



# Chapter 6

**Action Research in Schools and the Community for the promotion of a high-level quality of life for children.**

*Empowering children, teachers, parents, and the surrounding community in a joint venture*

Workshop 5: Defining methods to reflect, evaluate and redefine the action plan

## Workshop 5: Defining methods to reflect, evaluate and redefine the action plan

**Objectives:** Teachers promoters and other community stakeholders engaged in the PAR process will utilize data gathered by the methods that will be decided during this workshop to ensure that the activities are fulfilled and to decide further course of action. Tools and methods designed in this workshop will be used throughout the following stages of the project in regular time intervals to facilitate reflection and optimization of the process. This meeting may be held, ideally, before the launch of the action plan or, if this is not possible, shortly after. Its particular aim is for participants to develop tools to reflect on, evaluate and redefine, if necessary, the action plan for the promotion of CQL for all children. Participants will be able to:

- Define indicators to monitor progress.
- Outline a monitoring and evaluation plan.
- Review the progress of the action plan.
- Redefine, if necessary, the action plan.

### *Facilitators*

Teachers and Promoters

### *Target Group/Audience/Participants*

Coordinators from stakeholder organizations

**Duration:** 3 hours

### *Materials:*

- ✓ Computer and Projector
- ✓ Power point presentation with editable templates.

### *Methodology-Process*

#### **Activity 1: Defining indicators**

1. The facilitator summarizes the aim and the objective of the consortium and the work done so far.
2. Next, brainstorming is used to establish indicators that track the progress of the programme and define how successful programme activities have been at achieving programme objectives. The activity begins with the questions "Are activities being implemented as planned?" and "Have programme activities made a difference?". If the programme is not yet launched the question will be formulated in future tense (i.e., How we will know...). To facilitate the process the facilitator provides some examples of indicators:

- Number of activities held.



- Number of outreach activities conducted at child-friendly locations.
  - Percent of children reached.
  - Children satisfaction.
  - Number and percent of community providers offering CQL related services engaged in the process.
3. A discussion is then used to optimize and finalize the indicators.

**Activity 2: Defining Data Collection Methods and Timeline**

1. After creating monitoring indicators, a discussion is used to decide on methods for gathering data and how often various data will be recorded to track indicators. The source of monitoring data depends largely on what each indicator is trying to measure. The programme will likely need multiple data sources. The following template could be used.

<b>Indicator</b>	<b>Data gathering method</b>
Number of activities held.	Telephone or email interviews with providers-stakeholders, facilitator’s records.
Number of outreach activities conducted at child-friendly locations	Telephone or email interviews with providers-stakeholders, children, observation.
Percent of children reached	Record of providers.
Record of children satisfaction	Interviews with children, questionnaires, focus groups.
Number and percent of community providers offering CQL related services engaged in the process.	Interviews with providers-stakeholders, facilitator’s records.

**2. Participants then decide:**

- (a) who will be responsible for collecting the data for each indicator?
- (b) who will compile and analyze data and fill in reports?
- (c) how often will data for each indicator be collected?

Roles are assigned with input from all team members. Depending on their skills, knowledge and availability, promoters may assume various roles for these tasks.

**Activity 3: Create a Plan for Dissemination**

1. The facilitator asks participants to consider the following:



- How will data be used to inform staff and stakeholders about the success and progress of the programme?
  - How will it be used to help make modifications and course corrections, as necessary?
  - How will the data be used to make programme practices more effective?
2. A discussion is used to define plans and methods for internal dissemination among the programme team, as well as wider dissemination among stakeholders and sponsors (if there are any). Responsibilities are allocated to promoters and stakeholders.

**Activity 4: Setting follow-up meeting.**

1. The meeting is concluded by setting the next follow up meeting to review the evaluation of the programme based on the information that will be collected and make all necessary adjustments.