



Overview and Applications of the USAID Research Translation Toolkit

Considering the Importance of Research Translation

April 21, 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.

WEBINAR AGENDA

- Welcome & Audience Activity
- Overview of the Research Translation Toolkit
- A Focus on the Research-to-Action Process
- The Context for Research Utilization under RTAC

ACTIVITY

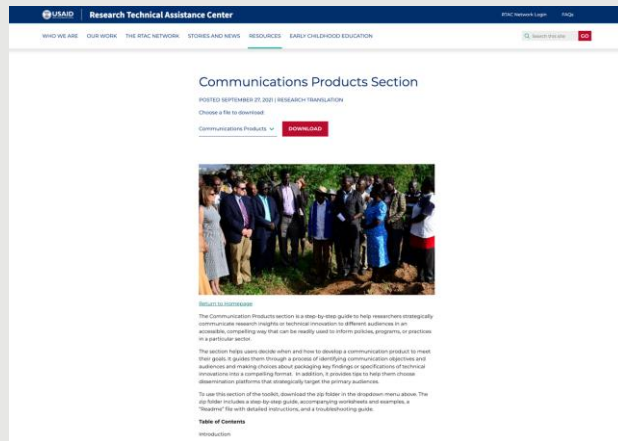
**WORD CLOUD: IN YOUR EXPERIENCE, WHAT FACTORS
INFLUENCE RESEARCH UPTAKE?**

OVERVIEW OF THE RESEARCH TRANSLATION TOOLKIT

COMPREHENSIVE GUIDE TO RESEARCH TRANSLATION

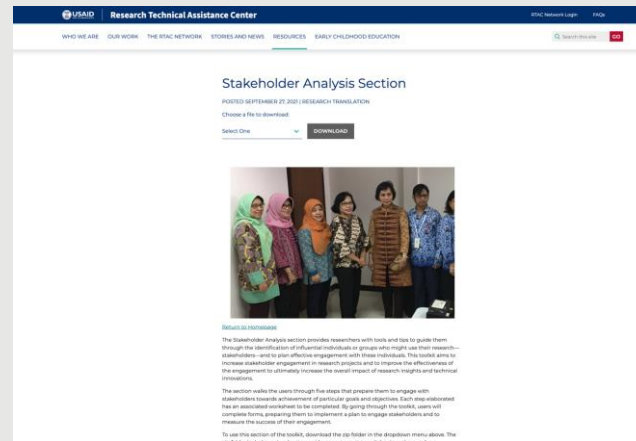
- The Research Translation Toolkit is a comprehensive, standalone resource that can be used by anyone who wants to bridge the gap between research production and research utilization.
- Each section includes exercises, fillable forms, and templates to help you apply the information in the toolkit to your own work.

ONE TOOLKIT, THREE SECTIONS



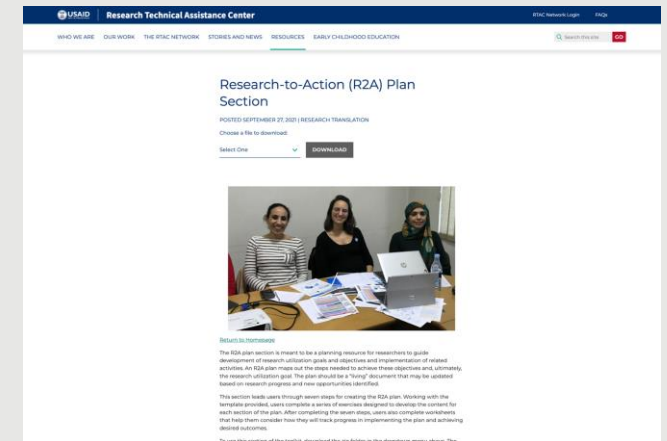
SECTION 1

Stakeholder Analysis



SECTION 2

Communication Products

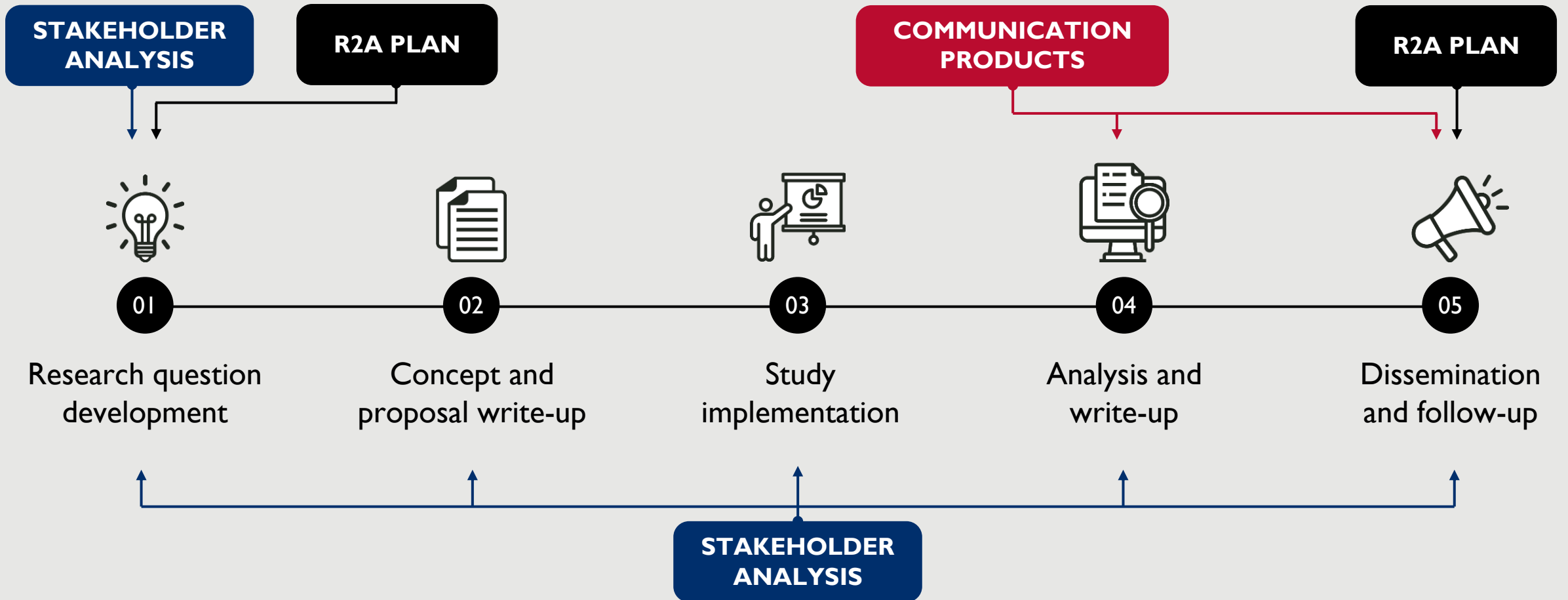


SECTION 3

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.

TOOLKIT SECTIONS ARE USEFUL AT CRITICAL STAGES IN THE RESEARCH PROCESS



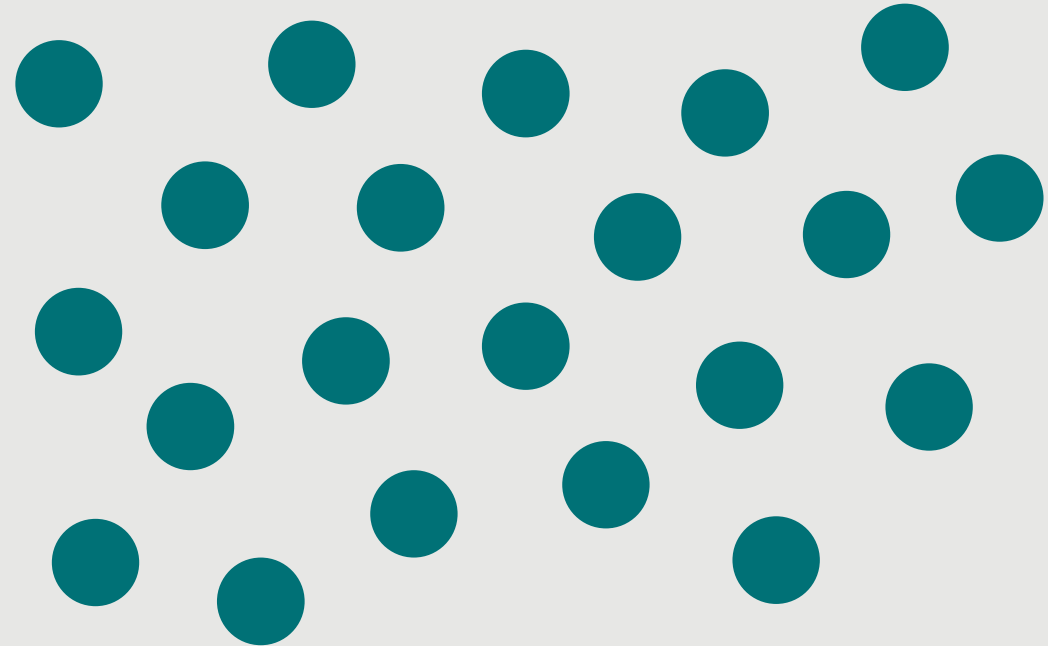
USING THE TOOLKIT IN REAL-WORLD SCENARIOS



SUCCESSFUL STAKEHOLDER ANALYSIS

Improving Diagnosis and Treatment of Cutaneous Leishmaniasis in Tunisia

Prioritized according to high level of influence and/or capacity to support a “quick win.”



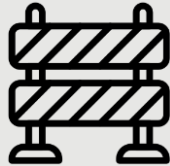
SUCCESSFUL COMMUNICATION PRODUCTS

Childhood Tuberculosis in the Philippines



01

Analyzed data



02

Identified barriers

PAPEL NG IMPORMASYON

PAGTUNTON SA NAHAWAAN NG TUBERKULOSIS

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.

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)

- Fear of stigma
- Lack of knowledge about TB
- Shame in asking for help

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.¹
- 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.²
- 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 true burden of childhood TB among children in Kalinga, Isabela, and Pangasinan provinces is underestimated.

Mga Hamang Mula sa

- Noong 2018, anim na poros pangkalat ng TB walang bansa katio sa pandaigdigang katatagan ng TB kabilang sa anim na may pangangalaga sa pandaigdigang katatagan ng TB.
- Ang mga bata sa Isabela State University ay nakatatanda 12, ito ay nanambuhayan, bata ang apat.
- Ang mga hadi pagtuntun sa stigma, katiwalian sa TB paghingi ng pangalaga.
- Ang pagtuntun sa paghingi ng pangalaga ay karami ang mga bata na nahahati sa lohistikang manggagawa.



05

Determined stakeholders' communication preferences

06

Packaged findings in a factsheet

SUCCESSFUL R2A PLANNING IMPROVING CROP STORAGE IN INDIA

- Research team set R2A goals focused on reaching national and subnational stakeholders.
- Identified several immediate, actionable next steps to work toward these goals.



POLICY BRIEF

COOLING FROM THE SUN

Innovations for Effective Post-Harvest Cold Storage in Rural Areas

Expanding access to cold storage for rural farmers reduces food waste, supports food security, and increases farmers' income. Innovations that use solar energy and low-cost materials, such as the Farm SunFridge (FSF) model, increase access to refrigerated cold storage for rural farmers who lack reliable electricity. To make certain this innovation reaches rural farmers, farmer producer organizations (FPOs), and farming communities who can benefit from it, officials from government agencies must ensure that grants and loans for solar-powered cold storage using the FSF model are accessible through subsidies and funds that support agricultural development.

Access to Cold Storage Helps Maximize Current Agricultural Outputs

In India, approximately 60% of food loss and waste happens before it reaches the consumer.¹ Of this loss, nearly one-third is directly attributable to a lack of cold storage, which causes produce to spoil before getting to markets.² The financial impact is significant— according to NITI Aayog, post-harvest agricultural losses amount to as much as INR 92,561 crore annually.³ Reducing these post-

harvest losses for current agricultural outputs can increase economic security for farmers and contribute to India's development goals, in particular increasing food security and agricultural sustainability in the near term. These two goals lay the groundwork for the country to transition from relying on food imports to profiting from food exports in the long term.

While refrigerated cold storage extends the shelf life of perishable agricultural products, especially fruits and vegetables, the high costs of construction and a stable power supply are barriers for rural farmers. Combined with minimal options to finance expenses, these factors limit access to cold storage in rural areas.⁴ To overcome these challenges, researchers designed, developed, and tested the FSF, an innovative solar-powered refrigerated and evaporatively cooled (EC) storage facility that is affordable for smallholder farming communities (see Box 1). In tests, FSF storage more than tripled the shelf life of amaranth compared to evaporative cooling alone or no cooling at all.⁵ Farmers using the FSF test storage facilities also report increased shelf life for tomatoes, eggs, and gooseberry juice, giving them greater control over when and how often to bring produce and agricultural products to market (Table 1).

TABLE 1

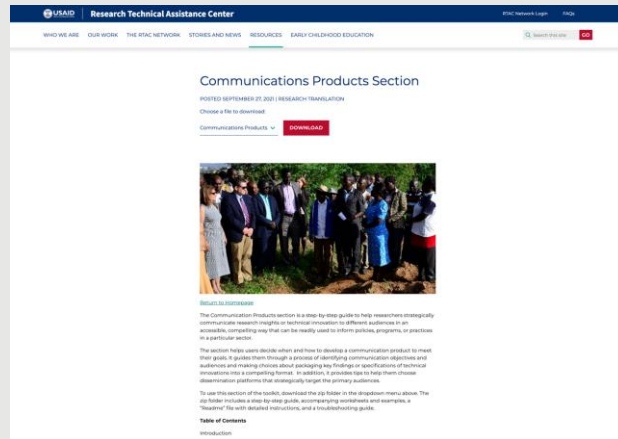
Farmers Using FSF Test Facilities Report Extended Shelf Life for Perishable Fruits and Vegetables

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

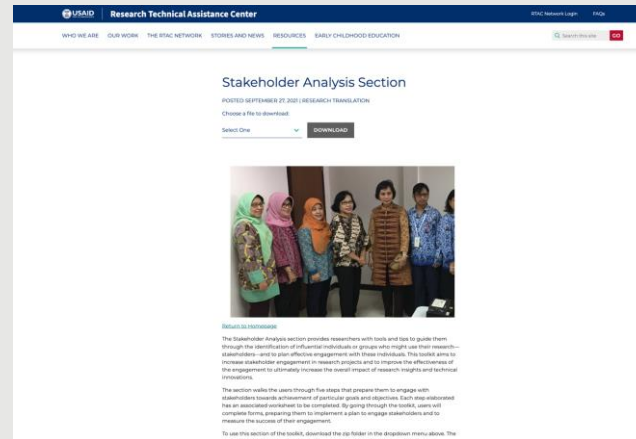
When water evaporates, changing form from a liquid to a vapor, it draws heat from the surrounding environment.

Evaporative cooling uses this principle to cool the inside of a structure as water evaporates through the outer wall.

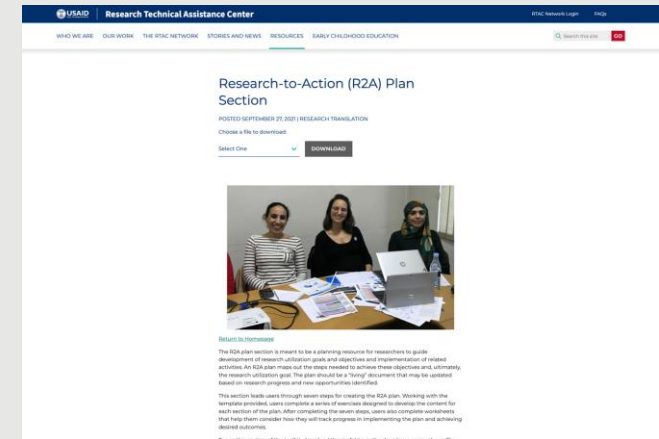
STAKEHOLDER ANALYSIS SECTION



SECTION 1
Stakeholder Analysis



SECTION 2
Communication Products



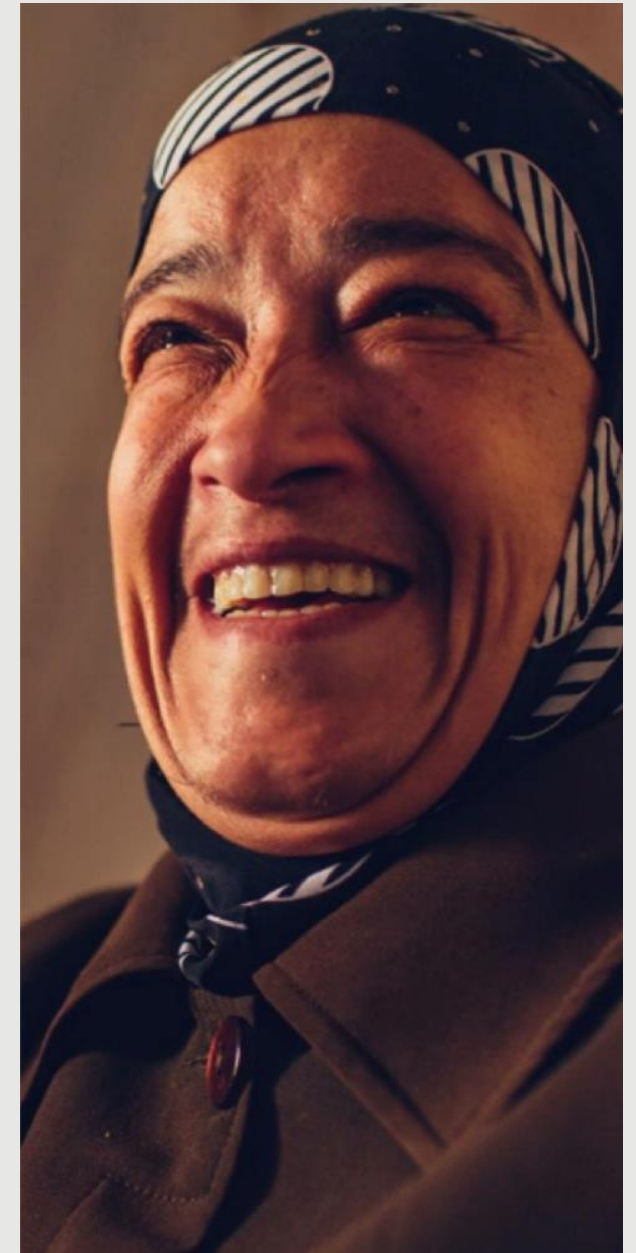
SECTION 3
Research-to-Action (R2A) Plan

STAKEHOLDER ANALYSIS SECTION

IDENTIFY AND ENGAGE

The Stakeholder Analysis section can help you identify influential individuals or groups who might use your research and plan effective engagement with them.

This will increase the impact of your research insights or technical innovations.



STAKEHOLDER ANALYSIS SECTION

WHEN TO USE

Use this section when you want to:

- Understand your stakeholders' interests, influences, motivations, and knowledge of the subject matter.
- Determine which stakeholders are most important to engage in the research process, and when and how to engage them.
- Learn tips for how to interview stakeholders.

STAKEHOLDER ANALYSIS SECTION

STEP-BY-STEP GUIDE

STEP 1: Identify Stakeholders

- Worksheet 1: *Stakeholder Identification*

STEP 2: Prioritize Stakeholders

- Worksheet 2a: *Stakeholder Prioritization*
- Worksheet 2b: *Stakeholder Mapping Matrix* (optional)

STEP 3: Understand Stakeholders

- Worksheet 3: *Stakeholder Information*
- Resource: *Stakeholder Interview Guide*

STEP 4: Plan Stakeholder Engagement

- Worksheet 4: *Stakeholder Engagement Plan by Project Stage*
- Template: *Short-Term Stakeholder Engagement Plan*
- Example: *Short-Term Stakeholder Engagement Plan*

STEP 5: Track Stakeholder Engagement

- Worksheet 5: *Stakeholder Engagement Tracking Plan*

STAKEHOLDER ANALYSIS SECTION

HANDS-ON TOOLS

WORKSHEET | RESEARCH TRANSLATION TOOLKIT
STEP 3: STAKEHOLDER INFORMATION

PAGE 1 OF 3


STAKEHOLDER	UNDERSTANDING KEY CHARACTERISTICS								
	Group or Individual	Existing Relationship	Knowledge of the Topic/Project	Views on the Topic/Project	Preferred Communication Method	Motivation to Engage	What Can Be Done to Motivate Them?	Capacity to Engage	Possible Constraints / Ways to Increase Capacity?
Example: Ministry of Health	Example: Two contacts in the Infectious Diseases Unit. MoH is in opposition with the NGO that is also our key stakeholder.	Example: Uninformed, Familiar, Expert	Example: Negative, Neutral, Positive	Example: In-person	Example: High, Medium, Low				

WORKSHEET | RESEARCH TRANSLATION TOOLKIT
STEP 2A: STAKEHOLDER PRIORITIZATION

PAGE 1 OF 1

STAKEHOLDER	STAKEHOLDER TYPE		STAKEHOLDER	STAKEHOLDER TYPE	
	Level of Influence	Level of Interest		Level of Influence	Level of Interest
Group or Individual	High, Low	High, Low	Group or Individual	High, Low	High, Low

6 SECTION 2 - STAKEHOLDER ANALYSIS



TIP SHEET | RESEARCH TRANSLATION TOOLKIT
STAKEHOLDER INTERVIEW GUIDE

Table of Contents

- Introduction
- A. Scheduling Interviews
- B. Preparing the Interview Tool
- C. Conducting Interviews
- D. Analyzing Interview Results
- Annex I - Sample Scripts for Introduction and Conclusion
- Annex II - Sample Questions on Research Utilization

Introduction

This interview guide describes the process a research team can use to interview key stakeholders as a part of the stakeholder analysis. It includes scheduling interviews, preparing interview tools, conducting interviews, and analyzing interview results.

Adapted from the Policy Communication Toolkit by PRB.

A. SCHEDULING INTERVIEWS


(1) Send an Email Introduction.
 Once you have identified your key stakeholders, send an email introduction—you may need to attach an official letter if the stakeholder or the organization requires it. Be sure your email message or letter includes information about your project, organization, and any additional information you think the stakeholder may want to know to accept your invitation for the interview. Describe how key stakeholders were identified, and briefly highlight what sort of information you will request during the interview and how the information will be used. Inform them that they will be contacted again by phone to set up the interview.

(2) Call to Schedule the Interview.
 After a reasonable amount of time, call each key stakeholder to schedule an interview. Introduce yourself and briefly review the information you included in your email. Make an appointment to interview the stakeholder at a convenient time using the format they prefer—phone, online conferencing platform (e.g., Zoom, Google Meet), or face-to-face. The stakeholder analysis you completed includes information about the stakeholder's preferred method of communication. You can use this information to inform the format you suggest for the meeting, provided it is practical to do so. When scheduling the interview, note the amount of time you expect it will take. Stakeholders often have many demands on their time, and it is generally advised not to request meetings longer than one hour.

(3) Send the Questions in Advance (Optional).
 Once the interview has been scheduled, you may choose to send each key stakeholder a copy of the questions in advance. Sharing the questions early allows the respondent time to prepare thoughts and identify relevant materials ahead of time.

Caution: In some organizations, providing questions ahead of time will mean that the respondent must prepare answers in advance and get them approved. Do not send questions in advance to some stakeholders and not others in the same organization.

1 SECTION 2 - STAKEHOLDER ANALYSIS

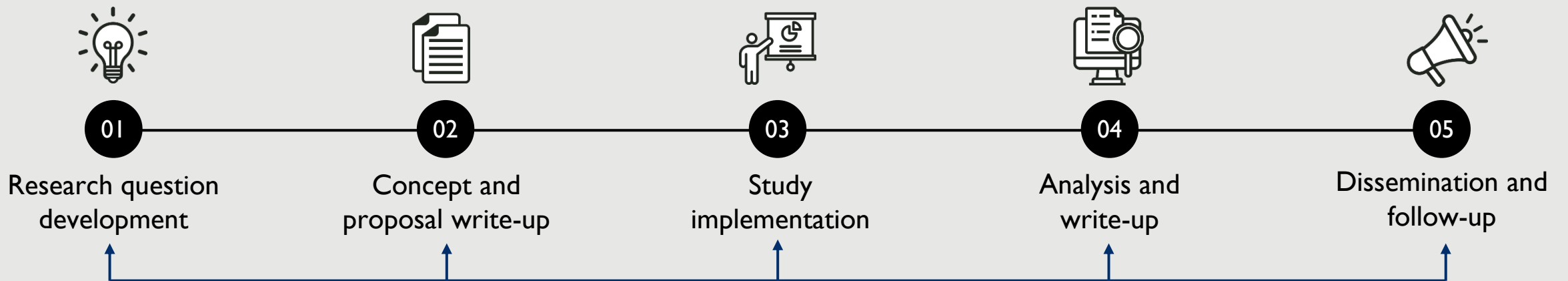


STAKEHOLDER ANALYSIS SECTION

USEFUL ACROSS THE RESEARCH PROCESS

STAKEHOLDER ANALYSIS

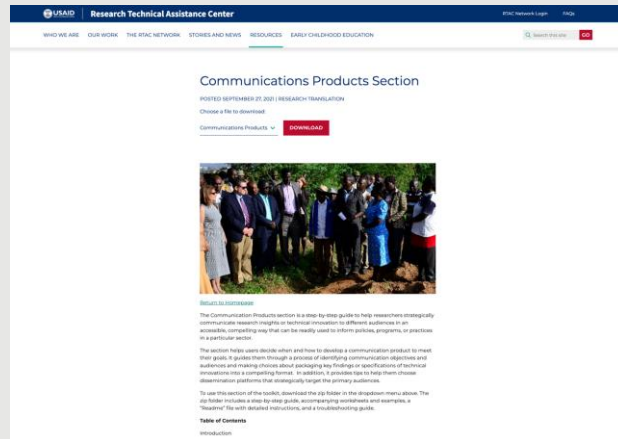
Use this section as early as possible so stakeholders can be engaged to give their input before your research questions and/or approach are finalized.



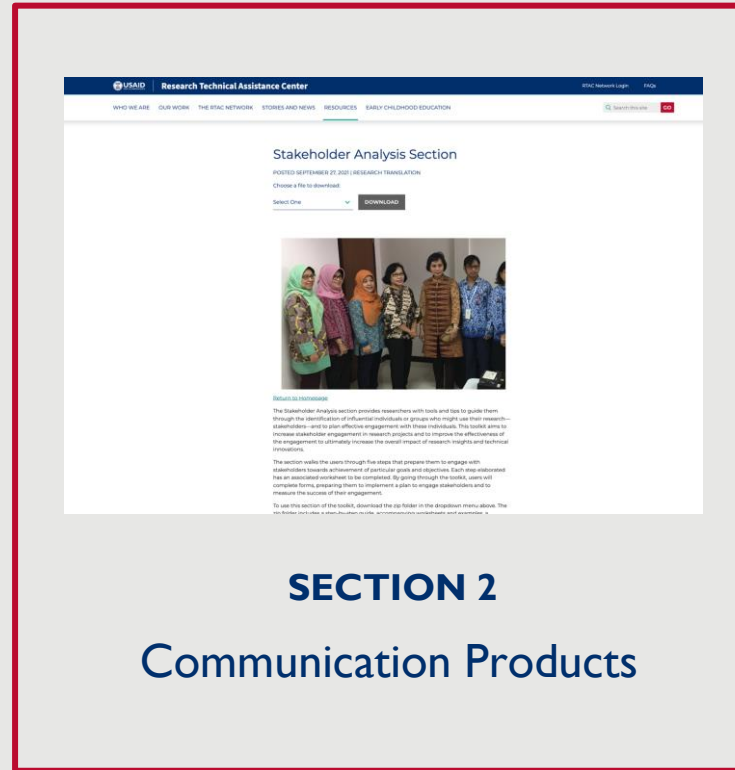
STAKEHOLDER ANALYSIS

Use this section at any stage of your research project because stakeholder roles may vary at each stage; engagement is an ongoing, iterative process that continues through the project.

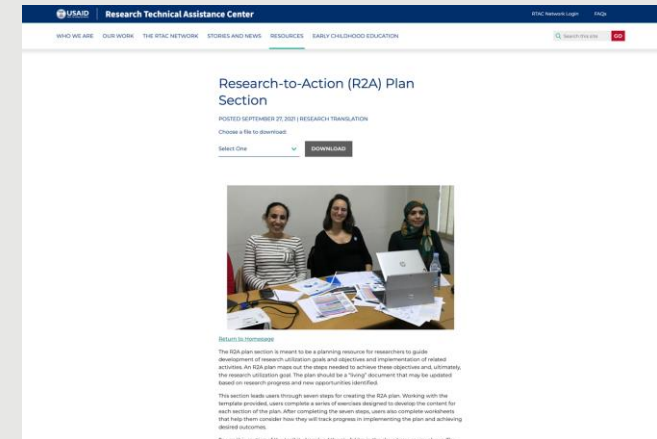
COMMUNICATION PRODUCTS SECTION



SECTION 1
Stakeholder Analysis



SECTION 2
Communication Products



SECTION 3
Research-to-Action (R2A) Plan

COMMUNICATION PRODUCTS SECTION FORMAT & MESSAGING

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



FACT SHEET

CONTACT TRACING

Policy Solutions to Address Childhood Tuberculosis in the Northern Philippines

SUMMARY

Tuberculosis (TB) contact tracing among adult tubercular 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 completed 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 highest gaps in TB care.
- Children ages 0-14 made up 12% of the cases. Based on a study conducted by a research team from Habelo 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 clinic).

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

Barriers to diagnosis and treatment for childhood TB (based on index case)

- Fear of stigma
- Lack of knowledge
- Shame in asking for help

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. Wetlands are flooded by white water rivers (with a large amount of suspended sediments and nutrients), and spongy 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 the world's most complex river system—a source of water, nutrients, habitats, and biodiversity throughout South America. Altering ecosystems of the Amazon River basin by constructing dams may have widespread and permanent consequences for the economies, people, plants, and animals of South America.

The ecosystems of the Amazon River basin are home to diverse plants and animals that have adapted over millions of years to the patterns and flow of the river network, including annual cycles of flooding. The plants and animals of Amazonia depend on the rivers and flooding cycles to transfer nutrients and sediments. Wetlands and floodplains, where rivers flood occasionally or routinely, are home to unique species and are also essential to sustaining and connecting other landscapes and wildlife.

The landscapes, wildlife, and climate of Amazonia are interconnected in the delicately balanced ecosystems of the Amazon River basin. In turn, the ecosystems serve the people of Brazil and neighboring countries through food production, natural resources, and climate regulation. These "ecosystem services" may generate more than \$5 billion for the Brazilian economy each year!

HYDROELECTRIC PROJECTS FAIL TO CONSIDER CONSEQUENCES FOR FLOODED ENVIRONMENTS

Many South American countries are building hydroelectric dams to

Sharing the Land

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

JANUARY 2020 | BRIEF

Resolving land disputes—including ownership, rights, and tenure—is essential to building peaceful and equitable communities. Local researchers in the Democratic Republic of Congo (DRC), who have experienced land disputes and conflict firsthand, are at the forefront of testing ways to recognize and respond to the inequities that can drive land conflicts. By involving community members in defining solutions for land issues and introducing accessible technology to map and document land tenures, *Sharing the Land* (STL) is an innovative approach with the potential to resolve and 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 variable, providing livelihoods and resources while also signifying community identity, history, and culture. Who benefits from land, both for livelihoods and for valuable natural resources, can perpetuate social structures of power and inequality. Politics, discrimination, and poverty all influence who owns and who benefits from land and, in turn, directly shape grievances and conflict. 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 violent or nonviolent conflict. Land conflicts range from small-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 trespassing and "violence." Land-related conflicts are pervasive here, where up to 36 percent of disputes in the courts and tribunals are related to land!

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 policy or governing authority.
- Documentation of land rights and approaches 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 ways that may or may not align with written government laws.
- Powerful and elite communities have established gaps in the legal structure to control and benefit from greater shares of land.
- Demographically diverse areas have limited access to arable land for agriculture.
- Population growth and environmental change are increasing stress on local, natural resources.

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 less than 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!

5x 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 make up nearly 26 percent of Morocco's total population, representing significant untapped potential that can power the economy.

Youth Employment Challenges in Morocco

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

- Many graduates are not communicating with one another about job market needs. Employment opportunities include recruitment agencies, private sector companies, academic institutions, non-profit organizations, and public sector jobs.
- Current university programs are not being adapted to job market needs. Without current and visible information about the industry, students may struggle to make informed choices about their future careers. Some career guidance also does not take into account the needs of students who are enrolled in alternative or non-traditional settings.
- Career guidance is not offered to young people before their parents received training or higher education, which directly impacts their ability to make informed choices about their future careers. Some career guidance also does not take into account the needs of students who are enrolled in alternative or non-traditional settings.
- "Soft" skills, such as teamwork, communication, and critical thinking, are not emphasized in academic coursework, but are highly valued in professional settings.

COMMUNICATION PRODUCTS SECTION

WHEN TO USE

Use this section when you want to:

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

COMMUNICATION PRODUCTS SECTION

STEP-BY-STEP GUIDE

Step 1: Identify Communication Objectives

- Worksheet: *Communication Objectives and Audiences*

Step 2: Identify Audiences

- Worksheet: *Communication Objectives and Audiences*

Step 3: Identify Main Messages

- Worksheet: *How to Craft Main Messages*

Step 4: Use Accessible Language

- Tip Sheet: *Tips and Tricks for Writing Accessibly*

Step 5: Identify Resources and Develop the Product

- Tip Sheet: *Timeline and Budget Considerations*
- Example Fact Sheet: *Contact Tracing*
- Example Fact Sheet: *Educating Moroccan Youth*
- Example Policy Brief: *Damming the Ecosystems of Amazonia*
- Example Policy Brief: *Sharing the Land*
- Worksheet: *Communication Product Outline for Fact Sheets and Policy Briefs*
- Template: *Fact Sheet*
- Template: *Policy Brief*
- Checklist: *Developing a Communication Product*
- Tip Sheet: *Types of Communications Professionals*

COMMUNICATION PRODUCT SECTION



HANDS-ON TOOLS

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  

WORKSHEET | RESEARCH TRANSLATION TOOLKIT
HOW TO CRAFT MAIN MESSAGES

Findings, Implications, and Recommendations

Your audience should be able to easily understand what you want them to learn or take away from your research by skimming the main message(s) of each section of your communication product (findings, implications, and recommendations)

Think about the most relevant findings of the research you want to convey to your intended audience as you complete the following:



Adapted from the Policy Communication Toolkit by PRB.

A. Identify key policy- or program-relevant findings or data and list them using a succinct bullet format. Use continuation page 3 if you have more than three.

-
-
-

B. Given your key findings, what are the corresponding policy and program implications for your audience to consider? Use continuation page 3 if you have more than three.

-
-
-

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. AUDIENCE(S):

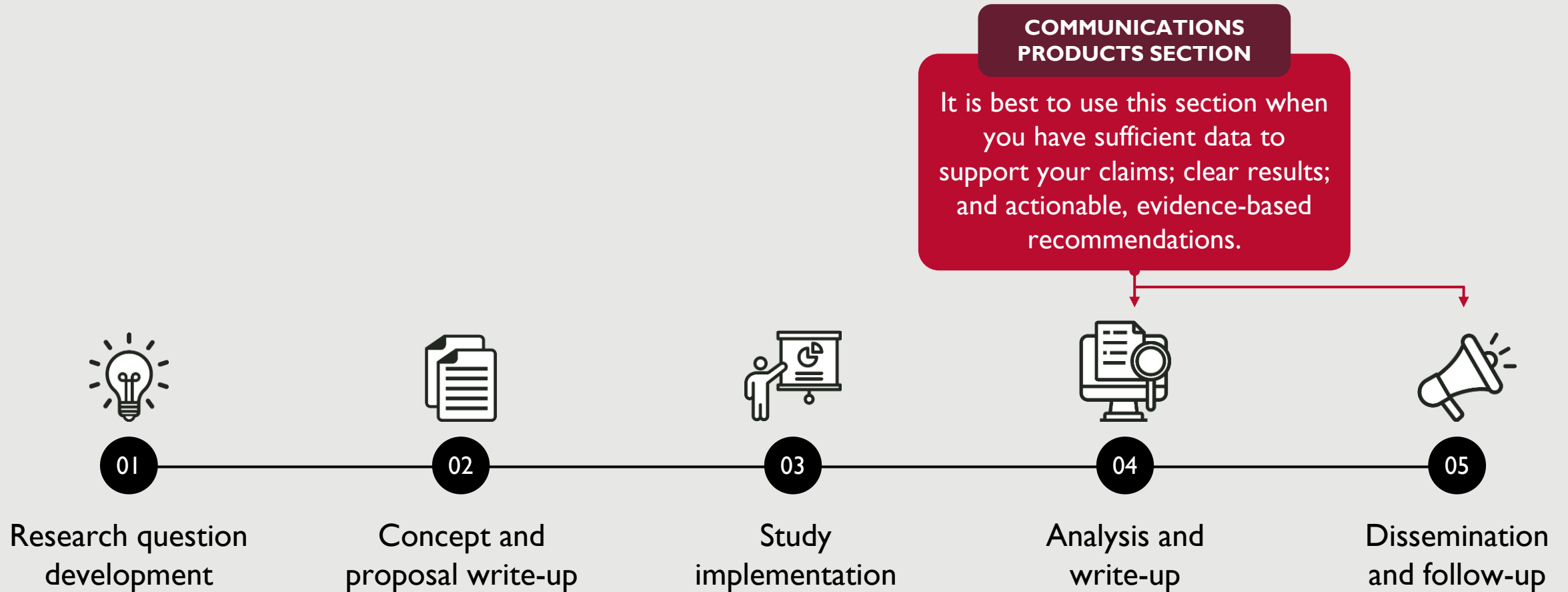
Primary Audience (your main audience):

Secondary Audience (other important audiences):

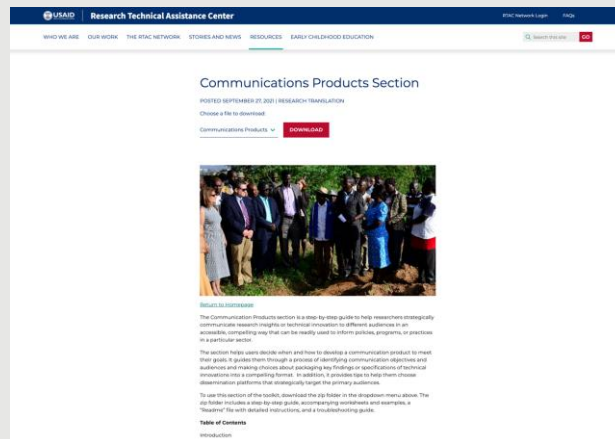
1 SECTION 1 - COMMUNICATION PRODUCTS  

COMMUNICATION PRODUCTS SECTION

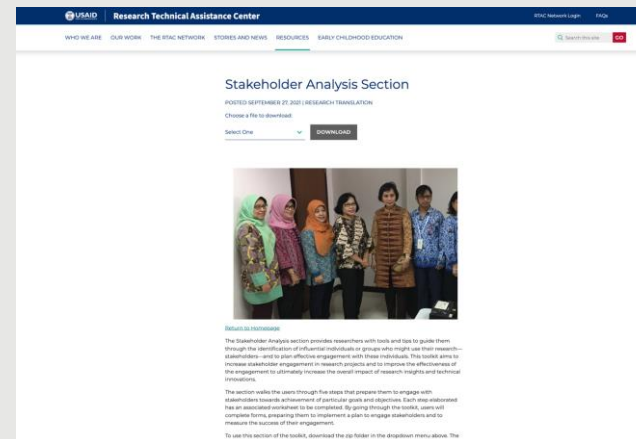
USEFUL ACROSS THE RESEARCH PROCESS



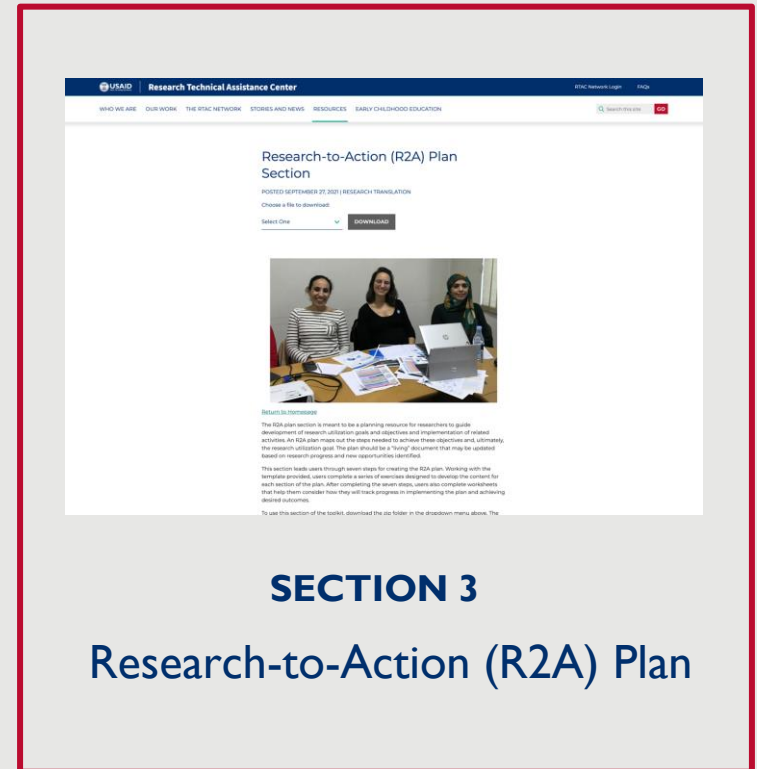
RESEARCH-TO-ACTION (R2A) PLAN SECTION



SECTION 1
Stakeholder Analysis



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Communication Products



SECTION 3
Research-to-Action (R2A) Plan

R2A PLAN SECTION

PREPARING FOR ACTION

The R2A Plan section helps you develop a step-by-step plan to communicate your research findings, attract influential stakeholders, and ensure your research leads to action.

You should revisit and update your R2A plan over time.



R2A PLAN SECTION

WHEN TO USE

Use this section when you want to:

- Leverage your stakeholder analysis and communication products.
- Identify the types of changes or decisions that could be made based on your research evidence.
- Ensure your messages are clearly communicated, compelling, and credible to your audience.
- Identify opportunities to highlight your research findings and generate interest in their use.

R2A PLAN SECTION

STEP-BY-STEP GUIDE

STEP 1a: Set Research-to-Action Goals

- R2A Plan Template: *Box 1a*

STEP 1b: Summarize Major Project Results

- R2A Plan Template: *Box 1b*

STEP 2: Stakeholder Analysis—Identify, Prioritize and Engage

- R2A Plan Template: *Box 2a and Box 2b*

STEP 3: Assess the Policy Environment

- R2A Plan Template: *Box 3*

STEP 4: Distill Main Messages and Develop Actionable Recommendations

- R2A Plan Template: *Box 4a and Box 4b*

STEP 5: Package Research in User-Friendly Formats and Disseminate

- R2A Plan Template: *Box 5a and Box 5b*

STEP 6: Develop an R2A Plan Timeline and Checklist

- R2A Plan Template
- R2A Checklist
- R2A Timeline Worksheet
- R2A Timeline Example

Step 7: Regularly Track Progress and Measure Success

- R2A Plan Template
- R2A Progress Tracking Worksheet

R2A PLAN SECTION

HANDS-ON TOOLS

WORKSHEET RESEARCH-TO-ACTION PLAN TEMPLATE

R2A GOALS

List one or two primary R2A goals. You can revise them as needed, but we recommend finalizing the goal(s) before moving on to the next step in the R2A Plan process. We recommend that you select only the number of goals that you can make progress on in the next one to two years.

Goal 1.

Goal 2.

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WORKSHEET RESEARCH-TO-ACTION PLAN TEMPLATE

STAKEHOLDERS

Instructions: Identify the names, titles, organization, and relevance of the top three with whom you would like to engage in the next step in the R2A Plan process.

1. **Name:** _____

Organization: _____

Relevance: _____

2. **Name:** _____

Organization: _____

Relevance: _____

3. **Name:** _____

Organization: _____

Relevance: _____

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WORKSHEET RESEARCH-TO-ACTION PLAN TEMPLATE

STEP 4: DISTILL MAIN MESSAGES AND RECOMMENDATIONS

To develop main messages from research findings, think in terms of policies, programs, or investments—the R2A goals and objectives—and on creating main messages and developing recommendations.

Instructions: Use the boxes below to develop main messages and recommendations. Each R2A goal requires a main message and a recommendation.

BOX 4A: IDENTIFY YOUR R2A GOAL | DISTILL MAIN MESSAGES AND RECOMMENDATIONS

FINDINGS

What is the problem? What are the key findings? What are the implications and ties back to your priority stakeholders and objectives?

1. _____
2. _____
3. _____

IMPLICATIONS

What are the implications of the findings and why are they important? How do they relate to your priority stakeholders and objectives? Provide an example or demonstrate a story of impact? Implications

1. _____
2. _____
3. _____

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WORKSHEET RESEARCH-TO-ACTION PLAN TEMPLATE

STEP 5: PACKAGE RESEARCH IN APPROVED FORMATS AND DISSEMINATE

Think carefully about which product formats would be most effective for your audience. Refer to the chart on p. 37 of the R2A Plan section of this toolkit.

Optional: For more information on tools and tips for selecting product formats, refer to the Products Section.

BOX 5A

PRIMARY RESEARCH PRODUCTS

Identify any standard research outputs you expect to generate as the basis for more user-friendly print or digital products. Refer to the R2A planning process.

- _____
- _____
- _____
- _____

USER-FRIENDLY PRODUCT FORMATS

What type of user-friendly, print or digital products would be most effective for your audience?

Blog or op-ed

Brief

Fact sheet

Infographic

Interactive web feature

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WORKSHEET RESEARCH-TO-ACTION PLAN TEMPLATE

BOX 5B: DISSEMINATE MAIN MESSAGES AND PRODUCTS THROUGH MULTIPLE CHANNELS

Think about how you will share your messages and products through specific channels to reach your targeted stakeholders.

Harmonize communication efforts with natural windows of opportunity (events, critical processes, or decision-making time periods) to amplify main messages and reach your intended stakeholders—reducing the likelihood of ineffective efforts or the need for additional work later.

Note: Funding, staff time, and other resources will impact the extent to which you are able to implement communication activities. Prioritize channels and frequency of dissemination based on which options will help you reach your primary stakeholders for this finding or product.

Instructions: Complete the table below with possible opportunities to share your research findings based on your targeted stakeholders and an assessment of the policy environment. To align your communication purpose to your audience, refer to the Dissemination Channel Frequency Chart shown on p. 39 in the R2A Plan section of this toolkit.

	AUDIENCE	TYPE OF DISSEMINATION	REACH
	e.g., policymakers, scientific community, public	e.g., presentation, tip sheet, infographic	global/regional, national, subnational/local
Conferences and Events <i>Examples: International Conference on Family Planning or CORE Group Annual Meeting.</i>			
Project-Organized Virtual or In-Person Events <i>Examples: hosting a webinar or dissemination event, holding a series of strategic meetings with key audiences.</i>			
Digital Dissemination <i>Examples: posting to project website, sharing via communities of practice, emailing to listservs, implementing a social media campaign.</i>			
Media <i>Examples: contacting journalists, writing press releases, inviting media to events.</i>			

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R2A PLAN SECTION

USEFUL ACROSS THE RESEARCH PROCESS

R2A PLAN

Use this section as you begin planning your research to help you think about how you want your results to be used and how to involve/inform stakeholders throughout the research process.



01

Research question development



02

Concept and proposal write-up



03

Study implementation



04

Analysis and write-up



05

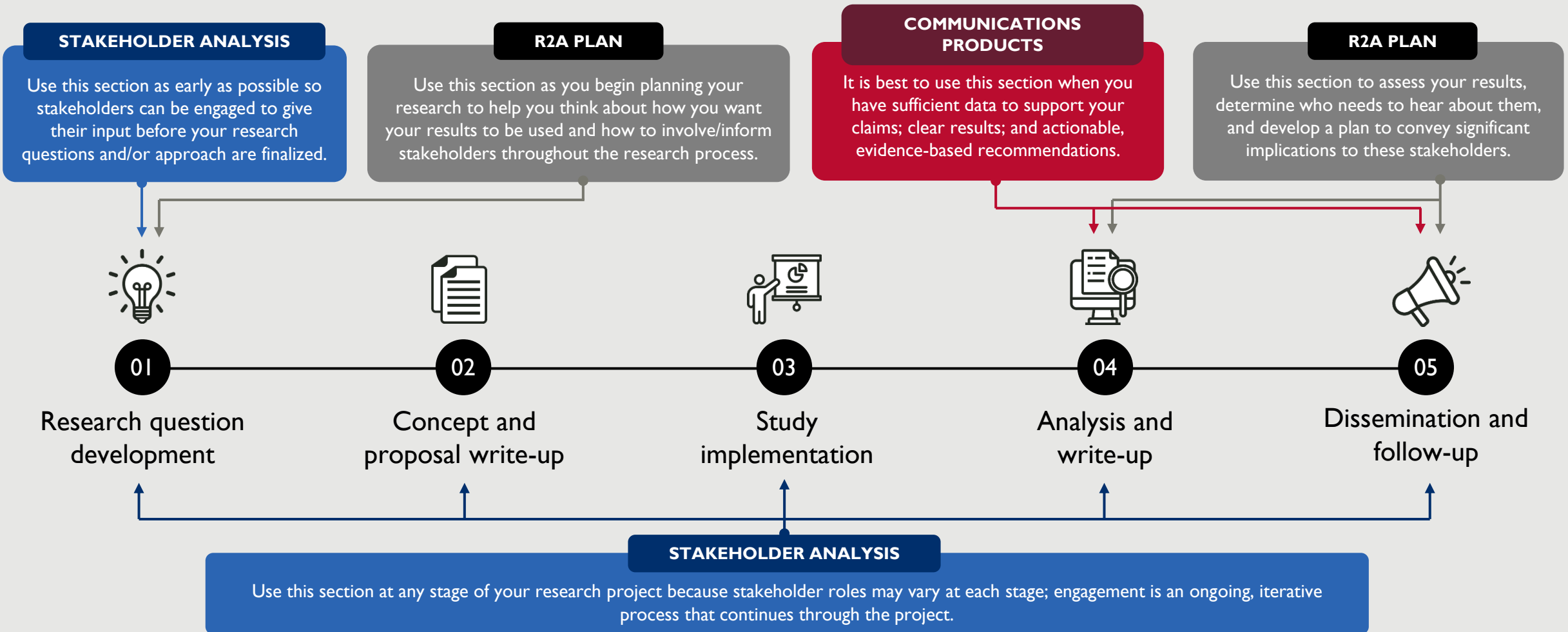
Dissemination and follow-up

R2A PLAN

Use this section to assess your results, determine who needs to hear about them, and develop a plan to convey significant implications to these stakeholders.



TYING IT ALL TOGETHER



A VITAL RESOURCE FOR RESEARCHERS

THE RESEARCH TRANSLATION TOOLKIT

Research can change the world—but only when it is communicated effectively to those who can improve programs and policies.

USAID's Research Technical Assistance Center has developed a participatory [Research Translation Toolkit](#) that helps you communicate your research findings effectively, so the right people learn about them at the right time for informed decision-making. Exercises, fillable forms, templates, and other resources walk you through how to effectively **influence key decisions** and **achieve development impact**.



Each Toolkit section guides you through a series of steps to engage with stakeholders throughout the research process and beyond.

Communication Products Section

Craft main messages and choose the right format 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.

USE IF YOU WANT TO:

- ✓ Use your data and information to tell a story.
- ✓ 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 (e.g., fact sheets, policy briefs, infographics, presentations, etc.).

[EXPLORE THE COMMUNICATION PRODUCTS SECTION](#)

Stakeholder Analysis Section

Identify influential individuals or groups who might use your research, and plan effective engagement with them to increase the impact of your research insights or technical innovations.

USE IF YOU WANT TO:

- ✓ Understand your stakeholders' interests, influence, motivation, and knowledge of the subject matter.
- ✓ Determine which stakeholders are most important to engage in the research process, and when and how to engage them.
- ✓ Learn tips for how to interview stakeholders.

[EXPLORE THE STAKEHOLDER ANALYSIS SECTION](#)

Research-To-Action (R2A) Plan Section

Develop a step-by-step plan to communicate your research findings, attract influential stakeholders, and ensure your research leads to action. You should revisit and update your R2A plan over time.

USE IF YOU WANT TO:

- ✓ Create a strategic plan to leverage your Stakeholder Analysis and Communication Products.
- ✓ Identify the types of changes or decisions that could be made based on your research evidence.
- ✓ Ensure your messages are clearly communicated, compelling, and credible to your audience.
- ✓ Identify opportunities to highlight your research findings and generate interest in their use.

[EXPLORE THE R2A PLAN SECTION](#)

THE RESEARCH-TO-ACTION PROCESS

FROM RESEARCH TO ACTION PLAN TO PRACTICE

EACH STEP IN R2A PLANNING BRIDGES THE RESEARCH-TO-PRACTICE GAP

Set a Research-to-Action Goal

Define the programmatic, policy, or strategic outcome you want to achieve.

Engage Stakeholders Throughout the Research

Build relationships and involve end users at every step in the research process.

Craft Key Messages

Identify relevant findings, frame the implications, and ensure recommendations are contextualized and actionable.

Foster the Use of Evidence

Provide end users with training, tools, or assistance to integrate the findings into their work.



Identify Your Stakeholders

Determine who has the power or position to take the needed actions.

Assess the Policy Environment

Coordinate your work with external processes, timelines, international days of attention, or other critical happenings.

Package and Disseminate Evidence

Use compelling and visually appealing formats to share evidence with those who need it.

TRACK AND MEASURE SUCCESS

R2A PLANNING TO SUPPORT FOOD SECURITY STRATEGIES

KATHMANDU INSTITUTE OF APPLIED SCIENCES IN NEPAL

R2A PLANNING TO SUPPORT FOOD SECURITY STRATEGIES IN NEPAL

- Developed device to measure pesticide residue on vegetable and fruit samples.
- Developed technology to detect the infective stages of parasitic organisms.



R2A PLANNING TO SUPPORT FOOD SECURITY STRATEGIES IN NEPAL (CONTINUED)

GOAL:

- To increase testing capacity to detect pesticide contamination of vegetables and fruit using PesticidePAD technology.

OBJECTIVES

- 1) To get approval of PesticidePAD from the Ministry of Agriculture and Livestock Development.
- 2) To adapt PesticidePAD based on feedback from stakeholders.



R2A PLANNING TO SUPPORT FOOD SECURITY STRATEGIES IN NEPAL (CONTINUED)

Time Duration (2021–2022) - 18 months

Activity	Aug -Oct	Nov -Jan	Feb- Apr	May -Jul	Aug -Oct	Nov -Jan
1a) Organize meeting with NARC to develop a program for validation study.						
1b) Compare three methods of pesticide detection—PesticidePAD, RBPR, and GC-MS—in collaboration with NARC.						
1c) Share the output from activity 1b among NARC officials and get recommendation.						
2a) Organize stakeholder meeting and technology demonstration.						
2b) Organize short trainings for students, private sector, community groups, and farmers.						
2c) Introduce the PesticidePAD lab module in university curricula/trainings.						

COUNTING WOMEN'S WORK PROJECT

USING THE R2A PLAN SECTION IN WEST AFRICA

MOTIVATION FOR USING THE RESEARCH TRANSLATION TOOLKIT

- Counting Women's Work Project historically has produced estimates of time women, men, and children spend doing unpaid care work.
- These estimates are published in database at www.countingwomenswork.org.
- The effort has been guided by a paradigm about the effects of unpaid work on women's economic status and what needs to change. The first step toward change being recognition of this work and the final step being action that changes national economic context and policy.

TRANSITIONING TO ACTION

- Collaborated with a partner organization: Centre d'Excellence Régional en Economie Générationnelle (CREG).
- Facilitated use of selected tools from the R2A Plan section of the toolkit, working with country team members identified by ONDD (Observatoire national du dividende démographique) in each country: Côte d'Ivoire, Mali, Niger, Sénégal, Togo.



ANALYSIS WORKSHOPS PROVIDE “RESEARCH RESULTS”

Participants:

- Data experts
- Thematic experts
- National Time Transfer Accounts

Output:

- Report

@BIDI@N.NET

ANNONCES BUSINESS NEWS SPORT

Valorisation du temps des travaux domestiques et non rémunérés: des experts planchent sur l'élaboration du rapport d'analyse des comptes nationaux de transfert de temps (NTTA) à Abidjan



EXAMPLE COUNTRY RESEARCH ANALYSIS

Research Goal

- Integrate the monetary value of unpaid housework time into household income and GDP calculations

Research Results

- Over the life cycle, the time devoted to domestic work is more important for women between the ages of 21 and 44, where it reaches 16 hours per week (at age 25) compared to just under 3 hours for men.
- The age at when the most time is spent on domestic work is age 25 for women and age 15 for men. The annual value of women's unpaid work at this peak is more than six times the value for men.

EXAMPLE COUNTRY RESEARCH ANALYSIS

Recommendations:

- Put in place mechanisms to measure and officially take into account unpaid domestic work in national production.
- Develop policies or strategies to reduce women's domestic work.

THE RESEARCH-TO-ACTION ACTIVITY

3 virtual meetings with each country's team:

- Overview of the R2A planning process worksheet. Discussed portions of the worksheet completed by team for each meeting.
- R2A Progress Tracking

WORKSHEET | RESEARCH TRANSLATION TOOLKIT
RESEARCH-TO-ACTION PLAN TEMPLATE

This template's purpose is to guide your research team through each step of developing a Research-to-Action (R2A) Plan. Once you complete the template, you will have a complete plan for implementing your R2A goals and tracking your progress towards getting research used in policy and programs.

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STEP 7: [Track Progress and Measure Success](#)

1 SECTION 3 - RESEARCH-TO-ACTION PLAN

WORKSHEET | RESEARCH TRANSLATION TOOLKIT
R2A PROGRESS TRACKING

Please create one chart for each objective. This chart describes the activities your team will do to meet each objective and how they will track progress on these activities. In each chart, note each activity your team plans to help achieve the objective and then what they expect to happen as a result of the activity: expected output, expected short-term outcome, and expected medium- to long-term outcome. These outcomes are what your team could reasonably expect to observe during a project and activities that happen over a period of time of less than five years. Short-term is usually less than a year.

NOTE: The top row of each chart is for you to write your overall R2A goal and R2A Objective, to help you remember that your objectives are steps to achieve your big-picture goal.

R2A GOAL		R2A OBJECTIVE			
PLANNED ACTIVITY	EXPECTED OUTPUT	EXPECTED SHORT-TERM OUTCOME	EXPECTED MEDIUM- TO LONG-TERM OUTCOME	ACTIVITY START DATE TO END DATE	FINAL OUTCOMES
<i>Example: One-on-one meetings with potential funders and collaborators at agriculture conferences.</i>	<i>Example: Number of funders and collaborators who participated in one-on-one discussion about the cooling technology with members of the research team.</i>	<i>Example: Ministry of Agriculture official requests a demonstration of cooling storage technology. Funder requests a concept note.</i>	<i>Example: FPO</i>	<i>Example: June to September 2021</i>	<i>Was the expected outcome achieved? Were other outcomes achieved? Describe.</i>

1 SECTION 3 - RESEARCH-TO-ACTION PLAN

THE OUTCOME

Country teams had a draft of components to help create a plan with:

- Draft **research-to-action** goals, objectives, and messages (with specific recommendations) relevant to intersection of their research implications and stakeholders' priorities.
- Stakeholders identified (by name) with whom to share results and gauge interest in taking action.
- Specific information sharing events proposed, including presentations to members of national parliaments.
- Communication products needed were identified.

WHY WAS THE R2A PLANNING PROCESS USEFUL?

- Highlighting differences between research goals and actionable objectives.
- Framing the research results with specific stakeholder interests and influence in mind.
- Raising the importance of putting research results in context—both country circumstances and combined with a broader research and policy literature.
- Recognizing limitations of researchers to take action and potential contributions of program and policy staff of NGOs and government units.

THE CONTEXT FOR RESEARCH UTILIZATION TECHNICAL ASSISTANCE UNDER RTAC

SUTHERLAND MILLER III

UTILITY OF RESEARCH TO ACTION PLANNING



UNLOCKING AGRICULTURAL POTENTIAL IN DRYLANDS

Research To Action Planning

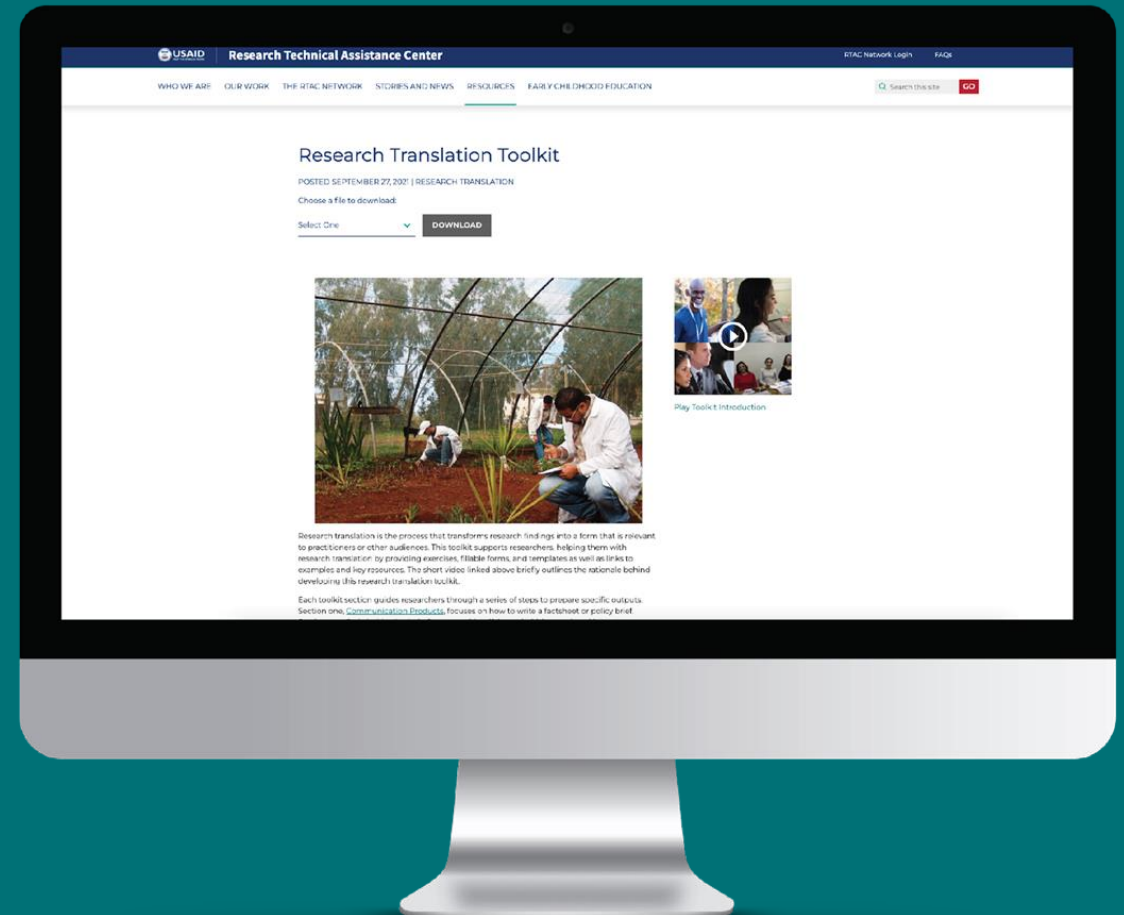


QUESTIONS?

ANSWERS!

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.



THANK YOU

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