

# Participatory Action Research with children

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# Co-creating hospital environment

comfortable, respectful and healthy

She vondt het vervelend  
dat er door de deur  
Zoveel licht kwam in de  
avond, daardoor kon ik niet  
zo goed slapen

"een plaats  
om alleen te  
zijn, anders  
dan het  
toilet"



# Co-creating health education

that fits the daily  
reality, needs and preferences  
of young people

**Turn up your body!**  
*Healthy lifestyle editie*

- 8 facts over  
jouw lichaam**
- 10 sporttips**
- Quiz: Hoe gezond  
ben jij al bezig?**
- Wat is een  
mooi lichaam?**

*Van meiden  
Voor meiden*

**Maak zelf  
gezonde kapsalon**

*(Note: The advertisement also includes a small inset photo showing a woman's transformation from a less fit state to a more fit state, and a bowl of fresh salad.)*

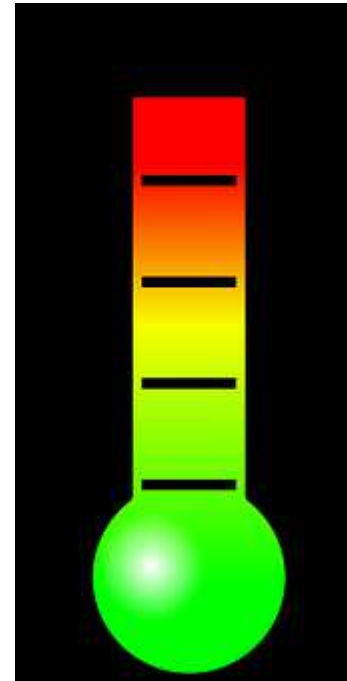
# Respectful language: e.g. talking about obesity

Deze woorden scoren hoog:

- Goed gevoel
- Sport
- Sterk

Deze woorden scoren laag:

- Overgewicht
- Dik
- Gewicht
- Vet
- Zwaar



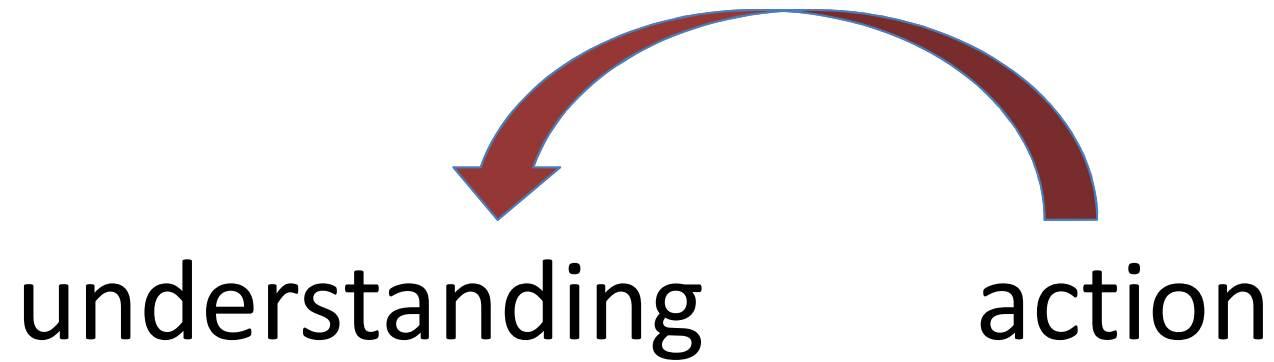
*Vet fitte kids, dikke vrienden club, vette pret.....*



# Co-creating local policy:



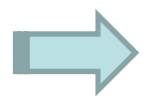
# Participatory Action Research



change

# PAR is about

- **respecting** and **understanding** the people with and for whom researchers work
- realization that local people are **knowledgeable**
- enabling people to set their own **agendas**
- giving them **ownership** over the process



It is a process which is flexible and reflexive, rather than linear in structure

(Cornwall & Jewkes 1995:1674)

# PAR is about

- should be concerned with the **lived lives** of people; **with issues that are important to them.**
- needs to be understood as a means to a political end in order **to make things better**
- needs to be **inclusive**. The key is to create opportunities for people to participate on their own terms, and not simply to satisfy the expectations of the adult community.

(Article written by the participants 2004)



# Tension fields

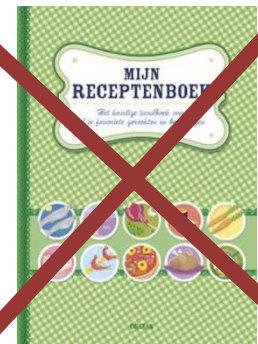
- Is participatory research per definition ‘good’?
- Who defines the aims?
- Rigid institutional structures
- Diversity
- Do we need to train lay-people in doing research?
- Sociocultural construction of children childhood



# Participation is ≠ a method

- but a value; how people relate to each other and who has a voice in what
  - Children vs adults? +
  - Lay people vs professionals?
- a process; a dialogue with all different 'stakeholders', contexts and situations.

➔ *situational process*



# Sociocultural construction of children

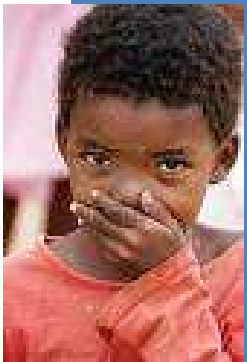
- Objects
- Not yet competent
- Vulnerable
- Innocent
- In need of protection



# Theoretical shift (1980-90)

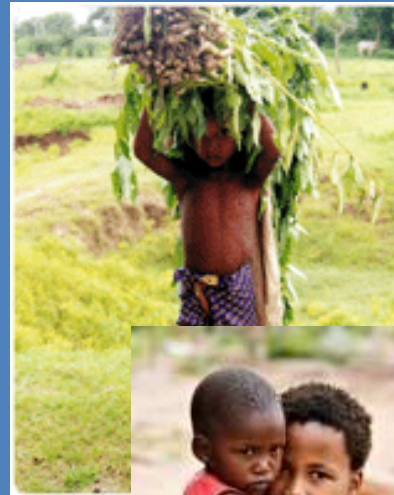
## 'Becoming'

- Objects
- Not yet competent
- Innocent, vulnerable
- In need of protection



## 'Being'

- Knowledgeable social actors (subjects)
- Agents of change



# Proper role for adults

Becoming



- Control
- Protection
- Provision

Being



- Consultation
- Participation

# Who adapts?



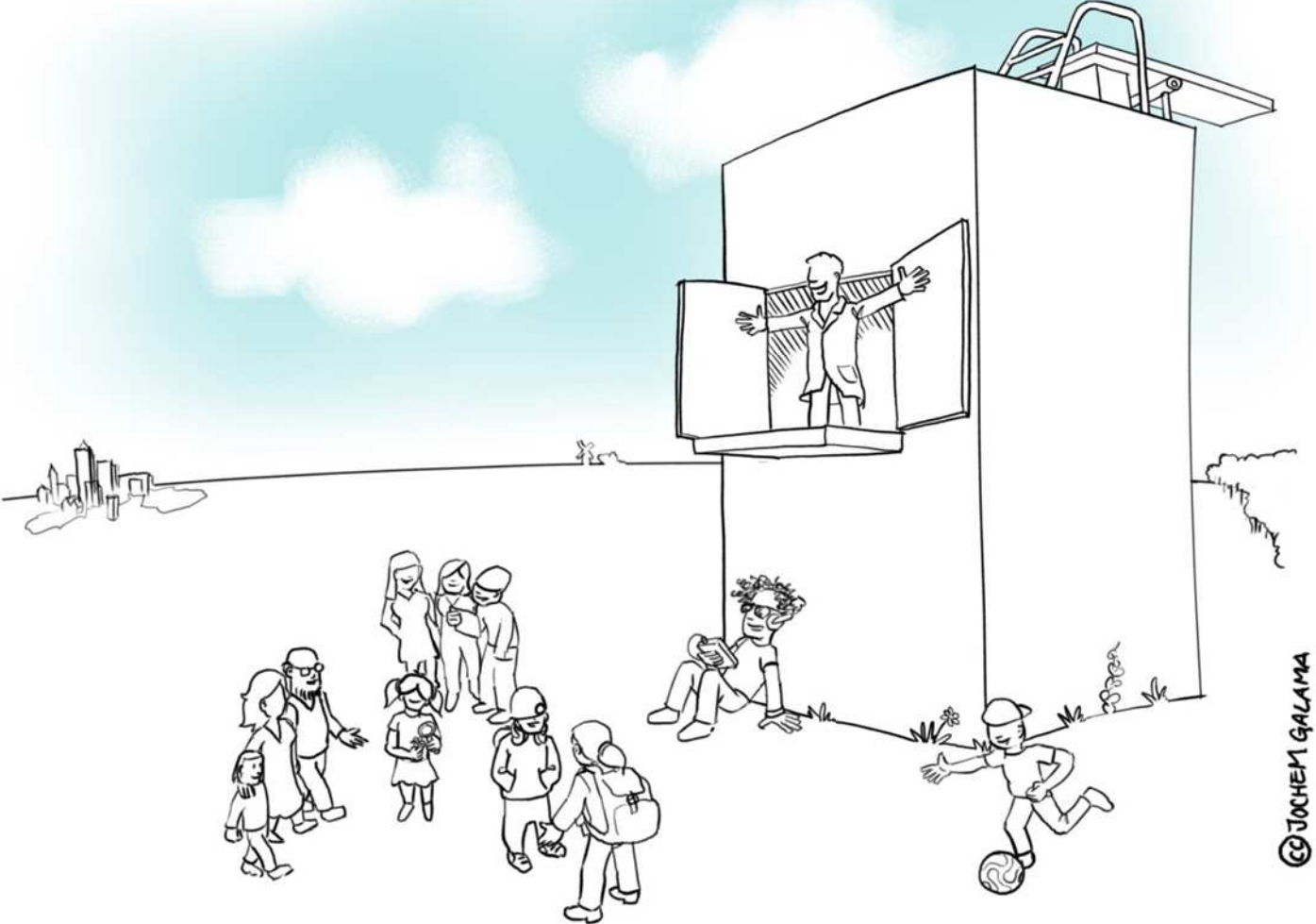


# Participation is political

Arnstein (1969):

The redistribution of **power** that **enables the have-not citizens**, presently excluded from the **political** and economic processes to be deliberately included in the future.

# Diversity



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# Demands creativity



# Demands 'jazz'

- Let go of the control
- Structure & spontaneity
- Coordination & reciprocity
- Knowledge, experience and skills
- Light form of leadership
- Courage



creativity and





Participation is:

touching and  
being touched









Praktijk

Onderzoek

Beleid



# Argumenten voor participatie

- uniek perspectief
- Leidt tot een vollediger beeld van situaties, behoeften, kansen en oplossingen
- interventies/voorlichting/beleid sluit beter aan bij de behoeften en dagelijkse realiteit - en dus kansrijker
- draagt bij aan empowerment en democratie

Het is een recht en dus een plicht!

# Barrieres

- Socio-cultural construction of children and childhood (vulnerable – not yet competent)
- Recipi for participation
- Diversity
- Participatory environment
- Need for more creativity

