

Drawing together a Guide for Participatory Research

- *Addressing power and precarity*
- *Power of Language: to include/exclude*
- *Power of Concise Messages: they can Trump other messages*
- *Disparity in Audiences - Cultural Norms in Academia & Communities*



THINK VISUAL



THE



UNiVERSE

IS MADE



OF STORIES,

NOT ATOMS.



MURIEL RUKEYSER

Graphic Harvesting

- Graphic harvesting – capturing the key meanings and ideas in a visual format
- the combination of graphics, text and colour can capture meaning,
- translate abstract ideas into images and communicates content accessibly.
- more effective for community audiences,
- not a dumbed down version of the initial article but drawing on multiple intelligences, other than linguistic to assist understanding of participatory research.
- “Words are how we think, stories are how we link”
 - Native American proverb

Graphic Harvesting in practice



A HEALTHY CITY...

So, what does
this look like?

A
city that connects
to improve the health and
wellbeing of all its people and
reduce health inequalities

SUPPORTING, VALIDATING,
ENABLING,
STRENGTHENING



Morning Session

Chair Cllr Tony Fitzgerald Cork Healthy Cities Political Representative



We want to recognise health leadership in Cork city.

2012: Cork becomes a Healthy City!

Cork City council is a key agent in promoting the social determinants of health

Inequality has a profound effect on the health of disadvantaged communities

Welcome!



I'm honoured to open this conference!
This is about recognising health leadership in the city and creating a broader understanding of health.

Deputy Lord Mayor Cllr Mick Nugent

Healthy Cities is a CATALYST.



We've come a long way!

Ann Doherty Chief Executive Cork City Council "Cork - A City That Connects"



The health of every man, woman and child in our city is PRECIOUS and must be protected.



We are endeavouring to make health a focus within all departments of the City Council.



INNOVATION
We want to showcase and recognise the work of local health champions.



CORK LIFELONG LEARNING FESTIVAL

Cork Food Policy Council and the Lifelong Learning Festival are great examples of partnership.

Participatory Approaches – beyond research:- capturing and communicating collective wisdom



Participatory Process/ Product



How to build a LEARNING Neighbourhood

I ADORE MY
GRANDCHILDREN



Share skills between generations

Share memories

Create a tepee; make a wisdom tent

Tap into your creative side

GET TO KNOW NEW PEOPLE

START A CONVERSATION

TELL YOUR STORY

Pass on kindness & understanding to your grandchildren

Listen to each other

Listen to your mam

Join a group and pool ideas

GO TO SCHOOL

Get to know what's going on locally

Get involved in intergenerational groups

READ THE LOCAL NEWSPAPERS

WATCH THE NEWS

Use your local CDP or Community Centre

Use the library

Created by:

Ballyphehane Day Care, Ballyphehane Arts & Crafts Initiative, Ballyphehane Community Association, Ballyphehane Togher CDP, Togher Family Centre, An Cliaisbhán Community Creche, Togher Family Centre Pre-School, Joroge Youth Group, Ballyphehane, Scoil Maria Assumpta, Gaelscoil An tEaglaigh Naofa, Morning Star N.S., Greenmount N.S., Togher Girls N.S.



Go to College

LEARN FROM YOUR FRIENDS AT THE DAY CARE CENTRE

Walk & chat & share interests

Encourage each other & stick with it



Try something new
Use your imagination

Have fun!

Join in

Open your ears!

BELIEVE IN YOURSELF

Believe in others

Be open



BE AMBITIOUS

PLAY NICE!

Break down barriers

SHARE

Keep learning at the heart of the community

PLAY TOGETHER

Smile & say Hi



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A ^{VISUAL} Guide for Communities Working with Academics on Participatory Research Projects



The text in this Visual Guide is abridged from the full article entitled "A Guide for Communities Working with Academics on Participatory Research Projects" by Victoria Gallagher, Matthew Johnson, Siobhan O'Dowd, Denis Barrett and Jo Richardson. It can be accessed for free online at: <http://bepress.com/psu-works/participatory-research-working-with-communities-a-guide-for-communities-working-with-academics-on-participatory-research-projects/>

This visual guide has been created by Birnear McNally in collaboration with Siobhan O'Dowd and Denis Barrett.

Introduction

This guide is for communities interested in participatory research with academics. It has been written by community members, activists and academics who have been involved in research of this kind. It is intended to provide communities with

- 1) the **background** to, and **motivations** for, participatory research 
- 2) **implications** that communities should consider when deciding whether or not to participate in projects and 
- 3) **key steps** participants can take to minimize risks and maximize benefits. 

Why do Participatory Research?

Working WITH

Traditional forms of academic research, in which community involvement is not sought from the outset, might be described as research ON communities. Participatory research is focused on working WITH communities.



Functional AND Empowering

The rationale for using participatory research may be functional, to encourage community participation in order to improve the usefulness of the research to local people. For example, to help develop farming technologies more suited to the local area and needs or to improve reach and speed of adoption of new methods and technologies. Another reason may be for empowerment or social transformation, to strengthen local people's capacity in decision-making, in research, and in management of local resources, in order to improve their awareness of options and to strengthen their ability to act on their own behalf... Often participatory research is both functional and empowering.



Why do Participatory Research?

For Academics...

For academics, working with communities can

- enhance and help shape the aims of research;
- offer a better understanding of fields of research and
- demonstrate the relevance and value of projects in the real world... and [thus its] contribution to society.



impact



aims

relevance

For Communities...

For communities, it can be useful to note that academics have particular skills related both to exploring and understanding events and processes and to articulating ideas in written and spoken form. These skills can add insight and value to a project or campaign.

Academic involvement can also increase accountability for community researchers where community voices are strong and engaged.



What Issues do Communities Need to be Aware of?



Does the community have specific collective resources, such as a shared identity or experience, or interest which enables a project to be developed? It is essential that the reasons for the contact are made clear so that communities can understand the impact of the research on their individual and collective interests.



Is the project being pursued for reasons which may undermine interests within the community? It may be that the project is of benefit to all people in the community, but it may also be that the research is being funded or promoted by an organization with interests, perhaps financial, which pose challenges for the community.



It may be that a participatory project enables community members to think seriously about the nature of their individual and collective interests. Often, these interests are invisible, but it is very important for communities to consider these interests before engaging in a project which may affect people in unpredictable and unintended ways.



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To what extent can communities collaboratively shape the research and the way in which that research can be conducted?

In participatory research, it is expected that communities shape the goals and nature of the research with academics. It is important that communities understand their power to control research which affects their interests.

What are the practical and logistical implications of the project?



Research projects concerning different areas of life require different resources (money, time, spaces, etc.) and different forms of participation with different implications for the community before, during and after the research is completed. It is essential that thought is put into the longer- as well as shorter-term demands that a project places on people, including after the academics have left.



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What training, if any, will be required for community members to engage in the project?

It may be that community members' existing expertise, with regard, for example, to cultural knowledge, is sufficient for the project to proceed. However, individuals may require research training with regard, for example, to data collection. This can be of great value to community members, enhancing their skill set, but it may also require time and effort that is devoted to other areas of life.

What, if any, funding is available and how will it be managed?



Will the funding be used to pay for research participants' time or will they work on a voluntary basis?



Universities have ethical review procedures, which mean that research projects which involve human beings usually have to be approved by research committees to ensure that the people involved are treated with respect and have their interests taken seriously. Researchers working in participatory projects will often develop ethical procedures in stages with communities to ensure that the project retains the support of communities as it proceeds. This means that communities often have opportunities to withdraw from projects without further consequence, ensuring that communities hold great power to shape research as it is taking place.



In some cases, there may be a need for 'beyond text' methods, such as the use of 'photovoice' or other arts-based approaches (see Wang and Burris 1997), to engage groups which may not have high levels of literacy or who may be more interested in, and engaged through, the use of more innovative methods.



Linked to the ethical consideration, researchers have to be clear about the use that they wish to make of data. Participants must be made aware of the uses made of data and should always be aware of when contributions or information will not be anonymous.



In collaborative research projects, establishing ownership of the research is essential. Put simply, who is acknowledged as contributing to the research and how does that acknowledgement take place? Moreover, who gets to disseminate the findings of the project? Although these issues appear to arise on completion of the research, such questions of ownership need to be resolved in the initial stages of the collaboration.

What are the Key Steps?

If there is agreement that there is value in the project, communities need to ensure the following:



- 1 Establish a language that can be understood by all to discuss and plan processes and structure to make it easier to work together.
- 2 Involve participants in decision making and governance of your research project in order to promote democratic practice and encourage debate on how to ensure all parties have the ability to be heard in a fair and consistent way.
- 3 Consider the effect of policies and procedures that participants may be bound to as part of their role within their community and also those of the university.
- 4 Agree on ethical principles, protocol for safety, handling conflict and safeguarding.
- 5 Create a written working agreement or contract which sets clear boundaries. This can be flexible so amendments can be made as the project and the participants develop. A working agreement can include a framework for measuring the progress of your research and outline basic agreed practices. It could also be used to set clear guidelines and promote accountability for agreed responsibilities, working as a written reference to decisions that have been made.
- 6 Familiarize everyone with policies and procedures around ethics, such as handling personal data, equality and diversity and talk to others who may have experience of similar research projects.



Where Can I Find Out More?

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☞ Good Culture and Precariousness Blog <http://wp lancs.ac.uk/good-culture/>

☞ Community-Academic Research Links, University College Cork: <http://www.ucc.ie/en/colshop/ac/>

☞ Participatory Research Hub, Durham University: <https://www.dur.ac.uk/socialjustice/prh/>

This guide was produced as part of a British Academy Rising Star Engagement Award (Participatory Research: Working and Communicating with Communities: EN10003).



What Next?

- Apply or die... the killing effect of dust
- Disseminate
- Feedback from the field – from all perspectives, from all contexts
- ...to be continued...

Thank You - Go raibh maith agaibh