Participatory Action Research with Separated Young People: Overcoming dilemmas on the field

AMY STAPLETON, DR. PAULA MAYOCK
SCHOOL OF SOCIAL WORK AND SOCIAL POLICY
TCD
PhD

Title: Aging-out: Separated young people’s experiences of the transition to adulthood.

- IRC Government of Ireland Postgraduate Scholar
- Supervisor: Dr. Paula Mayock
School of Social Work and Social Policy, Trinity College Dublin
Separated young people (SYP)

Separated Children

“Children under 18 years of age who are outside their country of origin and separated from both parents, or their previous legal/customary primary caregiver.”

(Separated Children in Europe Programme (SCEP), 2009)

Definition includes unaccompanied minors

Young people – 18 to 24 years

(UNESCO definition 15-24 ans)
Situation in France

2017

14,908 children declared as unaccompanied minors (UM)
- 85% increase on 2016
- 65% aged 16 - 17 years
- 96% Male (Ministère de la Justice, 2018).

1 Jan – 26 Apr 2019

7,204 UM confirmed and placed in care by judge.
- Nord: 319 UM
- Pas-de-Calais: 179 UM (Infomie, 2019).
Research Questions

1. How do SYP in France perceive and negotiate the transition to adulthood?
2. What individual, structural and social determinants shape their transitions to adulthood?
3. How can research support the active participation of SYP during the transition to adulthood?
Qualitative, Participatory Action Research (PAR)

- Shared research
- Build trust
- Build knowledge together
- Tailor to participant needs
- Feedback on data and analysis
- Value & apply participant’s acquired knowledge
Participants

- 12 Participants to date
  - 1 female
  - 11 males

- All from French speaking, Sub-Saharan Africa
Methods

1. Participative group project
   - Workshops
     (Nov-Dec 2018) – 4 in total (n=9)
   - Group meetings with the young people
     (Jan – July 2019) – 16 (n=9)
   - One to one informal meetings with participants
     – 39
   - Action
     - 6
Methods

2. Field notes and observations
   ➢ Regular field visits
   ➢ Meetings with local NGOs and CBOs
   ➢ 31 field visits/meetings completed

3. In-depth Interviews
   ➢ 12
Analysis

Data Collected

<table>
<thead>
<tr>
<th>Written</th>
<th>Audio</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 written interviews</td>
<td>2 peer interviews</td>
<td>3 presentations</td>
</tr>
<tr>
<td>3 written stories</td>
<td>3 workshops</td>
<td>9 pieces of artwork</td>
</tr>
<tr>
<td>32 flip charts and post it notes</td>
<td>Approx. 20 hours of interview audio recordings</td>
<td>Approx. 80 videos</td>
</tr>
<tr>
<td>40 pages of whatsapp discussion from whatsapp group.</td>
<td></td>
<td>Approx. 760 photographs</td>
</tr>
<tr>
<td>317 pages of observations and field notes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➢ Thematic analysis: Nvivo
Challenges of PAR

- Limitations in participation
  - Adapting to the participants’ situation, informal meetings
- Costly and time consuming
  - Getting support from local organisations, bringing in other people
  - Have to be available, need to take time off when can find it!
Challenges of PAR

- Limited control in what happens
- Roll with it! Trust the process and the participants
- Ensuring interviews also follow PAR ethos
- Adapt to the participants needs, follow them not what you want to hear
Challenges of PAR

➢ Managing your position as a researcher
  ➢ Keeping some space, being clear

➢ Leaving the field
  ➢ Reaching out, collaborations and introductions, finding other opportunities
Conclusion

➢ Participants took ownership of the process
Conclusion

➢ Participants learned from each other and taught others
Conclusion

➢ Participants felt that they contributed to the wider community
Conclusion

➢ Shared experiences and friendships
References


References


