



Research and Action  
for Emancipatory Policies  
for Youth

# GUIDELINES



# 1. PREREQUISITES AND ETHICAL/POLITICAL PURPOSES

**This project is intended to help emancipate young people by offering them the means and skills to be actors and authors of policy that impacts them.**

For two years we used existing tools to set up an action-research methodology and tools for its use; that methodology was designed to be easily appropriated by professionals working with young people and the young people themselves, so that they could conceive new practices and/or influence public policy and practice.

The goal was not to propose activities for young people but to help them develop an analytical, critical, and constructive view of the society around them, and then work to improve it.

We are not focused on young people's problems; we consider them capable of carrying out any action-research they undertake, whatever their history, age, or situation, and our experimentation proved this once again. The participation of young people, and publicity around it, are essential prerequisites for the success of this project, but by definition that participation will be fluid and variable, and its continuity must be ensured even during gaps. If you are trying to implement a participatory approach with children and/or young people, it is important to answer the following questions: What does it mean to co-construct with youth? What are the implications for participatory practice? How do you initiate a participatory process and to what end? Under

what conditions will young people participate? Answering those questions will also lead you to a host of reading materials and teaching aids.

Take the time to appropriate our methodology and make any adjustments needed so that it matches different ages, degrees of familiarity with this type of work, and writing skills. Any tweak that makes it easier for young people is welcome! Just one proviso: we mean tweaks to help you reach your objectives, not extreme simplification or skipping important steps that seem too complex at first glance!



## 2. METHODOLOGICAL ELEMENTS FOR DATA COLLECTION

Data collection will happen at various stages in the action-research, from exploration (step 2) to evaluation (all the data collected throughout the process help in evaluation in step 6). Whenever it is collected, it is important to take the time to think about it before jumping in. You need to clarify:

1. What information you need to gather (i.e. what questions do you need answers to?).
2. What strategy will be followed to gather information: choosing appropriate methodologies and identifying pertinent resources.

Avoid choosing a methodology according to one's personal preferences, or prejudices about certain methods ("statistical studies are too complicated" vs "qualitative methodologies like interviews aren't objective, you need numbers to be scientific"). The questions the group has identified should determine the methodology you follow, so that getting the best answers to those questions is the basis for choosing methods. But material considerations are also important, like having enough expertise or the possibility of accessing outside resources to implement some methodologies. If you don't have those resources, the questions may have to be reviewed so that information can be collected to meet your needs. It is often a good idea to use several methodologies, which will open the door to different points of view or angles on a question. Finally, make sure you customise your investigation techniques and tools to the target audience: children, teenagers, or adults, with or without reading and writing skills, etc.

To help you choose and implement a methodological strategy, a chart is provided below of data collection methods<sup>1</sup> with two types of links for each:

- links to help master the deliverables, goals, and reminders in the method (mainly referring back to the literature);
- links to tools for implementation of the methods (information sheet, user's manual, guidelines). If you want to dive further into these questions of methodology in the social sciences, here are some works in French on the subject, along with two reference manuals specifically on enquiries involving children:

- Albarello, L. (2015, 4th ed.). Apprendre à chercher (Learn to research). Brussels: De Boeck.
- Amsellem-Mainguy, Y., & Vuattoux, A. (2018). Enquêter sur la jeunesse (Surveys with young people). Paris: Armand Colin
- Danic, I., Delalande, J., & Rayou, P. (2006). Enquêter auprès d'enfants et de jeunes (Surveys with children and young people). Rennes: Presses Universitaires de Rennes.
- Paugam, S. (2012). L'enquête sociologique (Enquiries in sociology). PUF.
- Van Campenhoudt, L., Marquet, J., & Quivy, R. (2017). Manuel de recherche en sciences sociales (Manual for Research in the Social Sciences). Dunod.

Finally, in the exploration step (step 2), remember that before you start collecting new data, it is always useful to find out what is already known about the subject: results of projects and research on topics similar to the one you're interested in, statistics and institutional data, and so on. Gather all the information you can, rating its reliability and assimilating and organising it as you go.



1. This list is by no means exhaustive: these are the most commonly used methods. The reader is encouraged to seek out and take advantage of other methodologies that seem appropriate for his or her project.

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<p><b>SURVEYS</b></p>	<p>This type of tool can be used to gather lots of data in a short time by posing a certain number of questions to a large sample set. Questions can be closed, semi-open or open. It is faster and easier to process responses to closed questions, but the information will be more limited.</p> <p>Obviously, your results will only be valid if the survey is carefully prepared and the sample set is representative of the target. A survey can be done online (free survey makers exist) or on paper.</p>	<ul style="list-style-type: none"> <li>De Singly, F. (2005). L'Enquête et ses méthodes: le questionnaire (Surveys and methods: the questionnaire). Paris: Armand Colin.</li> </ul>	<p><b>OEJAJ:</b> « Comment interroger de jeunes enfants (5-8 ans) par questionnaire ?» Réalisation d'enquêtes quantitatives auprès de jeunes enfants (How to survey young children (5-8 years): Carrying out quantitative surveys with young children).</p> <p><a href="https://oejaj.cfwb.be/fileadmin/sites/oejaj/uploads/Hors_PublicationsTravaux/Documents/CIDE/Participation_des_enfants_en_FWB/outils_pratiques/Vade-mecum.pdf">https://oejaj.cfwb.be/fileadmin/sites/oejaj/uploads/Hors_PublicationsTravaux/Documents/CIDE/Participation_des_enfants_en_FWB/outils_pratiques/Vade-mecum.pdf</a></p> <p><b>APSN:</b> work sheet presenting references, advice and examples in doing a survey, downloadable from:</p> <p><a href="https://www.diagnostic-territoire.org/documentation/parole-des-acteurs">https://www.diagnostic-territoire.org/documentation/parole-des-acteurs</a> (1-le questionnaire)</p>

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<p><b>INTERVIEWS</b></p>	<p>Interviews are another way to gather data, by talking to people involved in the topic addressed in the research question.</p> <p>Interviews can be structured, semi-structured or unstructured. How structured your survey is depends on how rigorous the questions are. The more structured the interview, the easier it will be to compare the data from different participants, but with less structure you have the possibility of new ideas cropping up during your conversation with the interviewee.</p>	<ul style="list-style-type: none"> <li>• Kaufmann, J.-C. (2007). L'entretien compréhensif (2<sup>ème</sup> éd.) (The comprehensive survey, 2<sup>nd</sup> edition). Paris: Armand Colin.</li> <li>• Blanchet, A., &amp; Gotman, A. (2010). L'Enquête et ses méthodes : L'entretien (2<sup>ème</sup> éd.) (Surveys and methods: the interview, 2<sup>nd</sup> edition). Paris: Armand Colin.</li> </ul>	<p><b>APSN:</b> work sheet presenting references, advice and examples in doing interviews, downloadable from: <a href="https://www.diagnostic-territoire.org/documentation/parole-des-acteurs-(2-le-questionnaire)">https://www.diagnostic-territoire.org/documentation/parole-des-acteurs-(2-le-questionnaire)</a></p> <p><b>Graine Guyane:</b> « Des outils d'animation pour mettre en place la participation » (Tools to achieve participation) &gt; Fiche-outil n°7 (l'entretien semi-directif) (Work sheet 7, the semi-structured interview): <a href="https://graineguyane.org/wp-content/uploads/2017/09/Partie_3-Des-outils-d-animation-pour-mettre-en-oeuvre-la-participation-1.pdf">https://graineguyane.org/wp-content/uploads/2017/09/Partie_3-Des-outils-d-animation-pour-mettre-en-oeuvre-la-participation-1.pdf</a></p> <p><b>ESOMAR:</b> "Interviewing children and young people": <a href="https://ana.esomar.org/documents/interviewing-children-and-young-people">https://ana.esomar.org/documents/interviewing-children-and-young-people</a></p>

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<p><b>FOCUS GROUP</b></p>	<p>Focus groups are open group discussions that are organised to understand a topic or a series of questions in relation to your research. The basic principle is that the researcher explicitly uses the interaction between participants as both a means to gather data and a focal point in the analysis.</p> <p>Source: Kitzinger, Markova, Kalampalikis (2004)</p>	<ul style="list-style-type: none"> <li>Guillemette, F., Luckerhoff, J., &amp; Baribeau, C. (dir.). (2010). Recherches qualitatives. Entretiens de groupe : concepts, usages et ancrages I (Qualitative research. Group discussions: concepts, practice, and foundations), Association pour la recherche qualitative, 1, vol. 29. <a href="http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero29(1)/numero_complet_29(1).pdf">http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero29(1)/numero_complet_29(1).pdf</a></li> <li>Guillemette, F., Luckerhoff, J., &amp; Baribeau, C. (dir.) (2011). Recherches qualitatives. Entretiens de groupe : concepts, usages et ancrages II (Qualitative research. Group discussions: concepts, practice, and foundations), Association pour la recherche qualitative, 3, vol 29. <a href="http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero29(3)/numero_complet_29(3).pdf">http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero29(3)/numero_complet_29(3).pdf</a></li> <li>Duchesne, S., &amp; Haegel, F. (2004). L'enquête et ses méthodes : les entretiens collectifs (Surveying and methods for it: group interviews). Paris : Nathan.</li> <li>Jenny Kitzinger, Ivana Markova, Nikos Kalampalikis. Qu'est-ce que les focus groups? (What are focus groups?). Bulletin de psychologie, 2004, 57 ((3)), pp.237-243.</li> </ul>	<p><b>HETS-FR:</b> « le focus group » fiche-outil (work sheet “focus groups”):</p> <p><a href="https://recherche-action.ch/boite-a-outils/PublishingImages/Pages/Bo%20a%20outils/Fiche_Presentation_EntretienCollectif.pdf">https://recherche-action.ch/boite-a-outils/PublishingImages/Pages/Bo%20a%20outils/Fiche_Presentation_EntretienCollectif.pdf</a></p> <p><b>Graine Guyane:</b> « Des outils d’animation pour mettre en place la participation » (Tools to achieve participation) Fiche-outil n°12 (les focus groups) (Work sheet 12 Focus groups):</p> <p><a href="https://graineguyane.org/wp-content/uploads/2017/09/Partie_3-Des-outils-d-animation-pour-mettre-en-oeuvre-la-participation-1.pdf">https://graineguyane.org/wp-content/uploads/2017/09/Partie_3-Des-outils-d-animation-pour-mettre-en-oeuvre-la-participation-1.pdf</a></p>

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<p><b>GROUP ANALYSIS METHOD</b></p>	<p>Group analysis is a research and action method with the specific effect of directly involving the actors concerned by the problem under study throughout the research, from beginning to end.</p> <p>Its relevance in today's social context must be emphasised, especially in the three fields of social action, public policy, and development.</p> <p>Source: Van Campenhoudt, Franssen, Cantelli (2009)</p>	<ul style="list-style-type: none"> <li>LA MAG en 20 minutes (Group Analysis Method in 20 minutes): <a href="https://www.reseaumag.be/Audio-LA-MAG-en-20-minutes-https">https://www.reseaumag.be/Audio-LA-MAG-en-20-minutes-https</a></li> <li>Van Campenhoudt L., Chaumont J-M., &amp; Franssen A. (2005). La méthode d'analyse en groupe. Applications aux phénomènes sociaux (Group analysis method. Applications to social phenomena). Paris : Dunod.</li> <li><a href="https://reseausi.be/">https://reseausi.be/</a></li> <li>Luc Van Campenhoudt, Abraham Franssen et Fabrizio Cantelli, « La méthode d'analyse en groupe » (Group analysis method), Sociologies [En ligne], Théories et recherches, mis en ligne le 05 novembre 2009, consulté le 13 décembre 2022. URL : <a href="http://journals.openedition.org/sociologies/2968">http://journals.openedition.org/sociologies/2968</a> ; DOI : <a href="https://doi.org/10.4000/sociologies.296">https://doi.org/10.4000/sociologies.296</a></li> </ul>	

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<p><b>OBSERVATION</b></p>	<p>A phenomenon can be observed as it occurs spontaneously in its actual environment or in the “lab”. For a researcher, this can mean describing all the aspects of a situation without trying to influence them (systematic observation), or joining a particular group to gain an understanding of how it works from the inside (participant observation).</p>	<ul style="list-style-type: none"> <li>• Arborio A.-M., &amp; Fournier P. (2005). L'Enquête et ses méthodes: l'observation directe (Surveys and methods: direct observation). Paris: Armand Colin.</li> <li>• Godefroid, J. (2008). Psychologie – Science humaine et science cognitive (3<sup>ème</sup> éd.) (Psychology – Human science and cognitive science), p. 98. Brussels: De Boeck.</li> </ul>	<p><b>APSN:</b> fiches outils proposant des grilles d'observation – à télécharger à partir du site (work sheets with grids for observation, downloadable from):</p> <p><a href="https://www.diagnostic-territoire.org/documentation/observations-de-terrain (3-grilles d'observations)">https://www.diagnostic-territoire.org/documentation/observations-de-terrain (3-grilles d'observations)</a></p>

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<p><b>DIAGNOSTICS BY WALKING AROUND<sup>3</sup></b></p>			<p><b>APSN:</b> « Le diagnostic en marchant » &gt; fiche-outils proposant un tutoriel illustré – à télécharger à partir du site (work sheet presenting an illustrated tutorial, downloadable from):</p> <p><a href="https://www.diagnostic-territoire.org/documentation/observations-de-terrain">https://www.diagnostic-territoire.org/documentation/observations-de-terrain</a></p> <p><b>Graine Guyane:</b> « Des outils d’animation pour mettre en place la participation » (Tools to achieve participation) &gt; Fiche-outil n°11 (le diagnostic en marchant) (Work sheet 11 Diagnostics by walking around):</p> <p><a href="https://graineguyane.org/wp-content/uploads/2017/09/Partie_3-Des-outils-d-animation-pour-mettre-en-oeuvre-la-participation-1.pdf">https://graineguyane.org/wp-content/uploads/2017/09/Partie_3-Des-outils-d-animation-pour-mettre-en-oeuvre-la-participation-1.pdf</a></p>

3. This consists of walking around an area with different actors (residents, professionals, elected officials, etc.) to discover its strengths and weaknesses and come up with proposals to improve it. Source: <https://www.diagnostic-territoire.org/documentation/observations-de-terrain> (fiche-outil-2 : « le diagnostic en marchant »)

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<b>REVIEW OF LITERATURE/ EXPLOITING EXISTING DATA</b>			