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.
What’s one challenge you face in communicating research?
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?

It is best to use this section when you have sufficient data to support your claims; clear results; and actionable, evidence-based recommendations.
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.
COMUNICATION OBJECTIVES AND AUDIENCES

Helps map out your main communication objectives.
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.

<table>
<thead>
<tr>
<th>COMMUNICATION OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1:</td>
</tr>
<tr>
<td>Objective 2:</td>
</tr>
<tr>
<td>Objective 3:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUDIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are they?</td>
</tr>
<tr>
<td>What do I know about them?</td>
</tr>
</tbody>
</table>

Primary:  
Secondary:
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.
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.
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.
TIPS AND TRICKS FOR WRITING ACCESSIBLY

TIP SHEET | RESEARCH TRANSLATION TOOL KIT

TIPS AND TRICKS FOR WRITING ACCESSIBLY

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

- Read more.
- Understand the content and not get confused or overwhelmed by the technical language.
- Return when they get lost or wonder if they are on the right path.
- Take action.

Here are some recommendations for accessible writing:

- Pay close attention to grammar rules.
- Use clear titles and subheadings that clearly communicate the subject matter.
- Emphasize key sentences and ideas.

Consider these tips and tricks to write using accessible language:

Adapted from the Help Us Communicate Toolkit by USAID.

- Use conversational tones.
  Examples: “Who has the floor is predictable that will pass the control to the next speaker” (formal) versus “Who has the floor tomorrow is unpredictable, whoever gets there first is the next speaker” (conversational).

- Use words that are concrete rather than abstract.
  Examples: “They identified having needs” versus “They identified unmet needs” (photo).

- Use the active voice.
  Examples: “The taxi stood by” versus “The taxi was standing by” (passive).

- Use short, direct sentences.
  Examples: “One reason for this is that” versus “There are many reasons why” (long versus short).

- Use descriptive titles, headings, and subheadings.

- Use acronyms sparingly, and spell them out at first mention.
  Examples: “World Health Organization” versus “WHO” (long versus short).

- Define technical terms clearly at first use.
  Examples: “AIDS” versus “Acquired Immune Deficiency Syndrome” (short versus long).

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

- Use short, direct sentences.
  Examples: “The taxi stood by” versus “The taxi was standing by” (passive versus active).

- Define technical terms clearly at first use.
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- Define technical terms clearly at first use.
  Examples: “AIDS” versus “Acquired Immune Deficiency Syndrome” (short versus long).
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
STEP 5

EXAMPLES AND TEMPLATES
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
CONTACT TRACING: Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

Summary: Tuberculosis (TB) contact tracing among adult-litigated cases is imperative for effective case finding, especially among children. The Northern Philippines has detected patients 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 pediatric patients, local and national policies need to establish guidelines for contact tracing and provide health care workers with the training and tools necessary to implement these guidelines. This study aimed to identify health care workers to better identify those who are eligible for effective TB and contact TB infection through thorough screening and diagnosis.

Challenges: Key Findings from the Research

- In the Philippines, tuberculosis patients’ treatment is reportedly delayed by two to three months due to the need for proper diagnostic testing.
- Children ages 0-14 make up 12% of the cases. Based on a study conducted by a research team from Maulana Binala University, the rates of children 7 years and younger were among the highest (11%), which means that for every household, at least two children are affected.
- Lack of better contact tracing often involves stigma, lack of awareness, and shame in seeking help.
- Standard contact tracing is not being done to help identify children at risk due to lack of logistic capacity, human resources, funding, and policy will. Case finding is typically passive (waiting for patients to come to the health center).
- Health workers receive inadequate information that does not include instructions on how to contact patients (which would help ensure contact tracing). Only after the health workers receive this information do they understand the importance of contact tracing.
- In the Philippines, the National Tuberculosis Control Program Manual of Procedure, 20th edition 2007, states: “It’s easy to manage TB in the community if found early.” Although the national guidelines recommend contact investigation, it does not include contact tracing for multi-drug-resistant TB patients. A national guideline does not describe screening or follow-up procedures or specify responsible staff.
- A result of these challenges, health officers underestimate the true burden of childhood TB among children in Kalinga, Iloilo, and Pangasinan provinces.
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

AUDIENCES

- RESEARCH/TECHNICAL EXPERTS
- PROGRAM MANAGERS/SERVICE DELIVERY PROVIDERS
- POLICY DECISION MAKERS
- GENERAL PUBLIC

LOW

LEVEL OF DETAIL & TECHNICAL CONTENT

FACTSHEET
NEWS ARTICLE
PODCAST
SOCIAL MEDIA

AWARENESS

BRIEF MEMO
INFOGRAPHIC
POLICY BRIEF
SHORT VIDEO

PERSUASION

CASE STUDY
CHECKLIST
SCORECARD
TOOLKIT

PROGRAMS & PRACTICE

RESEARCH & PRACTICE

CONFERENCE PRESENTATION
JOURNAL ARTICLE
JOURNAL COMMENTARY
RESEARCH BRIEF
GATHERING DESIGN INFORMATION

KICKOFF MEETING DISCUSSIONS

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

**Look & feel**
- Style Guide
- Tone
  - Academic
  - Approachable
  - Bold
  - Bright
  - Confident
  - Fun
- Informative
- Innovative
- Modern
- Trusted

**Assets**
- Imagery
- Graphics
- Logos
DESIGNING THE PRODUCT

STEP 1: WIREFRAMING

CONTACT TRACING
Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

Challenges
- In 2001, 43,500 new childhood tuberculosis cases were reported in the Philippines. However, less than 20% of these cases were identified. This low rate can be attributed to various factors:
  - Not all primary healthcare centers in the rural areas conduct routine diagnostic testing for tuberculosis.
  - Many children in the Philippines do not have access to healthcare services.

Word count limit

Photo placeholders

Length of acknowledgments, references, logos, etc.

Data visualization idea

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

<table>
<thead>
<tr>
<th>Perishable Crop</th>
<th>Shelf Life in FSF</th>
<th>Shelf Life at Room Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eggs</td>
<td>60 days</td>
<td>7 days</td>
</tr>
<tr>
<td>Gooseberry juice</td>
<td>30 days</td>
<td>5 days</td>
</tr>
<tr>
<td>Tomato puree</td>
<td>20 days</td>
<td>2 days</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>10 days</td>
<td>4 days</td>
</tr>
<tr>
<td>Coriander</td>
<td>8 days</td>
<td>3 days</td>
</tr>
</tbody>
</table>

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 conditioning unit, modified to cool both the air and the chiller for a "water battery," further cooling the structure.
DESIGNING THE PRODUCT

STEP 2: FIRST DRAFT

Graphic treatment

Custom graphics
DESIGNING THE PRODUCT

STEP 3: REVISIONS

- ROUND 1 REVIEW
  - Designed draft is ready!
  - Designer revises

- ROUND 2 REVIEW
  - Designer revises

- ROUND 3 REVIEW
  - Designer revises

- FINAL
  - Designer finalizes
**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

CONTACT TRACING

Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

SUMMARY

Tuberculosis (TB) contact tracing among adults and children is important for reducing case finding, especially among children. The most recent data (2009) indicate that about 20% of TB cases (in adults) are due to the contact of an infected relative or other close contact. While children are more susceptible to TB infection, they are less likely to develop active TB disease. In the Philippines, contact tracing for children is limited and the number of TB cases due to contact of an infected child or relative is unknown. However, based on experience in the adult population, contact tracing can be an important component of TB control. In the adult population, contact tracing is also critical for TB control, as it helps to identify and treat additional cases of active TB.

CHALLENGES: Key Findings From the Research

- In 2010, the Philippines ranked among the 10 highest tuberculosis burden countries in the world, with a tuberculosis incidence rate of 700 per 100,000. However, the country lacks a comprehensive contact tracing program for children, which is essential for effective TB control.
- The lack of a comprehensive contact tracing program for children is a major challenge in TB control in the Philippines. The National Tuberculosis and Leprosy Elimination Program (NTLEP) relies on passive case detection, which is ineffective in identifying the large number of children who are infected with TB.
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KEY FINDINGS

- 63% of reported childhood tuberculosis cases are due to contact with an infected relative or other close contact.
- 83% of cases of childhood TB are due to contact with an infected relative or other close contact.
- 17% of children with TB have never been exposed to an adult with TB before.

Policy Recommendations and Solutions

- Active contact tracing can potentially identify a much larger number of TB cases than the current passive approach. Therefore, officials should consider the following:
  - Include protocols for contact tracing, symptomatic screening at the point of care, and referrals for smear positive or smear negative patients to TB treatment centers.
  - Improve implementation of national childhood TB guidelines, providing incentives to health care providers.
  - Strengthen training of health care workers involved in contact tracing and provide support to health care providers.
  - Develop a national program that focuses on contact tracing for children.

ADDITIONAL READING

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.
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/
Acknowledgements

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