



# Capturing Attention

## How To Use The Research Translation Toolkit's Communication Products Section

March 2, 2023

While we wait for others to join, please introduce yourself in the chat by entering your name, affiliation, country of residence, and why you joined this webinar.

# ONE TOOLKIT, THREE SECTIONS

The Research Translation Toolkit is a comprehensive, standalone resource that can be used by anyone who wants to bridge the gap between research production and research utilization. It is divided into three sections:

- Stakeholder Analysis.
- Communication Products.
- Research-to-Action (R2A) Plan.

When used together, these three sections can help you craft strategies and messages to influence decisions and achieve development impact more effectively throughout the research process.

# TODAY'S OBJECTIVES

- Review the contents of the Communication Products section.
- Learn why, when, and how to use it.
- Hear from a guest speaker about designing communication products.
- Answer your questions.

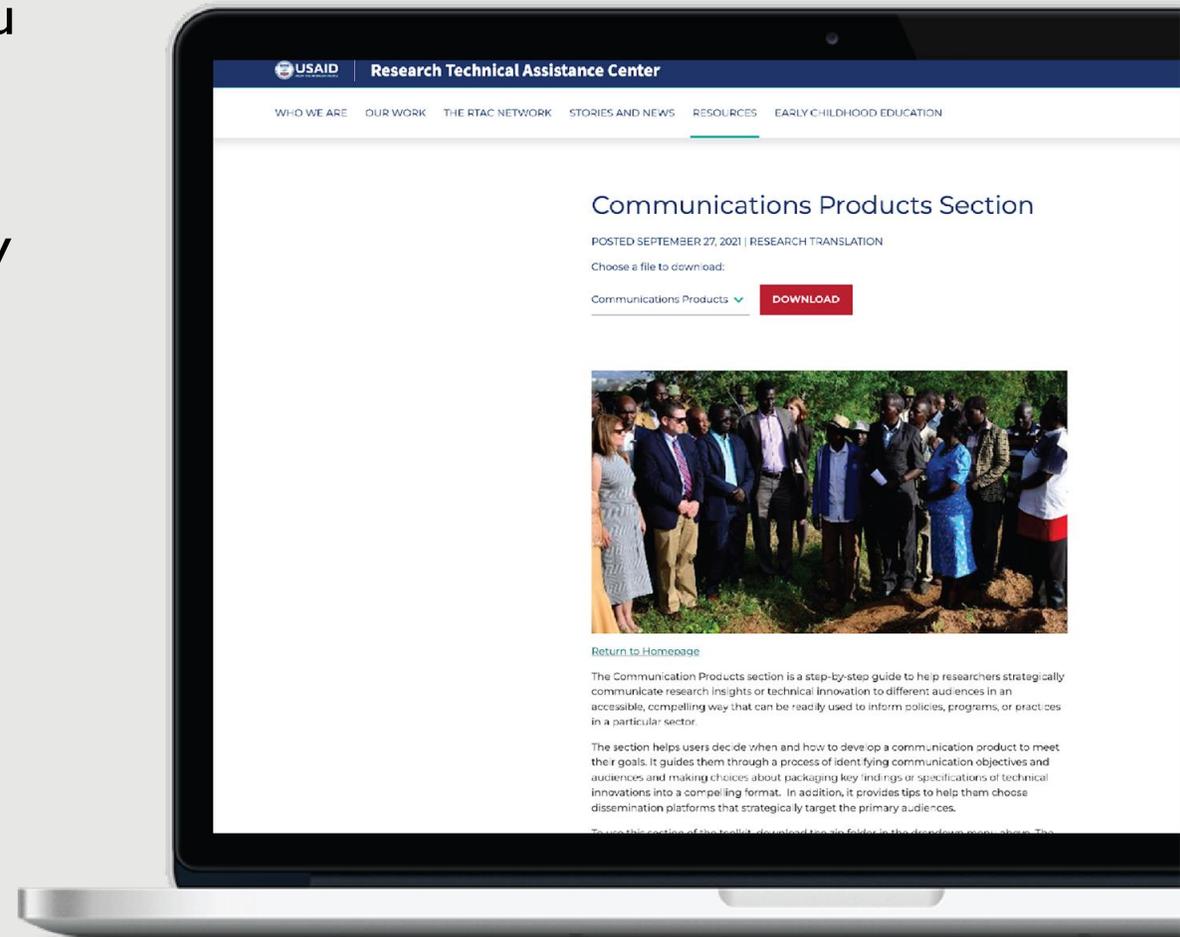


# COMMUNICATION PRODUCTS SECTION

WHAT, WHY, WHEN & HOW

# WHAT IS IT?

The Communication Products section helps you **choose the right format** and **craft main messages** to share your research insights or technical innovations with stakeholders in a way that motivates them to use evidence to inform policies, programs, or practices.



# WHY SHOULD YOU USE IT?

Use the Communication Products section when you want to:

- Tell a story using your data and information.
- Tailor your main messages to your audience's interests.
- Package your research results in the format that is most likely to capture your stakeholders' attention so the results will be used.

# WHAT CAN MY COMMUNICATION PRODUCTS DO?

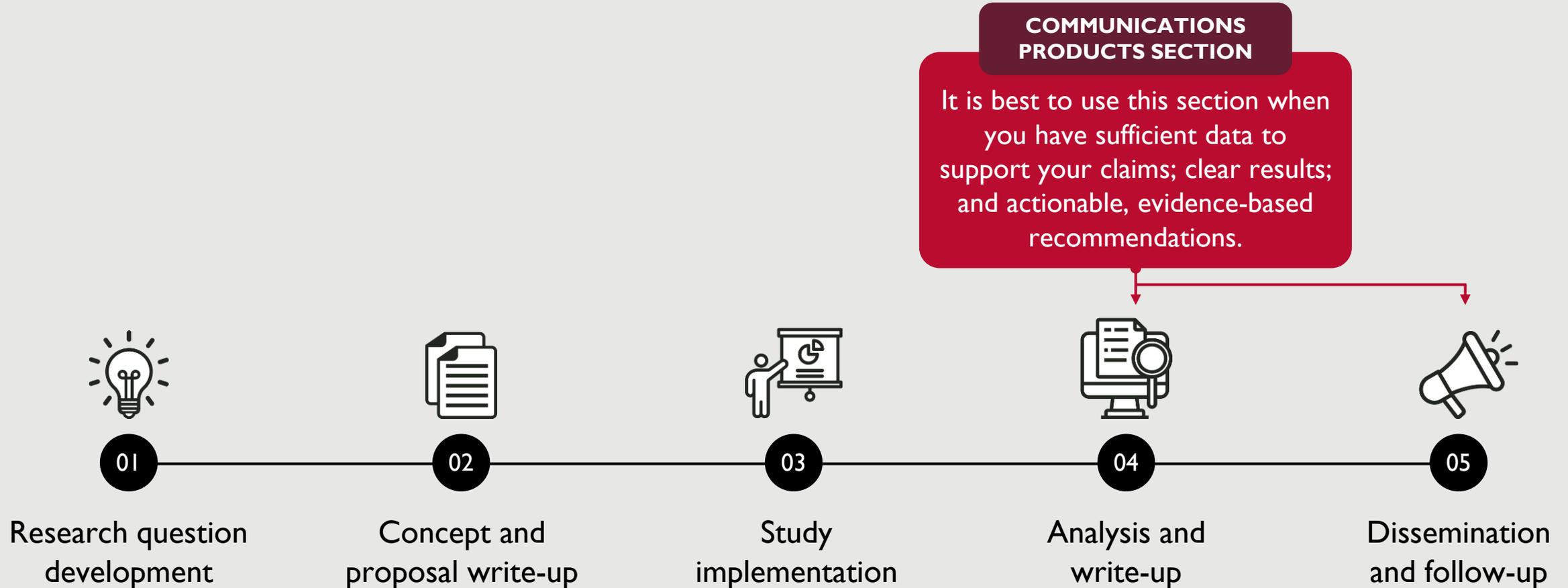
Clearly explain research findings.

Share evidence-based recommendations.

Inform budgeting decisions, policies, and/or program design.

Help practitioners improve their work.

# WHEN SHOULD YOU USE IT IN THE RESEARCH PROCESS?



# CREATING YOUR PRODUCT STEP BY STEP

Step 1: Identify Communication Objectives.

Step 2: Identify Audiences.

Step 3: Identify Main Messages.

Step 4: Use Accessible Language.

Step 5: Identify Resources and Develop the Product.

## STEP 1

# IDENTIFY COMMUNICATION OBJECTIVES

Communication objectives describe your goal(s) for sharing your evidence.

A good objective:

- Is specific.
- Flows from the evidence/research results.
- Is directly linked to the intended audience.

**Example:** Share evidence with national leaders about why adolescent reproductive health is important to help achieve Kenya Vision 2030 development goals.

STEP 1 | WORKSHEET

# COMMUNICATION OBJECTIVES AND AUDIENCES

Helps map out your main communication objectives.

WORKSHEET COMMUNICATION OBJECTIVES AND AUDIENCES

COMMUNICATION OBJECTIVES		
Objective 1:	Objective 2:	Objective 3:

AUDIENCE(S)	
Who are they?	What do I know about them?
Primary:	Secondary:

2 SECTION 1 - COMMUNICATION PRODUCTS

USAID PRB

## STEP 2

# IDENTIFY AUDIENCE(S)

- Your target audience is the intended recipient of your communication product—who your product is directed toward.
- Identifying a specific audience helps shape your product's content, language, and format, making it more effective.

### FOR MORE INFORMATION

See the Stakeholder Analysis section for guidance on identifying primary and secondary audiences.

## STEP 2 | WORKSHEET

# COMMUNICATION OBJECTIVES AND AUDIENCES

Helps make sure your communication objectives are directly linked to your audiences.

WORKSHEET COMMUNICATION OBJECTIVES AND AUDIENCES

COMMUNICATION OBJECTIVES		
Objective 1:	Objective 2:	Objective 3:

AUDIENCE(S)	
Who are they?	What do I know about them?
Primary:	Secondary:

2 SECTION 1 - COMMUNICATION PRODUCTS

USAID PRB

### STEP 3

## IDENTIFY MAIN MESSAGES

- Main messages signal to the reader exactly what they are supposed to learn or take away from your communication product.
- They should be clear and simple and capture the essential points you want to make.

### STEP 3

## THREE PARTS OF A MAIN MESSAGE

#### FINDINGS

What are the relevant data or evidence?

#### IMPLICATIONS

What does it matter?

#### RECOMMENDATIONS

What should be done?

Your audience should be able to easily understand the story you are telling by reading the three parts of your main message.

### STEP 3

## EXAMPLE OF A MAIN MESSAGE

### FINDINGS

In Morocco, the unemployment rate among young people ages 15 to 25 is 28%.

Employment providers and education institutions are not communicating about job market needs.

University courses are not well tailored to prepare students for the workforce.

### IMPLICATIONS

If educational programs are not adapted to suit the needs of the job market:

- Universities will not fulfill their aim to prepare students for the real world.
- Graduates may perform poorly in the job market or not even be employable.

### RECOMMENDATIONS

The heads of leading universities, post-secondary training institutions, and major employment agencies in Morocco should **convene a workshop** by the end of this academic year to facilitate discussion and collaborative design of new academic coursework curriculum that aligns with the technical, language, and soft skills young people need to succeed in the workplace.

## STEP 3 | WORKSHEET

# HOW TO CRAFT MAIN MESSAGES

Helps you identify and refine your main messages for each element of your story.

### WORKSHEET HOW TO CRAFT MAIN MESSAGES

C. Building on the key findings and implications, write a maximum of three recommendations. Identify the audience and the recommendation. To the extent possible, make your recommendations SMART (specific, measurable, action-oriented, realistic, and time-bound).

#### AUDIENCE 1

Audience:

Recommendation:

#### AUDIENCE 2

Audience:

Recommendation:

#### AUDIENCE 3

Audience:

Recommendation:

## STEP 4

# USE ACCESSIBLE LANGUAGE

- Accessible language ensures that your messages are clearly communicated, compelling, and credible to your audience.
- Accessible language depends on your audience.
- One approach is to use a conversational writing style, which can be understood by everyone, even those who aren't technical experts. Conversational writing is easy to read and remember.

## STEP 4 | TIP SHEET

# TIPS AND TRICKS FOR WRITING ACCESSIBLY

TIP SHEET | RESEARCH TRANSLATION TOOLKIT  
**TIPS AND TRICKS FOR WRITING ACCESSIBLY**

Accessible writing has a conversational flow that has an impact on the reader, making your audience more likely to:

- Read more.
- Understand the concepts and not get confused or slowed down trying to understand technical language.
- Remember key points because they understand the message.
- Take action.

Here are some recommendations for accessible writing:

- Pay close attention to the words you choose.
- Use descriptive headlines that clearly communicate the subject matter.
- Enhance clarity and credibility.

Consider these Do's and Don'ts to write using accessible language.

Adapted from the Policy Communication Toolkit by PRB.

**DO**

**Use conversational words.**  
For example, "When the flow of aid is predictable, recipient countries can plan programs that are more sustainable" (conversational) vs. "Aid predictability enhances the capacity of recipient countries to plan for program sustainability" (less conversational).

**Use words that are more concrete rather than abstract.**  
For example, "They identified many reasons" (concrete) vs. "They identified numerous justifications" (abstract).

**Use the active voice.**  
For example, "The cat ate the food" (active) vs. "The food was eaten by the cat" (passive).

**Use short jargon-free sentences.**  
For example, try to explain concepts rather than using terms like odds ratios or confounding factors.

**Use descriptive titles, headings, and subheadings.**  
For example, "Increases in Girls' School Enrollment Have Stalled Over the Past Decade" vs. "Background."

**Use acronyms sparingly, and spell them out at first mention.**  
For example, "World Health Organization (WHO)" on first use; after that, just use "WHO."

**Define technical terms clearly at first use.**  
For example: In Germany, the total fertility rate (the average number of children per woman, or TFR) fell below the replacement level of 2.1 children per woman in 1970.

**Always reference data sources.**

**Get a non-technical colleague or friend to review your writing.**

1 SECTION 1 - COMMUNICATION PRODUCTS 

TIP SHEET TIPS AND TRICKS FOR WRITING ACCESSIBLY

**DON'T**

**Use jargon.**

**Use too many numbers.**

**Use passive voice.**

**Use too many acronyms or abbreviations.**

**Forget to check your punctuation.**

2 SECTION 1 - COMMUNICATION PRODUCTS 

## STEP 5

# IDENTIFY RESOURCES AND DEVELOP THE PRODUCT

- This step outlines how to plan for the actual product development, including decisions related to time and resources.
- Essential steps are:
  - Develop a timeline and budget.
  - Choose a format.
  - Draft an outline.
  - Draft the content.

## STEP 5

# IDENTIFY RESOURCES AND DEVELOP THE PRODUCT

- Consider working with communications professionals to develop and disseminate your product. Communications professionals include:
  - Developmental editors.
  - Copy editors.
  - Graphic designers.
  - Communications specialists.
- Communications professionals may use templates or custom design the product. Working with a template will usually be less expensive.

## STEP 5

# TIP SHEETS AND WORKSHEETS

### TIP SHEET | RESEARCH TRANSLATION TOOLKIT TIMELINE AND BUDGET CONSIDERATIONS

Once you have written your communication objectives and main messages, you are ready to identify resources and develop your fact sheet or policy brief.

The first step in this process is to develop a timeline and budget. Identify which of the following general timeline and budget considerations are relevant to your specific situation. By identifying the considerations relevant to your product, including the resources available to you, you will be well prepared to move ahead.

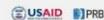
#### TIMELINE CONSIDERATIONS

- Are you planning to disseminate your fact sheet or policy brief for a specific event that already has a confirmed date? If so, you need to work backward from that date to develop your timeline.
- Are you using university (or other employer-based) resources? If so, you need to develop a timeline that aligns with the support you will get from them. For example, if you will be printing your fact sheet using university resources, you should coordinate your timeline with the printing agency.
- Are you hiring communications professionals (editor, designer)? If so, you will need to coordinate with those professionals about their workloads or any competing priorities.

#### BASIC TIMELINE ELEMENTS

- Development of the outline.
- Review of the outline: Internal (members of the research team) and/or external (colleagues or other experts familiar with the research, sector, or audience).
- Development of the draft product.
- Internal and/or external reviews of the draft. TIP: It is a good idea at this stage to ask someone who does not know the topic and has not been involved in developing the product to read the content and provide feedback.
- Revision and finalization of the draft for editing.
- Editing (usually allow three rounds of editing and revision).
- Design/layout (usually allow three rounds of design and revision).
- Printing or publishing to a digital platform.
- Printing is less popular these days, but it is often useful to have hard copies at a conference or convening. Deciding to print or only publish digitally is a strategic decision based on the intended audience and dissemination plan.

1 SECTION 1: COMMUNICATION PRODUCTS



### WORKSHEET | RESEARCH TRANSLATION TOOLKIT COMMUNICATION PRODUCT OUTLINE FOR FACT SHEETS AND POLICY BRIEFS

This worksheet will walk through the information you need to develop a product outline. Completing each of the sections below will help you identify audiences and communication objectives and draft main messages (remember to use accessible language).

**Product Type** (fact sheet or policy brief)

**Length** (fact sheets are between 600-800 words; policy briefs are a maximum of 1,800 words):

**Look and Feel** (colors, fonts, formats for tables, graphics, and logos follow institutional guidelines; if no guidelines exist, choose based on appeal to the audience):

#### I. AUDIENCES:

**Primary Audience** (your main audience):

**Secondary Audience** (other important audiences):

1 SECTION 1: COMMUNICATION PRODUCTS



### CHECKLIST | RESEARCH TRANSLATION TOOLKIT DEVELOPING A COMMUNICATION PRODUCT

Once you have finished using this section of the toolkit to develop a communication product, use this checklist to do a final review of your material and make sure you did not forget anything.

- I have evidence to share.
- I have identified my objectives in sharing this evidence.
- I have identified my audiences.
- I wrote my main messages.
- I have written my main messages using the Findings, Implications, Recommendations format.
- I have used accessible language to write my main messages.
- I have written my recommendations using the SMART format.
- I have selected the best format to share my evidence with my key audience(s).
- I have developed an outline for my communication product.
- I have decided whether I am going to develop this communication product myself, using a template, or work with (or hire) a design team (or specific individuals).
- I have a budget for my communication product.
- I have a timeline for my communication product.
- If I am going to work with a design team, I have set up a meeting with key staff.
- I have drafted, revised, and finalized my content.
- Someone outside my sector reviewed the content and provided feedback.
- I decided how to track evidence of use.

1 SECTION 1: COMMUNICATION PRODUCTS



### TIP SHEET | RESEARCH TRANSLATION TOOLKIT TYPES OF COMMUNICATIONS PROFESSIONALS

Copyeditors, developmental editors, graphic designers, and communications specialists have specialized skill sets and can contribute to your product and dissemination plan at varying levels of involvement. Review each communications professional's description and skills below as you consider who to engage in your product development process.

#### DEVELOPMENTAL EDITOR

You might need to hire a developmental editor if you are struggling to refine your draft communication product. Developmental editing focuses on content, clarity, accessible language, and organization. It considers both the big picture and the smaller details to ensure a tightly constructed, effective package. A developmental editor will:

- Clarify and organize the product's message. That means reviewing the copy for clarity, argument flow, active voice, and appropriateness/appeal to a policy audience, as well as making sure any figures complement the text in an easy-to-understand way.
- Ensure the communication product uses accessible language for a wide audience.

The developmental editing process likely includes a lot of back-and-forth communication between the editor and the author.

#### COPYEDITOR

A copyeditor focuses primarily on grammar, punctuation, spelling, style, basic fact checking, and confirming hyperlinks are active and accurate. As part of this work, a copyeditor will confirm details such as:

- Personal names and titles.
- Official names for organizations, states, districts, etc.
- Capitalization of terms.
- References: authors, titles, publication information, URLs.
- Tables of contents against document headings.
- In-text citations against reference numbers.
- In-text discussion against graphics.

1 SECTION 1: COMMUNICATION PRODUCTS



# STEP 5

# EXAMPLES AND TEMPLATES

**FACT SHEET**

## CONTACT TRACING

Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

**SUMMARY**

Tuberculosis (TB) contact tracing among adult bednet cases is imperative for intensive case finding, especially among children 15 years old and younger who were exposed within three months prior to the adult's detection and treatment, yet it is not uniformly conducted in the northern Philippines. To help understand and address the high burden of TB among exposed children, national and subnational governments need to establish guidance on contact tracing and provide health care workers with the resources and tools to improve the health of citizens. Through contact tracing, trained health care workers will be able to identify those who are eligible for either active TB or latent TB infection treatment following thorough screening and diagnosis.

- ### Challenges: Key Findings From the Research
- In 2018, the Philippines comprised about 10% of all global TB cases and was one of the eight countries that accounted for two-thirds of the global total. It had the fourth highest incidence of TB in the world and was among the top four countries, with the biggest gaps in TB care.
  - Children ages 0-14 made up 12% of the cases. Based on a study conducted by a research team from Tablada State University, the ratio of children 15 years and younger exposed to TB-positive index adult cases is 1:2, which means that for every household, at least two children are affected.
  - Barriers to better contact tracing include stigma, lack of awareness, and shame in asking for help.
  - Standard contact tracing is not being done to help identify children at risk due to lack of logistical capacity, human resources, funding, and political will. Case finding is typically passive (waiting for patients to come to the health center).
  - Households receive incomplete information that does not include instructions to see a health care provider (which would help ensure contact tracing). Only a few local health centers in northern Philippines now include this information.
  - The Philippines National TB Control Program Manual of Procedures, 5th edition (2014) is the primary guidance document for TB programming in the country. Although it references contact investigation, it does not include contact tracing, nor does it include special procedures for children under 5, describe screening or referral procedures, or specify responsible staff.
  - As a result of these challenges, the two barons of childhood TB among children in Kaliga, Isabela, and Pangasinan provinces is understood.

**KEY TAKEAWAYS**

## Sharing the Land

Applying Innovative Approaches to Meet Community Needs for Efficient Land Management in the Democratic Republic of Congo

**JANUARY 2022 BRIEF**

**Resolving land disputes—including ownership, rights, and tenure—is essential to equitable communities. Local researchers in the Democratic Republic of Congo also have experienced land disputes and conflict firsthand, are at the forefront of best practices to recognize and respond to the inequities that can drive land conflicts. By involving members in defining solutions for land issues and introducing accessible technology document land tenure, Sharing the Land (STL) is an innovative approach with the potential to prevent land disputes for communities throughout the DRC and Africa.**

### Land Ownership and Governance is a Global Challenge

Effective land governance is a global development challenge. Land rights and ownership are valuable, providing livelihoods and resources while signifying community identity, history, and culture. Who benefits from land, both for livelihoods and for valuation and resources, can perpetuate social structures of power and inequality. Politics, discrimination, and inequity all influence who owns and who benefits from land and, in turn, directly shape grievances and conflicts. Population growth and environmental degradation can exacerbate land issues, as communities perceive increased resource scarcity.

Throughout Africa, the majority of rural lands have not been surveyed or registered and in many countries traditional and formal systems of land ownership may not align, while disputes over land ownership, use, and natural resources are typically the root of land-related conflict. The lack of effective land institutions and governance to address grievances often leads to protracted or unresolved conflict. Land conflicts range from local-scale disputes at the community level to large-scale violent conflicts. These types of conflicts and challenges occur in the eastern parts of the DRC, where the lack of a clear land policy has led to a culture of land insecurity and mistrust. Land-related conflicts are pervasive here, where up to 80 percent of disputes in the courts and tribunals are related to land.

**SEPTEMBER 2020**

## DAMMING THE ECOSYSTEMS OF AMAZONIA

TAKING AN ECOSYSTEM VIEW OF HYDROELECTRIC DAMS IN BRAZIL

**BOX 1**

### Amazonian Ecosystems Include Flooded and Non-Flooded Environments

SEASONALLY FLOODED ENVIRONMENTS experience annual cycles of sediment deposition and erosion as water flows in and out. Flooding ensures that these habitats have sufficient sediments and nutrients to develop. Streams are flooded by white-water rivers, which carry large amounts of suspended sediments and nutrients, and deposit by clear and black waters (with less suspended sediment and nutrients). By contrast, NON-FLOODED ENVIRONMENTS exist upland and tend to not experience natural flooding. These habitats are home to very different plants and animals, adapted to either flooded or non-flooded environments.

As the demand for hydroelectric power in South America grows, evidence suggests that hydroelectric dams are harming Amazonian ecosystems. Research shows these impacts are greatest on specific, unique, and fragile ecosystems—even in areas distant from the dams themselves.

The Amazon River basin is a river system—a source of water flows in and out. Flooding ensures that these habitats have sufficient sediments and nutrients to develop. Streams are flooded by white-water rivers, which carry large amounts of suspended sediments and nutrients, and deposit by clear and black waters (with less suspended sediment and nutrients). By contrast, NON-FLOODED ENVIRONMENTS exist upland and tend to not experience natural flooding. These habitats are home to very different plants and animals, adapted to either flooded or non-flooded environments.

The landscapes, wildlife, and plants and animals of Amazonia are adapted to the delicate balance of the river network. In turn, the ecosystems serve as a natural flood protection, regulating the flow of floodwaters through food production, storage, and release. These ecosystems are also essential to the landscapes and wildlife.

Many South American countries need the growing energy demand and planned dams. (See Figure 1, next page.) Brazil hydroelectric dams construction is the most active.

**BOX 1**

### Factors That Contribute to Land Conflict in Eastern Congo

- Multiple legal frameworks for land ownership, rights, and tenure are present in the DRC, without a single entity or governing authority.
- The decentralization of land rights and authorities to legally resolve grievances vary according to different laws, codes, and governing authorities.
- The majority of rural lands are administered by traditional authorities, such as chiefs, in customary areas that may or may not align with written government laws.
- Provisional and often communities have not been recognized in the legal structures and benefits from greater tracts of land.
- Demographically diverse areas have limited access to arable land for agriculture.
- Population growth and urbanization put increasing stress on local natural resources.

## Educating Moroccan Youth for a Productive Future

Three Recommendations for Aligning University and Job Market Needs in Morocco

**2-3x** Youth unemployment is a global challenge. Young people around the world are two to three times more likely to be out of work than their parents.

**28%** In Morocco, the unemployment rate among youth (ages 15 to 24) remains high at 28 percent compared with 7 percent among those ages 25 and older.

Job creation is not keeping pace with the growing working-age population. In 2019, the job market in Morocco added roughly two new jobs for every five new entrants to the workforce.

**YOUTH EMPLOYMENT CHALLENGES IN MOROCCO**

New research on job market trends, higher education, and employment stakeholders (such as private sector businesses and recruitment agencies) offers insights into some of the challenges for addressing youth unemployment in Morocco.

Many stakeholders are not communicating with one another about job market needs. Employment stakeholders include recruitment agencies, private sector companies, academic institutions, vocational training centers, and youth.

Current university programs are not being updated for job market skills. Without current and reliable information about the technical expertise and skills that employers need, universities are not able to tailor coursework to best prepare students for the workforce.

Career guidance is not offered to young people before their pre-university training or higher education, which directly impacts their ability to make informed decisions about their future careers. In some countries, also, most students are enrolled in education and vocational programs and as they transition into the labor market.

**SOFT SKILLS**, such as teamwork, communication, and problem solving, are not emphasized in academic coursework, but are highly valued in professional settings.

### Youth make up nearly 26 percent of Morocco's population, representing significant untapped potential that can power the economy:

## Youth Employment Challenges in Morocco

**1 | TITLE OF POLICY BRIEF HERE**

**POLICY BRIEF**

Replace the photo in the background with your own project relevant photo and add the photo credit at the end of the document.

**IF USING MS WORD:** To replace the photo select the existing photo, click the picture toolbar/icon at the top bar, click "Change Picture" and select from the "Crop" if needed (for right of picture look). If photo is stretched, click the "Crop" dropdown button and select "Fit" to reset proportions.

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Adapted from Policy Communication Toolkit and Vietnam fact sheet template by PRR.

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## TITLE OF POLICY BRIEF: ACTION-ORIENTED TITLE CONVEYS WHY TOPIC MATTERS

Your policy brief's introduction is a high-level overview that lays the groundwork for your audience. It includes a summary/overview and background info. You should be able to immediately after the policy brief title. Although you can design to differentiate the overview and background paragraphs using formatting or style choices, you should not include an "Introduction" subheading. The introductory paragraphs will then be followed by the heading/main message.

Summarize the policy brief's content in one to two short paragraphs. Be sure to state why you highlight the findings, and indicate the actions you recommend. Unlike a journal article, a policy brief presents the summary of conclusions and recommendations in the first couple of paragraphs up front what the research findings are and their implications—just enough to whet the audience's interest.

Make sure your first paragraph provides the communication objective that describes the sharing this information with your target audience(s). The objective should be related to or technical innovation.

The background paragraph should provide relevant contextual information and explain why identify the necessary context to support your discussion of the key findings and recommend your audience and their interests. You should state what previous research has shown policies/programs have (or have not) achieved. Remember to focus most on the details the findings and implications.

**1 | TITLE OF POLICY BRIEF HERE**

## TITLE OF FACT SHEET: ACTION-ORIENTED TITLE CONVEYS WHY TOPIC MATTERS

At the top of the fact sheet, provide a line or two of brief introduction to establish the issue and lead to your recommendation. Make sure your communication objective(s) is clear at the beginning.

**DESCRIPTIVE HEADING 1**

The first section should be your primary key message with the most important data from your research findings. Fact sheets showcase a few key data points to illustrate the issue or problem and evidence-based recommendations. Here is an often-used way:

[INSERT DATA]

Start with an important fact here. It can be a key data point and should address what your audience needs to know.

[INSERT DATA]

Add a supporting fact that feeds into the issue/problem or explains the implications.

[INSERT DATA]

Add another fact to provide further support. Or you may choose to use a data point drawn from your key messages that hints at a recommendation.

**DESCRIPTIVE HEADING 2**

In this section, provide the "So What?" and clarify the context and implications. Does the audience need a term explained? If yes, do so early on as they have a strong grounding in what's being discussed. Use a line or two for a transition that introduces how to address the issue/problem.

**1 | TITLE OF FACT SHEET HERE**

## GETTING THE WORD OUT

# DISSEMINATION AND TRACKING

**Plan:** A dissemination strategy is a plan for how to share information or specific communication products.

**Track:** Following up after you disseminate your communication product is important for learning how your target audience used it and whether they took any of your recommended actions.

### FOR MORE INFORMATION

See the Research-to-Action Plan section for a step-by-step guide to reaching audiences of interest, including tips for creating a dissemination strategy.

# GUEST SPEAKER

ANNEKA VAN SCOYOC

# DESIGN & RTAC

## Contact Tracing: Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

**Summary.** Tuberculosis (TB) contact tracing among adult indexed cases is imperative for intensive case finding, especially among children 15 years old and younger who were exposed within three months prior to the adults' detection and treatment, yet it is not uniformly conducted in the northern Philippines. To help understand and address the high burden of TB among exposed children, national and subnational governments need to establish guidance on contact tracing and provide health care workers with the resources and tools to improve the health of citizens. Through contact tracing, trained health care workers will be able to identify those who are eligible for either active TB and latent TB infection treatment following thorough screening and diagnosis.

### CHALLENGES: KEY FINDINGS FROM THE RESEARCH

- In 2018, the Philippines comprised about 6% of all global TB cases and was one of the eight countries that account for two-thirds of the global total. It had the fourth highest incidence of TB in the world and was among the top four countries with the biggest gaps in TB care.<sup>1</sup>
- Children ages 0-14 made up 12% of the cases. Based on a study conducted by a research team from Isabela State University, the ratio of children 15 years and younger exposed to TB-positive for indexed adult cases is 1:2, which means that for every household, at least two children are affected.<sup>2</sup>
- Barriers to better contact tracing include stigma, lack of awareness, and shame in asking for help.
- Standard contact tracing is not being done to help identify children at risk due to lack of logistical capacity, human resources, funding, and political will. Case finding is typically passive (waiting for patients to come to the health center).
- Households receive incomplete information that does not include instructions to see a health care provider (which would help ensure contact tracing). Only a few local health centers in northern Philippines now include this information.
- The Philippines National TB Control Program Manual of Procedures, 5th edition (2014) is the primary guidance document for TB programming in the country. Although it references contact investigation, it does not include contact tracing, nor does it include special procedures for children under 5, describe screening or referral procedures, or specify responsible staff.
- As a result of these challenges, health officials underestimate the true burden of childhood TB among children in Kalinga, Isabela, and Pangasinan provinces.

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## Educating Moroccan Youth for a Productive Future

Three Recommendations for Aligning University Programs and Job Market Needs in Morocco

**2-3x** Youth unemployment is a global challenge. Young people around the world are facing unemployment rates that are 2-3 times higher than those of older workers.

**28%** In Morocco, the unemployment rate among youth (ages 15 to 24) is as high as 28 percent, compared with 7 percent for those aged 25 and older.

**5x** Job creation is not keeping pace with the growing working-age population. In 2018, the job market in Morocco added roughly five new jobs for every five new entrants to the workforce.

Young people with higher education are five times more likely to be unemployed than those without any degree.<sup>1</sup>

**26%** Nearly 26 percent of Morocco's total population, an untapped potential that can power the economy.<sup>2</sup>

### Challenges in Morocco

Education and employment stakeholders track as private sector businesses and recruitment agencies

## The Agricultural and Economic Advantage of Biopesticides

Increasing Rice Yields and Smallholder Farmer Equity in Mali

RESEARCH BRIEF | OCTOBER 2020

**RICE IS A STAPLE FOOD** and cereal crop for more than half of the population in sub-Saharan Africa, particularly in Mali, where agriculture drives the national economy.<sup>1</sup> Mali is one of the top rice producers in Africa—the commodity generates 5% of the country's national GDP. Unfortunately, the country is also particularly vulnerable to agricultural pests and disease, which limits rice yields to below the global average, threatening smallholder farmers' livelihoods as well as food and economic security.<sup>2</sup> Using naturally occurring bacteria—known as endophytic bacteria—as a biopesticide during rice production can help create greater resistance to pests, control plant diseases, and improve rice growth and yield.

Initial research has demonstrated that this bacteria could successfully control the spread of the rice gall midge (a small fly), while also increasing rice yield by 240% compared to non-treated rice fields.<sup>3</sup> Projections suggest that, over the course of three years, biopesticides made with these beneficial bacteria could improve rice yield by as much as 20% across West Africa.<sup>4</sup> Initial trials—as well as media coverage—have generated significant interest and demand for biopesticides. Overall, increased availability and use of this resource could enhance the productivity, economic prosperity, and food security of small farm households in Mali, which are often headed by women.

Dissemination of this research and improved access to this biopesticide have the potential to strengthen Mali's agricultural sector—both through economic empowerment and efforts to improve gender equity. Policymakers in Mali's Department of Agriculture have the power to broaden the reach of biopesticides to those who need it most—local smallholder farmers and extension workers—by incentivizing the production and use of biopesticides nationwide.

**RICE PRODUCTION IS A KEY REVENUE GENERATOR FOR MALI**

Sub-Saharan Africa has experienced a significant supply-demand gap in rice, which has cost the region billions of dollars in potential rice imports.<sup>5</sup> Rice is the dominant commercial food crop in Mali, generating nearly USD \$5.3 million in national revenue and nearly USD \$ million in state revenue.<sup>6</sup> Malian rice production is competitive and can be profitable, benefiting from higher global prices and an increase in the demand for local rice, if the country is able to increase supply to meet demand.<sup>7</sup>

Average rice productivity in Mali is below the world average (3.38 t/ha vs 4.40 t/ha).<sup>8</sup> These low rice yields are attributed mainly to diseases and pests. Mali can increase rice production by implementing cost-effective disease and pest



RTAC 2020

**SOCIAL IMPACT**

In Mali, the rice farming industry is generally dominated by women. As rice is the main source of income for these households, the yield is critical to food security at the household level. Training women farmers on the production and use of biopesticides will build their capacity to generate household income. Women's competence in utilizing this technology will contribute to gender equity advancements in Mali.

## THE TIME IS NOW

PRESERVING THE ECOSYSTEMS, FISHERIES, AND CULTURAL HERITAGE OF THE AMAZONIAN RIVERS

The Amazon rainforest, including its river network, is rapidly approaching a critical point at which more than half of its ecosystems will be permanently and drastically altered. Preventing or slowing this process requires action to preserve the rainforest and ecosystems that exist today, especially those that have been less altered by development.

The Tapajós and Negro rivers are among the more pristine river ecosystems—the Tapajós is one of the Amazon's last major clearwater rivers not impeded by a hydroelectric dam along its main course.<sup>1</sup> Damming the Tapajós and other tributaries of the Amazon would further threaten these fragile ecosystems, as well as the health, economic welfare, and cultural heritage of rural and indigenous riverine communities.

**THE AMAZON RAINFOREST IS AN ESSENTIAL GLOBAL RESOURCE**

The Amazon rainforest plays a key role in the global ecosystem. Its trees and vegetation comprise one of the world's largest and most important resources for removing carbon dioxide from the air. Alterations to the Amazon's ecosystems affect weather and climate around the world. If the Amazon rainforest crosses the tipping point due to changes to the ecosystems within it, it could release years' worth of greenhouse gas emissions into the atmosphere, accelerating climate change.<sup>2</sup> Preserving the Amazonian ecosystems through evidence-based policy and development is a global concern and must be a global effort.

1 Sarah Paulsen, "Satellite Images Show the Amazon Rainforest is 'Tipping Point,'" The Washington Post, March 2, 2020, <https://www.washingtonpost.com/news/energy-environment/2020/03/02/amazon-rainforest-tipping-point-climate/>.

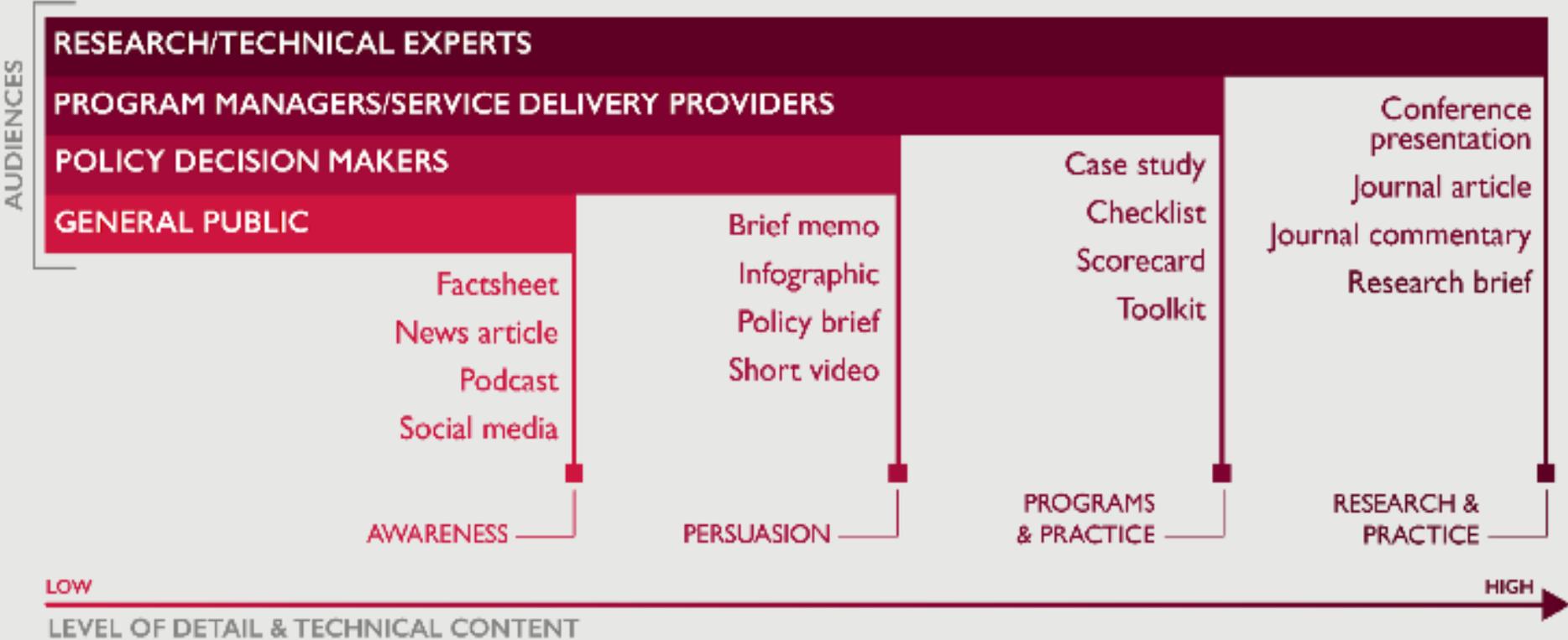
## GATHERING PROJECT INFORMATION

# KICKOFF MEETING DISCUSSIONS

- What is your communication objective for this product?
- As a result of the communication, what will the audience know? What will they believe? What will they do?
- Who are your primary and secondary audiences?
- What product format would you *like* to use?

# GATHERING PROJECT INFORMATION

# KICKOFF MEETING DISCUSSIONS



## GATHERING DESIGN INFORMATION

# KICKOFF MEETING DISCUSSIONS

### Basics

- Number of pages
- Page size
- Professional printed (Y/N)
- Languages

### Look & feel

- Style Guide
- Tone
  - Academic
  - Informative
  - Approachable
  - Innovative
  - Bold
  - Modern
  - Bright
  - Trusted
  - Confident
  - Fun

### Assets

- Imagery
- Graphics
- Logos

# DESIGNING THE PRODUCT

## STEP I: WIREFRAMING

FACT SHEET

### CONTACT TRACING

Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

**SUMMARY**

Tuberculosis (TB) contact tracing among adult indexed cases is imperative for intensive case finding, especially among children 15 years old and younger who were exposed within three months prior to the adults' detection and treatment, yet it is not uniformly conducted in the northern Philippines. To help understand and address the high burden of TB among exposed children, national and subnational governments need to establish guidance on contact tracing and provide health care workers with the resources and tools to improve the health of citizens. Through contact tracing, trained health care workers will be able to identify those who are eligible for either active TB or latent TB infection treatment following thorough screening and diagnosis.

**Challenges**

- In 2018, the Philippines comprised about 6% of all global TB cases and was one of the eight countries that accounted for two-thirds of the global total. It had the fourth highest incidence of TB in the world and was among the top four countries with the biggest gaps in TB care.<sup>1</sup>
- Children ages 0-14 made up 12% of the cases. Based on a study conducted by a research team from Isabela State University, the ratio of children 15 years and younger exposed to TB-positive index adult cases is 1:2, which means that for every household, at least two children are affected.<sup>2</sup>
- Barriers to better contact tracing include stigma, lack of awareness, and shame in asking for help.
- Standard contact tracing is not being done to help identify children at risk due to lack of logistical capacity, human resources, funding, and political will.
- Households receive incomplete information that does not include instructions to see a health care provider (which would help ensure contact tracing). Only a few local health centers in northern Philippines now include this information.
- The Philippines National TB Control Program Manual of Procedures, 5th edition (2014) is the primary guidance document for TB programming in the country. Although it references contact investigation, it does not include contact tracing, nor does it include special procedures for children under 5, describe screening or referral procedures, or specify responsible staff.
- As a result of these challenges, the true burden of childhood TB among children in Kalinga, Isabela, and Pangasinan provinces is underestimated.

**KEY FINDINGS**

XX% of registered adult index cases (TB-positive) were traced to their households.

XX% of children who were close contacts of adult index cases had three or more symptoms of TB; all were referred to clinic.

XX% of exposed children were taken to a facility for diagnosis and preventive therapy or curative treatment.

**Policy Recommendations and Solutions**

Active contact tracing can potentially identify a much larger number of affected children than the current passive approach. Therefore, officials should consider the following:

**NATIONAL GOVERNMENT**

- Include protocols for contact tracing, symptomatic screening at the point of tracing, and interventions to ensure prompt linkage to care and treatment when updating the TB Manual of Procedures, based on the study findings.
- Improve implementation of national childhood TB guidelines in the Philippines by identifying and addressing barriers affecting treatment. Barriers—like lack of knowledge and stigma, as identified by the study—can affect care-seeking behavior, leaving children without the needed preventive therapy or drug treatment, and further exacerbating the challenge of TB in the community.

**REGIONAL & LOCAL GOVERNMENTS**

- Bolster tools and resources for health care workers to improve referral and linkage to care. Study findings show very limited follow-up after diagnosis, indicating that resources spent on contact tracing will not be optimized if no effort is made to address this challenge.
- The regional offices should issue a memorandum advising the provinces of Isabela, Kalinga, and Pangasinan to implement childhood TB contact tracing in accordance with National TB Control Program guidelines and consider the study findings when developing new health promotion messages and materials.
- The provincial boards for Kalinga, Isabela, and Pangasinan should pass resolutions that would support childhood TB contact tracing under the National TB Control Program, specifically related to the provision of diagnostic equipment and supplies as well as regular monitoring and evaluation.
- The municipal and city mayors should pass resolutions to adopt and implement childhood TB contact tracing in accordance with the National TB Control Program, specifically related to designating a point person to conduct contact tracing, supplying drugs for treatment, and providing needed logistic support to carry out contact tracing.

**PROVINCIAL GOVERNMENTS OF ISABELA, KALINGA, AND PANGASINAN**

- Propose a resolution to ensure that contact tracing for childhood TB is done in accordance with national guidelines. The resolution should include a commitment to:
  - Carry out contact tracing according to protocol.
  - Ensure the needed diagnostic equipment, such as X-rays and GeneXpert machines, are available, functional, and accessible.
  - Create effective mechanisms to ensure prompt linkage to care and treatment following tracing.
  - Monitor and supervise all municipal and city health facilities.

**ACKNOWLEDGMENTS**

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The information in this policy brief is based on research led by Ms. Hordeliza Basting at Isabela State University and Dr. Tania Thomas at the University of Virginia. Ms. Basting can be reached at [ahbasting@isupj. yahoo.com](mailto:ahbasting@isupj. yahoo.com); +63 927 948803.

The research was carried out in partnership with the University of Virginia, Charlottesville, USA with funding from USAID through Partnerships for Enhanced Engagement in Research (PEER) Co-AG-AD-GA-A-11-00012.

The research team would like to acknowledge the Regional Centers for Health Development of Region 1, 2, and Cordillera Administrative Region; the Provincial Governments of Isabela, Kalinga, and Pangasinan provinces; Municipal and City Local Government Offices; and participants in the research.

**REFERENCES**

- World Health Organization (WHO). The Global Tuberculosis Report 2019. Geneva: WHO, 2019.
- Hordeliza Basting, et al., "Using Contact Tracing to Remove Barriers to Diagnosis and Treatment and Develop an Educational Campaign Surrounding Childhood Tuberculosis in Northern Philippines," Isabela State University, forthcoming 2021.

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Word count limit

Photo placeholders

Length of acknowledgments, references, logos, etc.

Data visualization idea

FACT SHEET

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**SUMMARY**

Tuberculosis (TB) contact tracing among adult indexed cases is imperative for intensive case finding, especially among children 15 years old and younger who were exposed within three months prior to the adults' detection and treatment, yet it is not uniformly conducted in the northern Philippines. To help understand and address the high burden of TB among exposed children, national and subnational governments need to establish guidance on contact tracing and provide health care workers with the resources and tools to improve the health of citizens. Through contact tracing, trained health care workers will be able to identify those who are eligible for either active TB or latent TB infection treatment following thorough screening and diagnosis.

**Challenges: Key Findings From the Research**

- In 2018, the Philippines comprised about 6% of all global TB cases and was one of the eight countries that accounted for two-thirds of the global total. It had the fourth highest incidence of TB in the world and was among the top four countries with the biggest gaps in TB care.<sup>1</sup>
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- Barriers to better contact tracing include stigma, lack of awareness, and shame in asking for help.
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**KEY FINDINGS**

63% of registered adult index cases (TB-positive) were traced to their households.

83% of children who were close contacts of adult index cases had three or more symptoms of TB; all were referred to clinic.

<1% of exposed children were taken to a facility for diagnosis and preventive therapy or curative treatment.

**Top Three Barriers to diagnosis and treatment for childhood TB (Based on index case)**

Stigma  
Lack of knowledge about TB  
Shame in asking for help

Final product after wireframing

## DESIGNING THE PRODUCT

# STEP 2: FIRST DRAFT

- **Text layout** – Figuring out how all the text provided will fit together on the page.
- **Custom graphics** – Includes identifying, creating, and/or downloading small design accents to creating icons for a data visualization.
- **Photo selection and editing** – Often need to sort through photos to see what will work best with the layout of the document, includes editing photos in Photoshop and searching for photos on Stock websites like Getty and Alamy.
- **Data visualizations** – Help a reader visualize the content and can act as a complement to the text or even replace text. Can range from pulling out big statistics with descriptions to tables to line charts to even more custom visualizations.
- **Choosing and applying style/tone** – Includes font and color selection, photo editing, styling, pulling quotes, identifying what text needs to be more important.

## DESIGNING THE PRODUCT

# STEP 2: FIRST DRAFT

TABLE 1

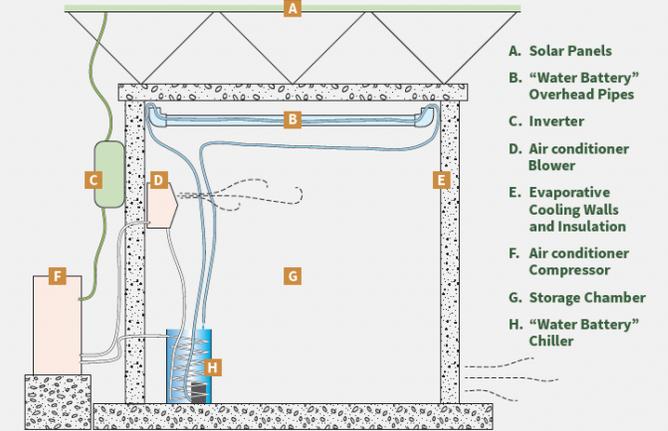
### Farmers Using FSF Test Facilities Report Extended Shelf Life for Perishable Fruits and Vegetables

Perishable Crop	Shelf Life in FSF	Shelf Life at Room Temperature
Eggs	60 days	7 days
Gooseberry juice	30 days	5 days
Tomato puree	20 days	2 days
Tomatoes	10 days	4 days
Coriander	8 days	3 days

FIGURE 1

The Farm SunFridge leverages solar-powered refrigeration to enhance traditional evaporative cooling.

The Farm SunFridge allows evaporation through the outer building walls, providing some natural cooling to the interior. Solar panels power a low-cost, commercially available split air conditioner unit, modified to cool both the air and the chiller for a “water battery,” further cooling the structure.



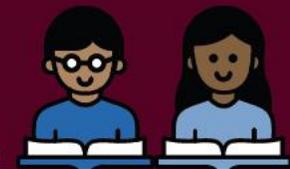
TOP RICE GROWING REGIONS IN MALI



STUDENTS SCORING HIGHEST IN READING COMPREHENSION

13%

More likely to have participated in USAID Read Program



## DESIGNING THE PRODUCT

# STEP 2: FIRST DRAFT

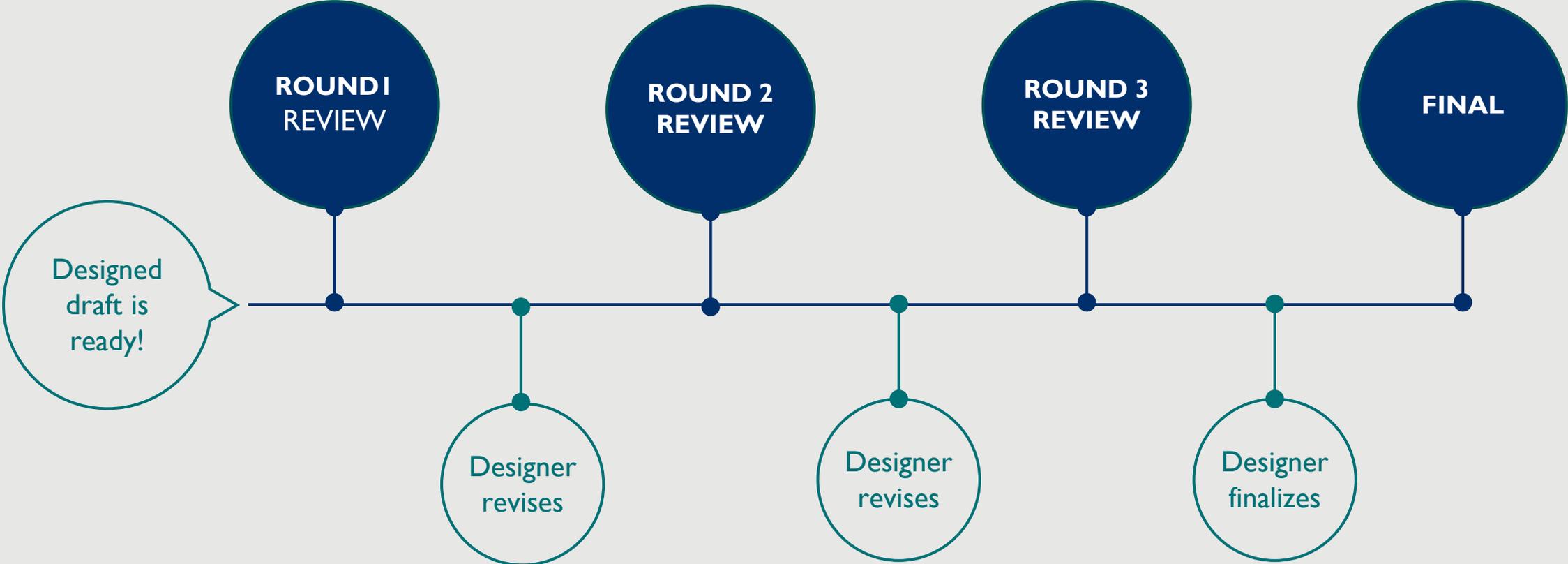
Graphic treatment →

Custom graphics →



**DESIGNING THE PRODUCT**

**STEP 3: REVISIONS**



## DESIGNING THE PRODUCT

# STEP 3: REVISIONS

- Have a designated manager of feedback.
- Be clear and concise!
- Try to avoid making unnecessary requests where possible (especially towards the end of the process).

# DESIGNING THE PRODUCT

## STEP 4: FINAL PRODUCT



### FACT SHEET

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**83%**  
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**Top Three Barriers**  
to diagnosis and treatment for childhood TB (based on index case)



### Policy Recommendations and Solutions

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Therefore, officials should consider the following:

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- Flor deliza Bassiag, et al., "Using Contact Tracing to Assess Barriers to Diagnosis and Treatment and Develop an Educational Campaign Surrounding Childhood Tuberculosis in Northern Philippines," Isabela State University, forthcoming 2021.



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# RECOMMENDATIONS FROM A DESIGNER

- Use a designer when you can.
- Bring them into the process as early as possible.
- Share information with them that they might not know.
  - Background on target audiences
  - Symbology/graphics to use or avoid (and why)
  - Imagery to use or avoid (and why)
- Don't feel like you have to know what you want.
  - But if you do, tell us why

# A FEW MORE LESSONS LEARNED FROM DEVELOPING COMMUNICATION PRODUCTS

- People don't read - they skim.
  - Put the bottom line up front (“BLUF”).
  - Ensure main messages stand out (bold text, bullets, etc.).
- Share your products where your audience is already consuming information.
- Ensure your audience knows how to follow up / whom to contact.
- Translation into different languages can be challenging! (But is important).

**QUESTIONS?**

**ANSWERS!**

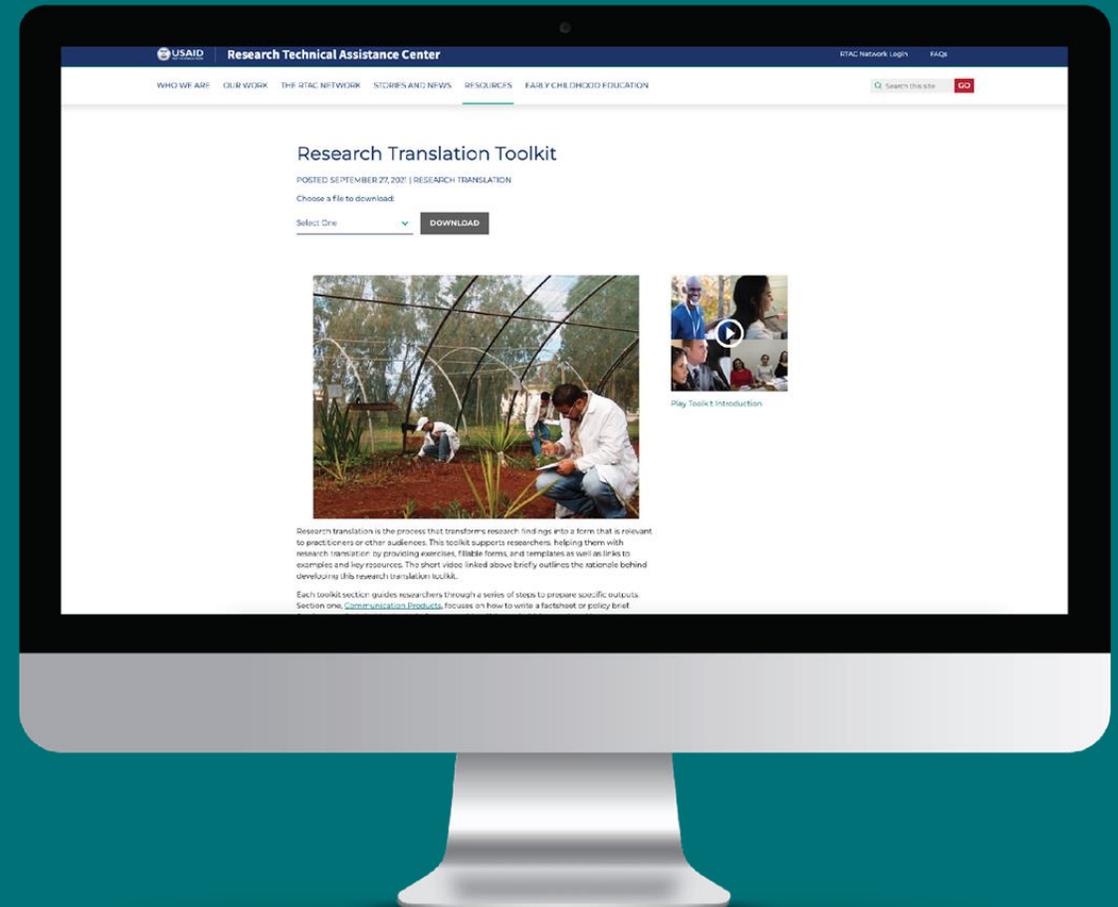
## AUDIENCE ACTIVITY RESULTS

# HOW WILL YOU USE THIS SECTION IN YOUR OWN WORK?

- Follow the process enumerated in the toolkit and apply it practically, expecting feedback from our stakeholders and even our colleagues. Make the outcome of our study is easy to understand.
- Get primary feedback on communication products.
- Involve all stakeholders early.
- More focused communication
- Help researchers clarify the who, what, why questions about their work/research.
- Train more folks on how to use Canva, in case our one designer is busy!
- Ask our audiences about which format is most accessible for them.
- Ask my grandma or kid to read communication products :)
- Look into ways to track use/application of evidence products.
- Share some of this information with the technical team so everyone is aware of the communications needs to deliver great products!
- Figure out where policy-makers get their information to begin with.
- Help researchers clarify up front who they think can use their evidence.
- Use a team to create communication products.
- Involve designer early in the process.
- Start the product design process earlier.

# WE WANT TO HEAR FROM YOU!

Share your story about how using the Research Translation Toolkit has influenced uptake of your research by emailing us at [itr.researchfeedback@usaid.gov](mailto:itr.researchfeedback@usaid.gov).



# UPCOMING WEBINAR

- **March 9:** Transforming Research Into Programs and Policies: How to Use the Research-to-Action Section  
*9:30 - 11:00 am (Eastern Time)*

# THANK YOU!

Register for the last webinar and access post-event resources via the webinar website:  
<https://www.rtachesn.org/stories-and-news/research-translation-toolkit-webinars/>

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