

RTAC Webinar #1 Transcript
A Vital Resource: Exploring USAID's Research Translation Toolkit
February 9, 2023

00:00:00.740 --> 00:00:01.920

Julie MacCartee: Welcome, everyone.

00:00:01.990 --> 00:00:05.861

Julie MacCartee: My name is Julie MacCartee and I'm a program officer with

00:00:05.873 --> 00:00:09.500

the Research Division within the Innovation Technology and Research Hub

00:00:09.580 --> 00:00:13.310

Julie MacCartee: at the U.S. Agency for International Development, or USAID.

00:00:13.820 --> 00:00:18.665

Julie MacCartee: As I mentioned before, those of you have just joined, please feel free to also introduce

00:00:18.677 --> 00:00:23.900

yourselves in the chat. We'd love to know where you're joining from, and what interested you in the webinar today.

00:00:24.740 --> 00:00:29.161

Julie MacCartee: We're delighted to have you joining us today for the first in

00:00:29.173 --> 00:00:33.550

a four-part webinar series on how to Use USAID's Research Translation Toolkit

00:00:33.630 --> 00:00:36.589

Julie MacCartee: to increase the reach and impact of your research.

00:00:37.150 --> 00:00:42.753

Julie MacCartee: The Research Translation Toolkit was developed under USAID's Research Technical Assistance

00:00:42.765 --> 00:00:48.070

Center, also known as RTAC. So, you might hear the acronym RTAC a few times during this webinar

00:00:48.440 --> 00:00:52.111

Julie MacCartee: RTAC supports USAID missions, bureaus

00:00:52.123 --> 00:00:55.360

and independent offices, to make evidence-based decisions.

00:00:55.570 --> 00:00:58.879

Julie MacCartee: The project is funded by USAID and led by

00:00:58.891 --> 00:01:02.269

NORC at the University of Chicago with PRB as a core partner.

00:01:03.420 --> 00:01:06.770

Julie MacCartee: Today's webinar will offer a broad overview of the toolkit.

00:01:06.920 --> 00:01:12.447

Julie MacCartee: We'll show how its three sections can be used together to help you package research

00:01:12.459 --> 00:01:17.829

backed recommendations into accessible formats that can easily be used by your target audiences

00:01:17.900 --> 00:01:21.930

Julie MacCartee: to improve policies, programs, and practices.

00:01:22.240 --> 00:01:24.574

Julie MacCartee: For your reference, we will share

00:01:24.586 --> 00:01:26.840

a link to the research translation toolkit itself

00:01:26.950 --> 00:01:30.754

Julie MacCartee: in the chat box, and, of course, we'll share that multiple

00:01:30.766 --> 00:01:34.300

times and make sure that you have access to it in our post event resources.

00:01:35.220 --> 00:01:38.265

Julie MacCartee: We're also offering three subsequent webinars

00:01:38.277 --> 00:01:40.919

to go into greater depth on each of the three sections.

00:01:41.100 --> 00:01:42.888

Julie MacCartee: We'll share more information

00:01:42.900 --> 00:01:44.779

on those webinars at the end of today's session.

00:01:44.850 --> 00:01:46.448

Julie MacCartee: You're welcome to just

00:01:46.460 --> 00:01:48.230

attend this webinar if it meets your needs.

00:01:48.260 --> 00:01:50.894

Julie MacCartee: But the next three will give a chance to

00:01:50.906 --> 00:01:53.650

unpack your questions about each section of the toolkit.

00:01:54.740 --> 00:02:02.762

Julie MacCartee: If you are a USAID staff member attending today, we hope you look for ways to use this toolkit as you design and support projects

00:02:02.774 --> 00:02:11.020

that focus on research and or evidence use, and we also encourage you to share the toolkit or the recording of this webinar with your implementing partners.

00:02:11.250 --> 00:02:13.465

Julie MacCartee: If you yourself, are a research

00:02:13.477 --> 00:02:15.519

scientist or other development practitioner,

00:02:15.690 --> 00:02:19.579

Julie MacCartee: we hope you will use these tools to increase the impact of your work.

00:02:21.080 --> 00:02:24.609

Julie MacCartee: Before we get started, just a couple of logistical points.

00:02:24.630 --> 00:02:28.215

Julie MacCartee: Since there are a lot of people here. We have turned off your videos

00:02:28.227 --> 00:02:31.949

and microphones, but we will be using and monitoring the chat box throughout the webinar.

00:02:32.650 --> 00:02:36.090

Julie MacCartee: And, as I said before, we invite you to introduce yourselves.

00:02:36.140 --> 00:02:38.170

Julie MacCartee: Use the chat box as you wish.

00:02:38.480 --> 00:02:47.367

Julie MacCartee: If you have a question during the webinar, however, we encourage you to use Zoom's Q&A feature which, for me, is at the bottom of my screen, to help us track and

00:02:47.379 --> 00:02:56.179

answer your questions. We'll keep an eye on the chat box, but it would really help us if you would put your kind of concrete questions about the toolkit into the Q&A feature.

00:02:57.720 --> 00:03:04.049

Julie MacCartee: All right. And lastly, I wanted to make sure that I give a shout out to my colleague, Celia Laskowski, who is on

00:03:04.061 --> 00:03:10.549

the webinar today, who played a really important role in development of the toolkit. She is with the USAID Research Division, as well,

00:03:10.600 --> 00:03:13.264

Julie MacCartee: and she'll be in the chat box kind of

00:03:13.276 --> 00:03:16.000

engaging with you all and helping answer questions also.

00:03:16.240 --> 00:03:18.820

Julie MacCartee: Thanks for saying "hello," Celia.

00:03:20.500 --> 00:03:22.500

Julie MacCartee: All right enough from me.

00:03:22.660 --> 00:03:29.513

Julie MacCartee: So, to get it start to get us under way. I would like to extend a warm welcome to Emmanuella Delva, who

00:03:29.525 --> 00:03:36.449

will share her perspective on the importance of research translation, and why USAID decided to invest in this toolkit.

00:03:37.100 --> 00:03:39.912

Julie MacCartee: Emmanuella is the deputy director for

00:03:39.924 --> 00:03:42.589

research policy in the Research Division at USAID.

00:03:42.840 --> 00:03:45.959

Julie MacCartee: as well as the acting managing director of the division.

00:03:46.370 --> 00:03:51.438

Julie MacCartee: The research division lies within the larger Innovation Technology and Research Hub

00:03:51.450 --> 00:03:56.379

within the Bureau for Development, Democracy and Innovation. USAID is like an onion. Many layers.

00:03:56.690 --> 00:04:03.040

Julie MacCartee: She has been with USAID for almost 12 years, having first joined as an American

00:04:03.052 --> 00:04:09.349

Association for the Advancement of Science or AAAS Science and Technology Policy Fellow in 2011.

00:04:09.700 --> 00:04:12.438

Julie MacCartee: She holds a PhD. in biological

00:04:12.450 --> 00:04:15.029

and biomedical sciences from Emory University,

00:04:15.100 --> 00:04:18.483

Julie MacCartee: and is no stranger to the processes of developing

00:04:18.495 --> 00:04:21.789

and implementing research programs and disseminating the results.

00:04:21.940 --> 00:04:25.169

Julie MacCartee: So, Emmanuella, I will gladly pass the microphone to you.

00:04:26.220 --> 00:04:34.674

Emmanuella Delva (USAID): Great. Thank you so much. Thank you, Julie, Celia, and the entire team for the opportunity

00:04:34.686 --> 00:04:42.759

to provide brief remarks and for putting together what I'm sure will be a very informative and fruitful series of webinars

00:04:42.770 --> 00:04:45.202

Emmanuella Delva (USAID): to highlight the importance of

00:04:45.214 --> 00:04:47.830

research translation in support of international development.

00:04:48.520 --> 00:04:53.718

Emmanuella Delva (USAID): So, what drew me to a career in science policy was my love for

00:04:53.730 --> 00:04:58.880

doing research, and at the expense of sounding cheesy, to make the world a better place.

00:04:58.890 --> 00:05:04.633

Emmanuella Delva (USAID): And part of making the world a better place, includes utilizing, proving

00:05:04.645 --> 00:05:11.039

interventions to address key development challenges across all of the technical sectors in which USAID works.

00:05:11.640 --> 00:05:18.867

Emmanuella Delva (USAID): The Research Division in USAID's Innovation, Technology and Research Hub serves to manage

00:05:18.879 --> 00:05:26.180

programs, promote partnerships and develop and implement policies to support the advancement of both the generation and

00:05:26.190 --> 00:05:30.518

Emmanuella Delva (USAID): and translation of the amazing data and research findings

00:05:30.530 --> 00:05:34.560

that come from the higher education community, as well as our agency colleagues.

00:05:35.040 --> 00:05:43.188

Emmanuella Delva (USAID): And planning for research utilization allows us to keep our eyes on the prize from as close to the beginning of a

00:05:43.200 --> 00:05:51.359

research activity as possible, to maximize our ability to identify promising development solutions and per in an information for key stakeholders.

00:05:51.790 --> 00:05:54.654

Emmanuella Delva (USAID): Which brings us to the importance of

00:05:54.666 --> 00:05:57.450

developing this Research Translation Toolkit under RTAC.

00:05:57.940 --> 00:06:00.477

Emmanuella Delva

(USAID): For the last four plus

00:06:00.489 --> 00:06:03.149

Years, USAID has been fortunate to work with NORC

00:06:03.280 --> 00:06:05.901

Emmanuella Delva (USAID): and PRB as they have

00:06:05.913 --> 00:06:08.599

provided guidance on planning for research uptake.

00:06:08.950 --> 00:06:13.115

Emmanuella Delva (USAID): However, there is only so much the RTAC staff can

00:06:13.127 --> 00:06:17.199

do, and unfortunately, they cannot work with every research team in the agency.

00:06:17.880 --> 00:06:23.673

Emmanuella Delva (USAID): But through the use of this Research Translation Toolkit, every research team now

00:06:23.685 --> 00:06:29.650

can have the tools necessary to ensure that data and evidence that we generate are put to the best use possible.

00:06:30.480 --> 00:06:31.359

Excuse me.

00:06:31.880 --> 00:06:34.170

Emmanuella Delva (USAID): You will learn over the next

00:06:34.182 --> 00:06:36.400

several weeks about the key components of the toolkit

00:06:36.700 --> 00:06:39.428

Emmanuella Delva (USAID): designed to be utilized at

00:06:39.440 --> 00:06:42.179

any portion at any point—excuse me—of your research.

00:06:42.390 --> 00:06:45.027

Emmanuella Delva (USAID): It is a resource that can be

00:06:45.039 --> 00:06:47.640

used for currently active USAID supported projects

00:06:47.660 --> 00:06:51.250

Emmanuella Delva (USAID): as well as before the start of a research activity.

00:06:51.270 --> 00:06:54.990

Emmanuella Delva (USAID): Or after the research has been completed.

00:06:55.910 --> 00:07:03.444

Emmanuella Delva (USAID): As we all know, a positive change often starts with decisionmakers, key individuals who work

00:07:03.456 --> 00:07:11.190

within government and other organizations and can use research evidence to improve programs and find to fine-tune policies.

00:07:11.640 --> 00:07:13.650

Emmanuella Delva (USAID): And through the use of this toolkit,

00:07:13.700 --> 00:07:17.789

Emmanuella Delva (USAID): researchers and research teams can identify and engage with

00:07:17.801 --> 00:07:21.750

these important stakeholders through the development of communication products,

00:07:21.860 --> 00:07:26.100

Emmanuella Delva (USAID): key stakeholder analyses, and research-to-action plans.

00:07:26.540 --> 00:07:31.202

Emmanuella Delva (USAID): So, with that I will stop there. Thank you again for

00:07:31.214 --> 00:07:35.829

the opportunity to be here today, and I will hand the mic over back to Julie.

00:07:37.850 --> 00:07:39.330

Julie MacCartee: Thank you so much, Emmanuella.

00:07:40.380 --> 00:07:44.200

Julie MacCartee: I'll now turn things over to Tess McLoud from PRB

00:07:44.260 --> 00:07:47.119

Julie MacCartee: to lead us through a quick exercise to frame where

00:07:47.131 --> 00:07:50.170

we're all coming from before we move on to the main part of this webinar.

00:07:50.770 --> 00:07:56.952

Julie MacCartee: Tess is a senior policy adviser at PRB in international programs, where she works on advocacy

00:07:56.964 --> 00:08:03.269

for multi sectoral development initiatives that address the links between population, health, and the environment.

00:08:03.590 --> 00:08:05.941

Julie MacCartee: She supports researchers to develop

00:08:05.953 --> 00:08:08.449

plans, to translate their research findings into action.

00:08:08.920 --> 00:08:10.200

Julie MacCartee: I'll pass it to you.

00:08:11.010 --> 00:08:12.500

Tess McLoud: Thank you, Julie.

00:08:12.950 --> 00:08:20.354

Tess McLoud: Now we want to take a moment to hear from you all about what factors influence, research, uptake, and by research uptake,

00:08:20.366 --> 00:08:27.560

we mean people who do not actually conduct the research are now using the evidence that you've produced to inform their decisions.

00:08:27.770 --> 00:08:30.178

Tess McLoud: You might have also heard this referred to

00:08:30.190 --> 00:08:32.519

as research, utilization, or research to practice.

00:08:32.980 --> 00:08:35.948

Tess McCloud: So, we're sharing a link in the chat that

00:08:35.960 --> 00:08:38.939

you can use to respond to this question on the screen.

00:08:39.800 --> 00:08:43.989

All of your answers will contribute to a word cloud.

00:08:44.060 --> 00:08:46.464

Tess McCloud: The bigger and bolder words that will

00:08:46.476 --> 00:08:48.979

come through are those that are mentioned the most often.

00:08:49.200 --> 00:08:51.724

Tess McCloud: This will help us get a sense of the common

00:08:51.736 --> 00:08:54.049

challenges that are faced among today's participants.

00:08:54.590 --> 00:08:58.150

Tess McCloud: In doing this, since you're limited to one word, we also

00:08:58.162 --> 00:09:01.990

welcome you to elaborate on your responses in the chat box, if you'd like to.

00:09:02.280 --> 00:09:06.272

Tess McLoud: So, we'll get some time now to put a Mentimeter up

00:09:06.284 --> 00:09:10.350

on the screen. You can look in the chat to get the link and submit

00:09:10.390 --> 00:09:11.570

Tess McLoud: an answer

00:09:12.570 --> 00:09:15.510

Tess McLoud: to which factors influence research uptake.

00:09:15.630 --> 00:09:18.599

Tess McLoud: I see some answers coming through already – fantastic!

00:09:20.160 --> 00:09:24.038

Tess McLoud: So, as you submit, answers will come across on the screen.

00:09:24.050 --> 00:09:27.669

Here, again, the larger words are those that are submitted most often

00:09:27.820 --> 00:09:33.029

Tess McLoud: so might be the most pertinent for the most number of people. I'm seeing

00:09:33.230 --> 00:09:34.550

Tess McLoud: "relevance."

00:09:35.940 --> 00:09:40.244

Tess McLoud: So, having research results that are relevant to the

00:09:40.256 --> 00:09:44.509

needs of your stakeholders can help them be utilized. "Understanding."

00:09:44.900 --> 00:09:45.980

Tess McLoud: "need,"

00:09:46.200 --> 00:09:47.230

Tess McLoud: "time."

00:09:48.700 --> 00:09:50.910

Tess McLoud: "Plain language" – that's a good one.

00:09:53.800 --> 00:09:54.870

Tess McLoud: "Ownership."

00:09:54.930 --> 00:09:56.100

Tess McLoud: Absolutely.

00:09:58.230 --> 00:09:59.560

Tess McLoud: "Practicality"

00:10:00.890 --> 00:10:02.500

Tess McLoud: and "engagement."

00:10:03.040 --> 00:10:07.791

Tess McLoud: So, go ahead and submit your answers. If you would like to add something else

00:10:07.803 --> 00:10:12.619

besides what you can put into the multi answer box, you're welcome to add it into the chat.

00:10:18.280 --> 00:10:20.790

Tess McLoud: Quite a number of responses coming through.

00:10:22.310 --> 00:10:26.729

Tess McLoud: This is fantastic! I think all of these are certainly factors that

00:10:26.741 --> 00:10:30.950

we're going to touch on, and that are relevant to influence research uptake.

00:10:39.260 --> 00:10:40.230

Tess McLoud: "Quality,"

00:10:47.050 --> 00:10:48.110

Tess McLoud: "clarity,"

00:10:48.290 --> 00:10:49.670

Tess McLoud: "practicality."

00:10:52.770 --> 00:10:54.430

Tess McLoud: Okay, fantastic.

00:10:54.850 --> 00:10:58.973

Tess McLoud: That was just an exercise to get us warmed up and thinking a little

00:10:58.985 --> 00:11:03.069

bit today about research uptake and what it takes to get your research utilized.

00:11:04.580 --> 00:11:06.649

Tess McCloud: Christine, I think we can move on.

00:11:12.360 --> 00:11:18.840

Tess McCloud: All right. Fantastic! Yes, you all identified many important factors that influence whether and

00:11:18.852 --> 00:11:25.230

to what degree research findings are seen and used by stakeholders to inform policies, programs, and practices.

00:11:25.450 --> 00:11:30.128

Tess McCloud: In essence, these factors influence the degree to which research findings are

00:11:30.140 --> 00:11:35.140

translated, to become more accessible to a wider audience than the scientific research community.

00:11:35.750 --> 00:11:38.012

Tess McCloud: Now we'll walk you through the ways in

00:11:38.024 --> 00:11:40.430

which the toolkit can be used to address those factors.

00:11:43.500 --> 00:11:48.181

Tess McCloud: The Research Translation Toolkit is a comprehensive standalone resource that can be

00:11:48.193 --> 00:11:52.839

used by anyone who wants to bridge the gap between research production and research utilization.

00:11:53.270 --> 00:11:58.521

Tess McLoud: Each section includes exercises, fillable forms, and templates to help you apply the

00:11:58.533 --> 00:12:04.280

information in the toolkit to your own work in order to influence decisions and achieve development impact.

00:12:06.350 --> 00:12:09.129

Tess McLoud: The toolkit is divided into three sections:

00:12:09.360 --> 00:12:13.327

Tess McLoud: Sequel:

stakeholder analysis, communication

00:12:13.339 --> 00:12:16.690

products, and research-to-action or R2A plan.

00:12:17.460 --> 00:12:18.950

Tess McLoud: Working together,

00:12:18.990 --> 00:12:23.595

Tess McLoud: these three sections can help you craft strategies and messages to influence

00:12:23.607 --> 00:12:28.439

decisions and achieve development impact more effectively throughout the research process.

00:12:31.470 --> 00:12:33.418

Tess McLoud: You can use the toolkit no

00:12:33.430 --> 00:12:35.629

matter where you are in your research process.

00:12:35.740 --> 00:12:39.501

Tess McLoud: While we recommend using the entire toolkit throughout the

00:12:39.513 --> 00:12:43.549

research process, it will be most effective if it is used on multiple points.

00:12:44.100 --> 00:12:47.543

Tess McLoud: As you can see from this graphic, there are certain sections

00:12:47.555 --> 00:12:51.010

of the toolkit that are most suited to each phase of the research process.

00:12:51.110 --> 00:12:54.489

Tess McLoud: Using specific toolkit sections at critical points in the

00:12:54.501 --> 00:12:57.939

research process will allow you to get the most impact from the toolkit.

00:12:58.740 --> 00:13:00.966

Tess McLoud: Together, we'll walk through each

00:13:00.978 --> 00:13:03.459

section and discuss when it is best to use and why.

00:13:04.150 --> 00:13:08.548

Tess McLoud: Remember, the research process is cyclical, so these stages, and the

00:13:08.560 --> 00:13:13.239

various toolkit sections, may be revisited throughout the life of your research project.

00:13:15.620 --> 00:13:24.073

Tess McLoud: However, before we dive into each of the three toolkit sections, we wanted to share examples of a few real research teams that have used the processes

00:13:24.085 --> 00:13:32.709

provided in the toolkit to develop their own stakeholder analysis, communication products, and research-to-action plan as they move throughout the research process.

00:13:36.070 --> 00:13:42.576

Tess McLoud: A research team at the Institut Pasteur de Tunisthat was working on cutaneous leishmaniasis, a skin infection

00:13:42.588 --> 00:13:48.869

transmitted by sand flies, conducted a stakeholder analysis to help them develop a research-to-action plan.

00:13:49.990 --> 00:13:53.711

Tess McLoud: First, they brainstormed and identified an initial set of 20

00:13:53.723 --> 00:13:58.010

stakeholders, they thought could help them achieve their research utilization goals.

00:13:58.260 --> 00:14:06.395

Tess McCloud: That initial list consisted of a diverse group of individuals from government offices, multilateral organizations, foundations,

00:14:06.407 --> 00:14:14.150

universities, hospitals, and businesses who were operating at various spheres of influence, ranging from subnational to global levels.

00:14:15.260 --> 00:14:20.129

Tess McCloud: Next, they systematically considered stakeholders level of influence over

00:14:20.141 --> 00:14:25.079

the research topic to determine which stakeholders should be prioritized for engagement.

00:14:25.320 --> 00:14:27.506

Tess McCloud: Stakeholders with a high level of

00:14:27.518 --> 00:14:29.810

influence were generally prioritized over others.

00:14:32.480 --> 00:14:37.873

Tess McCloud: A second example shows how a research team used the processes outlined in the communication

00:14:37.885 --> 00:14:42.879

products section of the toolkit to develop products to share their findings and recommendations.

00:14:44.260 --> 00:14:49.221

Tess McCloud: A research team in the Philippines analyzed data that confirmed that contact

00:14:49.233 --> 00:14:53.870

tracing for childhood tuberculosis cases was not consistently performed to standard.

00:14:54.760 --> 00:14:58.399

Tess McLoud: The research identified barriers to better contact tracing.

00:14:59.180 --> 00:15:04.166

Tess McLoud: The team felt an urgency to share their findings, so health care workers could identify

00:15:04.178 --> 00:15:08.929

a much larger number of affected children than they were identifying under the current approach.

00:15:10.060 --> 00:15:12.787

Tess McLoud: The team wanted to reach decision-makers

00:15:12.799 --> 00:15:15.030

at both the national and subnational levels.

00:15:15.120 --> 00:15:18.866

Tess McLoud: They also wanted to provide specific recommended actions to

00:15:18.878 --> 00:15:22.739

the three northern Philippine provinces in which they conducted their research.

00:15:23.960 --> 00:15:28.969

Tess McLoud: They recommended that national, regional and local governments establish guidance on

00:15:28.981 --> 00:15:34.310

contact tracing and provide health care workers with the resources and tools to improve contact tracing.

00:15:35.800 --> 00:15:39.013

Tess McLoud: Based on the information they received through interviews

00:15:39.025 --> 00:15:42.160

about stakeholders' communication preferences in the health sector,

00:15:42.420 --> 00:15:47.203

Tess McLoud: the team decided to develop a factsheet tailored for national, regional

00:15:47.215 --> 00:15:51.899

and local decision makers with photos and relevant data findings from their research.

00:15:55.920 --> 00:15:56.980

Tess McLoud: Finally,

00:15:57.150 --> 00:16:01.444

Tess McLoud: a research team at the Indian Agricultural Research Institute

00:16:01.456 --> 00:16:05.820

designed and evaluated a clean energy cooling system for low-income farmers.

00:16:06.160 --> 00:16:12.138

Tess McLoud: During a research translation workshop, the research team set R2A goals focused on reaching

00:16:12.150 --> 00:16:18.139

national and subnational stakeholders. To ensure farmer groups have access to financing for the cooling system.

00:16:19.300 --> 00:16:22.077

Tess McLoud: The team identified several immediate

00:16:22.089 --> 00:16:25.370

actionable next steps to work towards these goals, including

00:16:25.680 --> 00:16:28.551

Tess McLoud: drafting technical guidelines to help farmers

00:16:28.563 --> 00:16:31.250

obtain funding from the Agriculture Infrastructure Fund,

00:16:31.850 --> 00:16:35.450

Tess McLoud: meeting with decision makers responsible for setting

00:16:35.462 --> 00:16:39.730

implementation guidelines based on policy decisions in agriculture and banking,

00:16:40.160 --> 00:16:44.180

Tess McLoud: and conducting demonstrations of the cold storage structure for farmers.

00:16:45.040 --> 00:16:49.448

Tess McLoud: The team focused on influential stakeholders who could address the problem

00:16:49.460 --> 00:16:53.830

of farmers lack of access to affordable cold storage which had resulted in wasted food.

00:16:57.790 --> 00:17:01.397

Tess McLoud: Now that we've looked at a few real-world examples, let's take a

00:17:01.409 --> 00:17:05.120

look at each of the toolkit's three sections that helped guide these research teams.

00:17:05.230 --> 00:17:08.310

Tess McLoud: We'll first look at the stakeholder analysis section.

00:17:11.490 --> 00:17:13.139

Tess McLoud: Who are stakeholders?

00:17:13.500 --> 00:17:18.388

Tess McLoud: Stakeholders are individuals or groups who influence, or influenced by the

00:17:18.400 --> 00:17:23.299

research, either directly or indirectly, and those who have an interest in the research.

00:17:23.690 --> 00:17:27.425

Tess McLoud: A stakeholder might be a funder, a policymaker,

00:17:27.437 --> 00:17:30.569

another researcher or a civil society organization.

00:17:31.350 --> 00:17:33.489

Tess McLoud: The stakeholder analysis section

00:17:33.560 --> 00:17:37.226

Tess McLoud: can help you identify those influential individuals or

00:17:37.238 --> 00:17:41.240

groups who might use your research and plan effective engagement with them.

00:17:41.650 --> 00:17:45.488

Tess McLoud: By enhancing stakeholder engagement, during your research you can

00:17:45.500 --> 00:17:49.350

increase the overall impact of your research insights or technical innovations.

00:17:52.340 --> 00:17:56.269

Tess McLoud: You can use the stakeholder analysis section when you want to

00:17:56.350 --> 00:17:59.202

Tess McLoud: understand your stakeholders' interests,

00:17:59.214 --> 00:18:02.450

influences, motivations, and knowledge on the subject matter.

00:18:03.010 --> 00:18:06.741

Tess McLoud: You can also use it to determine which stakeholders are the most

00:18:06.753 --> 00:18:10.449

important to engage in the research process, and when and how to engage them.

00:18:11.320 --> 00:18:13.605

Tess McLoud: And this section can also help you

00:18:13.617 --> 00:18:16.009

learn tips for how to interview your stakeholders.

00:18:19.780 --> 00:18:24.674

Tess McLoud: This section has five steps that will lead you through the stakeholder analysis

00:18:24.686 --> 00:18:29.429

with a set of worksheets that turn the theoretical information into hands-on learning.

00:18:35.750 --> 00:18:36.970

Tess McLoud: For example,

00:18:37.220 --> 00:18:43.749

Tess McLoud: the stakeholder information worksheet will help you organize what you know about your stakeholders' knowledge

00:18:43.761 --> 00:18:49.980

and views of your topic, their preferred communication methods, and their motivation and capacity to engage with you.

00:18:51.460 --> 00:18:56.463

Tess McLoud: The stakeholder prioritization worksheet will help you determine which stakeholders

00:18:56.475 --> 00:19:01.179

you want to put the most effort into engaging according to level of interest and influence,

00:19:02.220 --> 00:19:06.331

Tess McLoud: and the stakeholder interview guide helps you plan and prepare for

00:19:06.343 --> 00:19:10.929

stakeholder interviews to maximize the information you gather and the impact you achieve.

00:19:12.010 --> 00:19:16.703

Tess McLoud: Stay tuned for more information on the next webinars in this series, where we'll dive

00:19:16.715 --> 00:19:21.229

into each of these sections in more detail, including looking more closely at these worksheets.

00:19:21.540 --> 00:19:24.219

Tess McLoud: Full details on the dates and times for those

00:19:24.231 --> 00:19:27.059

next webinar sessions will come at the end of today's session.

00:19:30.900 --> 00:19:32.770

Tess McLoud: Looking back at the graphic,

00:19:32.960 --> 00:19:37.558

Tess McLoud: you can see that the stakeholder analysis section is very important at the

00:19:37.570 --> 00:19:42.180

very beginning of the research process, when you are developing your research questions.

00:19:42.560 --> 00:19:48.533

Tess McLoud: Using this section as early as possible gives stakeholders an opportunity to give their input before

00:19:48.545 --> 00:19:54.740

your research questions and approach our finalized, which establishes a strong engagement and support from the start.

00:19:55.410 --> 00:20:01.812

Tess McLoud: Since stakeholder roles may vary at each stage of the research process, the stakeholder analysis will be

00:20:01.824 --> 00:20:08.129

useful at each step to ensure that engagement is an ongoing, iterative process that continues throughout the project.

00:20:10.900 --> 00:20:14.330

Tess McLoud: Now, let's look at the Communication Products Section.

00:20:17.530 --> 00:20:25.600

Tess McLoud: The Communication Products section will help you craft main messages and choose the right format to share your research insights

00:20:25.612 --> 00:20:33.410

or technical innovations with stakeholders in a way that motivates them to use your evidence to inform policies, programs, or practices.

00:20:34.120 --> 00:20:41.373

Tess McLoud: Because all of the toolkit sections work together, you'll find that completing the stakeholder analysis section will provide

00:20:41.385 --> 00:20:48.650

you with essential information about your target audience to inform your choice and development of communication products in this section.

00:20:49.350 --> 00:20:53.570

Tess McLoud: The R2A plan section, which we'll discuss in a moment, will help you

00:20:53.582 --> 00:20:58.469

strategically plan how to use your communication products and will be part of tracking their use.

00:21:01.750 --> 00:21:05.088

Tess McLoud: You should use the communication products section

00:21:05.100 --> 00:21:08.449

when you want to tell a story using your data and information.

00:21:09.040 --> 00:21:11.606

Tess McLoud: This section can also show you how to

00:21:11.618 --> 00:21:14.449

tailor your main messages to your audience's interests.

00:21:14.760 --> 00:21:18.868

Tess McLoud: And it can help you package your research results in the format that

00:21:18.880 --> 00:21:23.000

is most likely to capture your stakeholders' attention, so the results will be used.

00:21:27.490 --> 00:21:33.062

Tess McLoud: As with the stakeholder analysis section, the Communication Products Section has worksheets,

00:21:33.074 --> 00:21:38.079

templates, and examples that will help you move from concept to concrete communication product.

00:21:42.560 --> 00:21:47.967

Tess McLoud: The worksheets in this section can help you develop communication objectives, craft

00:21:47.979 --> 00:21:53.119

main messages and create an outline for the appropriate product type to reach your audience.

00:21:57.720 --> 00:22:00.183

Tess McLoud: The communication products section

00:22:00.195 --> 00:22:02.619

is most relevant later in the research process

00:22:02.680 --> 00:22:07.120

Tess McLoud: during the analysis and write
up stage and dissemination and follow up stage.

00:22:07.500 --> 00:22:12.000

Tess McLoud: This is because you need to have sufficient data to support your claims,

00:22:12.050 --> 00:22:15.014

Tess McLoud: clear results, and actionable evidence-based

00:22:15.026 --> 00:22:18.420

recommendations before developing a strong communication product.

00:22:21.930 --> 00:22:25.063

Tess McLoud: Now let's look at the remaining section, which

00:22:25.075 --> 00:22:27.900

covers the research to action plan or R2A Plan.

00:22:32.410 --> 00:22:37.784

Tess McLoud: The R2A plan section helps you develop a step-by-step plan to communicate your

00:22:37.796 --> 00:22:42.960

research findings, attract influential stakeholders, and ensure your research leads to action.

00:22:43.170 --> 00:22:46.544

Tess McLoud: You should revisit and update your R2A plan over

00:22:46.556 --> 00:22:49.890

time. As things evolve over the course of your research project,

00:22:53.760 --> 00:22:57.881

Tess McLoud: you can use the R2A plan section when you want to create

00:22:57.893 --> 00:23:01.630

a strategic path from research generation to research utilization

00:23:01.860 --> 00:23:04.726

Tess McLoud: by drawing from your stakeholder analysis and

00:23:04.738 --> 00:23:07.859

effectively sharing any communication products you've developed.

00:23:08.620 --> 00:23:12.173

Tess McLoud: You can also use this section to identify the types of

00:23:12.185 --> 00:23:15.959

changes or decisions that could be made based on your research evidence.

00:23:16.150 --> 00:23:18.778

Tess McLoud: For example, can your findings

00:23:18.790 --> 00:23:21.430

inform program planning design and messaging

00:23:21.720 --> 00:23:23.569

Tess McLoud: for policy change?

00:23:23.740 --> 00:23:26.319

Tess McLoud: Maybe they can influence strategic investments?

00:23:27.710 --> 00:23:30.883

Tess McLoud: This section can also help you ensure your messages

00:23:30.895 --> 00:23:34.179

are clearly communicated, compelling and credible to your audience.

00:23:34.450 --> 00:23:37.700

Tess McLoud: Poor communication is a barrier to research uptake.

00:23:38.020 --> 00:23:44.425

Tess McLoud: For example, using technical or academic jargon, and not providing clear actionable recommendations

00:23:44.437 --> 00:23:50.230

for your audience can prevent them from understanding and using your research findings or innovations.

00:23:51.580 --> 00:23:55.647

Tess McLoud: This section also helps you identify opportunities to highlight

00:23:55.659 --> 00:23:59.209

your research findings and generate interest in their use.

00:23:59.620 --> 00:24:00.820

Tess McLoud: For example,

00:24:00.980 --> 00:24:02.996

Tess McLoud: are there budget or policy

00:24:03.008 --> 00:24:05.239

processes that you should take advantage of?

00:24:05.590 --> 00:24:08.792

Tess McLoud: What about strategic or programmatic planning? When

00:24:08.804 --> 00:24:11.920

would it be strategic to share your research or your innovations?

00:24:16.460 --> 00:24:19.599

Tess McLoud: The R2A Plan section includes seven steps

00:24:19.820 --> 00:24:24.157

Tess McLoud: with accompanying templates and worksheets that walk you through the process

00:24:24.169 --> 00:24:28.469

of creating, implementing, and measuring the success of your own research-to-action plan.

00:24:34.190 --> 00:24:42.776

Tess McLoud: The comprehensive template included in the toolkit has exercises for each of the seven steps in the development process working through

00:24:42.788 --> 00:24:51.209

that template will help you develop and refine a tailored R2A plan that will enable you to effectively transform your research into impact.

00:24:51.620 --> 00:24:56.877

Tess McLoud: The comprehensive R2A plan template included in this section highlights where in the

00:24:56.889 --> 00:25:02.209

R2A planning process you can pull from your stakeholder analysis and your communication products.

00:25:06.980 --> 00:25:08.609

Tess McLoud: As the graphic shows,

00:25:08.690 --> 00:25:11.782

Tess McLoud: the R2A plan section is most relevant at

00:25:11.794 --> 00:25:15.059

the very start when you're developing your research questions

00:25:15.100 --> 00:25:17.641

Tess McLoud: and at the later stages of analysis

00:25:17.653 --> 00:25:19.900

and write up and dissemination and tracking.

00:25:21.130 --> 00:25:27.481

Tess McLoud: As you begin planning your research, you can use the R2A plan section to help you think about how you want

00:25:27.493 --> 00:25:33.649

your results to be used, and how to involve and inform your stakeholders throughout each stage of the research process.

00:25:34.250 --> 00:25:39.198

Tess McLoud: Later, this section can help you assess your results, determine who needs to

00:25:39.210 --> 00:25:44.280

hear about them and develop a plan to convey significant implications to these stakeholders.

00:25:45.010 --> 00:25:48.551

Tess McLoud: It's a good idea to revisit your R2A plan throughout

00:25:48.563 --> 00:25:51.549

the process to make updates and use it to guide your work.

00:25:57.830 --> 00:26:01.093

Tess McLoud: We're going to return now for a moment to the full

00:26:01.105 --> 00:26:04.329

graphic of the toolkit section mapped onto the research process

00:26:04.380 --> 00:26:08.632

Tess McLoud: because we want to emphasize that the three sections of the toolkit are

00:26:08.644 --> 00:26:13.119

complementary rather than stand alone components of the research translation process.

00:26:13.390 --> 00:26:17.550

Tess McLoud: So, you may give more attention to one component at specific stages.

00:26:17.730 --> 00:26:20.187

Tess McLoud: Each section will inform and draw from

00:26:20.199 --> 00:26:22.479

the others over the course of the whole process.

00:26:23.140 --> 00:26:24.360

Tess McLoud: For example,

00:26:24.780 --> 00:26:31.663

Tess McLoud: completing the stakeholder analysis section will provide you with essential information about your target audience that will

00:26:31.675 --> 00:26:38.320

inform your choice and development of communication products and your strategy for reaching those audiences through your R2A plan.

00:26:39.150 --> 00:26:43.027

Tess McLoud: The communication products section in turn will draw from

00:26:43.039 --> 00:26:46.819

the stakeholder analysis section and will help shape the R2A plan.

00:26:47.850 --> 00:26:50.404

Tess McLoud: The R2A Plan section supports the

00:26:50.416 --> 00:26:52.879

effective sharing of your communication products

00:26:52.900 --> 00:26:56.528

Tess McLoud: and draws from the stakeholder analysis to create a

00:26:56.540 --> 00:27:00.180

strategic path from research generation to research utilization.

00:27:00.630 --> 00:27:03.763

Tess McLoud: Revisiting your stakeholder analysis and R2A

00:27:03.775 --> 00:27:06.919

plan in tandem can help you strengthen each of those tools.

00:27:12.350 --> 00:27:17.388

Tess McLoud: Much of the information we've shared today, including the research process

00:27:17.400 --> 00:27:22.110

graphic is available in a fact sheet that you can download from the RTAC website.

00:27:22.260 --> 00:27:25.529

Tess McLoud: We're sharing a link in the chat now for easy reference.

00:27:26.590 --> 00:27:32.077

Tess McCloud: This fact sheet is a great item to share with your partners or colleagues who might be interested in

00:27:32.089 --> 00:27:37.539

the toolkit, because it provides a concise overview of the toolkit, and contains links to the different sections.

00:27:44.040 --> 00:27:53.461

Tess McCloud: Now that we watch through the toolkit together, we're going to show a short video from an international research partnership in India and the U.S. that used

00:27:53.473 --> 00:28:02.739

principles from the toolkit to help popularize their technology for off-grid clean energy cooling for affordable storage of perishables for bottom-of-the-pyramid farmers.

00:28:03.140 --> 00:28:10.063

Tess McCloud: Thanks to what they learned from this toolkit, the research team was able to dramatically increase the reach of

00:28:10.075 --> 00:28:17.010

their new technology and gain support from influential businesses, political offices, news agencies, and government ministries.

00:28:17.290 --> 00:28:19.513

Tess McCloud: To best hear the video, you may

00:28:19.525 --> 00:28:21.660

want to turn up the volume on your computer.

00:28:22.490 --> 00:28:25.689

Video: Dr. Sangeeta Chopra, principal scientist at the Indian

00:28:28.450 --> 00:28:34.065

Agricultural Research Institute here in New Delhi, India, I'm working on solar refrigerated

00:28:34.077 --> 00:28:39.340

evaporatively cool structures with Dr. Randolph Beaudry from Michigan State University.

00:28:39.920 --> 00:28:46.801

Yeah. Thanks for the introduction. I'm. Randy Beaudry, as Sangeeta mentioned, working at Michigan State University in the Department

00:28:46.813 --> 00:28:53.239

of Horticulture. Been working here for about 33 years in the area of post-harvest, both biological and technological aspects.

00:28:54.340 --> 00:28:58.241

So, let's first review the technology of solar refrigerated,

00:28:58.253 --> 00:29:01.579

evaporatively cold structures, shall we Dr. Beaudry?

00:29:01.750 --> 00:29:03.099

Sounds like a good idea.

00:29:04.250 --> 00:29:07.995

Solar Panels of five kilowatts are used to run

00:29:08.007 --> 00:29:11.849

the 18,000 BTU per hour refrigeration system.

00:29:12.190 --> 00:29:16.697

The walls of the structure are made up of wetted fabric

00:29:16.709 --> 00:29:21.389

to reduce the heat load and cause cooling by evaporation.

00:29:21.810 --> 00:29:26.419

The outside temperature in this instance is around 16 Celsius,

00:29:26.470 --> 00:29:31.489

and the inside temperature is around 0.3 degrees Celsius.

00:29:31.800 --> 00:29:33.359

And let's look inside.

00:29:36.150 --> 00:29:39.939

You see there is a water battery suspended from under the

00:29:39.951 --> 00:29:43.620

ceiling. This contains cold water for nighttime cooling,

00:29:43.950 --> 00:29:47.806

and the indoor unit has a split evaporator coil. Part

00:29:47.818 --> 00:29:51.760

of the refrigerant is cooling

the air during daytime.

00:29:51.860 --> 00:29:54.919

and the other part of the refrigerant is cooling

00:29:54.931 --> 00:29:58.190

water, and this water is pumped in the water battery

00:29:58.710 --> 00:30:01.580

for nighttime cooling. And this electronics is for

00:30:01.592 --> 00:30:04.360

regulating the power of the refrigeration system.

00:30:05.980 --> 00:30:14.265

So, we think it is very important that this technology needs to get into the hands of farming communities in order to have an impact. This is

00:30:14.277 --> 00:30:22.869

where the Research Translation Toolkit comes in. The toolkit goes beyond working with the end users and enables policymakers and other influencers

00:30:22.880 --> 00:30:27.019

to become familiar with the technical and conceptual basis of our work.

00:30:27.110 --> 00:30:32.147

They can then use this information in their own power structure to affect broader

00:30:32.159 --> 00:30:37.640

changes than would be possible by our little team working with one farmer group at a time.

00:30:39.440 --> 00:30:47.562

As a part of the toolkit, our team use principles of the stakeholder analysis, to learn how to prepare questioners, and how to interview

00:30:47.574 --> 00:30:56.480

stakeholders, to extract information about their needs in the context of their jobs, whether they be farmers, educators, influencers, or policymakers.

00:30:56.650 --> 00:31:02.886

Another module of the toolkit dealt with the development of communication products. Our team used

00:31:02.898 --> 00:31:09.210

principles we learned in this module to prepare policy papers, websites, social media, interviews,

00:31:09.510 --> 00:31:12.941

scientific and social discourse. This helped us to

00:31:12.953 --> 00:31:16.800

popularize our technology among a broad range of peoples.

00:31:17.160 --> 00:31:25.757

The Research-To-Action Planning module helped us to make our goals more concrete by setting up a schedule of activities that we would then

00:31:25.769 --> 00:31:34.809

follow. This was important because it helped us go from a theoretical path to real action, engaging in the development of leaflets, demonstrations,

00:31:34.820 --> 00:31:42.240

interviews, etc. This became part of our scheduled events for the year, and because they were scheduled well in advance,

00:31:42.252 --> 00:31:49.619

it provided opportunities for the team members in the U.S. to participate, enhancing their interactions and outcomes.

00:31:50.240 --> 00:31:53.730

Right? We found it interesting that we could not always know in

00:31:53.742 --> 00:31:57.080

what form support for the project would emerge. For instance,

00:31:57.120 --> 00:32:05.998

after interviewing the Director of IARI, he funded the construction of a demonstration unit which was then the focus of numerous visits, not only by farmers

00:32:06.010 --> 00:32:14.900

and farm advisors, but also high-ranking and influential individuals from news agencies, businesses, political offices, and agricultural ministry operations.

00:32:15.180 --> 00:32:17.597

In total, there were several thousand in-person

00:32:17.609 --> 00:32:19.769

interactions with the demonstration site

00:32:19.880 --> 00:32:23.758

and the scope of resulting news media coverage had the potential to

00:32:23.770 --> 00:32:27.889

connect with over 10 million people based on their distribution numbers.

00:32:28.050 --> 00:32:31.220

So, this was an amazing result from a single conversation

00:32:31.232 --> 00:32:34.079

conducted as part of the research-to-action program.

00:32:35.130 --> 00:32:40.233

In terms of our personal growth, our experience using principles from the Research

00:32:40.245 --> 00:32:45.669

Translation Toolkit taught us to talk easily about our technology to any interest group.

00:32:45.710 --> 00:32:50.754

Practice does make perfect, after all. It enhanced our communication skills and helped to

00:32:50.766 --> 00:32:56.159

clarify the message, which was slightly different, depending on the orientation of the listener.

00:32:56.210 --> 00:33:05.381

Farmers would have more advantages learning that refrigeration could bring to their bottom line. Policymakers would hear more about how,

00:33:05.393 --> 00:33:14.509

on-farm cooling fulfilled farmers' needs, and how the effort required more resources to get into more communities. The effort continues.

00:33:14.520 --> 00:33:22.668

Recently, our widespread network of informed individuals brought about invitations to speak at scientific venues, an inclusion in

00:33:22.680 --> 00:33:30.839

a number of international proposals to secure funding, to further expand the reach of our work to places like Kenya and Ethiopia.

00:33:32.760 --> 00:33:37.930

So that kind of sums it up. Would you like to say anything else, Dr. Beaudry?

00:33:38.810 --> 00:33:43.512

Yeah, I would, actually –I've got a couple of comments to make. This does remind me a bit of our

00:33:43.524 --> 00:33:48.529

extension service, and how we use that to translate our findings in the laboratory to use in the field.

00:33:48.550 --> 00:33:52.943

But it also goes beyond that, and includes this act of talking with people

00:33:52.955 --> 00:33:57.140

who are decision makers as well as policymakers. And so, for that I found it

00:33:57.190 --> 00:34:01.019

very valuable to be involved in the RTAC program. How about you?

00:34:01.540 --> 00:34:09.907

I think it has been very valuable for me too. Most of the scientists here do not undergo this kind of training for taking the technologies

00:34:09.919 --> 00:34:18.419

from lab to the land, as we would say. So, this training program has been really very beneficial. It lays the roadmap for this purpose.

00:34:19.580 --> 00:34:21.069

Wonderful! Thank you.

00:34:30.720 --> 00:34:32.609

Tess McLoud: Fantastic. Thank you.

00:34:32.820 --> 00:34:41.455

Tess McLoud: And I'm pleased to share that the researchers from this excellent video are joining us here today. And so they are also available to

00:34:41.467 --> 00:34:50.410

answer any questions you may have related to the video and the things that they've shared. So please feel free to add those into the Q&A function

00:34:50.420 --> 00:34:53.690

Tess McLoud: as we go to the question and answer portion for today.

00:34:55.530 --> 00:34:58.851

Tess McLoud: Okay, great. So we hope these examples have been

00:34:58.863 --> 00:35:02.089

helpful in illustrating concrete applications of the toolkit

00:35:02.120 --> 00:35:04.885

Tess McLoud: and the ways in which this tool can help you

00:35:04.897 --> 00:35:07.530

amplify the reach and impact of your research findings.

00:35:08.070 --> 00:35:10.500

Tess McLoud: The entire toolkit is available

00:35:10.512 --> 00:35:12.520

for download from the RTAC website.

00:35:12.690 --> 00:35:18.197

Tess McLoud: Since there are several sections and multiple components of each section, we've

00:35:18.209 --> 00:35:23.890

also created a short video explaining how to easily access all of the resources the toolkit has to offer.

00:35:24.560 --> 00:35:29.077

Tess McLoud: We'll preview a few moments of the video now, but you can access

00:35:29.089 --> 00:35:33.309

the full-length version on the RTAC website using a link provided in the chat.

00:35:39.310 --> 00:35:42.144

Video: The Research Translation Toolkit includes three separate

00:35:42.156 --> 00:35:45.109

sections that users can download from the RTAC website.

00:35:45.150 --> 00:35:49.206

Each section consists of a set of files that includes the main guide,

00:35:49.218 --> 00:35:53.109

accompanying worksheets, examples, templates, and other resources.

00:35:53.140 --> 00:35:55.288

A troubleshooting guide and a fact sheet on

00:35:55.300 --> 00:35:57.460

the toolkit are also available for download.

00:35:57.980 --> 00:36:01.210

There are three steps you should follow to download each section.

00:36:01.700 --> 00:36:04.710

From the toolkit landing page on the RTAC website,

00:36:04.800 --> 00:36:07.954

navigate to the top of the screen and click the teal arrow

00:36:07.966 --> 00:36:11.079

to open a drop-down menu with each of the toolkit sections.

00:36:11.230 --> 00:36:13.418

Click on the title of the section you'd like

00:36:13.430 --> 00:36:15.629

to download and press the red download button.

00:36:16.310 --> 00:36:19.669

This will create a zip file in the downloads folder of your computer.

00:36:19.850 --> 00:36:22.781

This zip file includes all the files for that section

00:36:22.793 --> 00:36:25.300

of the toolkit.

00:36:36.070 --> 00:36:36.810

Julie MacCartee: Great.

00:36:38.630 --> 00:36:43.403

Julie MacCartee: Thank you so much, Tess. So again, you can watch that video in

00:36:43.415 --> 00:36:48.500

full. We'll send that out with our post-event resources, and it'll also be linked

00:36:48.560 --> 00:36:49.879

Julie MacCartee: on the toolkit

00:36:49.930 --> 00:36:52.415

Julie MacCartee: main page, where the toolkit can be

00:36:52.427 --> 00:36:55.160

Downloaded, so that you can get step-by-step, instructions

00:36:55.250 --> 00:36:56.649

Julie MacCartee: on using the toolkit.

00:36:57.080 --> 00:37:05.595

Julie MacCartee: All right. So that was a quick overview of what the toolkit contains. And now we have time for some questions, and we will

00:37:05.607 --> 00:37:13.959

start with those that have already been put into the question and answer feature. But please put in more questions. There's no question

00:37:13.990 --> 00:37:18.241

Julie MacCartee: too simple or complex. And please remember that you can ask

00:37:18.253 --> 00:37:22.350

questions of the research team that was shared in the prior video as well.

00:37:23.820 --> 00:37:28.809

Julie MacCartee: So first, I will start with a question for our PRB colleagues.

00:37:28.830 --> 00:37:31.391

Julie MacCartee: "Do you recommend using all of the

00:37:31.403 --> 00:37:34.229

tools in the research translation toolkit in conjunction?

00:37:34.460 --> 00:37:37.400

Julie MacCartee: About how much time to folks typically put

00:37:37.412 --> 00:37:40.609

toward research translation as

part of the total research effort?"

00:37:42.150 --> 00:37:43.400

Julie MacCartee: That's a great question.

00:37:49.230 --> 00:37:52.758

Tess McLoud: So I believe my colleague Jill was wanting to

00:37:52.770 --> 00:37:56.310

feel this one first. So, Jill, can I let you take that one?

00:38:01.530 --> 00:38:07.379

Jill Chanley: Yes, so I think that we know that research translation is

00:38:07.570 --> 00:38:10.858

Jill Chanley: part of the whole process. So, you should

00:38:10.870 --> 00:38:13.930

be thinking about your research translation efforts

00:38:14.080 --> 00:38:17.305

Jill Chanley: even from the very beginning; in each

00:38:17.317 --> 00:38:20.430

stage, as you saw with the graphic that we showed.

00:38:20.630 --> 00:38:25.013

Jill Chanley: So, at various stages you'll have more effort put in, but

00:38:25.025 --> 00:38:29.420

it's definitely something that you should be thinking out from day one.

00:38:31.220 --> 00:38:35.249

Jill Chanley: And I invite Julie to add any thoughts that she might have.

00:38:39.070 --> 00:38:42.400

Julie MacCartee: Yeah, I think that it's a great point that it's ideal

00:38:42.480 --> 00:38:44.509

Julie MacCartee: to be thinking about

00:38:44.610 --> 00:38:49.397

Julie MacCartee: research translation from day one. But of course, if that wasn't

00:38:49.409 --> 00:38:54.150

the case, it's never too late, right, to start thinking strategically through

00:38:55.650 --> 00:38:59.580

Julie MacCartee: how what you want your research to accomplish. What your

00:38:59.700 --> 00:39:02.640

Julie MacCartee: kind of lay person recommendations are.

00:39:03.100 --> 00:39:07.034

Julie MacCartee: Who, you know, the audiences that you want to share with.

00:39:07.046 --> 00:39:10.830

Of course, I think the question about how much time that's a tough one.

00:39:12.370 --> 00:39:15.000

Julie MacCartee: That's definitely one of those "it depends"

00:39:16.740 --> 00:39:18.269

Julie MacCartee: type of questions.

00:39:18.410 --> 00:39:20.099

But carving

00:39:20.170 --> 00:39:22.349

Julie MacCartee: whatever amount of time you think you need—

00:39:22.540 --> 00:39:25.368

Julie MacCartee: carving out some intentional time, right?

00:39:25.380 --> 00:39:27.980

That's always really what it's about in my book—

00:39:28.270 --> 00:39:32.058

Julie MacCartee: being intentional, not just assuming that the knowledge

00:39:32.070 --> 00:39:35.349

or data or recommendations we want to convey will automatically

00:39:35.520 --> 00:39:38.660

Julie MacCartee: be used. But being intentional about

00:39:38.672 --> 00:39:41.590

thinking about how we're going to help that happen.

00:39:48.570 --> 00:39:49.790

Julie MacCartee: All right.

00:39:50.160 --> 00:39:51.719

Julie MacCartee: And we had

00:39:52.370 --> 00:39:55.025

Julie MacCartee: a few other questions come in that I

00:39:55.037 --> 00:39:57.660

think we can highlight as well that we also kind of actively

00:39:57.770 --> 00:40:01.039

Julie MacCartee: answered in in the Q&A feature.

00:40:01.090 --> 00:40:04.109

Julie MacCartee: But an anonymous attendee asked whether

00:40:04.121 --> 00:40:06.940

there are constraints or limits in using this toolkit

00:40:07.250 --> 00:40:09.610

Julie MacCartee: for program or policy evaluations

00:40:09.650 --> 00:40:13.930

Julie MacCartee: rather than for research projects. I think that's a great question.

00:40:15.420 --> 00:40:17.809

Julie MacCartee: There are no constraints at all in using the toolkit.

00:40:18.140 --> 00:40:20.889

Julie MacCartee: Anyone can download it. Anyone

00:40:20.901 --> 00:40:23.719

can use it for any purpose if you find it helpful

00:40:24.370 --> 00:40:26.270

Julie MacCartee: for translating other types

00:40:26.282 --> 00:40:28.109

of knowledge that aren't necessarily based.

00:40:28.200 --> 00:40:31.817

Julie MacCartee: in a scientific research program. You are welcome to

00:40:31.829 --> 00:40:35.510

do so, and I think that several of the tools are very relevant for that,

00:40:35.790 --> 00:40:36.729

Julie MacCartee: and,

00:40:37.540 --> 00:40:39.989

Julie MacCartee: you know, program evaluations,

00:40:40.100 --> 00:40:44.550

Julie MacCartee: policy evaluations,

are their own type of research, or even,

00:40:44.960 --> 00:40:47.561

Julie MacCartee: you know, data that's coming out

00:40:47.573 --> 00:40:50.080

of monitoring evaluation and learning plans for

00:40:50.270 --> 00:40:53.029

Julie MacCartee: various implementation projects.

00:40:54.320 --> 00:40:56.553

Julie MacCartee: All are their own form of

00:40:56.565 --> 00:40:59.280

research, and I think this toolkit could be relevant

00:41:00.010 --> 00:41:01.110

Julie MacCartee: to those as well.

00:41:06.100 --> 00:41:06.669

Alright.

00:41:07.370 --> 00:41:10.131

Julie MacCartee: Let's see any additional questions.

00:41:10.143 --> 00:41:13.379

Celia Laskowski: Julie, if I might add.

Julie MacCartee: Please go ahead.

00:41:13.400 --> 00:41:16.001

Celia Laskowski: There were two questions

00:41:16.013 --> 00:41:18.229

in the chat that were both similar. And

00:41:18.330 --> 00:41:23.688

Celia Laskowski: basically, it was, "what if the findings of the research are negative? So

00:41:23.700 --> 00:41:29.130

how would you talk with stakeholders in that case, if they might not like the results?"

00:41:30.720 --> 00:41:35.933

Julie MacCartee: I think that—I love that question, and I also look to all of you. Many of you

00:41:35.945 --> 00:41:41.329

are scientific researchers who have joined us today, so I'm interested in your takes on this, as well.

00:41:41.610 --> 00:41:42.999

Julie MacCartee: But what if

00:41:43.510 --> 00:41:47.259

Julie MacCartee: findings are more negative, or are more like

00:41:47.420 --> 00:41:51.737

Julie MacCartee: no findings, or that there was no finding. Perhaps a research

00:41:51.749 --> 00:41:55.709

program was funded, and there's no solid conclusions that can come from it.

00:41:55.820 --> 00:41:57.950

Julie MacCartee: I think many of us would agree that

00:41:58.220 --> 00:42:00.089

Julie MacCartee: all information

00:42:00.980 --> 00:42:04.077

Julie MacCartee: is important, even if the finding

00:42:04.089 --> 00:42:07.259

is that there is no association between two things, or—

00:42:07.330 --> 00:42:09.430

Julie MacCartee: that a new—

00:42:09.470 --> 00:42:10.350

Julie MacCartee: and new—

00:42:11.730 --> 00:42:14.492

Julie MacCartee: sorry— implementation effort is not effective.

00:42:14.504 --> 00:42:16.770

It's just as important to share that information.

00:42:18.850 --> 00:42:22.759

Julie MacCartee: And so I do think that this toolkit can could help you think

00:42:22.771 --> 00:42:26.390

strategically through what exactly do you want to convey and with whom.

00:42:28.270 --> 00:42:31.090

Julie MacCartee: I see that as as important as well.

00:42:31.720 --> 00:42:34.710

Celia Laskowski: And if I could just add to that, Julie.

00:42:35.750 --> 00:42:43.228

Celia Laskowski: The toolkit, helps think through, not only when you have your findings, but then grounding that into kind of

00:42:43.240 --> 00:42:50.729

the relevance. Why is this important? And then a recommendation. So kind of even if you have information that might not be

00:42:51.370 --> 00:42:57.638

Celia Laskowski: extremely pleasant to receive for a donor or whatever stakeholder you're thinking about, what

00:42:57.650 --> 00:43:03.929

your recommendation is, knowing the information and the evidence. And really what we're getting at is

00:43:04.280 --> 00:43:08.703

Celia Laskowski: we want our actions to be based in evidence, so it's

00:43:08.715 --> 00:43:13.149

not necessarily a bad thing if this—the data doesn't come out how you

00:43:13.170 --> 00:43:16.892

Celia Laskowski: think it might or hope it might. It's then pivoting from

00:43:16.904 --> 00:43:20.839

there. And how do you package that to move forward with real evidence.

00:43:22.950 --> 00:43:25.439

Julie MacCartee: Yeah, great. And I see

00:43:25.590 --> 00:43:32.459

Julie MacCartee: Dick Tinsley—hi Dick. Nice to see you. It's been a while. “If you cannot accept the results

00:43:32.471 --> 00:43:38.990

You may be biased right?” So, keeping an eye towards our own biases and the potential biases of our audiences

00:43:39.150 --> 00:43:40.209

Julie MacCartee: throughout

00:43:40.800 --> 00:43:44.420

Julie MacCartee: is an important approach, and I see— I love how you put that.

00:43:46.190 --> 00:43:51.038

Julie MacCartee: You know it. A lot of this toolkit helps us get towards recommendations

00:43:51.050 --> 00:43:56.129

that are relevant to others. It's easy to assume that our findings will speak for themselves.

00:43:57.170 --> 00:43:58.620

Julie MacCartee: but often

00:43:58.830 --> 00:44:02.360

Julie MacCartee: policymakers, decision makers need that extra step,

00:44:02.870 --> 00:44:06.840

Julie MacCartee: need help getting to the "so what," to the recommendations.

00:44:06.860 --> 00:44:09.309

Julie MacCartee: And so, this toolkit helps

00:44:10.060 --> 00:44:14.020

Julie MacCartee: walk through communicating to get there.

00:44:17.280 --> 00:44:21.673

Julie MacCartee: I see from Jennifer, "Sometimes a negative finding can still

00:44:21.685 --> 00:44:25.859

be communicated as a recommendation. Flip the negative. A barrier into a

00:44:26.000 --> 00:44:27.950

Julie MacCartee: a practice aims to overcome it."

00:44:28.230 --> 00:44:29.500

Julie MacCartee: Yeah, Great. Thank you.

00:44:30.140 --> 00:44:33.309

Julie MacCartee: All right. Let me pull up the Q&A again. Do we have any other

00:44:34.700 --> 00:44:37.150

Julie MacCartee: questions that have come through?

00:44:46.320 --> 00:44:48.159

Celia Laskowski: It looks like there's one

00:44:48.250 --> 00:44:50.259

Celia Laskowski: from anonymous that—

00:44:50.670 --> 00:44:53.578

Celia Laskowski: Oh, sorry, from Millie – “Are there any

00:44:53.590 --> 00:44:56.620

experiences and good practices in building capacity for

00:44:56.730 --> 00:44:59.729

Celia Laskowski: demand and use of research for decision making?”

00:45:02.230 --> 00:45:03.709

Celia Laskowski: I think.

00:45:06.080 --> 00:45:07.949

Julie MacCartee: Oh, yes, I see it now. Yeah.

00:45:11.150 --> 00:45:13.529

Julie MacCartee: Building capacity for

00:45:14.040 --> 00:45:18.740

Julie MacCartee: demand and use. So, in other words, perhaps building capacity

00:45:18.910 --> 00:45:23.329

Julie MacCartee: at a government agency for

00:45:23.420 --> 00:45:27.169

Julie MacCartee: demanding and using more research for decision making.

00:45:29.300 --> 00:45:30.990

Julie MacCartee: I feel like that's a really

00:45:31.620 --> 00:45:34.832

Julie MacCartee: really great question. I'm trying to think through. I

00:45:34.844 --> 00:45:37.979

invite my colleagues to think this through as well. So, in other words,

00:45:39.750 --> 00:45:42.819

Julie MacCartee: you know, we're all doing our part to

00:45:43.950 --> 00:45:52.000

Julie MacCartee: be strategic about who we are talking to, to convey things and lay language. But we also want to build that capacity and remove those

00:45:52.012 --> 00:46:00.180

barriers, and that that may not always be in the manageable interest of the scientific researcher. But I think that is in the manageable interest of

00:46:00.790 --> 00:46:03.699

Julie MacCartee: agencies like USAID, or

00:46:04.380 --> 00:46:07.099

Julie MacCartee: you know, NGOs who are working to

00:46:07.150 --> 00:46:08.900

Julie MacCartee: help with that prioritization.

00:46:09.900 --> 00:46:15.579

Sangeeta Chopra: Hi! I'm Sangeeta here, and I thought I could just answer a little bit.

00:46:15.950 --> 00:46:20.710

Sangeeta Chopra: So yeah, I think, working through this RTAC toolkit,

00:46:20.740 --> 00:46:25.450

Sangeeta Chopra: the experience of

00:46:25.520 --> 00:46:29.149

Sangeeta Chopra: this enhanced my own skills.

00:46:29.220 --> 00:46:33.021

Sangeeta Chopra: So my own capacity got built for using—

00:46:33.033 --> 00:46:37.050

for taking this research to policymakers or to the farmers.

00:46:37.090 --> 00:46:37.970

Sangeeta Chopra: And,

00:46:38.010 --> 00:46:40.119

Sangeeta Chopra: And so RTAC helped in that,

00:46:40.180 --> 00:46:41.520

Sangeeta Chopra: in capacity building.

00:46:41.960 --> 00:46:43.229

Sangeeta Chopra: Necessarily.

00:46:45.120 --> 00:46:46.419

So yeah.

00:46:46.520 --> 00:46:49.739

Sangeeta Chopra: This experience was really useful. That's what I want to say.

00:46:53.320 --> 00:46:54.799

Julie MacCartee: Great. Thank you so much.

00:46:59.170 --> 00:47:04.984

Julie MacCartee: I see some interesting comments coming in in the Q&A box from Michael. "In one case we had

00:47:04.996 --> 00:47:10.769

a person who was very enthusiastic about our research findings, and she pushed it in the particular country.

00:47:10.880 --> 00:47:13.910

Julie MacCartee: Then another government came in, and this person left.

00:47:14.150 --> 00:47:18.393

Julie MacCartee: So the program was killed.” Yeah, I think that's

00:47:18.405 --> 00:47:22.529

probably something we can all identify with as there's turnover—

00:47:22.870 --> 00:47:26.000

Julie MacCartee: losing that continuity, losing your champions.

00:47:27.400 --> 00:47:29.883

Julie MacCartee: Those are absolutely challenges,

00:47:29.895 --> 00:47:32.389

and we hope that the toolkit can help you identify

00:47:32.820 --> 00:47:36.390

Julie MacCartee: additional stakeholders to engage with.

00:47:43.360 --> 00:47:44.049

And.

00:47:49.040 --> 00:47:54.093

Julie MacCartee: Jill, I see you also just answered the question from Muhammad about

00:47:54.105 --> 00:47:59.289

how important is it to take inputs from possible stakeholders for developing a product.

00:47:59.630 --> 00:48:04.326

Julie MacCartee: And Jill responds, “This is a great question. We invite you to join us for our webinar

00:48:04.338 --> 00:48:08.909

on March 2nd, where we'll take a closer look at the communication product section of the toolkit.”

00:48:08.960 --> 00:48:12.732

Julie MacCartee: Yes, and also our next immediate upcoming webinar

00:48:12.744 --> 00:48:16.160

focuses on stakeholder analysis. And so, we will dig in a bit more

00:48:16.420 --> 00:48:21.663

Julie MacCartee: into why it's important to understand and interview

00:48:21.675 --> 00:48:26.930

Stakeholders, how to connect with them and take their inputs or ideas.

00:48:28.950 --> 00:48:30.890

Julie MacCartee: So, we hope that that is helpful as well.

00:48:31.240 --> 00:48:35.413

Julie MacCartee: Ultimately, we also want to acknowledge that so much

00:48:35.425 --> 00:48:39.430

of the toolkit is designed to help you brainstorm and think through

00:48:39.560 --> 00:48:42.850

Julie MacCartee: your priorities, your needs, your ideas

00:48:42.900 --> 00:48:46.839

Julie MacCartee: in your context, because every context is different.

00:48:47.350 --> 00:48:50.780

Julie MacCartee: There may be some cases where you need to provide

00:48:51.050 --> 00:48:52.390

Julie MacCartee: just two or three

00:48:52.740 --> 00:48:55.470

Julie MacCartee: short recommendations. Others

00:48:55.482 --> 00:48:57.970

where a stakeholder needs every technical detail.

00:48:58.110 --> 00:49:01.172

Julie MacCartee: Some where you target certain

00:49:01.184 --> 00:49:04.650

stakeholders, other contexts where you target others.

00:49:05.010 --> 00:49:07.349

Julie MacCartee: So, the toolkit may not

00:49:08.420 --> 00:49:11.448

Julie MacCartee: have every answer, but we have designed it with

00:49:11.460 --> 00:49:14.499

the hopes that it will help you get to the answers that you need.

00:49:20.900 --> 00:49:24.570

Julie MacCartee: All right.

You're welcome to continue placing

00:49:24.680 --> 00:49:27.220

Julie MacCartee: your questions in the Q&A feature.

00:49:28.280 --> 00:49:31.980

Julie MacCartee: But we'd also like to take a moment to

00:49:34.260 --> 00:49:38.448

Julie MacCartee: know how you might be interested, or plan to use this

00:49:38.460 --> 00:49:42.830

toolkit in your own work. So, we'll do a quick exercise as we start to wrap up.

00:49:43.910 --> 00:49:47.498

Julie MacCartee: As before, we're going to put a link into the chat

00:49:47.510 --> 00:49:51.269

that you can use to add your answer, and you can also use the thumbs up

00:49:51.410 --> 00:49:52.479

Julie MacCartee: to

00:49:52.970 --> 00:49:56.279

Julie MacCartee: kind of agree with other participants' answers.

00:49:56.780 --> 00:49:58.989

Julie MacCartee: So, take a look in the chat.

00:49:59.660 --> 00:50:01.759

Julie MacCartee: Thank you to Jill for posting

00:50:02.500 --> 00:50:03.520

Julie MacCartee: the link.

00:50:04.880 --> 00:50:06.579

Julie MacCartee: And let us know

00:50:07.660 --> 00:50:10.290

Julie MacCartee: how you plan to or how you are

00:50:10.302 --> 00:50:13.220

interested in using this Research Translation Toolkit

00:50:13.470 --> 00:50:14.640

Julie MacCartee: in your own work.

00:50:26.680 --> 00:50:28.279

Julie MacCartee: We'll take a moment to do so.

00:50:55.230 --> 00:50:57.209

Julie MacCartee: Thanks to those who are starting to

00:50:57.520 --> 00:50:59.069

Julie MacCartee: enter their ideas.

00:51:01.870 --> 00:51:04.565

Julie MacCartee: One person wrote: “We want to convey

00:51:04.577 --> 00:51:07.080

the impact of our program over the past 10 years.”

00:51:08.420 --> 00:51:10.479

Julie MacCartee: Wonderful! So, a long

00:51:10.620 --> 00:51:14.204

Julie MacCartee: timeline, with probably lots of data and lessons

00:51:14.216 --> 00:51:17.539

learned that are worth conveying and informing other programs

00:51:18.120 --> 00:51:21.972

Julie MacCartee: and celebrating successes. Hopefully, thank you. I see someone,

00:51:21.984 --> 00:51:25.509

or two, at least two respondents are already using it. That's exciting to hear.

00:51:30.930 --> 00:51:36.030

Julie MacCartee: A nice response here – you want to identify policy solutions that

00:51:36.042 --> 00:51:40.970

are technically correct, politically feasible and organizationally implementable.

00:51:41.230 --> 00:51:43.216

Julie MacCartee: Great, so potentially using

00:51:43.228 --> 00:51:45.270

the toolkit to get to, like, the most practical

00:51:47.120 --> 00:51:49.160

policy recommendations

00:51:49.940 --> 00:51:53.080

Julie MacCartee: that may actually have a chance of being implemented.

00:51:55.050 --> 00:51:59.122

Julie MacCartee: "More reflection on stakeholders. This knowledge should not be taken for

00:51:59.134 --> 00:52:03.310

granted." Yeah, I think that's something that a lot of us do, right? We all have limited time,

00:52:03.500 --> 00:52:07.349

Julie MacCartee: so little time, and it's easy to just assume

00:52:07.540 --> 00:52:09.961

Julie MacCartee: what we think our stakeholders

00:52:09.973 --> 00:52:12.000

want or need, without taking the time to

00:52:12.160 --> 00:52:15.030

Julie MacCartee: to either interview them, which itself takes time,

00:52:15.290 --> 00:52:18.590

Julie MacCartee: or at least to strategically think through

00:52:18.770 --> 00:52:20.950

Julie MacCartee: their needs, how they communicate,

00:52:21.030 --> 00:52:21.930

Julie MacCartee: etc.

00:52:30.440 --> 00:52:32.821

Julie MacCartee: I see, someone says, "by introducing

00:52:32.833 --> 00:52:34.910

the toolkit to researchers that they work with

00:52:34.970 --> 00:52:38.259

Julie MacCartee: who are beginning a research co-creation process,

00:52:38.640 --> 00:52:40.900

Julie MacCartee: along with stakeholders and counterparts."

00:52:41.150 --> 00:52:43.829

Julie MacCartee: Great! So, sharing it out with researchers.

00:52:48.010 --> 00:52:51.380

Julie MacCartee: Great! Thank you. These are exciting responses

00:52:51.392 --> 00:52:54.820

to hear, and we hope that it does provide you with the tools that you need.

00:53:00.350 --> 00:53:01.650

Julie MacCartee: I'll give you a moment

00:53:02.210 --> 00:53:04.677

Julie MacCartee:

to enter any final

00:53:04.689 --> 00:53:07.719

responses or to read others' and upload them.

00:53:09.610 --> 00:53:12.449

Julie MacCartee: I see someone has a five-year program ending soon,

00:53:12.700 --> 00:53:15.883

Julie MacCartee: and hopes that the toolkit will be useful to

00:53:15.895 --> 00:53:19.089

disseminate the most important results. Wonderful! I hope that

00:53:19.130 --> 00:53:20.859

Julie MacCartee: the results are used

00:53:21.340 --> 00:53:24.192

Julie MacCartee: and noticed. It can be hard that

00:53:24.204 --> 00:53:26.839

we all are suffering from information overload

00:53:27.110 --> 00:53:29.239

Julie MacCartee: from knowledge product overload.

00:53:30.320 --> 00:53:32.309

Julie MacCartee: And so,

00:53:33.370 --> 00:53:35.609

Julie MacCartee: kind of short and purposeful,

00:53:36.050 --> 00:53:37.229

Julie MacCartee: targeted

00:53:38.090 --> 00:53:39.639

Julie MacCartee: are really important

00:53:39.840 --> 00:53:41.210

Julie MacCartee: ways to communicate.

00:53:49.280 --> 00:53:51.178

Julie MacCartee: And thank you to those who are

00:53:51.190 --> 00:53:53.419

interested in sharing the toolkit with other researchers

00:53:53.530 --> 00:53:56.619

Julie MacCartee: in your communities that you work with,

00:53:57.090 --> 00:53:58.780

Julie MacCartee: whether at your university,

00:53:58.860 --> 00:54:01.299

Julie MacCartee: kind of blending partners.

00:54:02.750 --> 00:54:05.096

Julie MacCartee: Great! Thank you so much. We're

00:54:05.108 --> 00:54:07.369

excited to hear that many of you are interested

00:54:07.440 --> 00:54:09.040

Julie MacCartee: and using the toolkit.

00:54:11.710 --> 00:54:13.550

Julie MacCartee: And on that note,

00:54:14.130 --> 00:54:16.846

Julie MacCartee: we would love to hear from

00:54:16.858 --> 00:54:19.649

you in the future if you do use the toolkit.

00:54:19.970 --> 00:54:22.909

Julie MacCartee: We'd love to hear your stories about using it in your work,

00:54:23.770 --> 00:54:24.870

Julie MacCartee: and

00:54:25.720 --> 00:54:27.709

Julie MacCartee: if we go back to the slide deck,

00:54:28.180 --> 00:54:31.160

Julie MacCartee: we have an email address

00:54:31.940 --> 00:54:34.995

Julie MacCartee: that is available, and we'll make sure

00:54:35.007 --> 00:54:38.019

that it's available on the toolkit landing page as well,

00:54:38.230 --> 00:54:48.272

Julie MacCartee: where you can share stories with us. These stories offer valuable lessons and guidance for others who are working to get their research disseminated and used.

00:54:48.284 --> 00:54:58.009

And so, if you share a story with us where you use this toolkit, and it was helpful to you. We may follow up with you to ask permission to share your story in a USAID blog post

00:54:58.020 --> 00:55:01.190

Julie MacCartee: or use it internally as an example.

00:55:01.230 --> 00:55:03.560

We would ask your permission first,

00:55:04.030 --> 00:55:09.223

Julie MacCartee: but we'd love to hear your stories and experiences.

00:55:09.235 --> 00:55:13.460

So, you can email itr.researchfeedback@usaid.gov

00:55:14.410 --> 00:55:16.859

Julie MacCartee: If you have used this and would like to share your story.

00:55:20.260 --> 00:55:22.883

Julie MacCartee: As mentioned at the start of today's

00:55:22.895 --> 00:55:25.139

webinar, this is the first in a four-part series,

00:55:25.690 --> 00:55:31.016

Julie MacCartee: and, as you can see from the schedule here, the next three webinars will go into greater

00:55:31.028 --> 00:55:36.470

depth on each of the three sections of the toolkit, and provide a chance to kind of dig into these concepts,

00:55:36.490 --> 00:55:38.550

Julie MacCartee: ask questions, share your ideas.

00:55:38.950 --> 00:55:42.811

Julie MacCartee: We invite you to join us for the next webinar in the series in

00:55:42.823 --> 00:55:46.550

two weeks, which will focus on the stakeholder analysis section of the toolkit,

00:55:46.660 --> 00:55:49.710

Julie MacCartee: and will take place on February 23.

00:55:50.480 --> 00:55:52.631

Julie MacCartee:

You can register for the

00:55:52.643 --> 00:55:54.909

remaining three webinars on our webinar website.

00:55:55.080 --> 00:55:56.919

Julie MacCartee: And we'll add that link to the chat.

00:55:57.280 --> 00:56:06.796

Julie MacCartee: And you'll also be able to access the slides, a recording of today's webinar and other post event resources on this website. We also plan to send a

00:56:06.808 --> 00:56:16.279

a nice summary email to everyone who registered for this webinar, making sure you have all the resources you need and links to register for the additional webinars

00:56:16.460 --> 00:56:17.870

Julie MacCartee: if you are interested.

00:56:21.940 --> 00:56:24.410

Julie MacCartee: All right, not seeing any additional

00:56:24.920 --> 00:56:28.629

Julie MacCartee: questions in the Q. A. Box.

00:56:29.650 --> 00:56:33.530

Julie MacCartee: I think we can officially wrap up the webinar today.

00:56:33.850 --> 00:56:42.407

Julie MacCartee: So, I would like to thank all of our presenters. To everyone who joined us today, on behalf of USAID, thank you for taking the time to join this

00:56:42.419 --> 00:56:50.769

webinar. We look forward to seeing you at future webinars or in the research community. We're interested in your findings, and we hope that you go forth,

00:56:51.240 --> 00:56:54.709

Julie MacCartee: share your findings and use this toolkit.

00:56:54.880 --> 00:56:56.429

Julie MacCartee: So, thank you so much to

00:56:56.441 --> 00:56:58.230

everyone who helped produce this webinar today.

00:56:59.190 --> 00:57:01.130

Julie MacCartee: Take care and have a great rest of the day.