



Listening to young people to improve education and increase their agency

Écouter les jeunes pour améliorer l'éducation et accroître leur agentivité



IMPROVING EDUCATION FOR A
MORE EQUITABLE WORLD
CIES 2023 · February 14-22



Research Questions

1. What components of agency are most important to adolescent girls and boys?
2. How does agency influence adolescent girls' and boys' participation in primary education?
3. How does adolescent girls' and boys' participation in primary education influence their agency?
4. How does the relationship between agency and experiences of primary education in conflict-affected settings differ between adolescent girls and boys?



The 3 Phases of PREAM

Les 3 Phases de PREAM



1

Ateliers de
recherche
visuelle
participative
avec 120
adolescents



2

Enquête
auprès de
1000
adolescents



3

Présentation
des oeuvres

Ateliers avec
des adultes et
des jeunes

Overview



Paper 1: Prof. Claudia Mitchell & Dr. Kattie Lussier - McGill

Listening to research participants in times of crisis: The methodological implications of using Q² with youth in conflict zones.

Paper 2: Dr. Moriké Dembele & Dr. Mamadou Dia - ULSHB

The Malian crisis through the eyes of youth in Mopti: How do children talk about their experiences of the security crisis?

Paper 3: Dr. Seydou Loua & Dr. Fatoumata Keita - ULSHB

Listening to adolescents from Ségou and Mopti: What are they communicating about education and agency?

Paper 4: Prof. Idrissa Soïba Traoré - ULSHB

School as a bulwark against the conscription of pupils; an analysis of learners' logics.



Paper 1

Listening to research participants
in times of crisis: The
methodological implications of
using Q² with youth in conflict
zones.

Communication 1

Écouter les participants de recherche
en temps de crise: Implications
méthodologiques de l'utilisation des
Q² auprès des jeunes en zones de
conflit.

Prof. Claudia Mitchell
Université McGill

Dr Kattie Lussier
Université McGill

PREAM

**Projet de recherche participative
sur l'éducation et l'agentivité au Mali**



Aperçu de la présentation

Partie 1:

- Pourquoi écouter les jeunes en temps de crise?
- Implications méthodologiques de la recherche en zones de conflits
- Utiliser les méthodes visuelles participatives avec des adolescent(e)s en zones de conflit
- Amplifier la voix des jeunes: l'importance des invitations à dessiner et à faire des cellphlms

Partie 2:

- Demander plus des enquêtes: Développer des questionnaires à partir de données MVP
- Combiner les données visuelles et participatives: promesses et défis
- Voix et agentivité en recherche Q2 – Leçons de PREAM
- Utiliser la recherche Q2 pour aider les acteurs de l'éducation à écouter les jeunes

Pourquoi écouter les adolescent(e)s en temps de crise?

- Ils ont une perspective unique
- Leur point de vue est rarement sollicité
- Leurs expériences sont riches d'enseignement
- Ils veulent qu'on les écoute
- Ils ont leur propre vision du futur qui diffère de celle des adultes



Les implications méthodologiques de la recherche en zones de conflit

- L'échantillonnage et la programmation doivent tenir compte de la sécurité des chercheurs et des participants
- Le temps alloué aux activités doit être adapté et maximisé (mesures sanitaires – retards – autorisations parentales le jour même)
- Les méthodes doivent tenir compte des traumatismes potentiels des participants
- Les rencontres doivent se tenir dans des lieux sûrs
- Importance de la collaboration des autorités éducatives locales
- La flexibilité des équipes est primordiale, car la situation sécuritaire peut changer à tout moment

Utiliser des méthodes visuelles participatives avec des adolescent(e)s en zones de conflit

- Permet aux jeunes de s'exprimer librement et de se sentir écoutés;
- Fais place aux histoires que les jeunes veulent communiquer;
- Permet l'expression d'émotions au delà des mots;
- Laisse place à la créativité;
- Laisse place au travail d'équipe et aux échanges;
- Comporte un aspect ludique et innovant.



Amplifier la voix des jeunes marginalisés dans PREAM: Importance et défis liés aux invitations à dessiner à faire des cellphfilms

- Les invitations ou « prompts » influencent les œuvres créées
- Aucune invitation n'est parfaite
- Le concept d'agentivité est abstrait et peut être compris de différentes manières
- Traduire le concept d'agentivité est complexe
 - Discussions avec des spécialistes des langues nationales
 - Recours à des interprètes
 - Essai des invitations lors du pilotage des méthodes

INVITATION À DESSINER

DRAWING PROMPT



À quoi ressemble s'aider soi-même?
Fais un dessin

What does helping oneself looks like?
Make a drawing



INVITATION À PRODUIRE DES CELLPHILMS CELLPHILMS PROMPT

**Vous allez créer des cellphils sur avoir la capacité
d'agir et de s'aider soi-même ou ne pas avoir la
capacité d'agir et de s'aider soi-même.**

**You will create cellphils on having the capacity to act
and help yourself or not having the capacity to act and help
yourself.**

Participants de PREAM

Ateliers PVM			
Participants	SÉGOU	MOPTI	TOTAL
Garçons	30	30	60
Filles	30	30	60
Total	60	60	120

Enquête			
Participants	SÉGOU	MOPTI	TOTAL
Garçons	300	256	556
Filles	200	245	445
Total	500	501	1001

Données

- 23 cellfilms
- 120 dessins
- Transcription des discussions de 6 ateliers
- 1001 questionnaires



Demander plus des enquêtes

Développer des questionnaires à partir des données MVP

- Développer des questionnaires qui explorent les perspectives des jeunes
- Facilite le choix des mots et la traduction
- Permet l'usage de plus de questions ouvertes
 - Idée de la manière dont la question sera comprise
 - Grand choix de catégories de codage
 - Usage de tablettes pour quantifier les réponses instantanément
- Poser des questions plus alignées aux priorités des jeunes

Combiner les données qualitatives et quantitatives

Promesses et Défis

PROMESSES

- Fournis à la fois la profondeur et l'étendue des données
- Support mutuel à l'interprétation des données
- Informations plus riches et significatives
- Variété d'options pour présenter les résultats

DÉFIS

- Les données visuelles peuvent être interprétées différemment par différents acteurs
- Complémentarité des points de vue pas nécessairement continuité
- Faire le parallèle entre les sources de données requiert une ouverture d'esprit



Leçons de PREAM



- L'agentivité est un concept plus facile à communiquer par des exemples que par des explications;
- L'agentivité peut se mettre en œuvre à travers des activités de recherche;
- La recherche Q2 permet de combiner différents modes d'expression et de rejoindre des jeunes qui communiquent moins bien verbalement;
- La recherche Q2 en contexte de crise requiert une bonne planification et de la flexibilité de la part des différents acteurs.

Utiliser la recherche Q2 pour aider les acteurs de l'éducation à écouter les jeunes

- Combiner les statistiques avec les citations et les productions visuelles facilite la transmission du message
- Permet de surmonter les barrières épistémologiques
- Rejoint un auditoire plus vaste
- Permet aux jeunes de se sentir inclus dans le message
- Les méthodes visuelles permettent aux jeunes de transmettre leurs messages directement





Paper 2

The Malian crisis through the eyes of youth in Mopti: How do children talk about their experiences of the security crisis?

Communication 2

La crise malienne sous le regard des jeunes de Mopti: Comment les enfants racontent-ils la crise sécuritaire?

Dr Moriké Dembelle

Dr Mamadou Dia

Université des Lettres et Sciences Humaines de Bamako

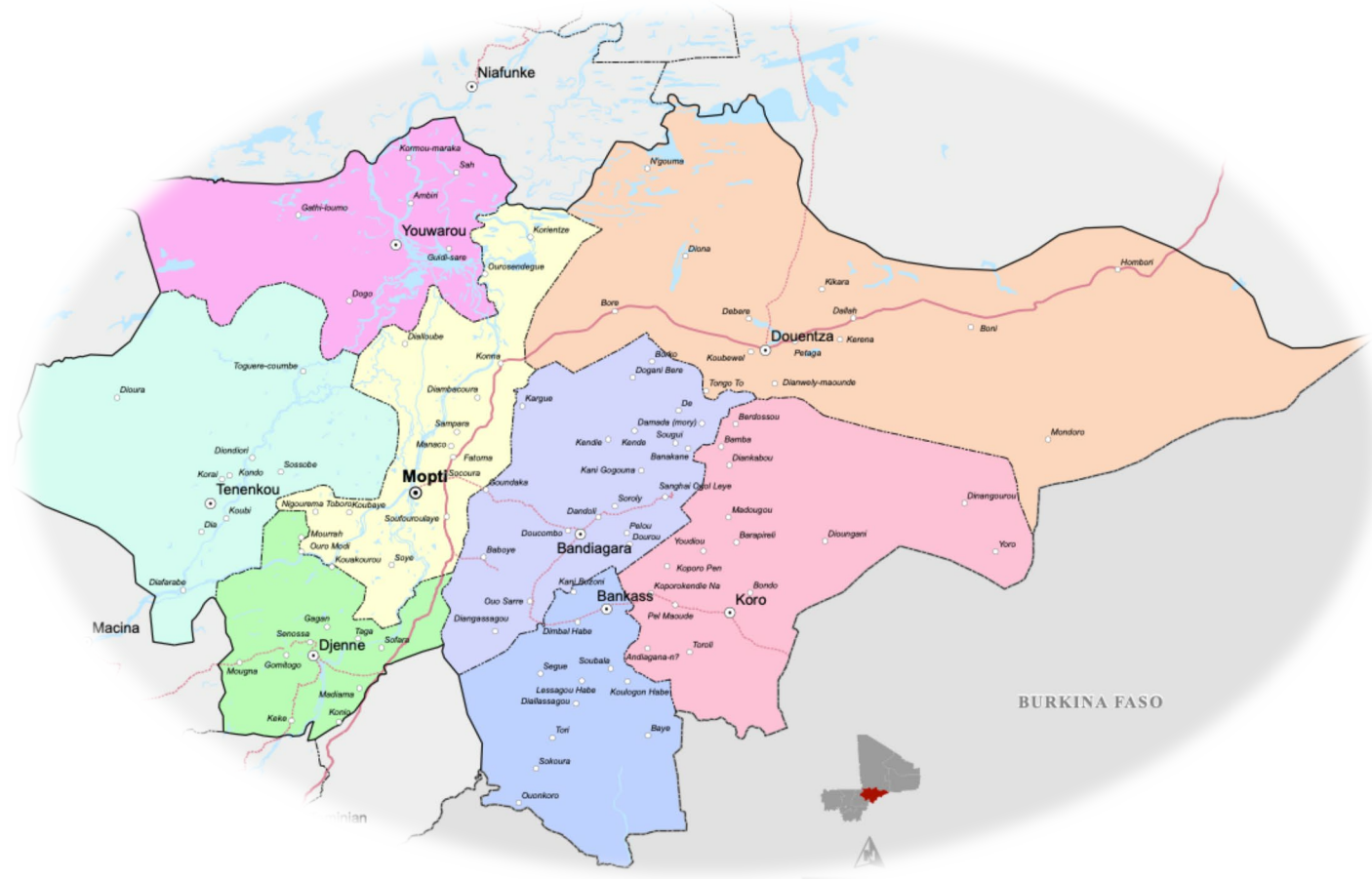
PREAM

Projet de recherche participative sur l'éducation et l'agentivité au Mali



Communication Plan

- Introduction
- Expressions of the security crisis : the words to say it
- Conclusion



INTRODUCTION

- A profound and multi-dimensional crisis since 2012
- Mopti at the heart of the crisis: intercommunity conflict
- Children and young people take part actively, and differently, in the crisis and they express it through diverse registers

INTRODUCTION

- **This communication deciphers the way children and young people talk about a crisis in which they are often **marginal, voiceless and unheard** actors**

It describes:



Methodology built on three pillars :

- An inductive approach, based on scriptural expression and the imaginary imbedded in the creation of cellfilms.
- A survey conducted with care to report on the crisis as seen by children and young people : **the words to say it**
- A cross analyses of informations and sources to make sense of the data

RESULTS



What are children saying in their drawings?

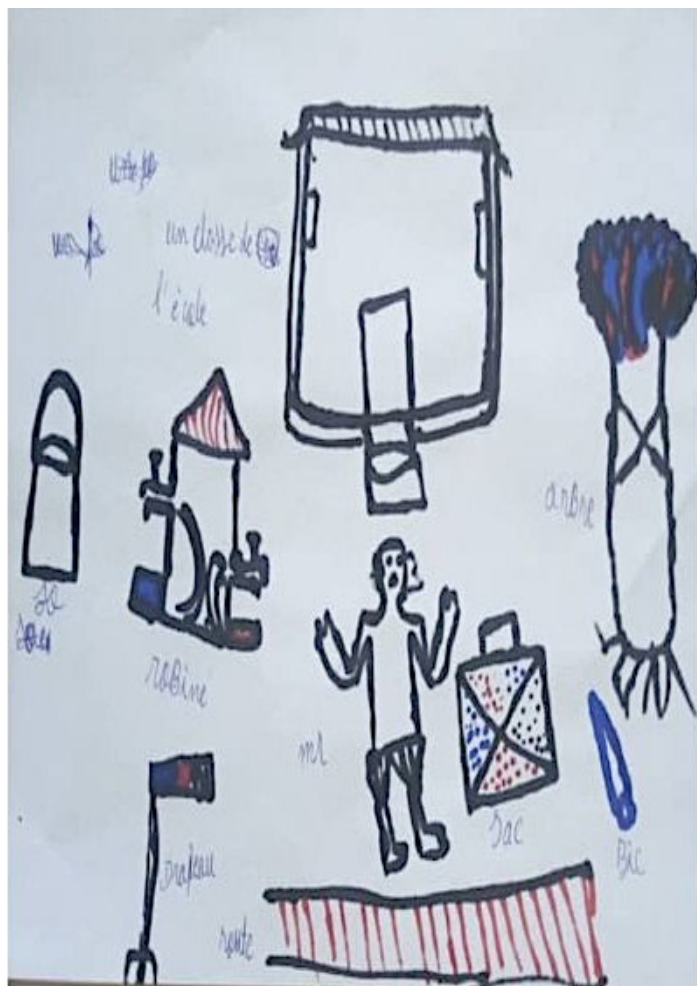
Three main themes are covered in the drawings

 **School**

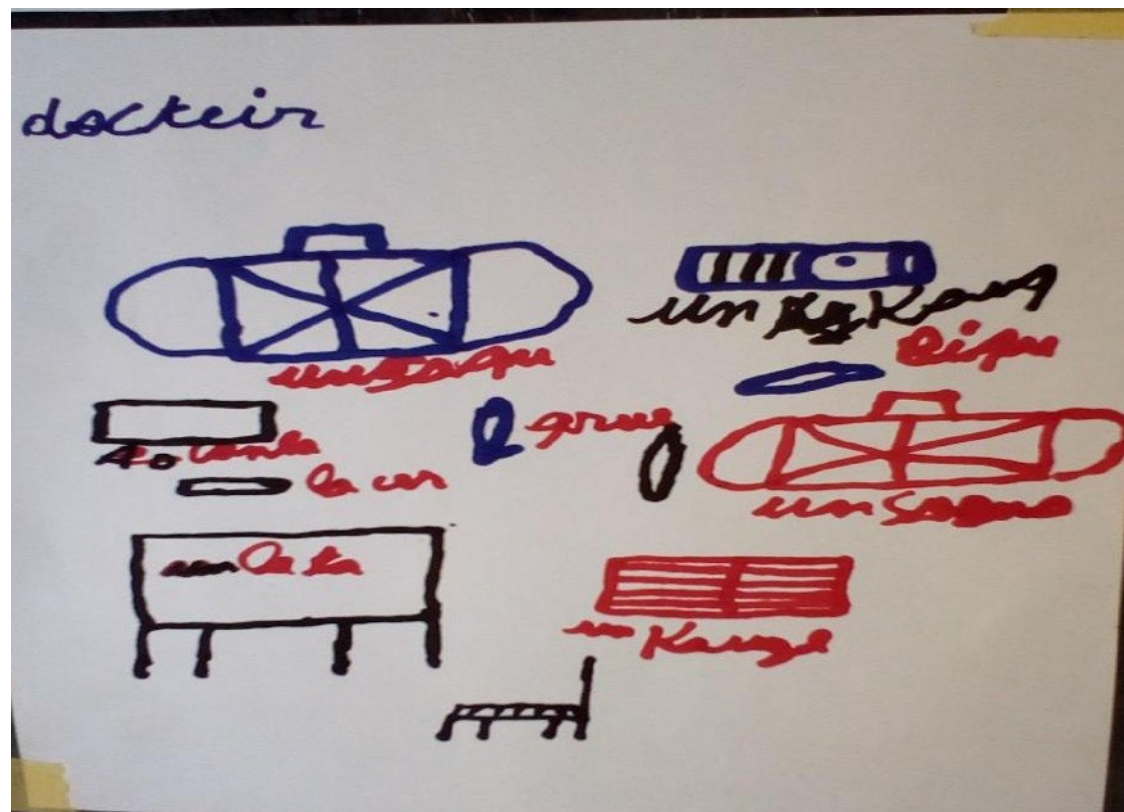
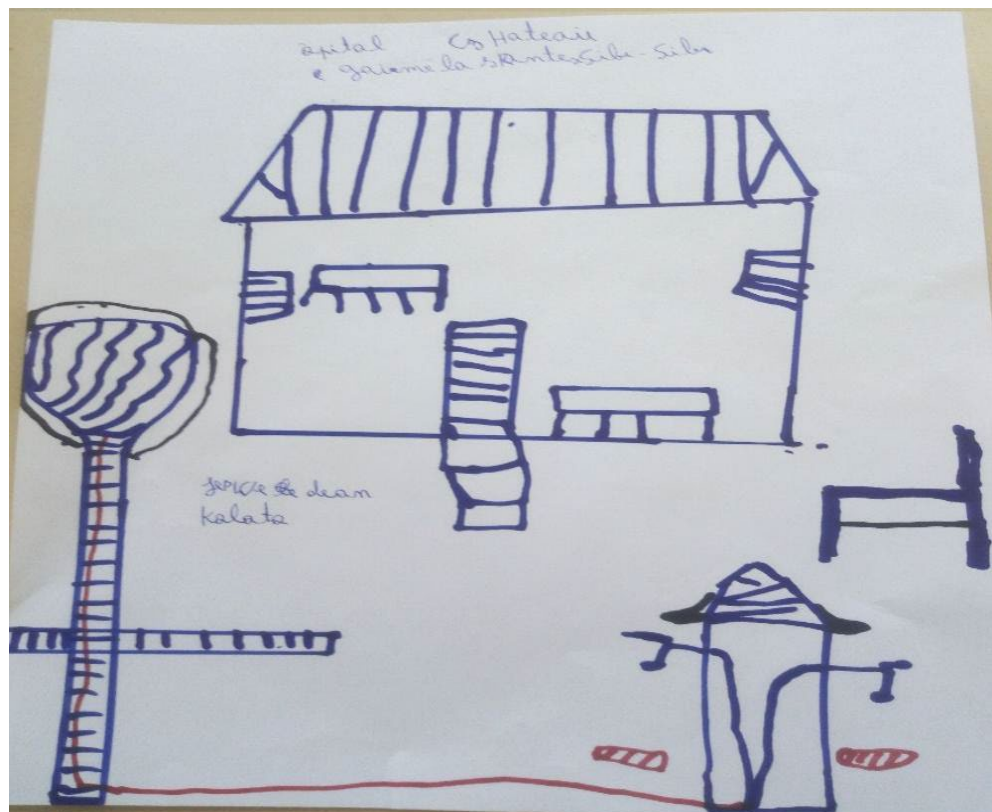
 **Health**

 **Water**

School



Health Centre



Water tower



What are children saying in their drawings?

**The drawings represent three sectors of activities that punctuate their daily lives:
School, Water, Health**

These three sectors are threatened by the security crisis

- ❑ Several schools are closed due to insecurity and lack of teachers
- ❑ The NGOs who took care of building and maintaining wells have left. The fields of onions, main agricultural activity, are struggling
- ❑ Some health centers are also closed for lack of health workers and support to the health sectors (NGOs/ associations)

The implicit expression of the security crisis

Children are not communicating the security crisis directly.

They experience it in a collateral manner.

The crisis is felt through its effects that threaten their existence.

They refer to it implicitly.



**Services are significantly reduced
and undermined**

What are children saying in informal conversations?

Children talk about the security crisis

- By indirect discourse, through an intermediary, echoing surrounding discourses:
 - People say...
 - They talk about bad people able to kidnap children, to hurt them
 - Masqued people in motorbikes
 - Strangers, dangerous people who cut the road
- Use of neutral pronouns « On dit que... »

The use of neutral pronouns

- **Distanciate themselves from the words they convey**
- *On dit que...*
- *Ils disent que*

Conclusion

- **Although the crisis is broadcasted through media and related by humanitarian actors not all zones experience it in the same way.**
- **If children experience the collateral effects of the crisis in Sibi Sibi, Dandoli and Soroly, they express it through indirect discourse**





Paper 3

Listening to adolescents from
Ségou and Mopti: What are
they communicating about
education and agency?

Communication 3

À l'écoute des adolescent(e)s de
Ségou et Mopti: Que
communiquent-ils à propos de
l'éducation et de l'agentivité?

Dr Seydou Loua

Dr Fatoumata Keita

Université des Lettres et Sciences
Humaines de Bamako

PREAM

Projet de recherche participative
sur l'éducation et l'agentivité au Mali



Introduction

- Since the beginning of 2012, Mali is facing a multi-dimensional crisis with an armed conflict that has reached the entire country, repeated workers' strikes, COVID-19 and international sanctions.
- Young people living in conflict areas are particularly affected by school closures and insecurity.
- It is within this context that PREAM seeks to study the relationship between agency and participation in school in zones affected by the conflict in Mali.

Initial workshops

- The PVM workshops took place in 6 localities (3 in Mopti and 3 in Ségou).
- 60 boys and 60 girls from 7th grade took part in a series of activities about agency and young people's experiences of education and life.
- These activities included group discussions, drawing, and cellfilming.

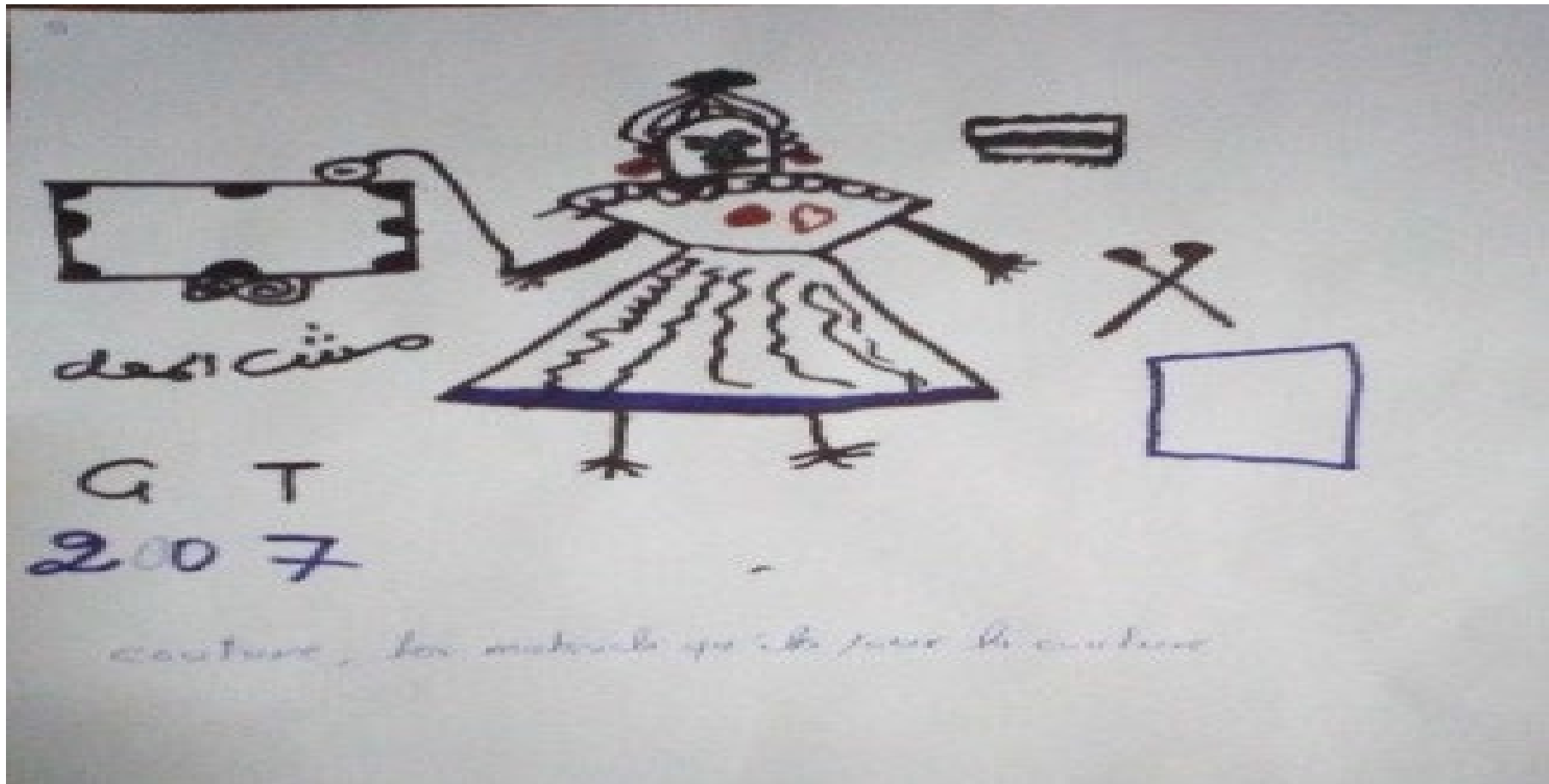




- The drawings were about animal husbandry, fishing, gardening, agriculture, sewing, army, school, social conflicts, trade...
- Regarding cellfilms, children filmed videos showing scenes of daily life, the conflict, peace, their wishes for the future, gardening and water problems...
- The participating children produced drawings and videos that related to the context of their lives

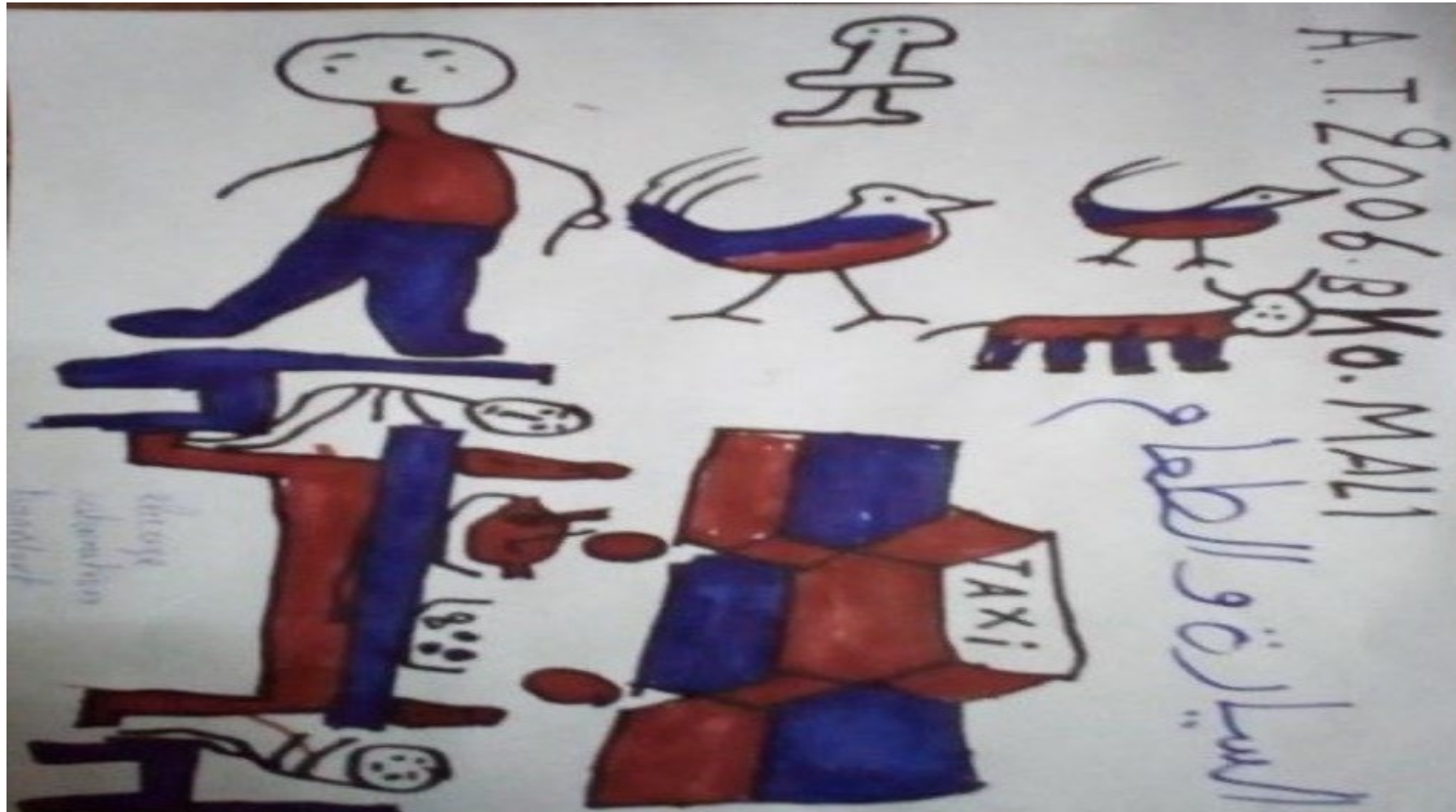
A 15 years old girl:

“When we make soap, we can sell it, with the money we can help ourself and our parents”

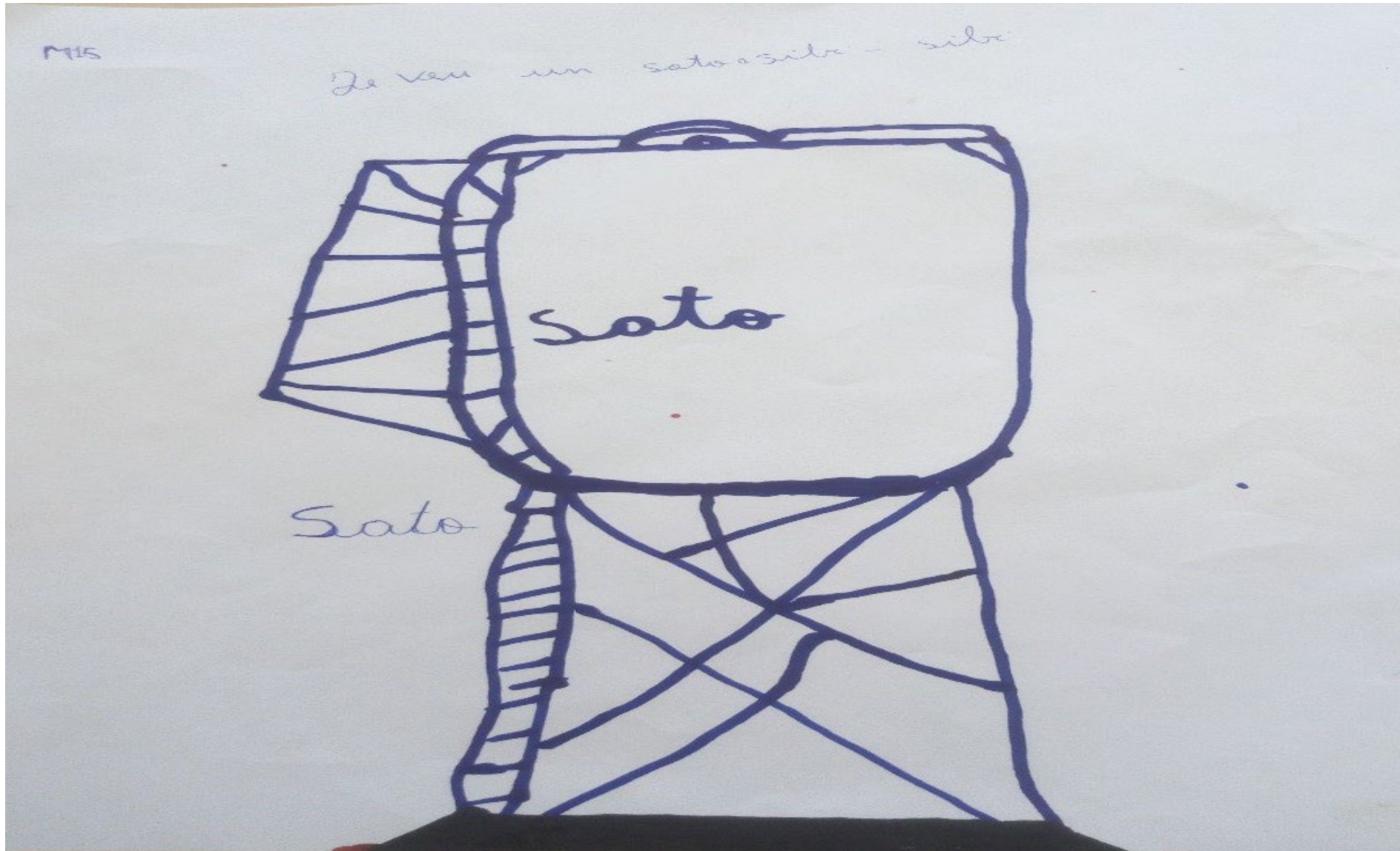


A 17 years old boy:

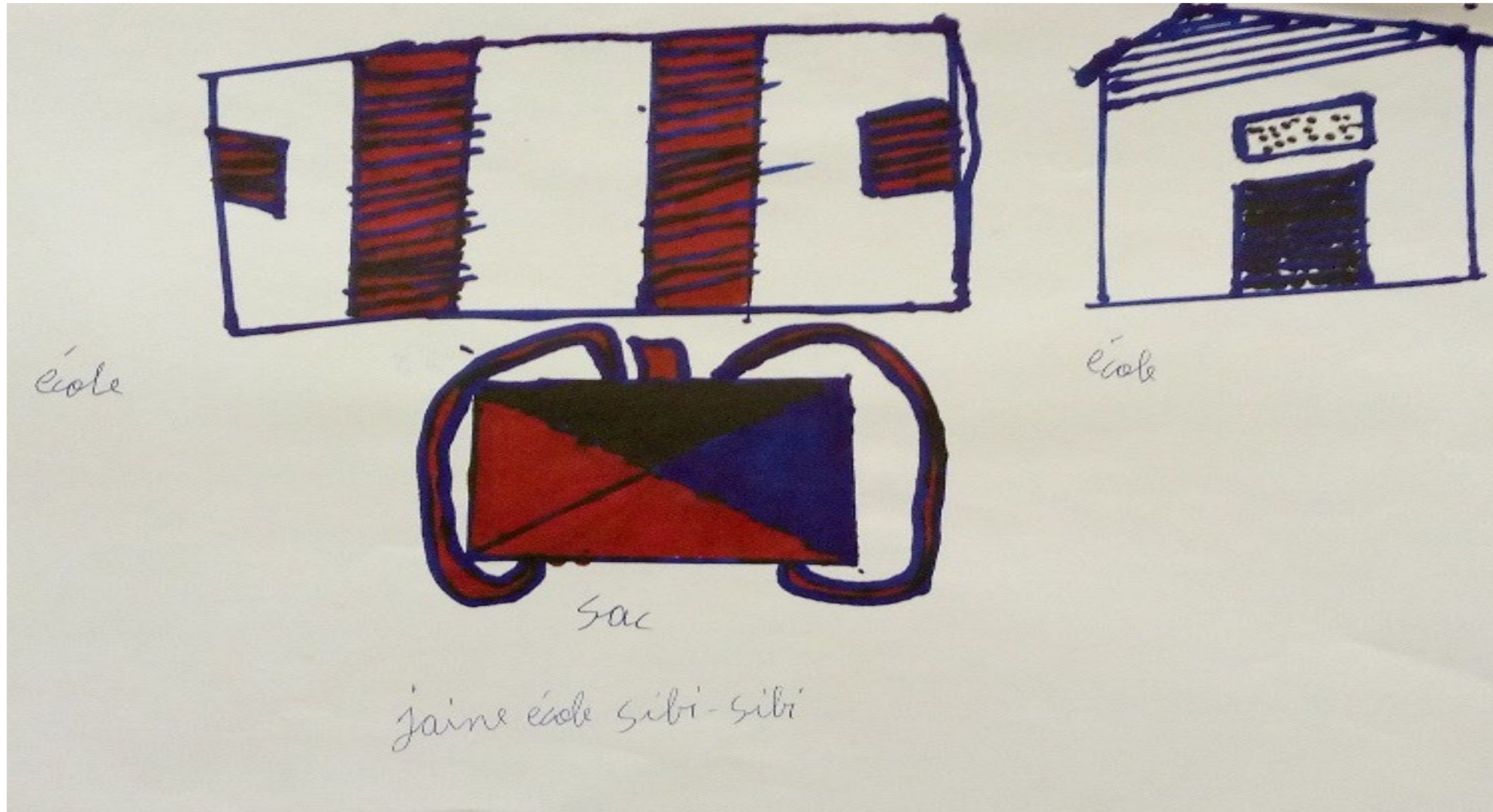
« I want to do gardening, restaurant and taxi driving to realise my dreams »



A water tower



A school





-Asalam aleykoum (que la paix soit sur vous),

Cellphilm — Boys from Markala

Survey Sample

1001 adolescents from 11 to 19 years old

556 boys and 445 girls

Average age of 15 years old

70% of respondents attended school at the moment of the survey

30% of respondents were out of school

	Segou			Mopti			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Attended school during the survey	203	155	358	169	177	346	372	332	704
Out of school but have completed some classes	26	27	53	39	35	74	65	62	127
Never attended school	71	18	89	48	33	81	119	51	170

- From the analysis of answers, we can say that schooling does not necessarily determine young people's agency since several decisions are taken by adults.
- Traditional education, which leaves little space for children to make their own choices on matters relating to their life and their future, leaves little space to develop agency.
- Children's answers show that they have ideas, life goals and plans, but that these need to be accepted and validated by adults in order to be concretised.

Conclusion

- Children endure a lot from adults.
- The traditional education of the family, which leaves little space for children's free will, invites itself at school.
- Young people are not feeling freer or more fulfilled with their teachers than they are with their families and parents.

An illustration of a classroom scene. Several students are seated at wooden desks, some looking towards the front. The background shows a window with greenery outside. The overall style is a soft, painterly illustration.

Merci!

Thank you!



Paper 4

School as a bulwark against the conscription of pupils; an analysis of learners' logics.

Communication 4
L'école, rempart à la conscription des jeunes scolaires; une analyse des logiques des apprenants

Prof. Idrissa Soïba Traoré

Université des Lettres et Sciences
Humaines de Bamako

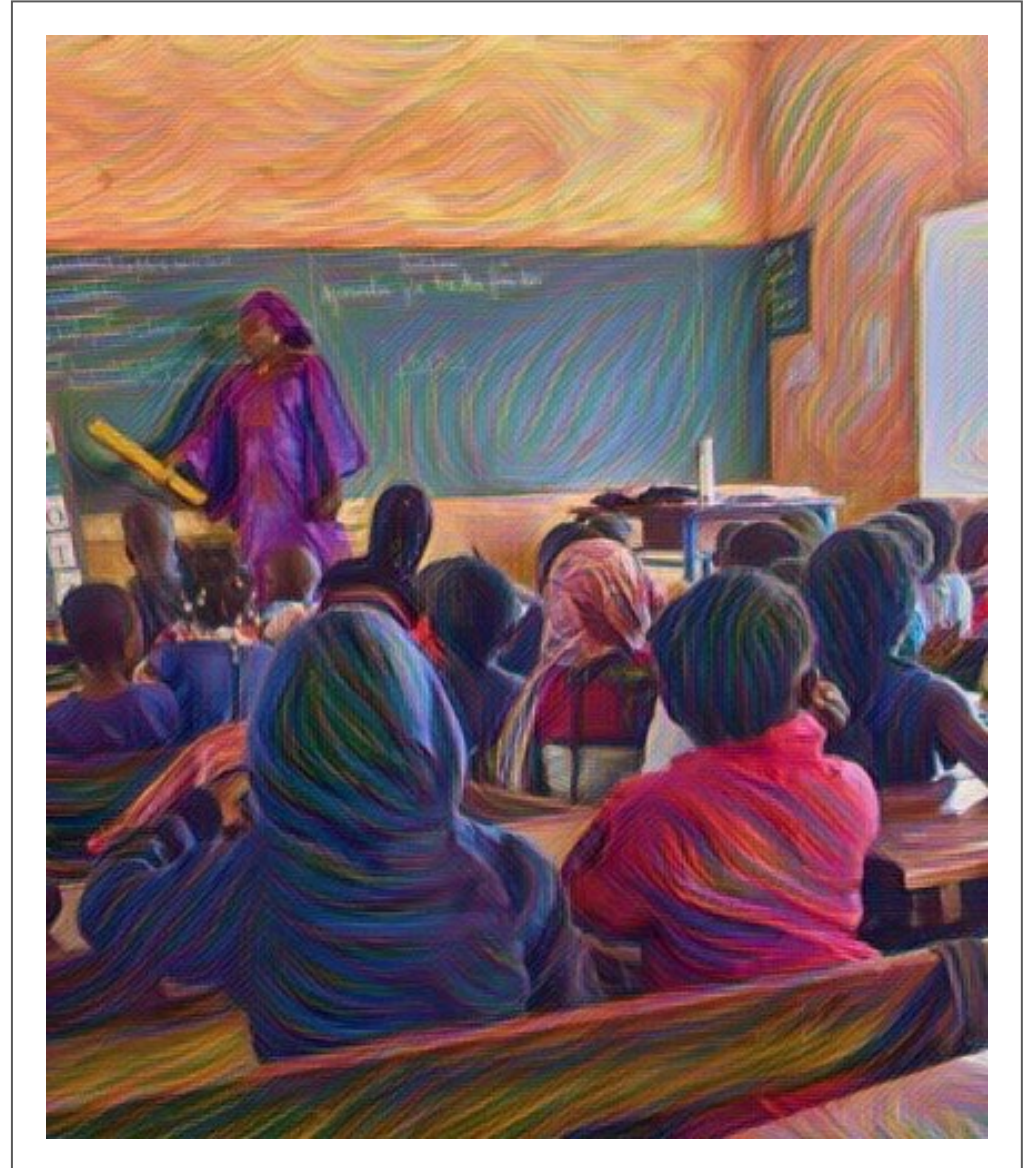
PREAM

**Projet de recherche participative
sur l'éducation et l'agentivité au Mali**



Presentation Plan

- Introduction
- Methodology
- Results
- Analysis and discussion
- Conclusion





INTRODUCTION

- Real breeding grounds for attacks to human rights and safety
- Armed fights and hostage taking as operating mode
- Ubiquity of death
- Exactions and destructions of goods
- Hecatombs

1. Methodology

- Investigations in conflict zones: Badiangara, Tessit
- Research team (lead researcher and assistant)
- Individual interviews and focus groups mainly with youths
- Informations on the security situation
- **Conducting research in such environment, where insecurity has become the everyday life of populations, requires a posture of disguise and setting the scene of the situation to investigate.**

2. Analysis and results: the learners as a victimised public grateful for the value of school

- **Spatial victimisation: Learners in belligerents' enclaves**
 - Presence of jihadists on the Dioura and Dogofry Nampala axes
 - Incapacity of FDS to address the security issue
 - Jihadist movements have benefited from community tensions to turn communities against each others and recruit young fighters
- **Learners in situation of insecurity**
 - **Insecurity:** armed robbery, looting, murders, acts of intimidation
 - Jihadist organisations are not the only non-state armed groups, vectors of criminal violence

2. Analysis and results: the learners as a victimised public grateful for the value of school

- **Learners as catalyst to exacerbate insecurity**

- Support groups to Islam and Muslims (GSIM): Groupe Ansa eddine, AL Mourabitoun, AQMI, la Katiba de Macina
- Youths' enrolment (a motor bike, a kalachnikov and 300,000, yuth employment)

- **Learners disabused by**

- Extreme poverty
- Illiteracy
- Kidnapping

Abductions are a form of recruitment for armed groups

Learners' deadly destiny

- Villages are besieged and subjected to the will of armed groups and jihadist groups. They are forced to provide them children to strengthen their ranks.
- Conscripted children are trained by armed groups before they are deployed in the field or given tasks within the camp
 - handling weapons
 - military operations
 - Making and installing mines and other explosive devices on the side of the roads
- The training provided is rooted in some form of koranic learning but serve to disseminate jihadist and terrorist ideologies

Schools: The emergency exit from dehumanizing tendencies (Learners' logics)

- Coexistence with the other
- Feeling of joy, love and friendship
- Bastion of humanity
- Feeling of giving the other the right to live in the name of the defense of humanity
- Schooling slows down the process of selection and enrolment
- School continue the work of the family (education)

Discussion

- School is an institution of humanity, negating extremities and intolerance
- Prejudices , cupidity and extremism prevent schools from playing their role
- Extremism today is the negation of school



A photograph of a school building with a red facade and blue doors, surrounded by green trees. In the foreground, a group of children is playing in a dirt courtyard. The image is dimmed to serve as a background for text.

Conclusion

The strength of schooling is to be a
force against extremism



Le projet PREAM est financé par le fonds de recherche données probantes pour l'éducation en situation d'urgence (E-Cubed) de Dubai Cares et INEE et réalisé en partenariat par l'Université McGill, l'Université des Lettres et des Sciences Humaines de Bamako, ainsi que Plan International Canada et Mali.

PREAM

Projet de recherche participative
sur l'éducation et l'agentivité au Mali

