Let's care

BUILDING SAFE AND CARING SCHOOLS
TO FOSTER EDUCATIONAL INCLUSION
AND SCHOOL ACHIEVEMENT

D 1.3 PAR training manual and infographics on PAR activities during the project (2)

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LIST OF ABBREVIATIONS

Abbreviation	Description
PAR	Participatory action research
WP	Work Package
CoS	Community of Schools
EEB	External Ethics Board
NEET	Not in Education, Employment, or Training

Executive Summary

Participatory Action Research (PAR) is a collaborative research approach that emphasises the involvement of participants as active contributors in the research process. The PAR approach is designed to lead to actionable outcomes to address the issues identified by the stakeholders of the project. It involves the people concerned about or directly affected by an issue, placing them at the forefront of producing and using knowledge about it. The PAR approach is cross-cutting throughout the LET'S CARE project's stages and ecological levels, directly and indirectly affecting all the WPs of the project and influencing the 4 Pillars (Safe learning, Safe teaching, Safe schools, and Safe education) that form the foundation of the Safe Education Theoretical Model.

This document presents the actions undertaken using the PAR methodology from 1st June 2023 to 30th June 2024, with a particular focus on the community-building initiatives (WP1) and the whole development of the qualitative research (WP3). Applying the PAR approach in these WPs helped shape the outcomes of other WPs (WP2, WP4, WP6, WP7, WP8).

For monitoring the actions, the PAR toolkit of the LET'S CARE project described in deliverable D1.2 has been used as a reference. To verify the proper application of the PAR, an online questionnaire was distributed to all the project partners at M22 (July 2024).

Assessing the application of the PAR approach during the mentioned period has allowed us to corroborate its significance in the LET'S CARE project, resulting in greater involvement of the different communities in the working procedures and the project's outcomes, and allowing to reveal areas for improvement in the coming months of the project.

Undoubtedly, having our own PAR approach manual allows for continuous and longitudinal evaluation mechanisms that will allow us to redefine the necessary actions throughout the project.

1. Introduction

Participatory Action Research (PAR) is a research approach that seeks to involve stakeholders in collaborative research to generate social change (Bradbury, 2006). The key features of the PAR approach are criticism towards the traditional power dynamics between researchers and participants, putting value to the first-hand knowledge and expertise of individuals with lived experiences, and actively involving the stakeholders in equitable partnership for knowledge production (Boyd, 2014). Applying PAR approaches across different methodologies allows incorporating diverse insights and perspectives and yields meaningful benefits such as enriching research outcomes, enhancing research quality by minimising biases or enhancing stakeholders' empowerment by actively removing barriers to participation (Balazs & Morello-Frosch, 2017).

The PAR approach forms an integral part of the LET'S CARE project objectives, serving as a foundational tool from the project's inception (WP1 – T1.1) and exerting influence across all other work packages. By critically addressing participant-researcher relationships and endeavouring to establish a more balanced and equitable partnership in knowledge production, we aim to ensure that research is conducted alongside the individuals the project aims to benefit. Notably, the PAR approach employed in the LET'S CARE project considers the diverse stakeholders involved and utilises different methodological techniques when conducting various investigations (such as Photovoice, SMAT, ethnographies, deep interviews, etc.).

Employing PAR within the LET'S CARE project is pivotal for iterative monitoring and assessment to ensure the research results are always relevant. This approach ensures that evaluation methods are not only inclusive but also reflective of the diverse perspectives and experiences of the stakeholders. Through PAR, the project can implement more effective and responsive strategies for social change, as it allows for real-time adjustments based on participants' feedback and insights.

In June 2023, several training sessions were conducted with project partners in the DG to uniformly adopt the PAR approach, leading to the development of a tailored application for the LET'S CARE project. In this regard, a PAR approach manual was crafted for the project, as detailed in deliverable D1.2. As a follow-up, this deliverable covers the implementation of PAR training between M8 and M20. The following sections in this report thoroughly examine the project's methodologies, activities, outcomes, and learnings, providing valuable insights for practitioners and scholars interested in PAR.

2. Methodological overview

Participatory Action Research (PAR) (Chevalier & Buckles, 2019) is a methodology centred around involving participants as collaborators in research to enact social change. Its origins date back to the 1940s, and it was in the 1970s when it became more relevant (Brydon-Miller et al, 2020), PAR seeks to radically subvert the inherent power dynamic in traditional research approaches by critically assessing the participant-researcher relationship and "*paying attention to ordinary people's knowledge*" (Fals-Borda, 2006). Scholars such as Swantz (2007) assert that PAR practices emerged not from one single disciplinary origin but rather through a cultural moment which acknowledges the importance of standing beside those experiencing oppression and inequality and recognising their equal partnership in knowledge production.

In practical terms, PAR asks reflexive questions about whose 'voice' matters in the research process through methodological innovation and infusing community expertise with academic tools and research methods (Kindon et al., 2009). PAR calls for a breakdown between subject and object in research, viewing those involved in research as 'thinking-feeling-persons' rather than merely 'participants'. The level of involvement of research participants varies according to context, aims and project resources. That said, PAR studies share several underlying assumptions:

- Formal education is not necessary to take part in valuable research.
- Those who have lived experience of an issue or system are experts and, therefore, are best placed to contribute to related research.
- The involvement of non-academics in research design and production can improve research by reducing biases and bringing new insights and perspectives (Organizing Engagement, 2021).

Building trust and rapport with community partners can result in more ethical and equitable knowledge production; however, it requires careful ethical negotiation and should not be pursued as a token of 'collaboration' or in a transactional manner. There are also many considerations within PAR, including the high financial and time cost (Raynor, 2019) and the reliance on strong rapport and community relationships. Commonly used methods within PAR include participatory workshops, group analysis techniques and photovoice.

The co-creation actions outlined in Table 1. illustrate PAR's application in various work packages (WP). These actions underscore the project's commitment to PAR by building opportunities for co-creation, ensuring that the research process is inclusive and empowering for all participants involved. As discussed under D1.2, the co-creation process is composed of several elements; on the one hand, all the structures foreseen in the project (DG, NCB, CoS, PMAB) plus those created without being foreseen to improve the process (Fieldwork Team). On the other hand, the co-creative processes use methodological instruments (workshops, meetings, thematic meetings, etc.). The process consists of preparing a starting point for the different spaces where the idea is narrowed down, improved, discarded, or a new one is proposed until its final development and implementation. Everything is done under the PAR approach, which implies Participatory (collaboration through participation; empowerment of participants), Action (change-real life experience, evidence in terms of different outcomes) and Research (new Knowledge, documented lessons). An implementation of PAR has been carried out (using continuous co-creation and training), and, in parallel, we have conducted continuous monitoring and evaluation of this implementation (using the indicators in the D1.2 toolkit and an interim evaluation).

Table 1. Co-creation actions developed by WP.

WP	CO-CREATION OPPORTUNI-TIES	METHODOLOGICAL TECHNI-QUES AND ACTIVITIES	COMMUNITIES INVOLVED
WP1	◦ Identification and engagement of stakeholders ◦ Trust-building and engagement ◦ Consultation ◦ Collaborative planning	◦ Regular meetings	DG, Fieldworkteam, CoS, NCB and CDG PMAB
	◦ Capacity Building ◦ Iterative Development ◦ Collaborative Problem Solving	◦ 9 Trainings developed	DG, CoS
WP2	◦ Iterative Development ◦ Participatory Knowledge Generation	◦ Development and validation of the theoretical model	DG NCB
WP3	◦ Capacity Building ◦ Iterative Development ◦ Participatory Knowledge Generation ◦ Collaborative Problem Solving	◦ Qualitative research implementation and analysis ◦ Quantitative research implementation and analysis	CoS Stakeholders' network (children and their families, NGOs, professionals in the social sector, educators, teachers, school representatives, policymakers, etc.)
WP4	◦ Capacity Building ◦ Iterative Development ◦ Participatory Knowledge Generation ◦ Collaborative Problem Solving	◦ Hub content development	DG, Fieldworkteam, CoS, NCB and CDG

WP5	◦ Iterative Development ◦ Participatory Knowledge Generation ◦ Shared Decision-Making ◦ Collaborative Problem Solving ◦ Handover and co-ownership of results	will start on M30	DG NCB Stakeholders' network (children and their families, NGOs, professionals in the social sector, educators, teachers, school representatives, policymakers, etc.)
WP6	◦ Iterative Development ◦ Participatory Knowledge Generation ◦ Participatory monitoring	◦ Policy recommendations and advocacy	PMAB DG NCB Stakeholders' network (children and their families, NGOs, professionals in the social sector, educators, teachers, school representatives, policymakers, etc.)
	◦ Iterative Development ◦ Participatory monitoring ◦ Handover and co-ownership of results	◦ Communication, Dissemination and exploitation	DG CoS Stakeholders (children and their families, NGOs, professionals in the social sector, educators, teachers, school representatives, policymakers, etc.)
WP7	◦ Iterative Development ◦ Shared Decision-Making ◦ Collaborative Problem Solving	◦ Project management	DG Fieldworkteam

WP8	◦ Consultation ◦ Collaborative planning ◦ Participatory monitoring	◦ Legal and ethical advise	EEB

The PAR approach is not limited to the application of techniques but is a work philosophy in which each step being taken has been informed by the communities and is in dialogue with them. In this sense, the role of the DG has been key to the development and application of the PAR approach. The DG and the fieldwork team have met periodically (at least once a quarter) to provide strategic inputs for all project activities, emphasising the PAR approach. Their role in monitoring the PAR approach in all activities is also an essential aspect that has allowed the implementation of evaluation and follow-up. In this line, section 4 of this report contains an assessment of the results obtained so far to guide the DG's future actions and the PAR approach in the project so that adjustments can be implemented where necessary to achieve the expected results. The participation of the different agents and social transformation through knowledge co-creation are the fundamental objectives of implementing a PAR approach, and different methodological techniques and activities have been used to achieve these objectives.

As can be seen in Figure 1, the PAR process requires, on the one hand, planning to develop the actions, followed by a reflection process (as is being presented in this deliverable), to be able to carry out an evaluation.
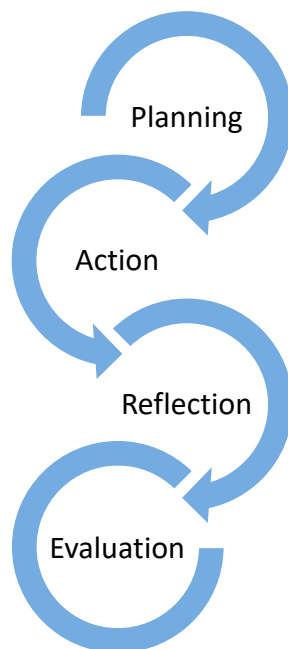

Figure 1. PAR Process

To evaluate the PAR approach, we have taken the indicators set out in section 3.2 as a starting point, and an online questionnaire (see Annex 1) has been developed and sent to the partners to be filled in between 1 and 15 July 2024.

3. PAR training

As seen in Table 2, a total of nine training sessions were carried out between M8 and M20, which corresponded to this deliverable. The trainings addressed the DG (two of them exclusively) and the CoS. **A total of 482 people** from all the countries participating in the Let's Care project (Spain, Italy, Portugal, Bulgaria, Poland and Lithuania) took part.

Table 2. Trainings developed

DATE	TARGET GROUP	TRAINING OBJECTI-VES	TRAINING CONTENTS[1]	NUMBER OF PARTICI-PANTS
June 13th 2023	DG	Introduce the PAR Methodology (1)	◦ Opening exercise: some initial questions. ◦ Explanation of PAR theory and practice. ◦ Practical application examples. ◦ Collective reflection exercise on the application of PRA in LETS CARE. ◦ Questions and concerns	29
September 19th 2023	DG	Deepen the PAR Methodology (2)	◦ Some initial questions. ◦ Explanation of PAR theory in the context of the LET'S CARE project and proposal of the PAR toolkit applied to the LET'S CARE project. ◦ Presentation of a successful example of PAR methodology with young people: SmatchS project: Sports Organizations Matching Social Inclusion Issues co-	21

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[1] All training materials available in Annex II.

			sponsored. ◦ Presentation of the PAR toolkit applied to NEETS research techniques within the project: Photovoice methodology. ◦ Questions and concerns.	
December 13th 2023	DG CoS	To present the SMAT technique and to build it to measure for the LET'S CARE project from co-creation.	◦ The Let's Care project. Participation and children's rights. ◦ Ethnography techniques and children's participation. ◦ Dialogue and questions with participants. ◦ Application of methodology. ◦ Topics and phases. ◦ Thematic script proposal. ◦ Dialogue and questions with participants.	74
December 18th 2023	DG CoS	To present the SMAT technique and to build it to measure for the LET'S CARE project from co-creation.	◦ Preparation. ◦ Laboratory development. ◦ The post-workshop.	52
January 16th 2024	DG CoS	To present the PHOTOVOICE technique and to build it to measure for the Let's project from co-creation.	◦ What is the LET'S CARE project. ◦ What is the photovoice technique. ◦ Different applications of the photovoice technique. ◦ Examples of its development in various areas. ◦ Procedure for applying photovoice.	18

January 22nd 2024	DG CoS	To present the PHOTOVOICE technique and to build it to measure for the LET'S CARE project from co-creation.	◦ What does the Photovoice methodology bring to the Let's Care project? ◦ What is the Photovoice technique. ◦ Photovoice application procedure. ◦ Different applications of the Photovoice technique. ◦ Examples of development in various fields.	62
January 24th 2024	DG CoS	To present the PHOTOVOICE technique and to build it to measure for the LET'S CARE project from co-creation.	◦ What is the LET'S CARE project? ◦ What is the Photovoice technique. ◦ Different applications of the Photovoice technique. ◦ Examples of its development in different fields. ◦ Procedure to apply Photovoice.	86
March 5th 2024	DG CoS	To present the SMAT technique and to build it to measure for the LET'S CARE project from co-creation.	◦ Brief presentation of Let's Care. ◦ Importance of participation of children. ◦ Application of methodology. ◦ Stages and phases. ◦ Padlet: Dialogue and questions with participants.	77
May 28th 2024	DG CoS	Photovoice Return session. To present the results obtained through the photovoice technique.	◦ Introductory comments. ◦ Analysis matrix. ◦ Gender and age ranges. ◦ Portfolio. ◦ Qualitative analysis. ◦ Questions.	63

TOTAL 9 trainings				482

The methodology developed has been eminently participative. The nine sessions have been developed similarly in all the countries. All the sessions have been held online through the Zoom platform, allowing everyone in the different countries to participate. They all lasted between one hour and one hour and a half and were carried out online. All the information has been posted on the hub (see Figure 2).

It is also important to note that the contents of the training sessions bring the project into contact with the reality of the schools and their different perspectives (in particular during this period) allowing to define the theoretical model (by training in the techniques for the qualitative data collection), the measures of each pillar (with the derived results) and to base the design of the tools of WP4 and WP5.

Figure 2. Training workshops

4. PAR monitoring

4.1. Evaluation

As presented in deliverable D1.2, the LET'S CARE project has a PAR methodology toolkit organised around seven central dimensions (adapted from Pain et al., 2019). These dimensions have a set of criteria to facilitate monitoring the implementation of the PAR actions in the project. In deliverable D1.2, these seven dimensions and their criteria were listed so that all researchers involved in the LET'S CARE project could consider them at all times (before, during and after). The set of criteria is part of the PAR toolkit of the LET'S CARE project as set out in D1.2 and has a threefold function: planning (before any activity is carried out), monitoring (action-reflection) and annual evaluation (using an online questionnaire) (see Annex III)[2].

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[2] See deliverable D1.2 or Annex III of this document.

WP1. Building Up a Community
T1.1. Train DG in the PAR methodology

LET´S CARE PAR TOOLKIT

Figure 3. Let´s Care PAR Toolkit

4.2. Results

The main results obtained in the project, through the application of the PAR approach, in the period between M8 and M20, are presented below.

Table 3. Main results PAR approach by WP

WP	MAIN RESULTS PAR APPROACH	GROUPS INVOLVED
WP1 Building up a community	◦Implementation of the community: regular meetings with DG, Fieldwork team, CoS, NCB and CDG. ◦ 9 Trainings developed	DG Fieldwork team CoS NCB CDG
WP2 Theorisation and characterisation	Promoting collaboration and thorough validation at multiple levels: ◦ 1. Collaborative Co-creation: Including stakeholders throughout the development process was instrumental in ensuring that diverse perspectives were considered. This collaborative approach enriched the model's comprehensiveness and relevance. ◦ 2. Systematic Validation Process: The stepwise process involving internal and external validation demonstrated a commitment to	DG Families Teachers Stakeholders

rigour. Feedback from internal working groups ensured the relevance and coherence of dimensions and variables. The two-round Delphi design further refined the model based on clarity, adequacy, and relevance.

◦ 3. Cross-Cultural Relevance: Ensuring the questionnaires' applicability across different linguistic and cultural contexts through a Committee-Based Translation Framework and cognitive interviewing with children was crucial. This approach enhanced the reliability and validity of the measures, making the model adaptable to diverse settings.

◦ 4. Operational Excellence: The structured involvement of seven working groups, with distinct phases of development, facilitated focused and effective collaboration. This organisation ensured that each phase received appropriate attention and expertise, resulting in a well-rounded and operational model.

The PAR methodology in WP2 has effectively harnessed collaborative efforts and systematic validation to develop a pioneering theoretical and operational model for Safe Education. This approach sets a strong foundation for addressing the complex phenomenon of educational disparities and promoting safe learning environments. Work is currently underway on implementing the survey and data collection with Le Sphinx. The collaboration proved to be very important in order to choose the most suitable tool for the needs of the research and to respect the privacy of the participants. This WP is one of the most demanding ones with respect to building and maintaining a participatory involvement of different stakeholders.

WP3 Data collection and analysis	◦ Support of the data collection. ◦ Giving voice to the protagonists: a total of 24 interviews with families (4 per country BG, SP, IT, LT, POL, PT), 12 interviews with stakeholders (2 per country); 13 interviews with policymakers (2 per country, except in Italy where 3 interviews were carried out); 13 life stories, using the photovoice technique with Neets (2 per country, except in Italy where 3 interviews were carried out). The actions with NEETS and children carried out in the project (see deliverable D3.1) are of utmost importance to capture the first-person opinions and feelings of children and NEETS. The PAR approach is perfectly adapted to this purpose.	DG Fieldworkteam CoS NEETS
WP4 Designing and developing diagnosis and intervention tools	During the period M8-M20, the more active participation of all partners in developing the HUB has been encouraged. In addition to the co-creation actions indicated in Table 1, a monthly follow-up meeting is held with the DG, to gather their opinions, progress, needs, etc.	DG
WP5 Testing, validation and uptake	will start on M30	will start on M30
WP6 Policy recommendations and advocacy. Dissemination, exploitation and Communication	◦Teachers have contributed to creating the first promotional video and other communicational material. ◦ Feedback on the efficacy and understandability of graphic materials, newsletters and websites has been collected. ◦ Professionals in the psycho-pedagogical field have contributed to promoting the Let's Care approach in lessons, training, and events attended	DG CoS

	by a vast target audience.	
WP7 Project man-agement and le-gal and ethical challenges	During the period M8-M20, the more active in-volvement of all partners in ethical and legal is-sues has been encouraged. For example, in order to carry out all the fieldwork collected in WP3, regular DG meetings have been held, in addition to bilateral meetings with each fieldwork team partner, to adapt the legal templates of consent and data protection to the needs and require-ments of each context (country).	DG Fieldworkteam
WP8 Ethics Require-ments	Specific consultation with the External Ethics Board (EEB) (see Table 1).	EEB

Based on the 7 blocks of indicators included in the PAR manual, an online survey (see Annex IV) has also been carried out among the lead partners of the following WPs: WP1 (CIDALIA), WP2 (UCP), WP3 (COMILLAS), WP7 (COMILLAS), WP8 (COMILLAS), WP4 (FHV), and WP6 (POLO).

The online questionnaire was, therefore, based on the seven axes of the dimensions (see Annex III). In addition, a section on future proposals has been included, which will undoubtedly allow us to guide the PAR actions in the project for the coming months. The analysis of the responses to the questionnaire provides us with the following data:

- In all the WP's analysed, Schools (CoS) of the Let's Care project; Schools outside the Let's Care project, Let's Care project stakeholders; Other partners of the Let's Care project Consortium, Stakeholders external to the Let's Care project, and other stakeholders have been involved.
- Participation has been through participatory meetings (with space for opinions, interventions, suggestions, etc.), online training spaces and Face-to-face training spaces.
- In general terms, the contributions of all the entities/individuals that have participated in the WP tasks have been valued.
- The transferability of all WP products analysed was rated as excellent and was one of the most highly rated aspects. As an aspect to improve in this respect would be the need to make a greater effort to share the results and could be one of the aspects to be improved in the future.
- The work packages analysed have been developed in a participatory manner (see Tables 1 and 2). Some ideas for ensuring that the space in which we work is as comfortable and welcoming as possible for participants include:

- Sometimes the partners might involve the families in their events, so each of them is responsible for creating a comfortable and welcoming space
- We will implement the following strategies: 1. Comfortable Seating; 2. Welcoming Amenities; 3. Good Lighting; 4. Clear Organization.

5. Lessons learnt and future recommendations

In order to further improve the application of the PAR approach and co-creation, the following **proposals** are offered for the further development of the project:

- **WP1**: Once the difficulties with IPA have been overcome and the PMAB has been resumed and restructured, it should be incorporated into the co-creation activity and PAR approach. The next meeting is foreseen in September/October 2024.
- **WP6**: The project's results should be more efficiently shared with the external audience. There should be a better (and more active) dialogue between WP leaders and WP6 to provide clear and on-time ideas of the results obtained in the project.
- **WP7**: Introduce structured participatory methods within Technical Meetings, such as co-design workshops or focus groups, to deepen the engagement of all partners. Ensure that these meetings are not only for progress updates but also for active brainstorming and problem-solving, allowing for real-time co-creation of solutions.
- **WP8:** Increase the frequency and depth of EEB consultations to ensure ongoing ethical oversight and integration of diverse ethical perspectives throughout the project lifecycle. Implement a systematic approach to documenting and addressing ethical concerns raised during these discussions, ensuring transparency and accountability in ethical decision-making.

The **recommendations** to reinforce the PAR approach in the future are:

- **WP3** - Collaborative Data Analysis: Engage stakeholders in the data analysis process to ensure their perspectives and insights are incorporated. Organise workshops and feedback sessions where stakeholders can review preliminary findings and contribute to interpreting results.
- **WP4**: Continue to work on an ongoing basis to co-create together new content to be uploaded on the Hub by transforming the requirements into IT technical descriptions.
- **WP6**: The work on T6.5 Policy recommendations and advocacy will be based on PAR. To reinforce communication and dissemination, the partners could ask the teachers more directly to provide suggestions on which training would be useful for them.
- **WP7** - Inclusive Project Management: Implement regular meetings with stakeholders to discuss project progress and decisions. Use collaborative tools to ensure transparent communication and document sharing.
- **WP8** - Ethics and Compliance: Conduct ethics training sessions for all team members and stakeholders to ensure understanding and adherence to ethical guidelines.

- **WP3-WP7-WP8** Feedback Mechanisms: Establish structured channels for stakeholders to provide ongoing feedback on all aspects of the WP. Surveys and interviews will be used to gather stakeholder input on the effectiveness of PAR implementation and identify areas for improvement.

6. Conclusions

The PAR approach is necessary to **consider the opinions of the different actors involved in the projects, co-create the results obtained, and** their appropriation. Dissemination, advocacy, and policy action are being developed through the creation of specific infrastructure involving relevant stakeholders at local, national, and international levels, such as public authorities, policymakers, NGOs/civil society, teachers, school leaders, students, parents' associations, and academic institutions, supported by carefully designed co-creation and collaboration mechanisms. The actions with NEETs and children carried out in the project (see deliverable D3.1) are of utmost importance to capture the first-person opinions and feelings of children and NEETs, and the PAR approach is perfectly suited to this purpose. Providing training on these approaches to all project partners facilitates implementation and collective learning to achieve better results, and the interest in these sessions is evidenced by participation in both training sessions. From actions to facts, through these theoretical and practical actions, what is foreseen in the formulation is carried out **theoretically** and contributes to better appropriation and understanding of the project. The monitoring and evaluation of the PAR approach, based on the indicators of the project's PAR manual, have made it possible to see what **works well and make improvements on what is still needed**. The following results have been achieved by applying the PAR approach in the different WPs: collaboration through participation, participant training, actions evidenced in terms of different outcomes, and the production and acquisition of new knowledge.

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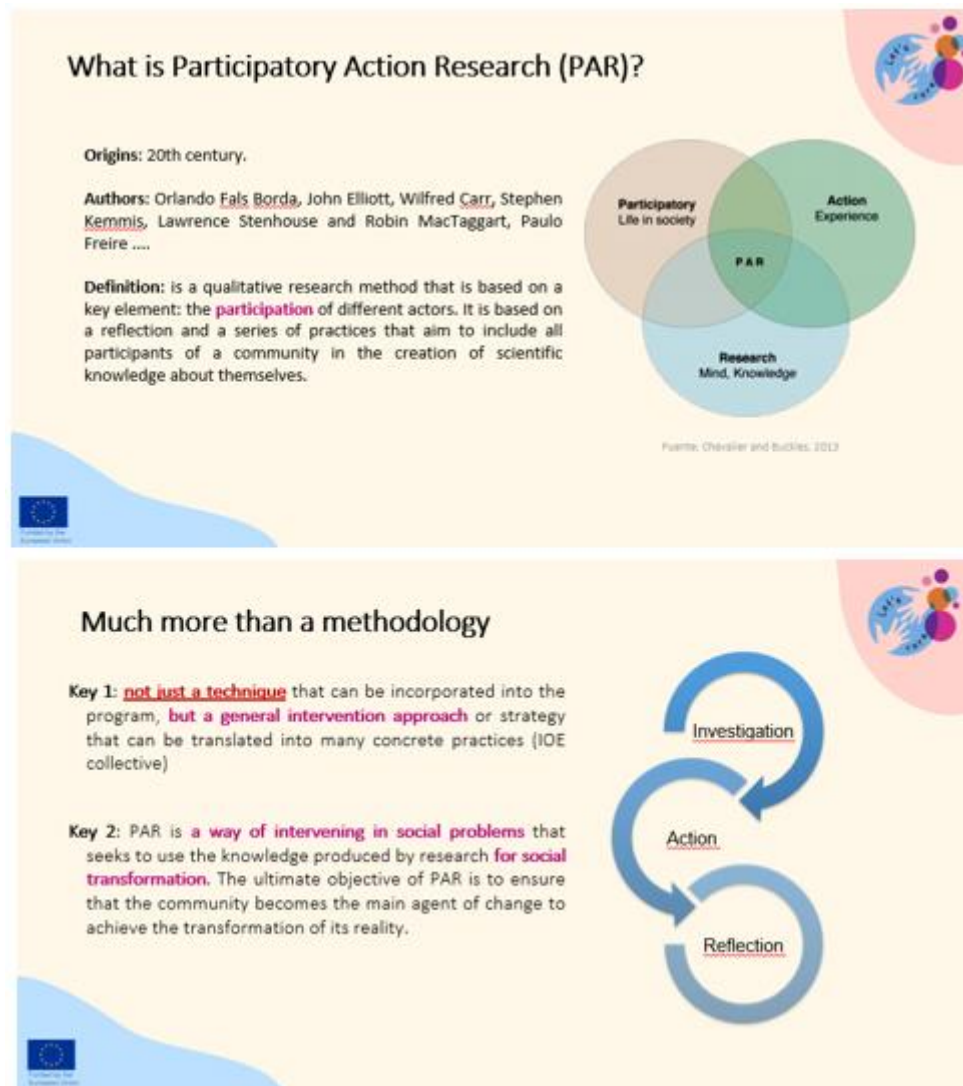
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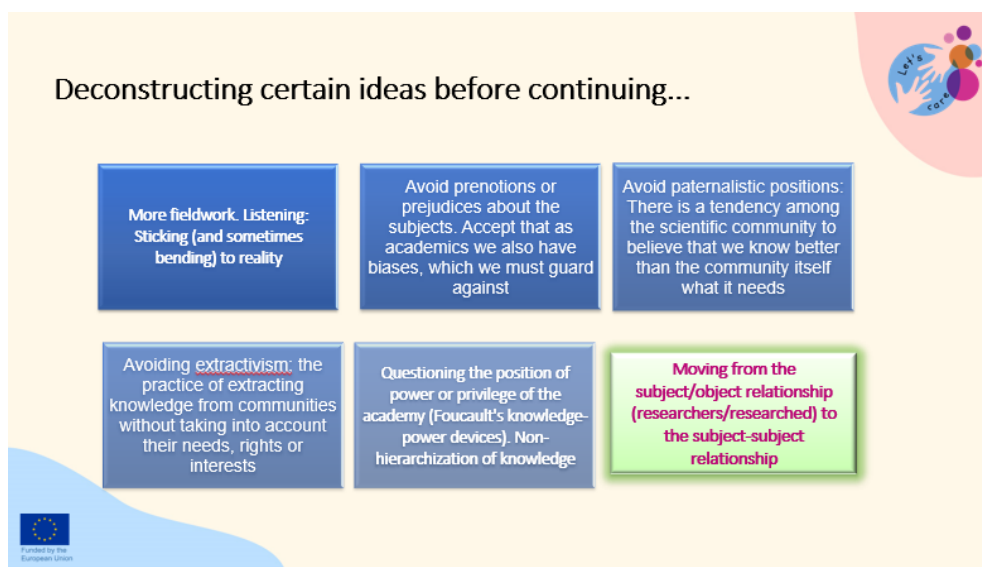

Figure (Annex) 1. PAR Activities LET'S CARE project

Figure (Annex) 2. PAR Methodology goals

Figure (Annex) 3. Let´s Care Project: Building Up a Community & PAR Methodology

Figure (Annex) 4. Training developed

Brainstorming of topics to be addressed with SMAT methodology

social integration of migrants and ethnic groups

Kindness

celebrations with a family

Dreams: do you think a woman can be president?

Toys/games/roles for boys and girls

Favourite colours, clothes

gender based -differences - strength

Freedom of Exploration could be joyous: The ability to explore interests and

First activity
SMAT methodological analysis for children in the first year of primary education (6-7 years).
They should analyse the risky situations and/or barriers in the four parts of the mural as explained previously in the presentation.
In this case we want to analyse gender perspective in schools.

anxiety

Fear of the unknown

Fear: Kids can experience fear from various things like the unknown, tests, social situations, or physical harm

Joys: do you have a dream job?

Motivation to work in order to encourage with a material reward

Sadness: have you ever

Wellbeing

professional qualification

Media and self-esteem

attention

Empathy

Gender perspective: boys and girls tend to play different games

Focus on Choice and Inclusivity: providing a variety of toys, games, and books that cater to different interests, not just stereotypical boy/girl options. This could include dolls for boys, trucks for girls, art supplies, building blocks. Just an idea :)

Mental health: perhaps try

risk behaviours

Lowliness

Bullying

Mental health

Hyperactivity

take care of animals /people

Dreams: do you think a man and a woman can have the same type of jobs?

Dream profession and job

Fears: do you think women are strong enough to do any kind of job?

What do you want to be when you grow up?

Toys/games/roles for boys and girls

Favourite colours, clothes

gender based -differences - strength

Freedom of Exploration could be joyous: The ability to explore interests and activities freely, regardless of what society typically associates with boys or girls.

We can combine the toys and the fear. For example, we can ask if they think that people will laugh at them when they see them playing with toys for the opposite gender

If you could give sadness a taste, what would it taste like and why?

the unknown, tests, social situations, or physical harm

Joys: do you have a dream job?

Motivation to work in order to encourage with a material reward

Sadness: have you ever wanted to play something but were too afraid of what your collegues might say?

Do you feel sad when you lose a game?

If you could describe sadness as a sound or a song, what would it be and why?

Focus on Choice and Inclusivity: providing a variety of toys, games, and books that cater to different interests, not just stereotypical boy/girl options. This could include dolls for boys, trucks for girls, art supplies, building blocks. Just an idea :)

Mental health: perhaps try to understand how do they feel and what they think it is being ok

Sadness: do you feel sad about having bathrooms for girls and for boys?

Why do you feel angry when you lose a game?

the same type of jobs?

Dream profession and job

Fears: do you think women are strong enough to do any kind of job?

What do you want to be when you grow up?

If you could describe sadness as a color, what would it be and why?

Would you feel sad if you were prohibited from playing in a boy's team if you were a girl or viceversa?

Sad: Is there any people who is love me?

Annex II: PAR training presentations

- June 13, 2023 – Introductory training to the PAR Methodology (1)
- September 19, 2023 – Training to deepen into the PAR Methodology (2)
- December 13, 2023 – Training on the SMAT technique and to build it to measure for the LET'S CARE project from co-creation.
- December 18, 2023 – Training on the SMAT technique to build measures for the LET'S CARE project from co-creation.
- January 16, 2024 – Training on the PHOTOVOICE technique and building it to measure for the LET'S CARE project from co-creation.
- January 22, 2024 – Training on the PHOTOVOICE technique and building it to measure for the LET'S CARE project from co-creation.
- January 24, 2024 – Training on the PHOTOVOICE technique and building it to measure for the LET'S CARE project from co-creation.
- March 5, 2024 – Training on the SMAT technique to build measures for the LET'S CARE project from co-creation.
- May 28, 2024 – Photovoice Return session. To present the results obtained through the photovoice technique.

Annex III: PAR dimensions & set of criteria

1. Collaboration

- Who will be involved in conducting this research?
- What roles will they have?
- Do we need to invite outside experts?
- What principles will we agree on when working together?
- How will we work? For example, how frequently do we need to meet, and what will we do between meetings?
- Who will we facilitate meetings with?
- How will we plan the research details? for example,
- We used the '5Ws' can be useful as a way of organising decision-making actions to be taken:
  - ○ WHAT will be done?
  - ○ WHO will be involved?
  - ○ WHERE will it take place?
  - ○ WHEN will each stage happen?
  - ○ HOW will we do this?

2. Knowledge

- What questions are most important?
- What different kinds of knowledge are going to be important?
- What methods do we need to use to find the answers to our research questions?
- What kinds of skills will be needed? Do we have these skills among the group, or do we need to bring in other people to provide help?
- What can each person present contribute to the research process?

3. Power

- Who usually carries out research and makes decisions on issues like the ones we have identified?
- Does our research allow others (outside of the project)? The transferability of knowledge must be present at all times.
- Are those people who are facilitating and involved in the steering group representative of the wider group affected by these issues?
- Are there people who are not represented, who we need to involve in certain stages? If so, how?

- How will we conduct meetings so that everyone is listened to and nobody dominates?
- How will we deal with disagreement, be sure that we don't gloss over differences, but discuss and work through different opinions?

4. Ethics

- Do individuals (or the whole group) want to be anonymous?[3]
- How are we going to store information in a way that preserves confidentiality?
- How are we going to be accountable?
- How to record what is said and what happens during the research process, from the start?
- Who should get to see this information?
- What are the potential sorts of harm that the research might cause? How can we avoid these?
- What are the potential benefits the research might lead to? How can we maximise these?

5. Building theory

- How will we record discussions, ideas, and the development of the research?
- How will we stand back from time to time to reflect on how the research is going and what has been achieved?
- Who will be involved in analysing the findings, and will everyone understand how this was done?
- Who will be involved in interpreting what the findings mean?
- How will we plan what outputs should be produced from the research?

6. Action

- What changes are needed, according to the research findings–e.g., understanding, behaviour, policy? Deciding on the implications of the research for action is a crucial stage in PAR. Occasionally, a PAR group might agree that no action is needed (for example if the findings show there isn't a problem after all; or everyone agrees that the learning that has taken place during the research is enough).
- Who will do what? Who has the time and ability to get involved in follow-up actions? What resources would help? Should the findings be shared outside of the group for this to take place? Sometimes, the findings will be used only by the group itself. Often, you may want to use them to influence others.

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[3] Only applicable to stakeholders and policymakers; all the rest are anonymous.

- How do we want to share and promote the findings of the research? There are lots of possible modes of disseminating findings, and you should decide which are most appropriate and feasible. For example: a public meeting, a report to policymakers, a press release, a poster campaign, a website, direct changes to practice, advocacy work, further meetings with those responsible or affected by the issue in your research.
- Who could help us to get the messages across and stimulate change?

7. Emotions and well-being

- Is the research topic something that people care passionately about or that directly affects their well-being? In social science research, researchers, depending on the topic, may feel emotionally involved in the research.
- How will we ensure that the space we work in is as comfortable and hospitable as possible for participants?
- How will those involved in meetings deal with negative emotions?
- Might the research affect others outside of the PAR group?
- Do we have backup strategies, such as pointing people to sources of advice for particular problems or counselling services for participants who need them?

Annex IV: On-line questionnaire

Figure (Annex) 5. PAT online questionnaire