# 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)

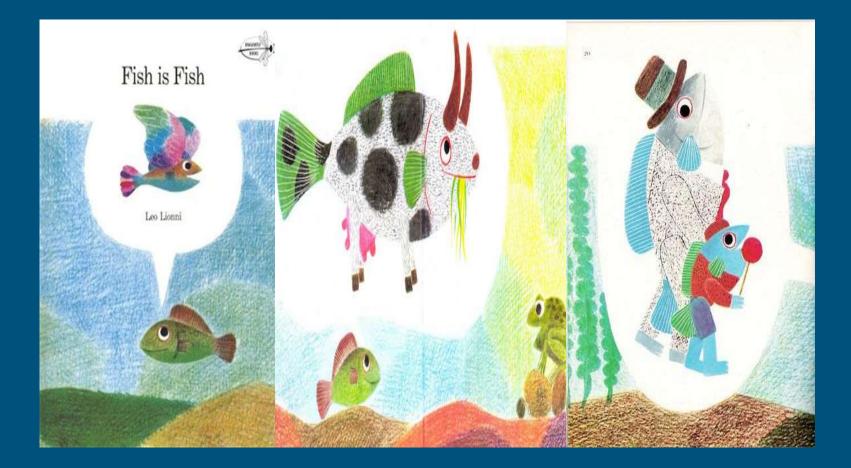


- "Nobody thinks what it's like to be the other guy" (the joker in the dark night)
- Our team is likely to be
  - non-poor
  - Male/female
  - New to the setting
  - Educated
  - Trained in PAR/Mindfulness

#### 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 writ-ten 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 working 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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