

## **Action**

### ***Convene your partners and build partnership capacity***

When convening your partners, you may need to set up some guidelines and define roles and responsibilities of the partners. It will be important to decide how often you will need to convene your partners (e.g., weekly, monthly, bi-monthly) and to develop channels of communication (e.g., e-mail, conference calls). You may also want to develop methods by which you can share the work of all the partners. By working with your partners, it can help to generate support and carry out intervention activities. For more information, see [Building Partnership Capacity in Partnerships](#).

### ***Revisit your goals and objectives***

Discuss the goals and objectives of your intervention. You may want to revisit your logic model to ensure that all of your goals and objectives are being met. You may need to revisit your intervention strategies that you have prepared to make sure that they are in line with your goals and objectives. Work with your partners to generate support and carry out intervention activities.

### ***Enhance your community capacity and obtain needed resources***

Once you have begun your intervention activities, you may discover that there are additional resources or costs that were not included in your original plan. It will be important to track these as part of your process evaluation. There should be a process for keeping track of resources, reporting to your partners about what has been used and what is still available.

### ***Implement your intervention activities***

- *Hire/train instructors/facilitators*

Once you and your partners have decided what types of information and activities your group education will cover, you will need to determine if you need to hire additional instructors/facilitators or conduct trainings for existing partners. You and your partners identified skills sets in the preparation stage that your instructors/facilitators might need to conduct your intervention. You and your partners may need to revisit these skills sets to determine the make up of your instructors. You and your partners may also need to revisit the design of your group education intervention to determine how many instructors are needed. You may need to multiple instructors to conduct your intervention activities.

- *Conduct your group education intervention*

Group education may include a number of different strategies including:

- group information exchanges;
- role modeling, demonstrations, and behavioral rehearsal with feedback and reinforcement;

- group discussion initiated by information provided, videos, photographs, puppet shows, skits, or written vignettes;
- small group exercises.

Before starting your group education intervention, make sure you have all the materials you need to conduct your group education intervention (e.g., handouts, PowerPoint's, videos, demonstrations). Determine if you need to bring in additional speakers. Schedule the day and time of the session and reserve the space at the location determined by you and your partners. Your session may be conducted in a single or multiple sessions for make sure you make sure you are prepared for each of the sessions.

- *Revisit your timeline and roles and responsibilities*

As you are implementing your intervention activities, it will be helpful to revisit your timeline and the roles and responsibilities that you outlined in the preparation stage to ensure that you are accomplishing all that you set out to do. You may need to revise your timeline and roles and responsibilities as you encounter barriers and challenges.

### ***Respond to barriers***

Since you have already identified the barriers in the preparation phase, it is time to make sure that you have addressed these barriers. The process evaluation in the [Evaluation](#) section can help you to see how you are doing.

### ***Collect your evaluation data***

Collect your baseline evaluation measures. Be aware that you may need to incorporate additional evaluation measures in your follow-up evaluation materials. For example, in your baseline evaluation you may not ask about exposure to intervention messages, as your intervention has not be implemented at that time, but message exposure would be a evaluation measure you would want to capture at the end of your intervention.

### ***Interpret and Summarize your findings***

Once you have collected your evaluation data it is important to share your evaluation findings with your partners as well as others in the community. It is helpful to do this throughout the intervention so you can make "mid-course adjustments" rather than just at the end of the intervention. In addition, by reviewing your evaluation data at regular intervals you will be able to determine if your evaluation methods are enabling you to collect the types of data you need to evaluate your intervention. You may want to work with evaluation experts and ask them to help you to interpret and summarize the findings in a way that is accessible to multiple audiences.

### ***Share your work with the population***

Follow up with your partners and others in the community to let them know how successful the group education intervention has been with participants as a way to grab the attention of community members and highlight the importance of nutrition.

You may also consider presenting at conferences locally or nationally to let others know of your successes and challenges. Getting the word out is key to improving the interventions over time.

The following questions have been provided to help guide the discussion you have with your partners about sharing your work with others:

- What is the goal of sharing our work? What action do we want others to take?
- Which group needs to take action right now? Which group is the primary audience at this moment?
- What does this audience care about? What values do we share with this audience?
- What is our message to this audience? What do they need to hear to take action?
- What media outlets does our audience follow? Which newspapers do they read? Which radio stations do they listen to? Which television newscasts do they watch?
- Who are our opponents?
- What is their message to our audience?