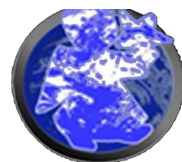


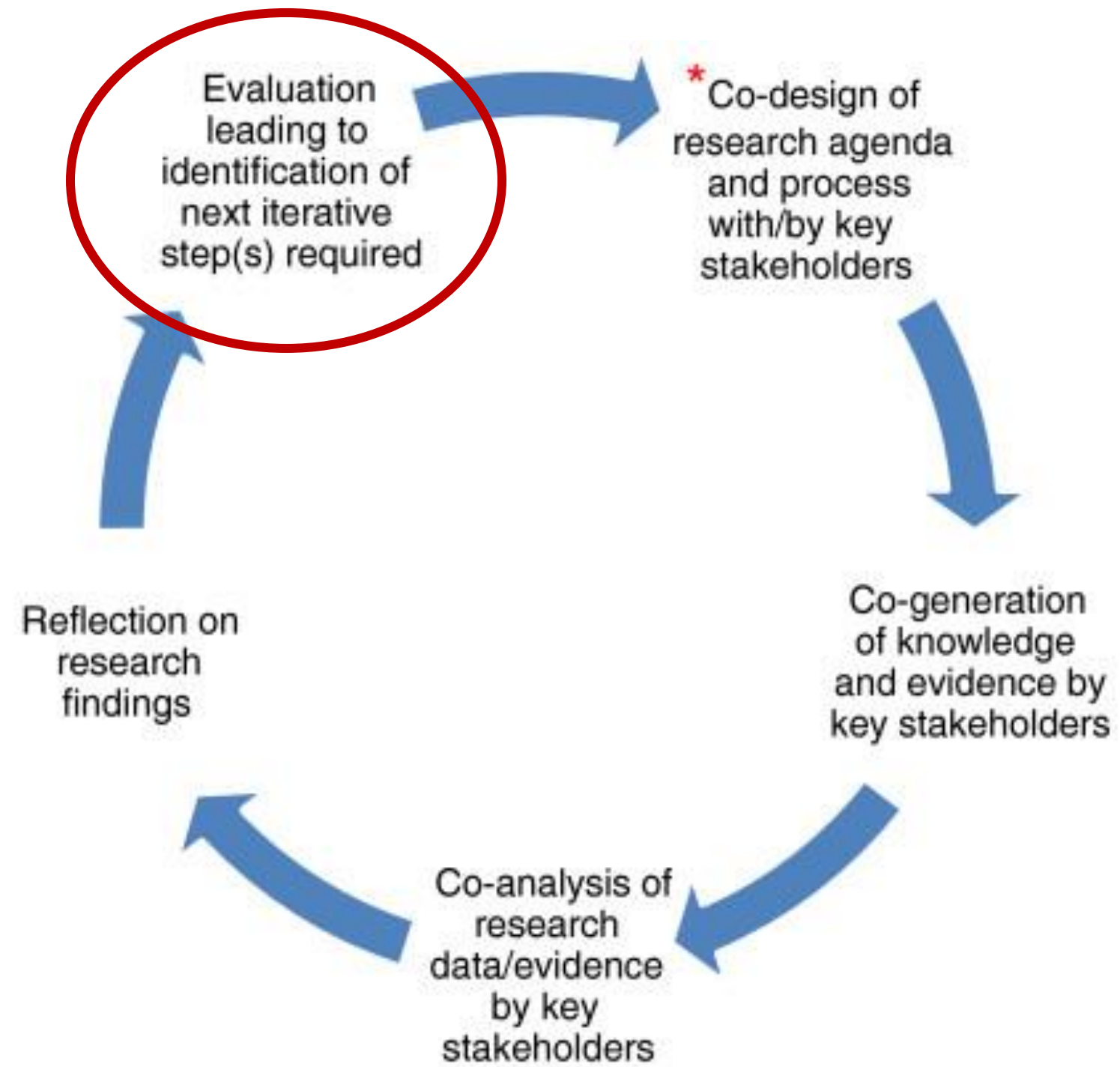
(Youth-led) Participatory Action Research Evaluation & Dissemination

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TDM2000 odv



(Y)PAR: Evaluation (in brief)



Previously: to establish criteria

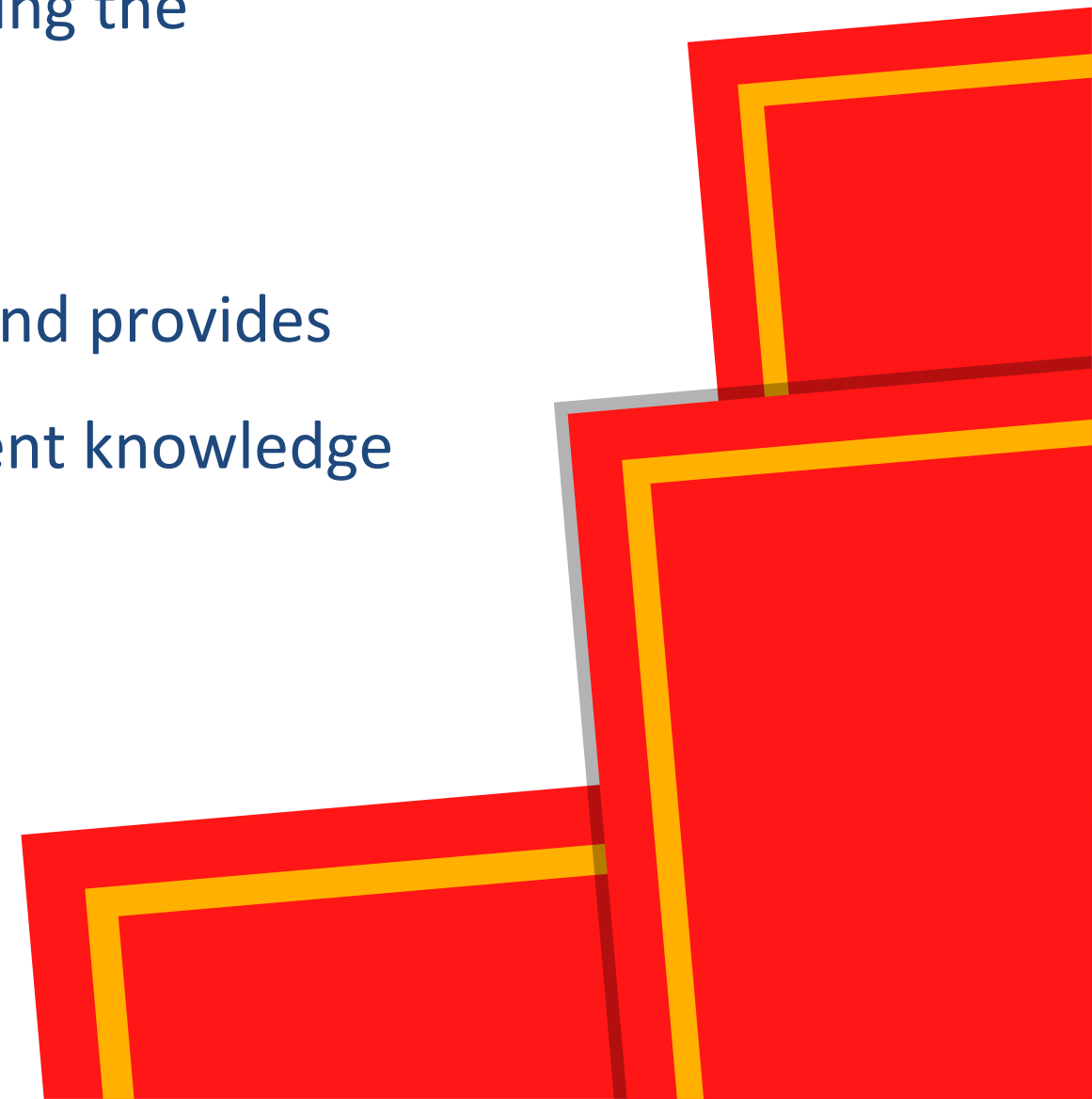
Established criteria to measure the quality of a piece of PAR research:

- **Pledges a high degree of personal involvement from the primary researcher:** potential risks for the researcher as well as positive experiences (often not possible within more traditional paradigms). As such, the researcher needs to maintain a critical awareness during the inquiry process;
- **Produces reports and data** that place the participatory experience in context and provides ‘thick’ description of the participants and their roles, contributions and emergent knowledge and action (or lack thereof).

(LPC Consulting Associates, 2012)



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Evaluating (Y)PAR (I)

Powers and Tiffany (2006, in LPC Consulting Associates, 2012): organisational and community benefits are realised through youth-led research; but “there has been little systematic study to establish an evidence base for these effects”.

Actions to take in your YPAR project(s):

- Monitoring/evaluation of the **process(es)**
- **Outcome** evaluation
- **Feedback** (giving/receiving) + **recommendations**



Co-elaborating the indicators and the evaluation and monitoring plan(s)



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Evaluating (Y)PAR (II)

3 different levels to evaluate in YPAR projects: micro, meso and macro.
(Model of the TeenNet Research Program at the University of Toronto)



- **Micro-level** evaluation focuses on the impacts at the individual or youth group level, with an emphasis on effective youth engagement.
- **Meso-level** impacts are associated with the impact on the community organisation sponsoring the project.
- **Macro-level** evaluation concerns “how the model fits with the organizations culture and impacts on the organization or the larger community”.

(LPC Consulting Associates, 2012)

Webinar on Dissemination



Dissemination of research results beyond scientific publication is an **ethical responsibility** of researchers and a **fundamental aspect** of the research”



producing and distributing knowledge



Even more in **YPAR context**: for giving youth voice



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2 initial tasks/objectives:

1. Determine the purpose of sharing your findings

What is your goal? It determines how you should frame your findings and actions.
E.g. Do you want to present your research, disseminate your results, spread awareness, influence decision makers, or obtain funding?

2. Determine your audience

Who are you sharing your findings and actions with? Different people are interested in different things and you should be sure to tailor your message to who you are speaking with or writing to.

E.g. Would you address students, scholars or political representatives?



Although it is generally considered the final step of the action research cycle, dissemination activities can/should be deployed during all phases of the project; choosing accordingly purpose and audience

Dissemination plan

Determining purpose and audience should lead to the elaboration of a stricture Dissemination plan. It should include different elements (NIHR, 2019):



1. Objectives

What do you want to achieve, for example, raise awareness and understanding, or change practice? How will you know if you are successful and made an **impact**? Be realistic and pragmatic.



Designing **indicators**

2. Audience

Identify your audience(s) so that you know who you will need to influence to maximise the uptake of your research. Think who might benefit from using your findings. Understand how and where your audience looks for/receives information. Gain an insight into what motivates your audience and the barriers they may face.

Dissemination plan (II)

3. Timeline

When will dissemination activity occur? Identify and plan **critical time points**, consider external influences, and utilise existing opportunities.

Build momentum throughout the entire project life-cycle; for example, consider timings for sharing findings.



Tailor-made approach, always

In synergy with other projects that you may be carrying out/collaborating with

4. Resources

Think about the resources you need for dissemination and the resources at your disposal (starting from the **expertise** you have in your team): “Do what you can, with what you have, where you are”.

Key question: what funds will you need to deliver your planned dissemination activity?



Budget balance



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Dissemination plan (III)

5. Strategy

- **Partners/Influencers:** think about who you will engage with to amplify your message. Involve stakeholders in research planning from an early stage to ensure that the evidence produced is grounded, relevant, accessible and useful.
- **Messaging:** consider the main message of your research findings. How can you frame this so it will resonate with your target audience? Use the right language and focus on the possible impact of your research on their practice or daily life.
- **Channels:** use the most effective ways to communicate your message to your target audience(s) e.g. social media, websites, conferences, traditional media. Identify and connect with influencers in your audience who can champion your findings.



Multichannel
strategy



Dissemination plan (IV)

5. Strategy (II)

- **Coverage and frequency:** how many people are you trying to reach? How often do you want to communicate with them to achieve the required impact?
- **Potential risks and sensitivities:** Consider how your dissemination might be perceived by different groups; and think about what the risks are to your dissemination plan, e.g. intellectual property and privacy issues.



- GDPR - General Data Protection Regulation (in UE)
- Ethical approval (e.g. by an universitarian Ethics Committee)
- Intellectual property (IP) (e.g. patents, copyrights, trademarks, and so on)



Principles of good dissemination:

- **Stakeholder engagement:** identify who your primary audience is, engage with them early (ideally from the planning) and keep in touch throughout the project. This should create 'pull' for your research i.e. a waiting audience for your outputs.

You may also have secondary audiences and others who emerge during the study, to consider and engage.

- **Format:** Produce targeted outputs that are in an appropriate format for the user. Consider a range of tailored outputs for decision makers, patients, researchers, clinicians, and the public at national, regional, and/or local levels as appropriate.

In general terms, use a linguistic register accessible to all audiences (as much as possible).

Principles of good dissemination (II):

- **Utilise opportunities:** Place your project in wider (specific) networks and communities. For instance, build partnerships with established networks; use existing conferences and events to exchange knowledge and raise awareness of your work.
- **Context:** Understand the service context of your research (i.e. parameter class used for passing contextual information for a service), and get influential opinion leaders on board to act as champions.
- **Timing:** Dissemination should not be limited to the end of a study. Consider whether any findings can be shared earlier

Tips for sharing with: **Community Members**

Goal: increase community awareness and understanding of your issues/findings, as well as increase support and get them involved.

Tips:

- Use simple and common language
- Appeal to their personal and communal needs – explain how your research and plan will benefit them or their immediate surroundings
- Communities can have a variety of different audience members – be conscious and courteous of all varying opinions

Tips for sharing with: **NGO(s)**

Goal: to share your research, findings, and action plan with program implementers, or other organisations that find your research interesting/useful.



Multiplier effect

Tips:

- No need to explain the basics – focus on your findings, plans, and intended outcomes
- Be thorough and direct

(Participatory Action Research with Young People)



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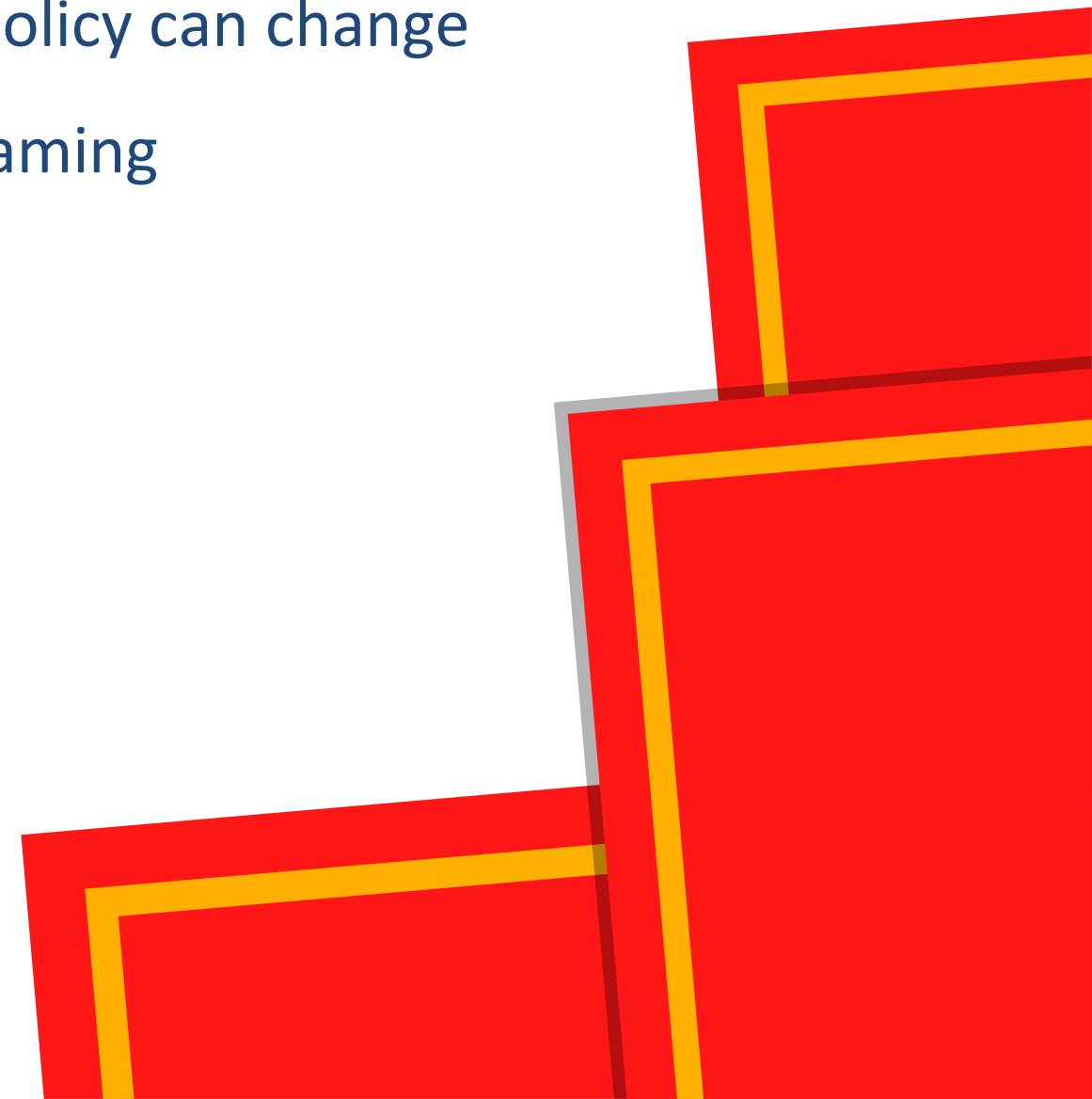


Tips for sharing with: **Government/Institutions**

Goal: to share your findings and influence policy change.

Tips:

- Don't just state the problem you found, provide concrete examples of how policy can change
- Be cautious with your language – you do not want to sound accusatory or blaming



Tips for sharing with: **Donors**

Goal: Secure funding for future research projects or similar (Y)PAR programs, or to secure funding for your community engagement plan.

Tips:

- Make your presentation thorough – detailing your findings from your research, the steps to your plan (based off of your focal problem), and the outcomes
- Be sure to convey that you are invested in your action plan and your community

(Participatory Action Research with Young People)

Tips for sharing with: **Your Peers**

Goal: Increase participation, interest, support, and awareness.

Tips:

- Keep it simple, but interesting – this is a less formal setting, so be personable
- Illustrate how your plan can benefit them and their surroundings
- Make it inviting, you want them to participate or become involved

(Participatory Action Research with Young People)



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Tips for sharing with: **Media**

Goal: Increase awareness and visibility

Tips:

- The media can assist you with getting out your message and engagement plan to a larger audience
- Make your message short, but impactful
- Avoid controversial language
- Be sure people can contact you (or become involved) after hearing your message

(Participatory Action Research with Young People)

Dissemination via social media



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Conclusion



“For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other”.

Paulo Freire, Pedagogy of the Oppressed



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