SNAICC

Participatory Action Research And Evaluation

Learner's Guide 2
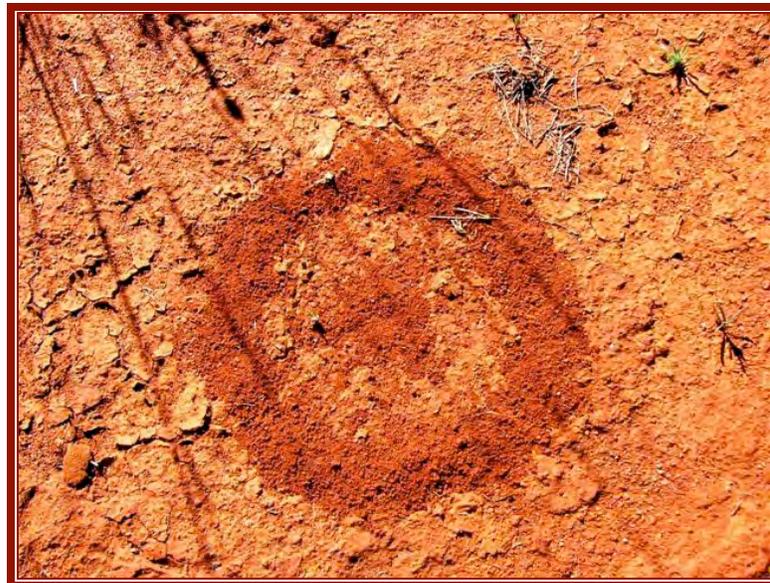
Workshop 2– Presenting the evaluation findings

Name:…………………………………………..

The Secretariat of National Aboriginal and Islander Child Care Inc. (SNAICC) is the national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families. The SNAICC Resource Service (SRS) works across the Aboriginal and Torres Strait Islander family and children's services sector to produce and distribute practical resources and information.

The SRS is funded as an *Early Childhood – Invest to Grow* initiative by the Australian Government under the Stronger Families and Communities Strategy.

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SRS
Snaicc Resource Service

Stronger Families and Communities Strategy
An Australian Government Initiative

Aboriginal Health Council
of South Australia Inc.
'Our health, our choice, our way'

Contents

Resources

The Australian Health Ethics Committee. 2005. *Keeping research on track: A guide for Aboriginal and Torres Strait Islander peoples about health research and ethics.* Canberra: NHMRC.

Assessment and Activities

WS Day	WB Topic	Activity	Homework	Assessment
2	1	1. Class group - discuss ways in which your findings can be shared		• Participation in discussion
2	2	2. Class group - discuss which projects used action research and how		• Participation in discussion
	3	3. In teams, discuss areas of improvement found by your evaluation		• Participation in discussion • Inclusion of notes in portfolio
2	3	4. In your teams, do an audit of resources for future plans		• Participation in discussion • Inclusion of notes in portfolio
3		5. In teams make a powerpoint presentation on your project evaluation so far.		• Production of a power point slide show

To the participant,

In this Learner's Guide and workshop on *Participatory Action Research and Evaluation* we will look at:

- Ways for sharing your findings with the stakeholders
- What Participatory Action research is & how to do it
- Putting a continuous improvement process into your work

This Guide is a backup for the workshop. Its content will be covered through interactive face-to-face sessions. The Guide contains the content of the sessions including some activities and assessment tasks.

The information about the competencies is contained at the beginning of this Guide. The activities and assessments for this Guide are summarised in the Chart on page 5.

Competencies covered in this workshop

UNIT CODE: **ICBRES402A**
UNIT TITLE: **Undertake Research for Capacity Building**
Unit Descriptor

This unit describes the competencies required to carry out research projects for capacity building, incorporating information which may be gathered by the researcher or by other workers in the community

1. Carry out capacity building research

1.1 *Action plans* are developed
1.2 **Information** is received and recorded
1.3 Information is analysed
1.4 Methodology is evaluated with key people

2. Gather information

2.1 Permission to gather information is obtained from the community
2.2 Information needed to ensure community capacity building issues are addressed, is identified and sources located
2.3 **Key people** are consulted
2.4 Information is gathered and *recorded*

3. Compile information

3.1 Information is compiled in *appropriate systems and formats*
3.2 **Reports** are developed
3.3 Emerging trends and issues are analysed and documented
3.4 *Coordinator / researcher* is consulted to ensure information is complied appropriately

4. Feedback information to key people and / or supervisor

4.1 Key people are *advised of the outcomes of the research*
4.2 Information is presented to researcher / coordinator / supervisor in agreed format

5. Finalise capacity building research

5.1 Report is completed and based on consultations
5.2 Recommended actions are developed
5.3 Findings are tested and confirmed
5.4 Report is referred to appropriate agencies
5.5 Liaison is undertaken with appropriate agencies on report findings
5.6 Methodology is evaluated

UNIT CODE: ICBAPP501A
UNIT TITLE: Evaluate research findings to develop continuous improvement strategies

Unit Descriptor

This unit covers managing the continuous improvement of practices of the organisation through research and capacity building.

Element

1 Obtain, analyse and document information relevant to the needs of indigenous community services and communities

1.1 Identify and describe issues of concern

1.2 Other research is conducted as appropriate

1.3 *Relevant information is synthesised into forms appropriate for communicating with, and providing to, relevant agencies, communities and stakeholders*

2. Work with communities, service users, services and other stakeholders to develop strategies to address identified needs

2.1 Close working relationships / networks are developed and maintained with communities and other relevant stakeholders

2.2 Formal meetings, community forums, working groups and other activities are organised to develop action plans, projects, and programs to address identified needs

2.3 Meetings, working groups and other activities aimed at developing relevant strategies are participated in

2.4 *Strategic / action / project plans are prepared in forms that are appropriate to the needs and roles of relevant stakeholders*

3. Facilitate the implementation of strategies developed to address continuous improvement

3.1 Relevant opportunities for communicating formally and informally about the needs of clients and communities are identified and pursued

3.2 Best practice and comparison data is gathered and used to identify potential areas for improvement to respond to changes and trends

3.3 Submissions for resources to implement continuous service delivery improvement are prepared

3.4 Communities and other stakeholders are worked with to implement relevant projects and action plans

3.5 *Opportunities are pursued and comments provided on policy documents, legislation, project plans and other relevant documents regarding the needs of clients and communities*

3.6 *Appropriate quality assurance procedures are developed and routinely applied and are reviewed for continuing relevance*

4. Refocus the organisation/service

4.1 Information is regularly collected on changing client and community needs and used to review the continuing relevance and effectiveness of services provided

4.2 Where there are indicators that service delivery, practices and directions need to change to reflect changing client or community requirements, a full range of options are explored to ensure that revisions are culturally appropriate and meet needs

4.3 *Where appropriate, alterations are made to strategic plans and organisational objectives and priorities, to reflect changing directions in service delivery*

4.4 *Consultative processes are routinely used to ensure staff, client, community and other stakeholders support changes*

4.5 *Appropriate training is provided for staff and community to enable maximum outcomes from continuous improvement processes*

Topic 1: Feeding back the findings

Introduction

This first topic will look at ways for feeding back the findings of your evaluation to the stakeholders of your project, how to do it so that it communicates effectively and what to include in the report. Then we will look at ways to reach a wider audience of interested people to disseminate the findings.

Feeding back the findings to your stakeholders

When planning how you will present your findings to the people who have an interest in your project, it is important to consider:

- Who the stakeholders are
- How best to communicate with those stakeholders

Presenting your findings effectively:

❖ Point out one idea at a time

❖ Be clear on what you want to show

❖ Choose the best presentation method for you purpose

❖ Highlight important results by using bold text or asterisks

❖ Use black lettering on white paper as it is easier to photocopy

❖ Choose the conclusions carefully. Don't exaggerate points – they must be consistent with your findings.

(From Kalucy and Jolley, 1996, page 49)

The forms of the presentation[1]

There are many ways you could present your findings, including:

- ❖ Written: report, article in a journal, magazine or newspaper, pamphlet
- ❖ Oral: talk at a meeting, on the radio, television, seminar presentation or conference presentation
- ❖ Visual: poster, work of art, video, photographs or television
- ❖ Other: a play, musical, role play

Level of detail[2]

So you don't overload the reader/listener, keep your message clear, readable and short. Include both stories and numbers. Numbers can be used to indicate how typical the story is.

Timeliness[3]

Don't get bogged down with your report. It's best to get to the findings as quickly as you can but accurately.

The parts of a report[4]

There are particular parts to a report no matter how it is delivered, whether by oral presentation, in writing or in a poster. These parts are listed in the following chart.

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[1] Derived from Kalucy & Jolley, 1996: 48-49

[2] Derived from Kalucy & Jolley, 1996: 48-49

[3] Derived from Kalucy & Jolley, 1996: 48-49

[4] From *Workbook 11: Reporting and Disseminating the Findings* by Merridy Malin, AHCSA, 2008.

The components of a report

The report of your findings should include:

- ❖ A title
- ❖ An introduction
- ❖ A brief description of your project
- ❖ A brief review of what others have done (optional)
- ❖ A brief description of how you evaluated your project
- ❖ An explanation of your findings
- ❖ A conclusion and recommendations
- ❖ List of resources and readings used

Disseminating the findings

Finally, you will want to share your findings with a broader audience of people who you believe will be interested and benefit from hearing about what you have done. There are many ways to do this.

WB2: Activity 1

Ways that the findings can be shared

As a class, discuss the various ways that you could share your findings with people who will benefit.

The following chart presents some ways for communicating your findings to a wider audience.

Ways for disseminating your findings

Among the various ways are:

- ❖ Community meetings

- ❖ Stakeholder meetings

- ❖ Photo gallery

- ❖ Poster displays

- ❖ Radio interviews

- ❖ Newspaper articles

- ❖ Magazine or journal articles

- ❖ A media launch

- ❖ Audio-visual displays

- ❖ Conference or workshop presentations

(Derived from The Australian Health Ethics Committee, 2005: 27)

Reference

The Australian Health Ethics Committee. 2005. *Keeping research on track: A guide for Aboriginal and Torres Strait Islander peoples about health research and ethics.* Canberra: NHMRC.

Kalucy, L & Jolley, G. 1996. *Dealing with Data. Paper No. 5. An introduction to using service and survey data*. Adelaide: South Australian Community Health Research Unit.

Action Research

Action Research is conducted by workers in their workplace with the intention of improving their program by ongoing evaluation and change. It is a method for continuously improving one's work in the workplace. Experienced whether they are teachers, health workers, childcare workers, or whatever, constantly adjust their ways of doing things so that if something does not work, then they try something else until it does work. This is a similar process to action research, only it is unconscious and less systematic.

The Action Research

Action research involves a spiral of steps best shown by the terms:

Look

Watch, listen, talk to people to identify what needs

changing

Think

Reflect on what needs to be changed & how to change it

Act

Make the change

The process is then repeated to see if the change makes a difference. If it doesn't then it is changed again.
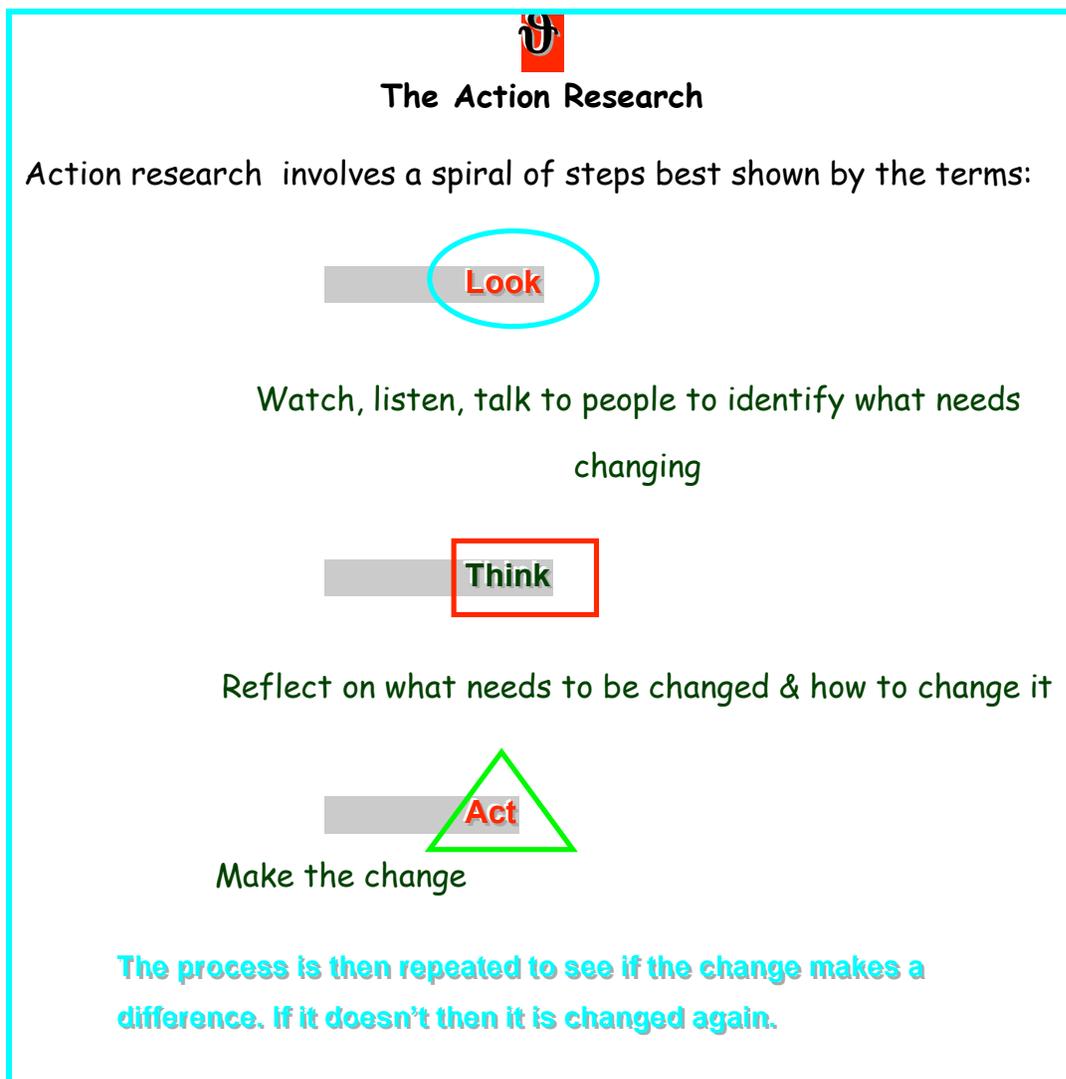
The following summarises the steps:

- ❖ The process begins with an *evaluation* of the program. This involves
    - o talking with the various stakeholders,
    - o observing the service,
    - o checking the records and
    - o deciding whether the program is achieving its aims and if not why.
- ❖ Then an *action plan* is made to improve the program, negotiating with the various stakeholders.
- ❖ The *first action or change* is then implemented
- ❖ This action is *monitored* to see if it works, through
    - o observing,
    - o examining records or
    - o talking with the people involved.
- ❖ Next the changed is evaluated:
    - o After its been given enough time see if it works
    - o A judgement is then made – is it sufficient, is more changed needed?
- ❖ A new plan is made, and the spiral action continues

Over the page is another diagram which shows the Action Research spiral process.

The Action Research Spiral

(Derived from Sands, 1988: 37)

Evaluation of current program by discussing, negotiating, looking at opportunities & barriers

General Plan

First action

Evaluation

Assessing the effects of action, replanning

Monitoring

Watching, listening, discussing, reflecting,

Revised plan

Evaluation

2ⁿᵈ action

Monitoring

Next revised plan
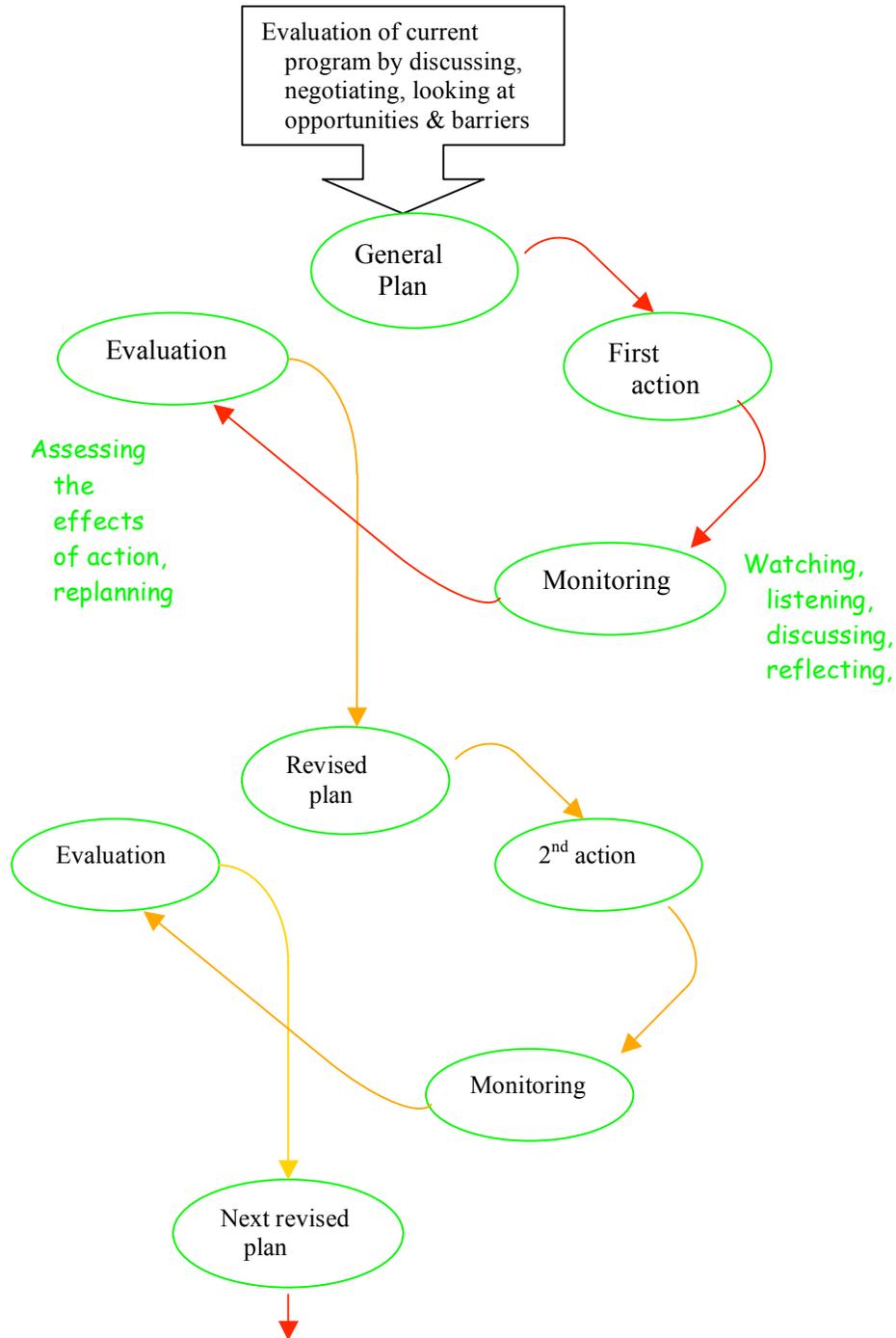
By using action research as part of your program, you will be including a continuous improvement process in your work.

The process becomes participatory by involving the stakeholders in the process of observing and evaluation, so that all those who have a stake in the program also have a say in its direction. This is called **Participatory Action Research**.

WB 2 : Activity 2

Discuss which of your projects used action research

and how did the spiral process work

Topic 3: Planning for continuous improvement

Introduction

Through your evaluation project, you will have new information about what works and what doesn't. You have findings which may point to ways for improving your program into the future. In this topic we will look at this new information and see how it can contribute to your plans for your program. We will also look to see if you are able to resource these planned changes.

Identify an area for improvement

Each of you will have found out from your evaluation what works or what doesn't. Now it is necessary to look at these and then come up with some recommendations which may contribute to future planning. In the following activity, you will be given an opportunity to identify recommendations that could inform your future plans.

WB 2: Activity 3

Identifying areas for improvement

Split into your teams. Each person gives a short summary of

- <u>Your project</u> aims: what you wanted your SNAICC project to achieve

- How you did your project

- <u>Your evaluation</u> findings: What you found worked and what didn't work

- How this could be used in your program in the future

Discuss this, note it on Activity Sheet 3 in order to report back to the class after the next activity.

Next you will need to see if you have the necessary resources to put your plan into action.

WB 2: Activity 4

Audit of resources available to you

In your team groups, discuss what resources you need for your

project to continue:

- o Information technology (computers, copiers, etc)
- o Funding
- o Staffing
- o Professional development
- o Anything else

From where will these be obtained?

Jot down notes on Activity Sheet 4.

Report back to the class for discussion.

Facilitator takes notes on white board which are copied and included in people's portfolios.

Finally, in order to practice preparing a report about your evaluation, as far as it has come, we will support you in designing a power point presentation which summarises your work. Ensure that it includes the major parts listed on Activity Sheet 5 and also on page 11 of this Guide.

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║                                                        ║
║                  WB 2: Activity 4                      ║
║                                                        ║
║      Power Point Presentation of Project Evaluation    ║
║                                                        ║
║    In your team groups, start to prepare a formal      ║
║    presentation of                                     ║
║                                                        ║
║    your evaluation so far including the items listed   ║
║    in the                                              ║
║                                                        ║
║    Activity Sheet 5.                                   ║
║                                                        ║
║    Each group has a laptop computer and an instructor  ║
║    to support them in making their                     ║
║                       presentation.                    ║
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References

Kalucy, L & Jolley, G. 1996. *Dealing with Data. Paper No. 5. An introduction to using service and survey data*. Adelaide: South Australian Community Health Research Unit.

Sands, G. 1988. Action Research. In The Aboriginal Child at School, Vol 16, No. 15, pp 35-50.

Topic 4: Developing a strategic plan

Introduction

In this topic, we will each make a plan for putting into practice the changes recommended by our evaluation project that can become part of our strategic plans for our programs. Now that you have identified an area for improvement, it is time to consult with the stakeholders, identify possible partners and, if needed, apply for funding to pay for the changes.

Consulting with stakeholders

Once you have written up a statement about your proposed area of improvement and how you might put it into practice, it is necessary to talk with your supervisor and then community representatives and other stakeholders about what they think about your findings and proposed recommendations.

Identifying potential cooperative ventures

In addition, it may be useful for you to find partners in other services or agencies who will collaborate with you in making changes to the service or program. Some of these partners may be able to offer you resources to help. They may agree to partner with you in applying for funding. It would be useful to find partners who will give more sway to your funding applications.

Developing and implementing a plan

The next step is to develop a plan of action, based upon your consultations, which you hope will lead to improvements to the situation. This plan will be inserted into your strategic plan. You will then put it into practice and monitor it to see if it achieves what you hoped.

Monitoring change

You have now entered into the Participatory Action Research spiral of planning, implementing and monitoring action for change.

This whole process of continuous improvement is summarised in the table to follow.

The process of continuous improvement & Action Research

- Evaluate your project

- Produce findings

- Present findings to stakeholders

- Make recommendations for improvement

- Consult with stakeholders about recommendations

- Make a plan of action for change – strategic plan

- Put the plan into practice

- Monitor the practice

- Consult with stakeholders about the practice

- Make necessary changes to plan

- Repeat the process from 'putting into practice'

- And so on…

When you return to your community you will now know how to implement a continuous improvement process into your work.

Activity Sheets for Assessment

WB2: Activity 1

Ways that the findings can be shared

List ways that you could share your findings with people who will benefit.

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Name_____

WB 2: Activity 3

Identifying areas for improvement

Provide a short summary of your project

- Your project aims: what you wanted your SNAICC project to achieve

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- How you did your project

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- Your evaluation findings: What you found worked and what didn't work

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- How this could be used in your program in the future

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WB 2: Activity 4

Audit resources available to you

List what resources you need for your project to continue & from where you will obtain it:

- Information technology_____

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- Funding

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- Staffing

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o Professional development

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o Anything else

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WB2 Activity 5

Your report plan

Use this to help you make a power point presentation of your project

Slide 1   The title and your names _____

_____

Slide 2   The short introduction [perhaps explaining that this is an

evaluation of the …… project and why you selected the project and why

you are evaluating it].   _____

_____

Slide 3   A brief description of your project

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Slides 4 & 5 A brief description of how you evaluated your project

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Slides 6 & 7 An explanation of your results or findings

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Slide 8 A conclusion and recommendations

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