



**ACTION AND DATA COLLECTION**

<p><b>Deliverables</b></p>	<ul style="list-style-type: none"> <li>• <b>Plan of all the actions to be implemented</b></li> <li>• <b>Start of a participatory project approach</b></li> <li>• <b>Resources to effectively accomplish the project, with consideration of various dimensions</b></li> </ul>
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>• Identify, organise and anticipate certain risks involved in implementing the action (group dynamics, methodology, constraints)</li> <li>• Imagine and build preventive and corrective actions that could be planned</li> <li>• Think out the action<sup>1</sup>, its consistency and its viability from its optimal/fully achieved form to its most “reduced” form (plan B)</li> <li>• Share practice/experience and brain storm together</li> <li>• Identify and plan the tasks required to achieve the action (identify them, evaluate workload, organise them in time, etc.)</li> <li>• Assign tasks (co-responsibility and transparency about how extensible participants’ investment can be)</li> </ul>
<p><b>Step-by-step, with some tools</b></p>	<p>This step is to do actions that permit observation, i.e. experimentation in the field that will allow the group to test the hypotheses (the evaluation of those actions being intended to confirm or disprove the hypotheses). It starts with the identification of risks that could endanger all or any part of the actions planned within the project.</p> <p><b>SUGGESTED TOOLS:</b>  [ “Risk management” <a href="#">link to the sheet</a> ] : Helps check the feasibility of the research and action project, identify the main risks, and organise the necessary actions to prevent or correct them..  [ “SWOT” <a href="#">link to the sheet</a> ] : helps to analyse the pros and cons of a project and imagine how it will evolve.</p> <p>Then the skills needed to carry out the planned actions need to be identified. This step also helps the group realise that they already have some of those skills. <sup>2</sup>.</p>



<sup>1</sup> On terminology: in the absence of any uniform, shared terminology, we have appended a glossary to these documents (see glossary). To simplify, we have chosen to use the term “action” to mean “an organised set of activities to meet an objective”.

<sup>2</sup> The “skill tree” can be used at several steps in the action-research, especially to evaluate (and highlight) how the group’s skills are growing through the process and through implementation of the project.



<p><b>Step-by-step, with some tools</b></p>	<p><b>SUGGESTED TOOLS:</b> [ <b>“Resource identification / skill tree” <a href="#">link to the sheet</a></b> ] : helps identify the resources needed to implement the project. Those resources can be within the group or outside. [ <b>SWOT-AFOM <a href="#">link to the sheet</a></b> ] can be used to identify threats and opportunities in a project and to imagine how it will evolve.</p> <p>Finally, once planned, all the actions can be broken down into tasks. Tasks can then be organised and planned, and responsibility for executing and supervising them can be assigned.</p> <p>[ <b>Retro planning <a href="#">link to the sheet</a></b> ] : <i>Helps to break down and detail tasks for each of the actions to be done (whether research, activities, or actions in the field). Helps to distribute co-responsibilities in the project, bearing in mind how extensible participants’ investment can be (“who” can do “what” and “when” can they do it?).</i></p>
<p><b>Reminders</b></p>	<p>This step is an opportunity to observe the effects of the actions, and thus to check the hypotheses.</p> <p>Having defined a framework for analysis of the question, we find ourselves in a phase of practical implementation where we can observe and check the hypotheses behind our work and our thought process (i.e. see whether they seem to be valid or not).</p> <p>It is therefore time to get moving, to take action, and, as a group, to experiment the actions we hope will transform or change the original situation identified by the group.</p> <p>Now the co-researchers become co-actors in the experimentation project they are conducting. Within action-research produced by and for young people, it is important to make sure that the young people can take their rightful place in the process as authors and actors. The “lived experience” they bring is essential, because it helps classify and prioritise the action and confirm its feasibility by and for the group.</p>
<p><b>Pitfalls &amp; obstacles</b></p>	<p><b>“If everyone’s in charge, no one’s in charge!”</b> The goal is to set out “who is responsible for ...”, i.e. who directs or coordinates a task, a step, an action, etc. Being in charge of a task doesn’t mean doing it alone! First and foremost it means making sure it gets done. It is important to consider the group’s limitations, and also those of the individuals in it, and to help the group understand that different people may contribute differently (in time and in effort).</p>





<b>Tips</b>	<p>The more actions are broken down into clearly defined tasks that can easily be accomplished, the less they will appear insurmountable. Help the group understand from the outset that they need a “plan B” so that they are prepared to tackle and to overcome the challenges that will inevitably crop up as the project is being implemented.</p> <p>Retro planning is easier than making a GANTT chart; many examples can be found on line. But once your retro planning is done, you can build a Gantt chart that will help you further detail all the tasks (and who they're assignments to) within a project.</p>
<b>What's expected of you: your role, posture, and skills</b>	<ul style="list-style-type: none"><li>• Provide reassurance on the skills the group already has</li><li>• Highlight and praise what has been produced up until this point</li><li>• Remind the group that its dynamics will ebb and flow, and that should be foreseen and accepted (not everyone can contribute the same thing).</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• Prepare a participatory project (Graine Guyane): <a href="https://graineguyane.org/wp-content/uploads/2017/09/Partie_2-Preparer-un-projet-participatif-1.pdf">https://graineguyane.org/wp-content/uploads/2017/09/Partie_2-Preparer-un-projet-participatif-1.pdf</a></li><li>• Managing emotional risks: T'es CAP ? (IREPS ARA): <a href="https://www.cartablecps.org/docs/Fichier/2019/4-191224103530.pdf">https://www.cartablecps.org/docs/Fichier/2019/4-191224103530.pdf</a></li><li>• Know-how and postures in participatory approaches (Fédération Vaudoise Coopération) : <a href="https://www.fedevaco.ch/fileadmin/user_upload/Fedevaco/Partage_de_savoirs/Participatif/Fiches_participatif/1-savoir-faire_et_postures.pdf">https://www.fedevaco.ch/fileadmin/user_upload/Fedevaco/Partage_de_savoirs/Participatif/Fiches_participatif/1-savoir-faire_et_postures.pdf</a></li><li>• Organisational tools starting from the example of a local assessment (APSN): <a href="https://www.diagnostic-territoire.org/documentation/definitions-et-methodes">https://www.diagnostic-territoire.org/documentation/definitions-et-methodes</a></li><li>• [ Guidelines <a href="#">Link to the guidelines</a> ]</li></ul>

