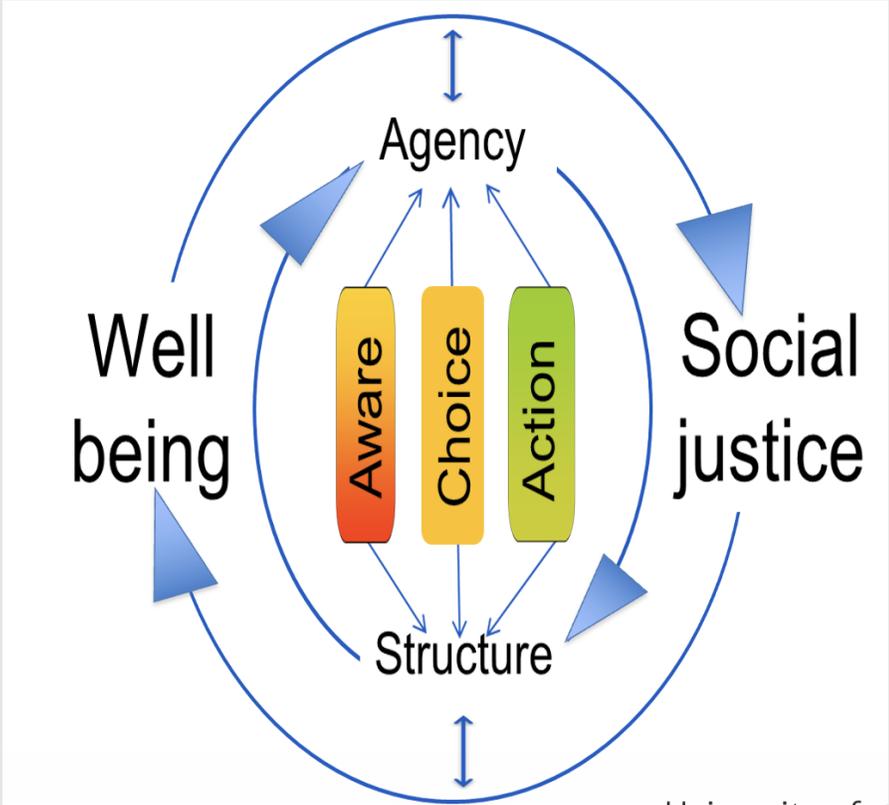
Skills, knowledge, experience, questioning, confident, caring, certificates, self-efficacy, new trajectories.



School and CYZ updated wellbeing strategies and new commitment to YPAR.

Skills, knowledge, experience, questioning, confident, caring, certificates, self-efficacy, new trajectories.

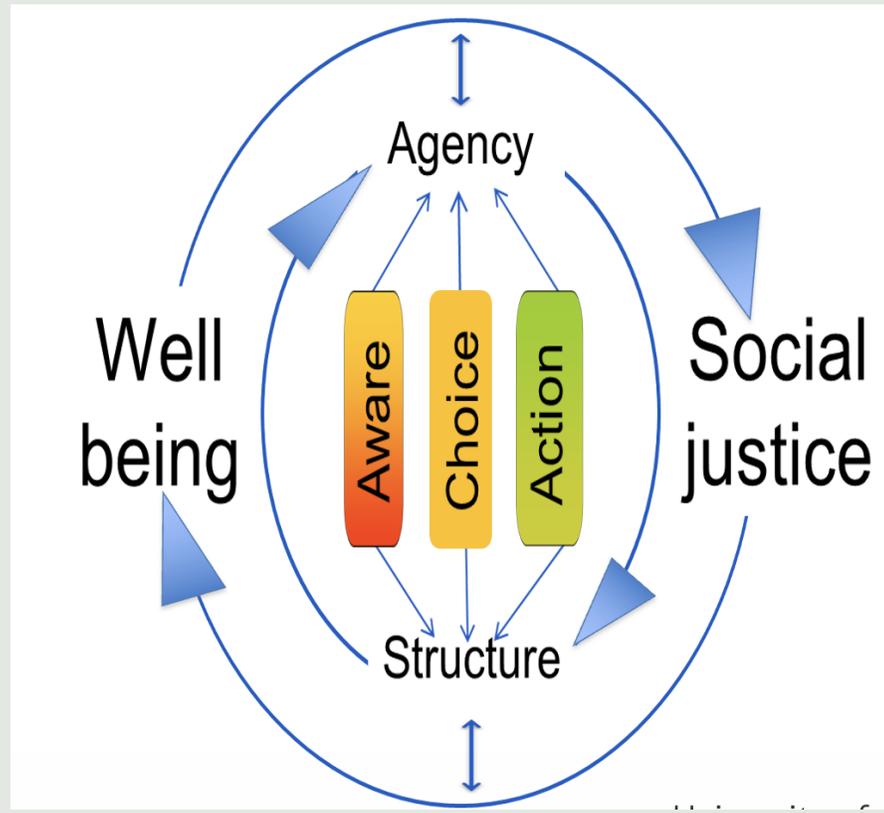
“Feeling good and functioning well” for the young people and organisations.



School and CYZ updated wellbeing strategies and new commitment to YPAR.

Skills, knowledge, experience, questioning, confident, caring, certificates, self-efficacy, new trajectories.

“Feeling good and functioning well” for the young people and organisations.



Far reaching dissemination and local changes
Team found their research agency - advocating more for YPAR

School and CYZ updated wellbeing strategies and new commitment to YPAR.

New realisations of the reality of PAR:

Take nothing for granted, communicate - with everyone all the time

Communicate through action and words

Build trust in small increments, and equally manage expectations

Tackle issues early, leave nothing unresolved

Build open and authentic feedback loops and act on them

Tread the tightrope of facilitation - difficulty of knowing what is best at any point in time

Share power at every stage and welcome the discomfort

Not all young people want to do all aspects of research - they lead demanding lives themselves

Ensure the young people can see change happening as a result of their work

Be more attentive to process than outcomes, and balance youth, research and knowledge development.

Questions for you to consider?

- Whose voices can be raised?
- Why should these voices be raised?
- Who will help raise the voices?
- How will they be raised?
- Who needs to listen to them?
- What changes do these voices clamor for?
- How will they know they have been successful?



<https://www.cumbria.ac.uk/research/centres/crihs-research-centre/national-institute-of-health-research-north-east-north-cumbria-applied-research-collaboration-nihr-nenc-arc/>

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