

# Agency, literacy, aspiration and storytelling in Lancashire

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UCLan

Burnley Research Day  
27<sup>th</sup> November 2018

# Three research projects in Lancashire

- **Stories to Connect** (funded by AHRC 2015-2018; shortlisted for Health Humanities medal 2018)
- **Rewriting the Future** (funded by OfS FutureU 2018)
- **Children Leading on Reading** (funded by UCLan 2018)
- Participatory research methodologies
- Partnerships with communities
- Education, literacies, storymaking, health, wellbeing ....



# Stories to Connect

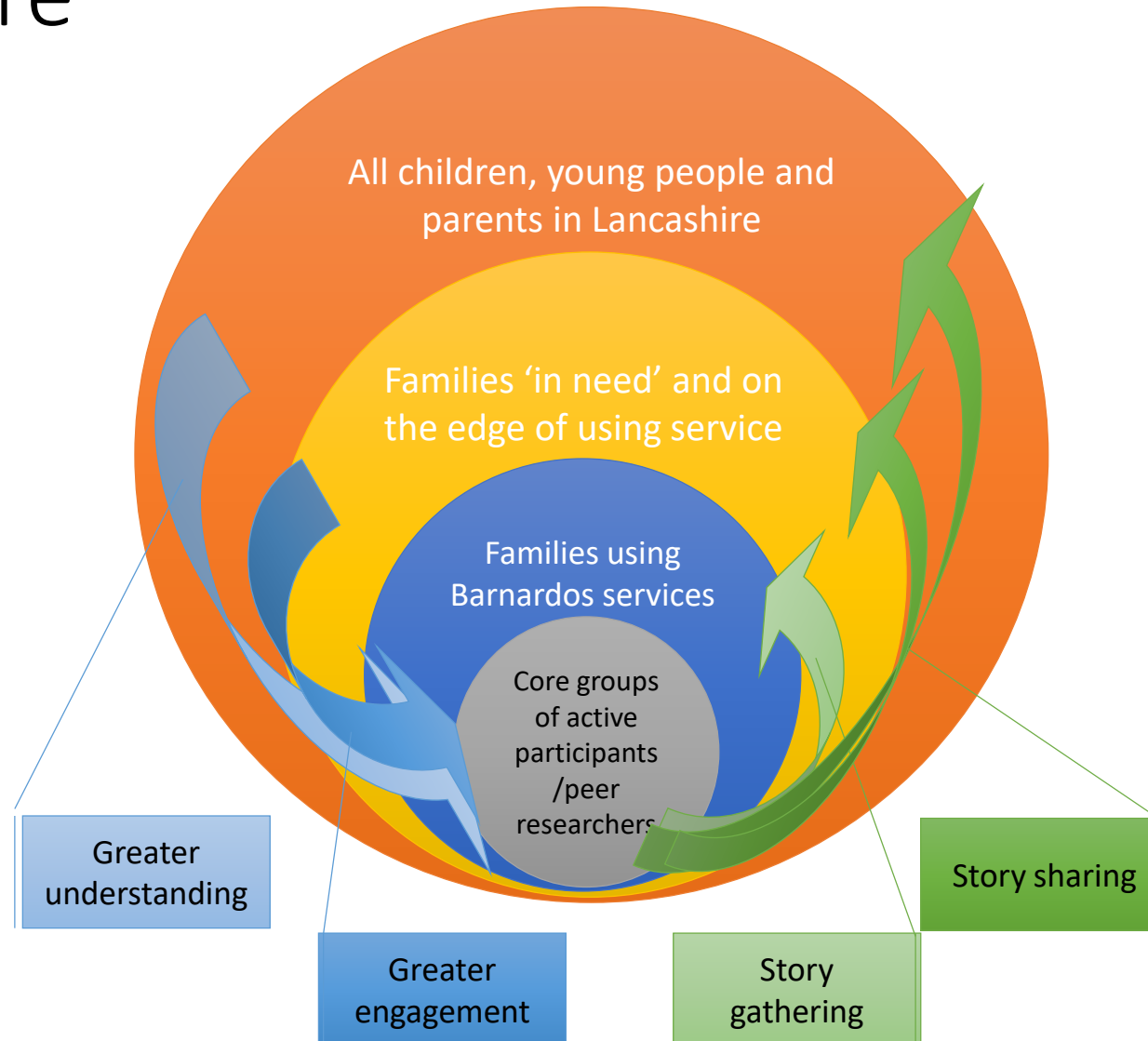
## Connecting with communities in a storymaking research project



Dr Candice Satchwell, Principal Investigator  
Reader in Education and Literacies, CELT, UCLan

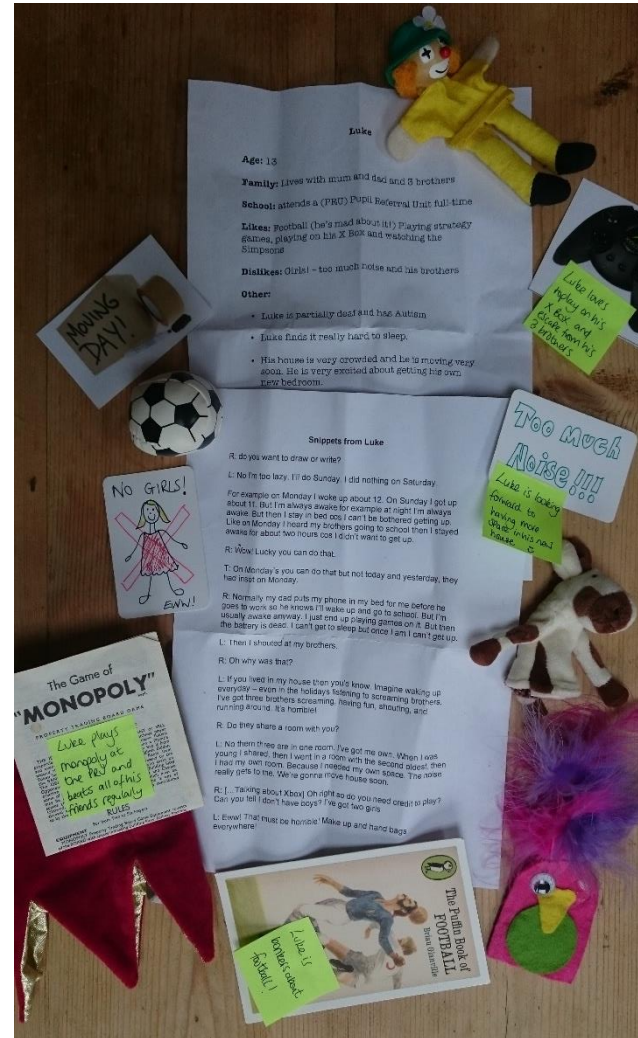


# Mapping Community Engagement: from the margins to the centre



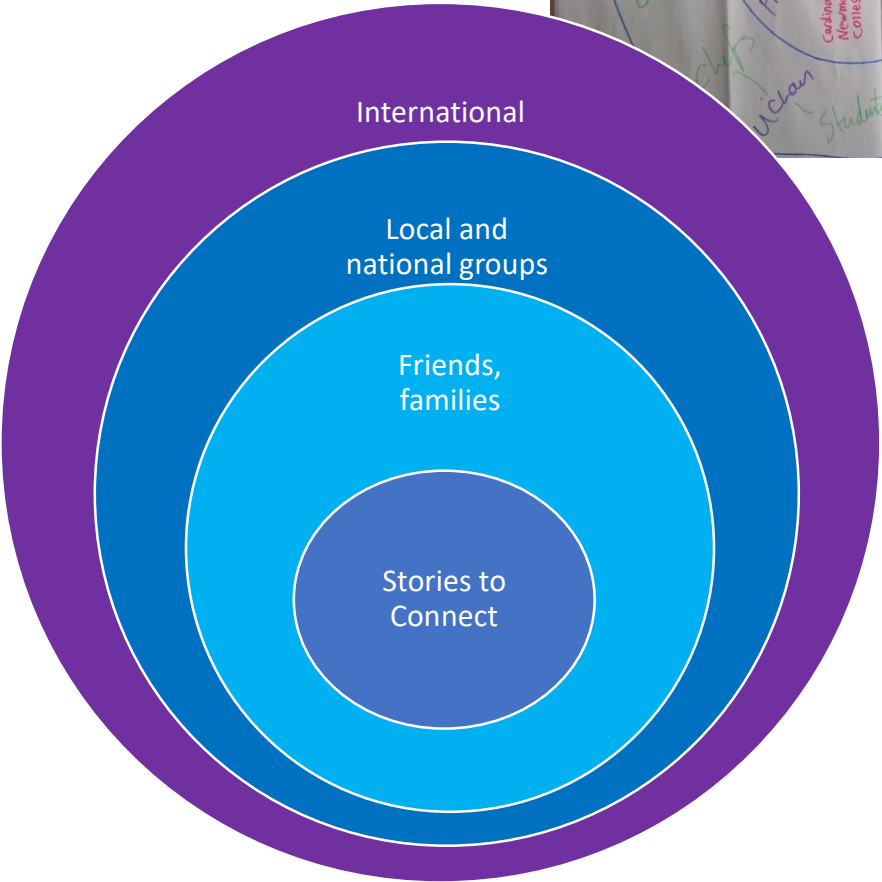
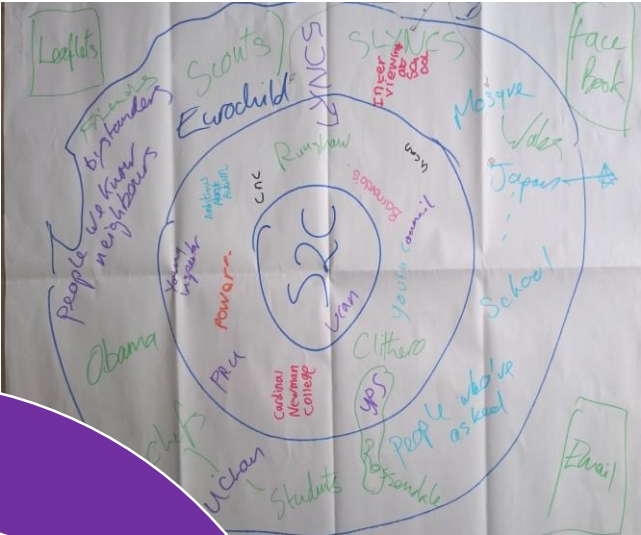
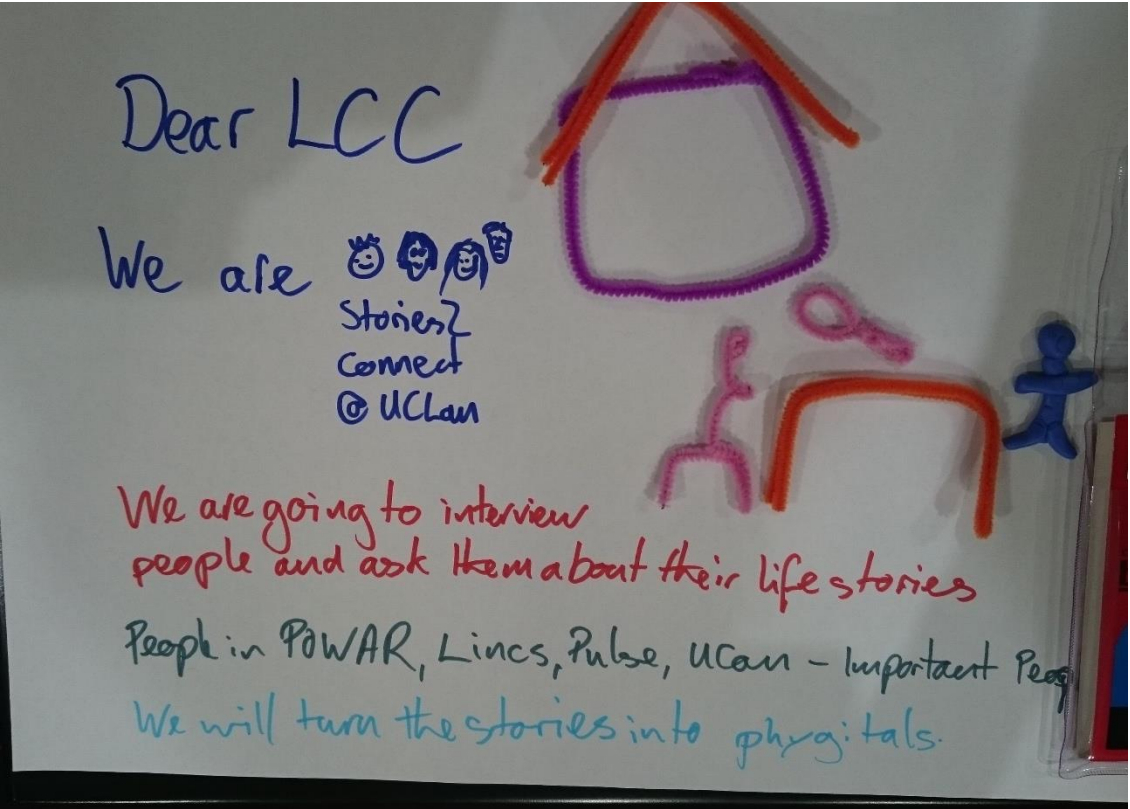


# Our young researcher workshops





# Connecting with different community groups



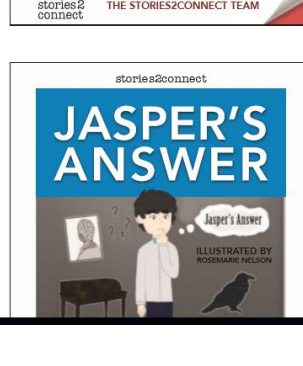
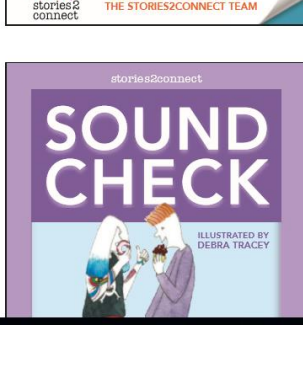
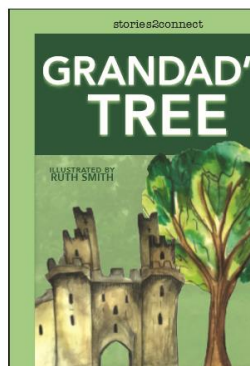
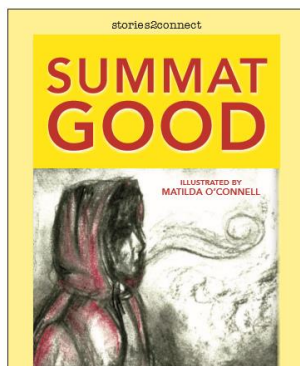
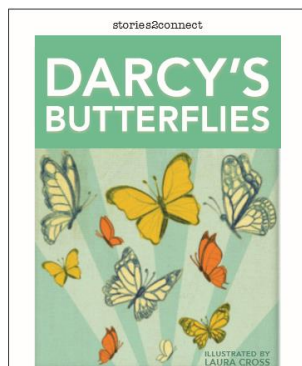
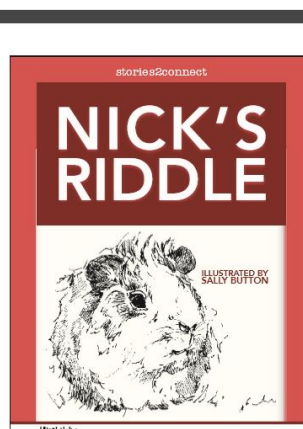
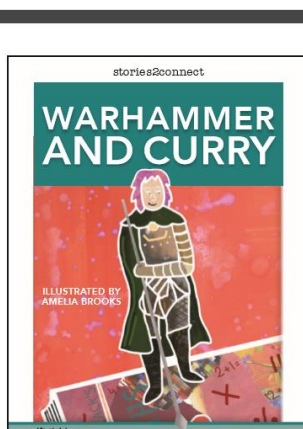
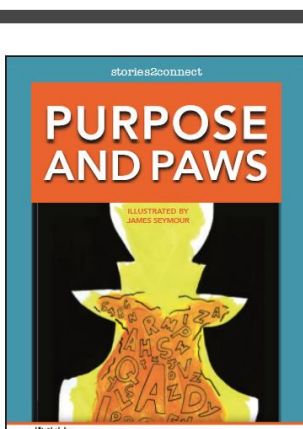
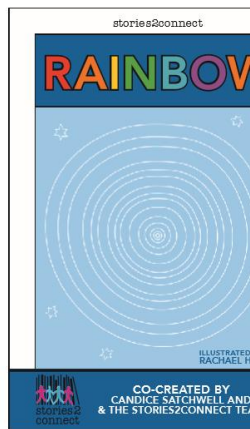
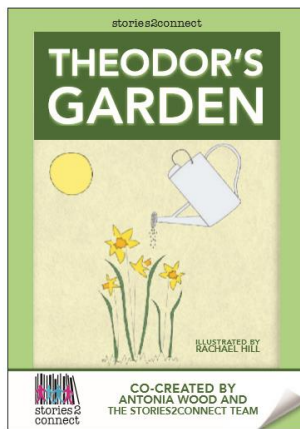
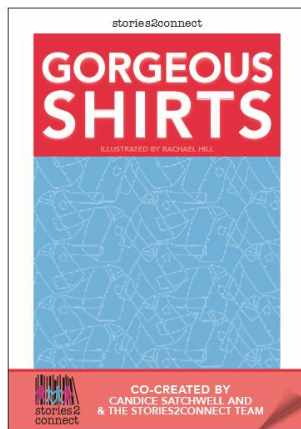
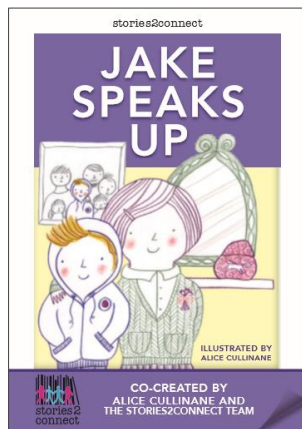
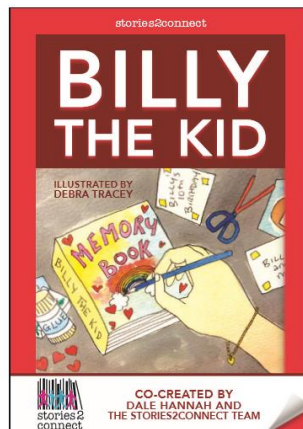
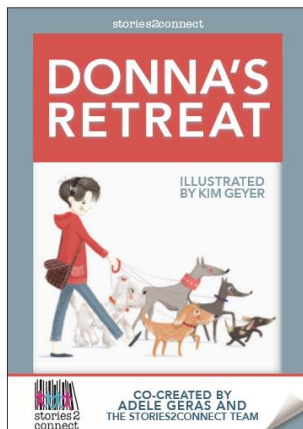
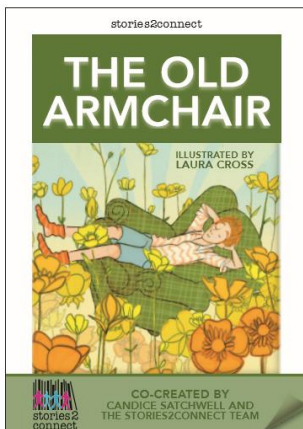
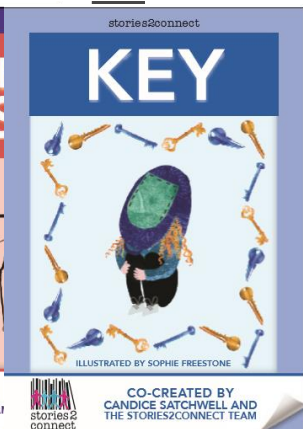
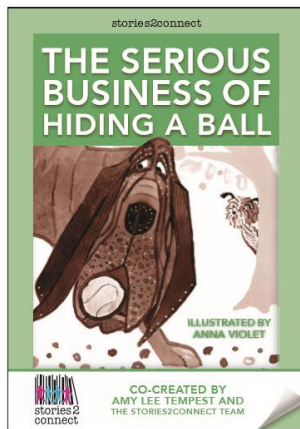
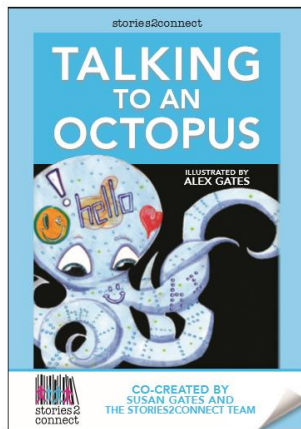
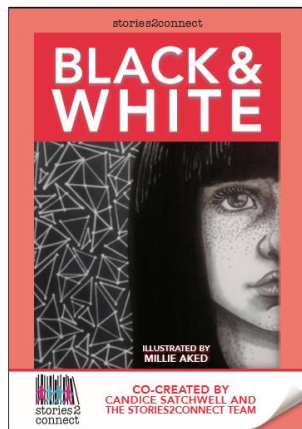
# Phygital artefacts













# Re-writing the future:

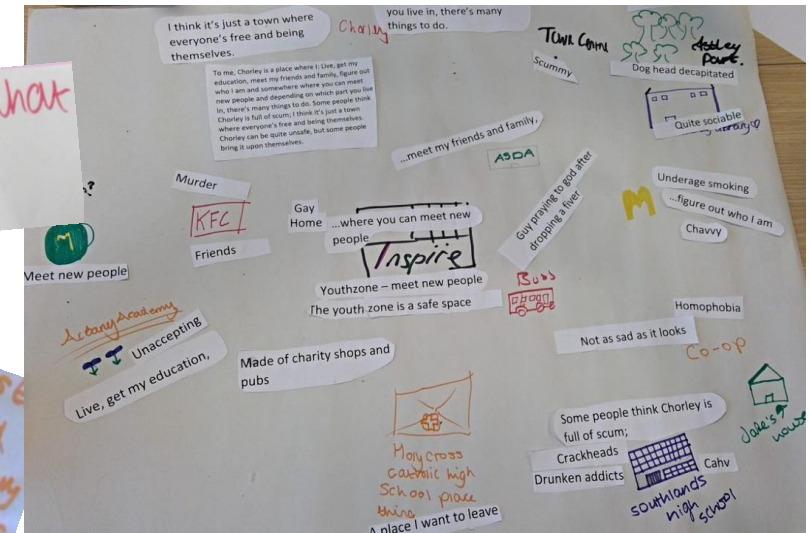
## Exploring young people's stories of education and engagement

- Arts based methods to research **with** young people, co-constructing the ups and downs of education journeys through school, college and into adulthood
- 29 young people recruited from NCOP areas (where achievement of 5 GCSEs is good but low levels of progression to HE)



Talk to us, and find out what we're really like.

...better behaved and more about their learning. Many people mention Knives and Stabbings. People saying they carry knives. There's also a lot of underage Vaping and drug use in certain rough areas.



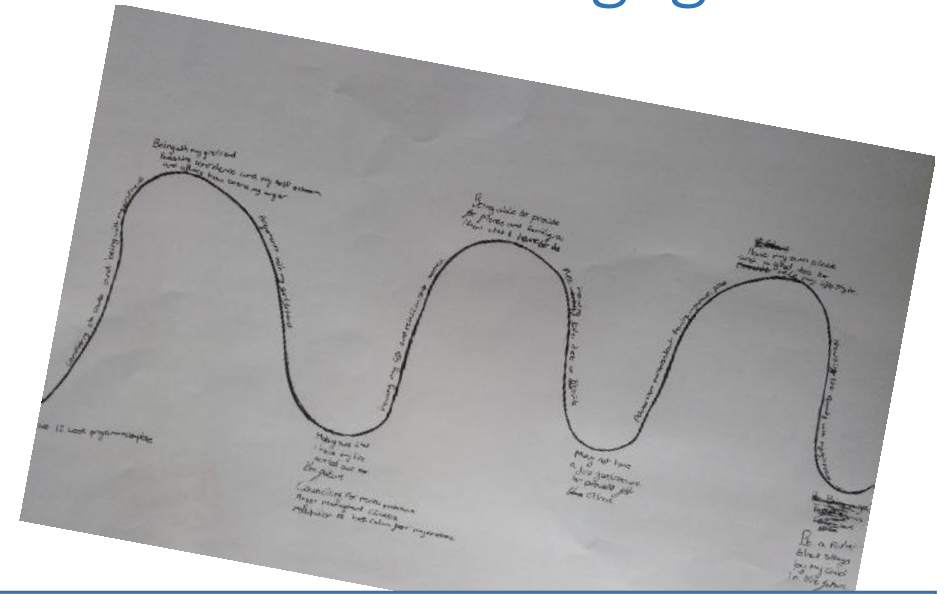


# Re-writing the future:

## Exploring young people's stories of education and engagement

- **Aim:** identify specific barriers and enablers of continued educational engagement for young people who may not normally access further or higher education
- **Emerging themes:** (mis)information and knowledge; relationships: role models, social life, in schools; dominant constructs of education and students; financial considerations; place.

.....**Consistency**



Schools should be much more motivating.  
Tell us what we **can** do instead of  
constantly telling us what we can't.  
Schools should help you  
**find the things you can do.**

# Complex lives

Our methods acknowledge the complex relationships among different aspects of young people's lives

- Health
- Education
- Employment
- Social inclusion

To understand these we need to recognise all the complex inter-related layers that make up young people's lives....'the onion!'



He has always had faith in me,  
and always helped with things  
that have needed to be answered  
I have always been included with  
conversations with him and he's  
just really funny & witty.



# Children Leading on Reading:

Encouraging reading for pleasure and empowerment with disadvantaged families in Burnley

- **Aim:** Investigate children's agency in choosing books (outside school), when to read and in creating spaces for reading for pleasure and empowerment, to identify enablers and constraints to their participation.
- **Outcomes:** social and emotional well-being, positive intra- and intergenerational relationships, social and cultural capital, knowledge about the world (*The Reading Agency, 2015*).
- **Attitudes and roles of adults are critical:** motivation to co-create spaces, actions within these spaces, control on resources.



# Children Leading on Reading:

## Encouraging reading for pleasure and empowerment





# Young people respond to our methods

- 'Getting to know each other well enough to get our points across'
- 'I don't normally like this kind of stuff but I like this one because you're going to come and do something and meet new people and stuff like that'
- 'More a leader than a boss – Deb joined in with all the activities'
- 'We have all been able to contribute'
- 'I've changed my mind, I like this it's interesting ... like I've just realised how many stories I've got'

# Impact of arts-based participatory research

- “I think I've developed amazingly. It hasn't just like made me have fun, it's actually improved who I am” (Young person with autism).
- “Individual impact on young people has been significant with all participants showing an increase in self-confidence and social and interaction skills - and at best 3 young people visited Japan and Canada and talked confidently with groups about their role as young researchers and the importance of having their voices heard” (Debbie Nolan-Plunkett, Barnardo's Children's Services Manager).
- “The story [about coping with autism in school] was a godsend for helping a child to see humour and positivity in her situation” (mental health social worker)