



PAR in context: partner
lead perspectives.

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Disclaimer

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Entry point

Letter of introduction

Vs

Letter of Linkage

Achieving participation

How do you achieve the participation: it does not come because we want....

- People have multiple roles
- Their desire to participate is very limited
- Research fatigue: meaningful changes may not be brought about by research activities
- Solutions Parent Teachers Association
 - May lack diversity
 - Invite non-members
- Solution: Beware of patterns of events in the community/schools
 - We will study when caregivers usually come to the meeting

Are the “right” people on board?

- Check the inclusion and exclusion criteria
- We need to get all the right people to the table?
 - Research fatigue
 - Meeting fatigue
 - Failed interventions
 - Not interested in the intervention
 - Defaulting
- People losing interest (because we were boring during the introductory sessions)
 - Misplaced words (what words can be offensive)

Engaging people in action research needs

- Understanding verbal and non-verbal language
 - *How mental health is explained and described*
 - *How mindfulness is explained ?*
 - *How to avoid technical language*
 - *What are the derogatory terms, stigmatizing words?*
 - *What do people exactly say?*
 - *I don't know why my son suffers from this disease? I really don't know!*

Exercising power

- Power
 - The decision making
 - Non-decisions making
 - Manipulation of desire

How to deal with trouble makers and passive participants

- Be aware of ‘trouble makers’
- They can wreck the whole process if we don’t handle them.
 - Teachers in rural Ethiopia thought only they care about their community and made the covid-19 vaccination process difficult.
- What do we do with them? Lucia that is for you!

The Positionality of researchers? (how our subjectivity and context influence the research)



- “Nobody thinks what it’s like to be the other guy” (the joker in the dark night)
- Our team is likely to be
 - non-poor
 - Male/female
 - New to the setting
 - Educated
 - Trained in PAR/Mindfulness

Making the team ready

- Are my team ready to be co-learners?
 - Or will they be an expert in charge of change
 - Can they stay away from themselves and develop an ability to fade out as participants take charge of their own learning

Pre-existing assumptions affect communication



How?

- Encourage memos, field notes, and other written or recorded reflections occurring at any point in the research process.

- Structure-team reflexive discussion (Team meetings before, during and after sessions)

- In what way might my experience shape my participation in the project?
- What experiences have I had with PAR?
- What is my orientation to PAR?
- What results do I expect to come out of this project?
- What theories do I tend to favour while analysing data?
- What is my stake in the research? What do I hope to get out of it?
- What are my fears?

Local realities

- Lunch meetings and coffee gatherings with caregivers may not work during fasting seasons.
- The month of January/February may not be feasible for weekend meetings in Ethiopia.
- Example from Rwanda
 - Other than Umuganda

Talking the language of caregivers

- mental health may not be a concern/prevention may not be a concern?
- Caregivers are likely to be concerned
 - Physical injury
 - Substance use
 - Disciplinary issues
 - School performance
 - Gender based violence

Dealing with these effectively may require addressing mental health. Any additional point?

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