

# *Dilemmas in research with migrated children*

Tina Høegh

University of Southern Denmark / MiCREATE partner *SDU*



# Aim of and scope for this presentation

Since this study has just started as reflections during our field work and interviews, this paper presentation has not yet any results to present, but a methodological framework to present and discuss.

I am very interested in comments, ideas and critique from you

# Problem and aim for the future research

## Motivation

The motivation for the discussion is the experiences from our fieldwork and interviews shared among the research partners in the MiCREATE-project, where meeting the child in a child centred approach demands extremely high sensitivity for contextual and communicative adaptation. In some cases it is impossible due to ethical considerations and communicational limitations (language/translations, other circumstances, maybe much more dramatic in the refugee centres than for me interviewing newcomer), and these leave me with the question:

What kind of knowledge and experiences am I gaining here?



We have all the problems to ask for in the situation of interviewing children in transition and very newly arrived newcomers because of the asymmetrical relation between interviewer  $\leftrightarrow$  interviewee. It is some of the most vulnerable children we have in front of us.



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By this subproject that I briefly introduce you to here the purpose is to get closer to understand and act in the ethical and communicational dilemmas concerning the work with and around the children and youth we are approaching in the MiCREATE-project.

My question and interest to examine is:

*What kind of knowledge and experiences do we collect about life-conditions and wishes for integration initiatives from children and adolescents who are in transition and-or newly arrived as migrants, and how can we make appropriate situations interviewing them?*



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Come from research in different conditions.

- a third person perspective
- a second person perspective' and
- first person perspective

But here and now >>>>

We HAVE to gain knowledge about their situation, but how can we actually do that?

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- 1) okay to interview an individual in a limbo?
- 2) or better only to interview experienced migrants if we haven't had the time (because of corona or other circumstances) to get to know them?
- 3) Can we ever be sure of knowledge we gain from people that never really had reasons to trust us? And how can we find out?



# Method to explore the researcher perspective

- 1) to examine the communicative situation between researcher and child/adolescent in discursive detail (see later)
- 2) to mirror these analyses in its contextual detail by *stimulated recall*-setting (Gass and Mackey 2016) with the experiences and reflections that the researcher who conducted an interview respectively had or has.

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>>> It means that

- focus is to collect and analyse stories from the interviewees and learn by and discuss their methodological reflections
- in focus for the analysis is the perspective of the interviewer/researcher and the *doings* in the interview, the discursive moves around the questions etc.
- the interests are the researcher's ethical considerations and communicational *doings* in a very complex situation interacting with the child or young person.



# Ground for analyses and discussions

analyses of discourse are:

- phenomenological and
- ethnographic (Schutz 1976; Perregaard 2016; Rosenthal 2004; Høegh 2017a and b), dialogic (Bakhtin 1981, 1986; Bachtin 2003, Andersen 2017) and
- inspired by positioning theory (Davies and Harré 1990).



# Goals and hope for contribution to research in migration

To gain research about research!

To gain talk between researchers for further methodological development when approaching the most vulnerable interviewees

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