

## Using generational order, intersectionality and the UN Convention on the Rights of the Child to frame research about children’s lives at complex sites of study: the example of the educational experiences of homeless children in England

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### THE RATIONALE

Research concerning children’s lives needs to be framed so as to meet the challenge of being meaningful for children and capable of instrumental and conceptual impact to address the difficulties children face.

In its framing - theory, design, methods and analysis - research should seek to ably engage with:-

- the complexity of intersecting policy and legal contexts relevant to children’s lives;
- the revelatory capabilities of children and their lived experiences;
- achieving the best possible connections between research and advocacy activities.

Generational Order (Mayall, 2002; Alanen, 2009; Qvortrup, 2009), an intersectional analytical sensibility (Cho, Crenshaw & McCall, 2013) and the UN Convention on the Rights of the Child together provide such a framing.

My research about the educational experiences of homeless children in England provides a highly topical, illustrative example of a complex site of study to which this framing has been applied.

See leaflet for references and working definitions.



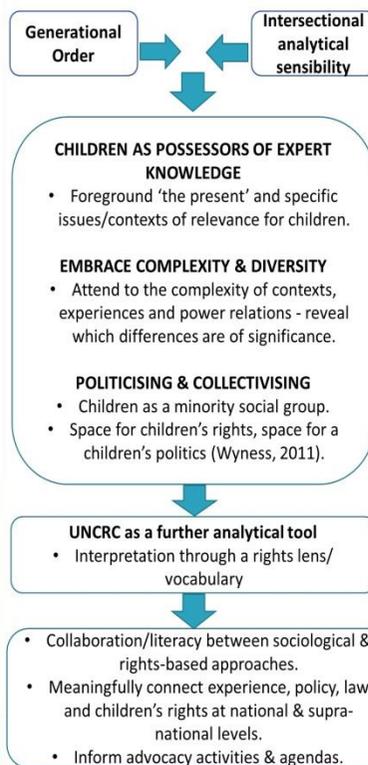
### THE SITE OF STUDY



PupilPremium  
OutOfBorough ReducedLARole  
'BedroomTax' LegalAidReform  
RightToLeisure AcademiesFreeSchools  
BenefitCap PrivateRental  
SchoolTransitTime Temporary  
Localism Suitability B&B-6weeks  
HousingCrisis RightToEducation  
CurriculumRevision  
UNCRCIncorporation ChildInNeedDuties

Above: The intersecting fields of law & policy at the centre of which lies the homeless child; and visual representations of key themes from those fields

### THE FRAMEWORK



### THE RESEARCH

#### Research Questions

- How do children define “home” and “homelessness”, how do they self-define?
- What difficulties or problems do homeless children in compulsory education, experience and perceive?
- How does current policy/legislation interface with children’s experiences?
- How can a children’s rights framework be used to address these issues?

#### Access & sampling

- Access via lawyers, LAs & NGOs;
- Children 9-11yrs, who are/who have been homeless using a typology of homelessness (FEANSTA, 2005);
- Carers/parents of participant children;
- Teachers and other relevant professionals working with the participant child – child as gatekeeper.

#### Data Collection & Analysis

- Scoping interviews with professionals e.g. lawyers, advice workers, support workers;
- ‘About me’ activity books & interviews with children;
- Interviews with parents/carers, school/other relevant professionals;
- Thematic analysis & UNCRC analysis.