GUIDE TO KNOWLEDGE TRANSLATION

Communicating youth research in six steps

Youth Partnership

Partnership between the European Commission and the Council of Europe in the field of youth

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Communicating youth research in six steps

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Introduction

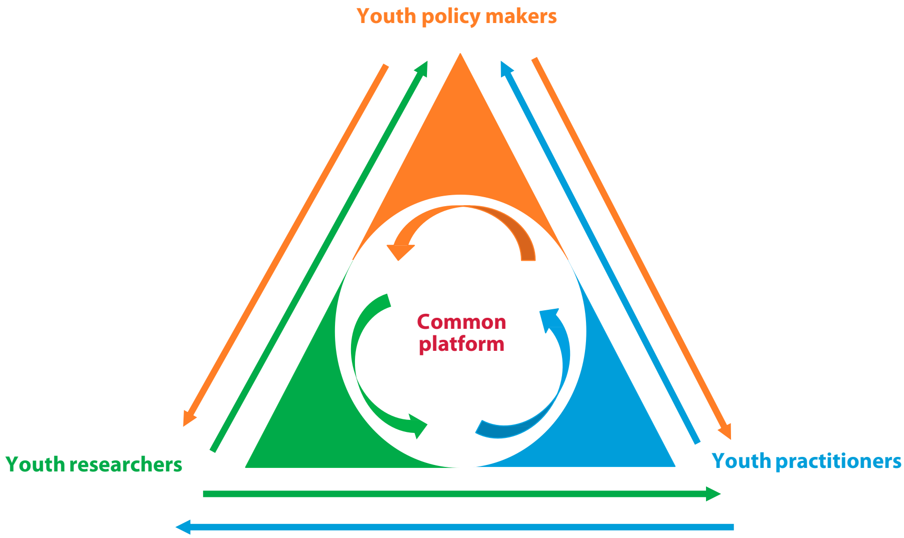
Youth research generates knowledge about young people, youth work and youth policies in order to help improve and develop youth policy and practice, ultimately with the goal of improving the lives of young people. Effective communication of research findings to policy makers, practitioners and other audiences is crucial for achieving this goal.

Over the last few decades, there has been increasing international research attention on reducing the gap between research/evidence and policy and practice. One of the most used, referenced and researched approaches to bridge this gap is knowledge translation.

What is knowledge translation?

Knowledge translation consists of a range of tools and activities that help to bring research closer to practitioners and policy makers, who can use the evidence to develop better and more relevant policies, activities and interventions.

Knowledge translation aims to get the right information to the right people at the right time, and to ensure that the best available evidence informs policies, programmes and practice. It is a way to increase the relevance, applicability and impact of research in all fields.

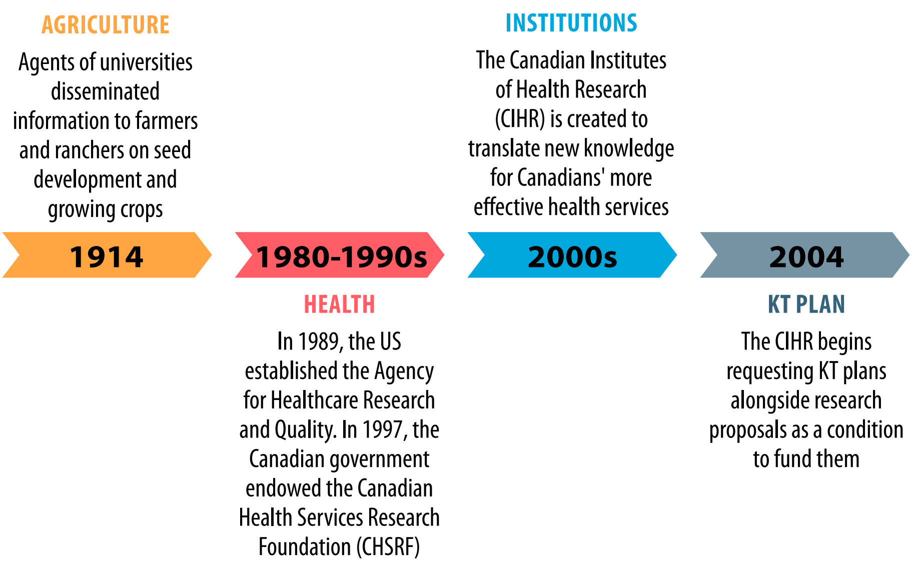


Knowledge translation is not a term synonymous with scientific dissemination, which aims to communicate scientific information to a single type of (general) audience with the expectation that different readers – including practitioners and policy makers eventually – will read, understand and apply the information in their routines. Knowledge translation does not expect this to happen as a natural result of the dissemination process. It works specifically to transform evidence into useful, attractive and understandable information in specific formats for each user, in order to make the greatest impact. This approach focuses on meeting the needs of those who will receive the message, what we call the knowledge users or niche audience, and refining the content that they might find most appropriate or useful.

Origins of knowledge translation

Although knowledge translation was first used in agriculture, it was in the health sector that the concept gained traction and importance. Knowledge translation techniques applied to health were first developed in the 1970s but around the turn of the century they became more institutionalised and commonly implemented in the United States and Canada, the latter being the reference country in this field. Although most literature on knowledge translation relates to health, the concept is gradually expanding to other areas, such as the legal field (in the US). It has been studied as a useful tool and process to inform policy makers and practitioners, especially when they actively participate in the research process: from the definition of research gaps and needs to the implementation of the findings.

Knowledge translation – Chronology



Essential factors in reaching policy makers and practitioners

A full systematic review conducted by British universities, including the University of Manchester, University College London and University of London, in 2014, analysed 145 studies and 13 systematic reviews in various areas of knowledge on the influence of research on decision making (Oliver et al. 2014). The study identified the main factors that facilitate evidence use by decision makers and public policy makers, as well as the barriers to doing so.

Factors that facilitate the use of evidence are:

- continuous collaboration between researchers and the knowledge users of the study
- good relationships and communication skills between the two parties
- continuous live dialogue
- matching the evidence and the needs of the knowledge user
- knowledge users' skills and responsiveness and ability to understand the studies.

Main barriers are:

- little access to good-quality, relevant research
- research results being released at times different to those required by decision-making processes.

(Oliver et al. 2014)

FIVE KEY FACTORS AFFECTING RESEARCH USE

Relationship with researchers

Face-to-face dialogue

Match between ideas/ evidence/proposals and policy makers' needs

Access and understanding of the studies

Policy makers' skills

Source: Canadian Health Services Research Foundation, 2005.

There are two points at which it is necessary to start planning to disseminate the evidence from your youth studies.

1. At the beginning of a project

This means identifying and involving your knowledge users at all stages of your research, from the drafting of the research questions to disseminating the findings. Besides generating a sense of ownership of your study among your audience, it makes it easier to develop your communication plan and share results, given that knowledge users are aware of how the findings can support their work.

Benefits

- Developing objectives for the studies that meet the needs of those who will use the evidence the most
- Ease of sharing results
- A greater chance that the knowledge generated will be used because the audience feels like part, or even the owner, of the process

Disadvantages

- A greater chance that the audience will influence the direction and results of the study

2. Upon completion of a study

It is also possible to communicate the results only once they are ready to be shared.

Benefits

- Allows researchers greater autonomy and freedom from interference

Disadvantages

- Not involving the knowledge users from the beginning of the study can lead to a lack of interest, less sense of ownership and low levels of use
- Difficult to identify the real needs of the audience and the best time to communicate the results

The six steps of knowledge translation adapted to youth research needs

There are several knowledge translation models and approaches being applied around the world. Two of the most used are the Knowledge to Action (Graham et al. 2006) and a model from the Canadian Institutes of Health Research (CIHR 2012). This guide is based on the six-step model and is customised to meet the needs of the researchers. These models are inspired by the 13-step approach (Barwick 2019) developed by Canada's Sick Kids Hospital linked to the University of Toronto, both global references in the field.

Through the six steps, any researcher will be able to communicate their results attractively and effectively to their selected knowledge users, regardless of the researchers' experience in communication or the complexity of their area of expertise. The steps will help researchers to select the specific results to communicate to knowledge users using the most appropriate format, channels and dissemination strategies, evaluating their reach and effectiveness at the end of the process. The six steps are the following.

Step 1: Identify your research results

Step 2: Establish what outcomes you want to achieve with the research results

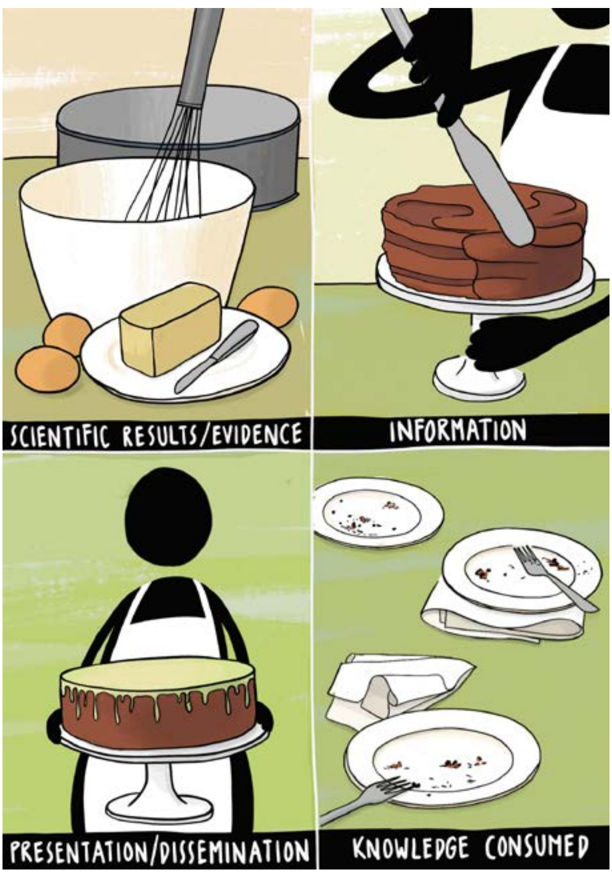
Step 3: Identify your knowledge users

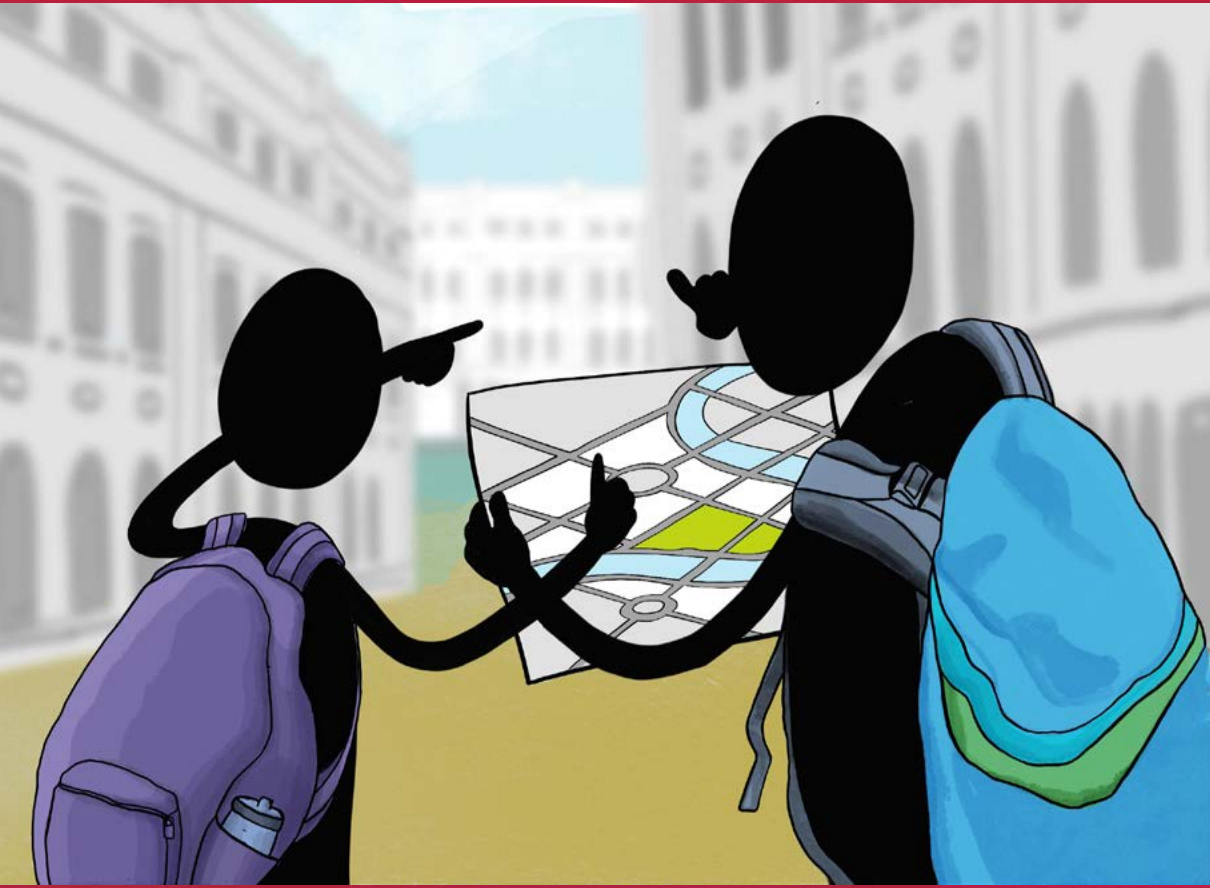
Step 4: Develop content and arguments (the messages)

Step 5: Reaching the audiences (format and dissemination)

Step 6: Follow-up and evaluation

The cake analogy below helps to illustrate the differences between the scientific results/evidence, information, presentation/dissemination and knowledge consumed.



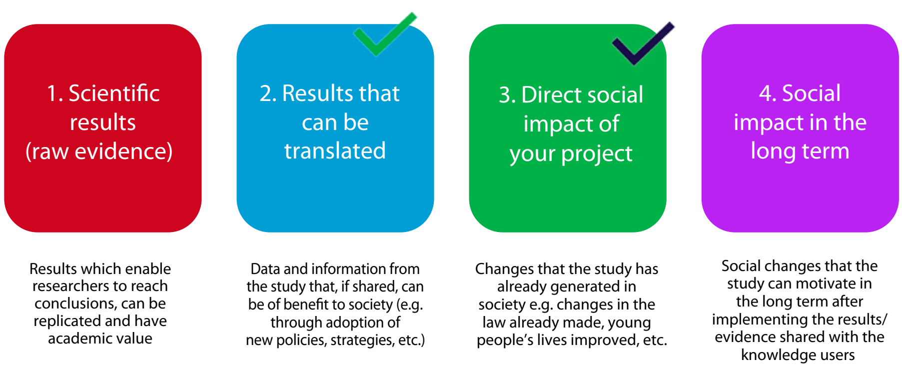


Step 1

Identify your research results

One study can generate many different results for different knowledge users. Therefore, the first step is to select the information that needs to be communicated from among all the research findings. We can start by differentiating them as shown in the diagram below.

Differences between results and impact



In this guide we will focus on numbers 2 and 3, as illustrated above: the results that can be translated and the direct social impacts of the research project. The section below gives an overview of all four types of research findings, with examples to help differentiate between them.

1. Scientific (academic) results (raw evidence) – mostly of interest to the academic community

Academic results can also include details of the methodology and academic publications, such as articles, chapters and published books, as well as evidence of participation in conferences and seminars. All of this can be very interesting for researchers, but may not always be easily understood by decision makers, practitioners and youth and public policy makers.

Academic results are essential research outputs that can support other studies in the field, but that will not immediately guide decision making or influence public policies.

Example – Rees G., Williamson H. and Istance D. interviewed 16 and 17-year-olds in South Wales who had left school but had not started working. Their research focused on the transition from education to employment. One of the academic publications was:

- Rees G., Williamson H. and Istance D. (1996), "Status zero: A study of jobless school-leavers in South Wales", Research Papers in Education, Taylor & Francis Group , Vol. 11 No. 2, pp. 219-235.

2. Results that can be translated (information that can contribute to or guide policy making and practice)

Information on these results is vital for people designing youth programmes as it helps them understand what sorts of social issues a young person might be facing. They can use the research in order to develop evidence-based strategies and interventions aimed at providing support to young people.

Example – The "status zero" study authors argued that the experiences of the 16 and 17-year-olds they interviewed could not be adequately described using the traditional understanding of youth unemployment and that new policy and practice responses to support this group of young people were needed. The authors argued that it was important to consider the transition from school to education and that policy makers should provide more support for young people at risk of not making this transition successfully. This group of young people was given the term "status zero" by the researchers/authors, but later became known as young people who were "not in education, employment or training", or NEET, which became a widely used term in the youth field and beyond.

3. Direct social impact/progress generated by the research study to date

Direct social impact refers to the effects that the research process has had so far that should be communicated, such as a new youth programme generated by research, or a new regulation or policy.

Example – Policy makers in England and Wales used the findings from a study to inform national youth policy. This youth policy focused heavily on how to provide support for NEETs and included the creation of a new careers-focused youth service called Connexions. They also began to monitor the number of NEETs and use the NEET rate as a measure of success of youth policy.

The social impact of the research and the progress generated by it was important for a variety of audiences, including those who were funding the research. The progress generated helped to identify or publicise the following:

- the lessons learned in the process: information or recommendations that could improve the work of knowledge users, such as the relevant experiences in the field, for instance, if a youth programme was implemented and tested, it is vital to communicate which aspects/initiatives worked well to achieve the goals and to identify what could be improved;
- the case studies relevant for policy makers and practitioners: if this same youth programme had been implemented before in different locations or situations, it would be useful to identify the key elements to be replicated in other contexts. Real human stories could also be included to help illustrate the findings. If there are people who participated in research, quotes and testimonials could be used to bring the story closer to the public.

4. Social impact in the long term

Long-term social changes to which the project could make a contribution include for example, an increase in young people's income, more youth participation in politics or a decrease in social inequality. Although statistics on these are difficult to collect and measure, such information can serve to argue the case for extending the programme/project to other contexts.

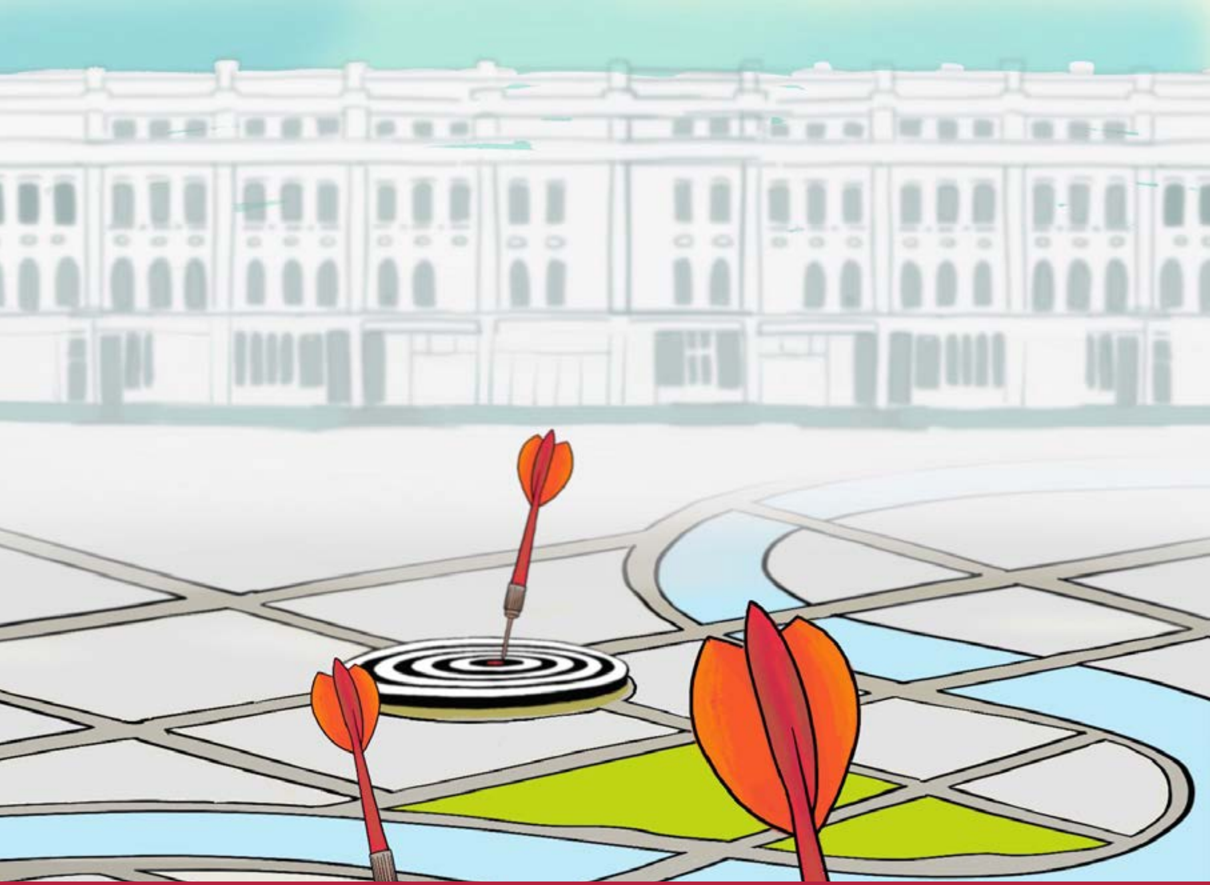
Example – The concept of NEET was adopted across the European Union and beyond and began to shape national youth policies and programmes as well as the European Youth Guarantee.

Task for the researcher

Now that you know the difference between different types of research results, reflect for a moment on your study and write down the main three:

- translatable results
- social impacts and progress generated by the research so far
- lessons learned in this process
- relevant case studies for the audience.

If researchers are working on knowledge translation immediately after the end of the study, some things, particularly the long-term social impacts, will not be known. It is still, however, advisable to monitor the changes generated by the research throughout the years.



Step 2

Establish what outcomes you want to achieve with the research results

Once the results of the study that is to be shared have been identified, it is time to define the changes/outcomes the research can generate in society.

Three key questions can help the researcher to identify the results.

1. What change would you like to bring about in reality with these results?

Example answer: to improve the access that young people from ethnic minority backgrounds have to youth programmes.

2. What is needed in order to achieve this goal?

Example answer: to communicate the reasons why young people from ethnic minority backgrounds might be excluded from or less likely to access youth programmes and how the barriers to access might be removed.

Attention: this answer offers essential clues about knowledge users (step 3).

3. What do you hope to generate with the disclosure of the results?

Example answer: to enable youth workers (the audience) to have a better understanding of the exclusion and barriers faced by young people from ethnic minority backgrounds and enable them to increase the number of young people from ethnic minority backgrounds accessing youth programmes.

Task for the researcher

The answer(s) to question 3 should form the objective of the communication plan. Write it (them) down here. Try to set a maximum of two goals per audience. Defining them now is crucial for evaluating whether you have reached them in step 6.

Other examples of goals:

- generate interest
- raise awareness
- share knowledge
- inform or inspire other research
- guide decision making
- support new laws
- facilitate change in practices and behaviours
- change public policies.


youth
teachers
researchers
policy makers
youth workers

Step 3

Identify your knowledge users

If the communication plan were a house, this step would undoubtedly be its foundations without which, buildings will not remain standing. Identifying who will use the information – your audience – is the most crucial step in disseminating results, because it helps to decide:

- which parts of the research findings are most relevant to each audience
- the information needs and thus the most appropriate message and arguments for each audience
- formats
- dissemination strategies
- communication channels.

The knowledge user(s) is the person/group who has an interest in the topic of the research and/or the power or opportunity to change/influence the situation that the research aims to address (step 2). The following question will help you define who the results will be shared with.

> Which knowledge users (audiences) should receive the results, in order to achieve the objectives of step 2?

There are different groups of knowledge users, or potential audiences, who may wish to make use of the research findings.

Each audience will have different information needs, and they may prefer to receive information in different formats and through different channels. Research findings that are interesting to policy makers might be different to those that youth workers need, for example.

We have identified five general groups of knowledge users for youth research, and their information needs. This provides a starting point for identifying potential audiences to which the research findings can be communicated.

Specific research may be relevant to all of these groups, or only some of them, and additional groups of knowledge users, or specific individuals and institutions within these groups may be identified depending on the research topic and its results.

Youth policy makers: Identify ways to improve and inform upcoming youth policy agendas and decisions	
Type of information they need	**When to present the research (the timing of communication)**
Policy makers need to understand the key implications of research for specific areas of youth policy and the work programmes of different types of institutions (for example youth ministries or European associations). Research outputs need to take account of policy making at different levels (local, national and European) and identify recommendations or suggestions for improving youth policy at specific levels.	Communicating the research findings to policy makers when they are in the process of developing a new policy or reviewing a particular policy area is likely to be most effective. That is why it is essential to keep track of all new discussions on the youth policy-making horizon. However, it can also be important to suggest new areas for policy development while policy makers are in the process of setting their upcoming agendas and/or defining budgets for the initiatives.

Cross-sectoral policy makers/policy makers outside of the youth sector: Identify ways to improve and inform upcoming policy agendas and decisions for young people	
Type of information they need	**When to present the research (the timing of communication)**
Policy makers outside of the youth sector may need to understand the key implications and research findings relevant for specific policy areas or work programmes, and the implications for young people.	Communicating research findings to policy makers when they are in the process of developing a new policy or reviewing a particular policy area is likely to be most effective.

Practitioners (such as youth workers, youth leaders): Continuously develop accessible, engaging content, tools and guides in a variety of formats	
Type of information they need	**When to present the research (the timing of communication)**
Practitioners need research in order to understand what changes and improvements they can make to their programmes and projects for young people. Research outputs for practitioners should focus on practical ideas that can be implemented directly with young people. They should give clear guidance on how these ideas can be put in place and equip practitioners with the tools and competences to do this.	Regular and continuous presentation of research findings is important to support practitioners in their work.

Youth organisations and youth advocates: Supply information and evidence that can be used to inform their advocacy campaigns and positions	
Type of information they need	**When to present the research (the timing of communication)**
Advocates often have established goals and policy demands, and they value evidence that can support their arguments. Research outputs for advocates should focus on summarising the key research findings, in formats such as news headlines, tables or key statistics.	Contact youth organisations while they are developing, preparing and running campaigns in order to map out their needs and keep them informed of your findings. Maintain regular contact in order to build a mutually supportive relationship.

Young people who participated in research: Identity what has happened as a result of their participation in the research	
Type of information they need	**When to present the research (the timing of communication)**
Young people who have taken part in research should be informed about the key findings and future plans and activities, including dissemination and expected impact.	As soon as research is completed, the results should be shared with research participants.

It is important to be specific when identifying knowledge users – instead of just "policy makers", refer to a specific ministry or a contact person within an institution. Having a specific audience also helps to accurately map and define the following.

- How can the research results help a specific knowledge user in their daily decision making?
- What arguments are most appealing to them? What barriers can prevent them from accessing, reading and understanding research findings, such as:
  - beliefs
  - lack of understanding and sensitivity to the topic
  - lack of time?
- How do they obtain the information they need and who influences them the most in their decisions? And how prepared is a policy maker to make decisions based on research results?

Working with stakeholders to reach your audience(s)

A research project is likely to have stakeholders who can support, advocate or share results with your audiences. This could be an institution commissioning or funding the research, or partner organisations you have collaborated with during the research process. During the dissemination, new stakeholders might be identified such as training bodies or youth organisations.

Other common stakeholders/supporters include:

- other researchers;
- young people who have previously been involved in or benefited from research;
- institutions commissioning or funding the research;
- youth non-governmental organisations (NGOs), civil society organisations or bodies from other related fields;
- organisations that implement services/programmes/initiatives.

It is important to differentiate the following.

Knowledge users = audience = those who will effectively use the results, for example, a youth policy maker from a particular country or region, or a manager of a youth programme.

Stakeholder = people or organisations who also have an interest in the results reaching the audience and decision makers, and who can help disseminate the findings (for example, the European Youth Forum, or SALTO Resource Centres).

Stakeholders are often well connected to the youth field and potential knowledge users. They may be in a position to decide on and/or support the dissemination of the research findings, and have the time, interest and resources, or they could provide additional skills and expertise needed for the dissemination.

They may be better aware of the audience's needs and could advise on the most useful and relevant findings and how these could be presented to different knowledge users.

Collaborating with stakeholders during knowledge translation can help the researcher to:

- clearly identify the needs of knowledge users/audience(s);
- gain support from stakeholders in disseminating the research findings;
- reach diverse knowledge users beyond the immediate bubble.

When identifying which stakeholders to collaborate with, it can be useful to think about how the research findings may complement, or challenge, their existing work.


STEP
4

Step 4

Develop content and arguments (the messages)

We have already seen that it is not enough to just communicate the research results, but that it is necessary to create a set of phrases/ideas that meets the preferences, the context and the needs of each knowledge user/audience. Each group of knowledge users is more receptive to a particular type of argument, format and type of dissemination, as we saw in step 3.

In general, to build a compelling message, the following three questions should be considered.

- What do the research results contribute to this specific context?
- Why are the research findings important?
- What should knowledge users do or recommend based on the research results?

A message for each audience

The same research result can generate different types of messages according to different knowledge users, as in this hypothetical example below.

Context

Career academies are part of a youth initiative implemented in the US designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers and community partners in a structured environment that fosters academic success. In 2008, a research team used randomised control trials to evaluate the effectiveness of career academies in urban US school districts, with a follow-up process some 11 or 12 years after the random assignment. The results are described as follows.

Research result

The career academies programme increases the future earnings of the students who joined the initiative. The study showed that its student participants made 11% (over €2 000) more per year than non-participants of the programme.

Below we give examples of how this same result can be shared in different ways according to the knowledge users.

Youth policy makers: There was an 11% increase in annual earnings (over €2 000) per student during the eight years of the programme. The total earnings gain was €20 452 per student over the eight years.

Members of parliament: The cost per student was partly offset by the increased tax revenue resulting from the programme's gain in earnings.

Employers who will support students: The programme costs between approximately €3 800 and €7 600 per student throughout their three or four years.

Music to the ears of your knowledge users

The best message strikes a chord with those listening.

Therefore, it is necessary to choose the key research findings of interest to either practitioners or policy makers and formulate and present them in a relevant and appealing way, keeping in mind how and for what purpose they might use these results (for example, changing, adapting or proposing new programmes, strategies or policies).

Brainstorming how the audiences would use the results in all sorts of aspects can help define the best arguments. It is interesting to highlight how the audiences can use the data in their daily lives and how the data can benefit them economically and politically. This is especially important with policy makers, who appreciate cost and benefits arguments, as presented in the example below.

Example:

- Studies show young migrants are twice as likely to be unemployed compared to other young people, despite the availability of jobs. This loss of productivity represents a loss of €1 million per year to the regional economy. Pilot projects have demonstrated that providing language classes and orientation programmes for recent migrants boosts their chance of employment by 75%.
- These programmes can be funded in our region for a cost of only €200 000, less than a quarter of the amount lost.

Besides the research findings related to the cost and benefits of certain policy interventions, the messages should also include:

- a description of the extent of a problem analysed (such as youth homelessness, social exclusion or educational disadvantages of young people from specific groups);
- the context within which the research took place;
- examples of how similar interventions have brought positive results to the lives of young people or wider society;
- the benefits of such interventions (political, social, economic);
- a call to action (CTA): what practical actions should be taken by different participants (such as new policies, strategies or training)?

Research methodology, analysis, background literature reviews and specific and scientific data should be avoided, in order to ensure that the message is clear and concise.

Identifying the key messages and information

When developing the most appealing message for each one of the knowledge users, define or include:

- the findings that support your message;
- the main arguments for raising their awareness;
- the best time to disseminate them (this means the best window of opportunity, for instance, when policy makers and organisations are finalising budgets and policies for the coming year);
- human stories, cases, testimonials and anecdotal examples to showcase the impact of the situation, problem or policies on young people's lives.

An example below illustrates types of information that should be included.

The four steps to developing the best messages

Once the key messages, arguments, stories and narratives of the research are identified, it is time to put them all together in a logical and progressive sequence or narrative using these following four steps.

1. Describe the knowledge gap that the research fills.

   Example: A lack of understanding of what factors affect young people's transition from education to employment.

2. Describe the main (macro) problems/contexts that are causing this situation and how this research can address them.

   Example: A high rate of school drop-out and poor employment prospects affect young people's transition. The findings of this study can inform national policies on this matter.

3. Provide the main results (already selected), findings and a brief description of the research method.

   Example: The transition from education to employment affects a large number of young people. This group of young people, first called "status zero", and later known as young people who were "not in education, employment or training" (NEET). The researchers based their findings on interviews with young people aged 16-18 who were leaving school.

4. Provide the implications of the research findings for knowledge users.

   Example: Policy makers should develop and implement policies, interventions and strategies focused on young people's transition from education to employment in order to reduce youth unemployment.

Avoid using jargon

Simplifying the language does not mean diluting the strength and complexity of the research and evidence, but rather presenting it in an understandable manner. The British theoretical physicist and cosmologist Stephen Hawking even managed to humorously explain quantum physics in his book *The Great Design*.

After drafting your messages, reread them in order to identify, replace or explain scientific jargon that might be too academic, as well as abstract or overly theoretical writing.

Example of a clear and accessible message in the youth field

A video intended for practitioners and youth activists focuses on only a part of the research findings and aims to help develop the audience's understanding of the forms of participation in a simple and accessible way.

Example of practice

This video made by the EU–Council of Europe youth partnership for a seminar on youth political participation showcases the findings of research from:

Crowley A. and Moxon D. (2017), New and innovative forms of youth participation in decision making, Council of Europe, Strasbourg.

Delivering bad news

Research is essential to answer questions and to test hypotheses. For instance, this includes testing whether a specific youth programme works or makes an impact on young people's lives. Sometimes, the answer is "no", and this is often difficult to communicate. Data from a 2012 study of more than 4 000 published papers show that scientific literature as a whole is trending towards more positivity. The study's author, Daniele Fanelli, found that the frequency at which papers testing a hypothesis returned a positive conclusion increased by more than 22% from 1990 to 2007. By 2007, more than 85% of published studies claimed to have produced positive results, bringing Fanelli to a conclusion that scientific objectivity in published papers is declining.

However, failing to publish or communicate findings that may indicate that the policies, interventions or strategies have not produced desired results has a long-term negative impact on policy interventions and research. Moreover, by pointing out what did not work in a specific youth programme, it is possible to make necessary improvements. However, this can be tricky and sensitive if we have to communicate to a specific government or policy makers that a programme they created did not bring the positive results they expected. If a researcher is confronted with such a task, whenever possible, it is essential to:

- acknowledge the effort of the programme/initiative to solve a youth problem;
- state if the research found evidence of a positive impact of the intervention, and to highlight that first;
- point out exactly what did not work well, explaining the methodology used to reach these conclusions and, most importantly, what the causes of such results were;
- list recommendations to improve the programme, intervention or policy, providing alternatives and solutions, if possible.

Step 5

Reaching the audiences (format and dissemination)

Once you have developed your key messages, define the most appropriate and appealing formats to convey them.

There are two guiding questions here:

- Which materials should be developed to convey your key messages?
- How will these messages be delivered to the knowledge users?

The strategy is often a combination of your goals (step 2), the knowledge user(s) (step 3) and message (step 4), as in the example below.

Step 2: goals/outcomes

Example: inform practitioners about an intervention that the research found to be effective for preparing young people for their first job interview

+

Step 3: knowledge user(s)

Example: career counsellors and/or youth workers in five European countries

+

Step 4: type of message

Example: case studies, lessons learned about what worked well and what did not work, recommendations on how to run the programme

=

Step 5: most adequate strategies

One-page cards
How-to guides
Videos
Training pieces

A strategy for each audience

Below is an overview of the most suitable dissemination strategies according to the goals and knowledge users defined in step 2.

Policy makers: Develop concise but in-depth content that focuses on how to improve the policies.		
Goal	**Format**	**Dissemination strategies and channels**
Inform decision-making processes, share recommendations, influence regulations, change practices/public policies.	Clear, concise written documents that focus on the implications of your research for policy. Examples of such formats are policy briefs and cards of no more than two pages. These should be detailed enough to show research findings on which recommendations are based. They should offer signposts to other research and documents that support your findings. Write clearly, keeping jargon to a minimum, particularly when addressing policy makers outside of the youth field.	Direct mailing to specific individuals and institutions. Round-table events and discussions. Presentations at strategic events. Dissemination through advocates (people or organisations). When working across sectors it can be particularly important to ally and collaborate with youth policy makers as a way of connecting to those outside of the youth sector.

Practitioners (such as youth workers and youth leaders): Develop accessible, engaging content in a variety of formats, which gives practical tools and guides as well as being continuously available.		
Goal	**Format**	**Dissemination strategies and channels**
Develop the competences of practitioners and improve youth projects/programmes.	Practical resources such as how-to guides, training materials and self-assessment tools. Multimedia formats such as videos and infographics can be beneficial.	Make communication products available through existing platforms and organisations designed to support practitioners (for example, the EU–Council of Europe youth partnership website, SALTO Resource Centres, local and national training bodies).

	The information should be communicated in a way that is simple, easy to understand and does not focus heavily on academic concepts, methodology or terminology. Using multiple languages may be beneficial. One-page cards to be shared on WhatsApp.	Host training and dissemination events, such as webinars and conferences targeting practitioners. It can be beneficial to collaborate with training providers or youth organisations. Social media campaigns can be useful, particularly when products are distributed through organisations and institutions which have an existing practitioner following.

Youth organisations and youth advocates: Develop accessible content that can be reused to support advocacy campaigns and act as research evidence for advocacy positions.		
Goal	**Format**	**Dissemination strategies and channels**
Enable young people and youth organisations to use research findings in their advocacy work.	Concise summaries, infographics, slide decks, fact sheets, diagrams and other tools that advocates can reuse to help them communicate the findings of your research as part of their advocacy work. Reusable products and graphics that can be customised and redistributed allow advocates to use them in their campaigns and policy work. Stories with a tweet's size (280 characters) and posts on Tik Tok and Instagram. One-page cards to be shared on WhatsApp.	Targeted mailings sent to key youth organisations. Working with umbrella/infrastructure organisations to redistribute communication products to their members. Social media campaigns can be useful, particularly when products are distributed through organisations and institutions that have an existing youth advocacy following.

Young people who participated in your research: Develop engaging content that shows the potential impact of your research and can be shared with the participants quickly after the research is complete.		
Goal	**Format**	**Dissemination strategies and channels**
Provide feedback to participants about research results, their use and potential impact on young people's lives.	Multimedia formats such as videos and infographics are beneficial. Stories with a tweet's size (280 characters) and posts on Tik Tok and Instagram. One-page cards to be shared on WhatsApp. The information should be communicated in a way that is simple, easy to understand and does not focus heavily on academic concepts, methodology or terminology. It is particularly important to avoid youth sector jargon.	Share research findings directly with participants. WhatsApp groups. Social media campaigns.

Examples of practices

Below are two examples of how research can be presented in different formats: a well-illustrated, attractive and straightforward one-page infographic on social values for young people and a single study communicated in at least five different strategies/formats:

- thematic reports for the academic community;
- open access training for youth workers;
- a conference for policy makers and practitioners;
- policy briefs for policy makers;
- a documentary film produced from different videos made by young people themselves or supported by researchers and practitioners.

Example of practice: Perspectives on youth

This infographic on the social values of young people was produced to support the dissemination of a paper on this topic:

- Nico M. (2019), What do I care for? Social Values of Young People Compared, EU–Council of Europe youth partnership, Strasbourg.

The dissemination was also supported by a web page, giving a simple overview of the paper and a webinar aimed at policy makers. Both the web page and the infographic, part of the EU–Council of Europe youth partnership's Perspectives on youth series, were shared widely on social media to attract interested parties to read the paper and to take part in the webinar.

Example of practice: PARTISPACE

The project Spaces and Styles of Participation (PARTISPACE) explored the different ways in which young people participate in decisions "which concern them and, in general, the life of their communities" in eight different cities across Europe. It was funded through the European Commission's Horizon 2020 project. The project was presented in a variety of ways, focusing on different aspects of findings and different audiences. www.partispace.eu

Examples of their research communication included:

- open access thematic reports aimed at the academic community, such as: Cuconato M. et al. (2018), PARTISPACE thematic report biographies and participation: Biographies of young people's participation in eight European cities, Zenodo: http://doi.org/10.5281/zenodo.1240170;
- an open access training module for youth workers: Percy-Smith B. et al. (2018), PARTISPACE deliverable 7.2: Youth participation training module, Zenodo: http://doi.org/10.5281/zenodo.1240342;
- a conference for policymakers and practitioners: Mainfray A. and Martin C. (2018), Deliverable 7.4: European policy and research conference, Zenodo: http://doi.org/10.5281/zenodo.1240316;
- a number of policy briefs for policy makers, such as: PARTISPACE policy brief No. 1 (2018): Spaces and styles of youth participation key findings and recommendations for policy and practice;
- a video overview of the project.


EVALUATION
ALUATION
EVALUATION
Policy maker

Step 6

Follow-up and evaluation

When we speak about evaluation, we are not referring to measuring the social impacts of your study in the youth context in the short, medium or long term. Besides requiring more time, this would need more robust methodologies and assessments. Here we highlight how to measure the effectiveness of the knowledge translation process in sharing the results with defined knowledge users. This includes evaluating to what extent different knowledge users accessed, used, took up and understood the research results. This could be measured by the number of downloads of a specific brief, a change in a youth regulation in a particular location, and so forth.

The following three questions could guide researchers in the process of selecting the best method against which to evaluate outcomes.

1. What was the reach of the message and who was reached by it?

Indicators:

- number of youth policy makers who received policy briefs (for example, 27);
- number of downloads of a specific research output (for example, 2 000).

2. How much did the selected knowledge users understand/ absorb from the information shared with them?

Indicator:

- percentage of youth policy makers who understood the content of the policy brief = 20%.

3. How much and how did the selected audience use the information shared? What did they do with it?

Indicator:

- from the total number of youth policy makers who had access to the research materials, how many actually used them to make a decision, implement a programme or change a regulation?

Reach indicators

Number/amount of material(s) that were:

- distributed
- requested
- downloaded
- articles and posts from other sites citing their evidence
- press articles and reposts
- op-eds.

Uptake indicators

Number (or percentage) of users that:

- accessed the materials
- read them
- understood the material
- are satisfied with it
- changed their perception of a particular topic because of the shared pieces.

Use indicators

Number (or percentage) of users that:

- intend to use the study's results and how
- adapted the results to solve a problem or make a decision
- used the information to support a programme or policy
- used the results to train people.

Other results indicators

Change in policies, laws, cultures/beliefs

- Analysis of the scenario before and after plus qualitative research with testimony from decision makers attributing the change to the shared evidence.

Interest

- Number of requests for information from the selected audience;
- presentations for policy makers, practitioners and young people.

Summary of indicators according to the method

QUANTITATIVE METHODS	QUALITATIVE METHODS
REACH INDICATORS (distributed, requested, downloads/hits, media exposure)	**PRACTICE CHANGE INDICATORS** (intent or commitment to change, observed change, reported change)
USEFULNESS INDICATORS (read/browsed, satisfied with, usefulness of, gained knowledge, changed views)	**USE INDICATORS** (intent to use, adapting the information, using to inform policy/advocacy/ enhance programs, training, education, or research, using to improve practice or performance)
POLICY INDICATORS (new bills, measures, laws and regulations)	**KNOWLEDGE, ATTITUDE AND SYSTEM CHANGE**

Sources: 2008, 2013 The Hospital for Sick Children.

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Perrier L. et al. (2011), "Interventions encouraging the use of systematic reviews by health policymakers and managers: A systematic review", *Implement Science* 6 (1).

Other relevant resources on youth research

The EU–Council of Europe youth partnership has produced numerous publications on youth research, in order to promote the quality of youth research, its use and dissemination in the youth field and evidence-based policy making. Below is a selection of resources targeted at practitioners, policy makers, researchers and young people.

Barta O. and Moxon D. (2020), Being "The researchers" in a political participatory environment. Learning from undertaking the researcher role in the EU youth dialogue, available at: https://pjp-eu.coe.int/documents/42128013/61020757/EU%2520Youth%2520Dialogue%2520-%2520Role%2520of%2520researchers%252002-06.pdf/b89120e3-38c1-d7b6-6e66-6c0888e4f23b

Bergan Ø. (2018), Youth research in the Nordic region, available at: https://pjp-eu.coe.int/documents/42128013/47262553/Youth+Research+in+the+Nordic+Region.pptx/c2c46ef9-b9b9-0ac7-2680-8ef686055179.

De Salvo M. P. (2019), Knowledge translation: Bridging gaps between researchers and policy

Makers, available at: https://pjp-eu.coe.int/documents/42128013/50359101/EasyTelling+-+Knowledge+Translation+Concept+Note.pdf/13f47e91-b951-2680-ea42-12fb7497593b.

Ignatovitch A. and Petkovic S. (2020), Mapping of youth research structures, key stakeholders and data collections across Europe, available at: https://pjp-eu.coe.int/documents/42128013/61020757/Mapping-report-final.pdf/4da5014f-ad2a-d3de-461d-83b9ac530d22

Iqbal H., Twamley K. and Faircloth C. (2020), Researching youth: New methods in changing times, available at: https://pjp-eu.coe.int/documents/42128013/61020757/Researching+Youth-+New+Methods+in+Changing+Times_+YKF+Paper_Humera+Iqbal_Nov+2020.pdf/d2b61504-0326-18f7-a910-0baa7ba17f18

Kovacic M. (2018), Youth research in SEE, available at: https://pjp-eu.coe.int/documents/42128013/47262553/Research+in+SEE+copy.pptx/f74c4bd1-671a-d286-623d-2150c6042923.

Mihajlovic D. (2019), Mapping the reality of research on youth in South-East European countries, available at: https://pjp-eu.coe.int/documents/42128013/50359101/Mapping+the+reality+of+research+on+youth+in+South-East+Europe+-+Dragan+Mihajlovic+20190612.pdf/de60e79e-69b7-d938-32af-f9bc42939ae1.

Ostrikova A. and Borenko Y. (2018), Background paper on youth research in eastern Europe and Caucasus countries, available at: https://pjp-eu.coe.int/documents/42128013/47262553/Background+paper.pptx/a13e08ba-30f1-f9bc-38e3-2950ba685ebb.

Penn J. (2020), AI and Youth 2020: Win the battle, lose the war?, available at: https://pjp-eu.coe.int/documents/42128013/63918992/AI-Youth-2020-WIN-BATTLE-LOSE-WAR.pdf/488287b6-9def-c460-d199-c2d3e43915e4

Petkovic S., Ignatovich A. and Galstyan M. (2019), Youth research: The essentials, available at: https://pjp-eu.coe.int/documents/42128013/47261953/Youth+Research+Essentials-web.pdf/aa98768c-8868-50bd-e287-af4f4b994537.

Roe S. and Stanojevic D. (2020), Good practice examples on cooperation between youth policy, practice, research and young people, available at: https://pjp-eu.coe.int/documents/42128013/61020757/YKF-20-Good-practice-cooperation-youth-policy-practice-research-young-people.pdf/03bb3a7a-860c-1999-e3f8-e7a1963834f7

Șerban A., Lonean I. and Moxon D. (2020), Engaging youth researchers: A guide for policy makers and practitioners, available at: https://pjp-eu.coe.int/documents/42128013/61020757/YKF-20-Engaging+researchers.pdf/54fcd607-ab8d-2338-e4a3-92aff31e3ddc

You can also find a selection of video materials on youth research:

- Youth knowledge break #1: Webinar – The purpose of knowledge within the youth sector triangle, available at: https://youtu.be/lJ0fu9Nj7w4?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.
- Youth knowledge break #2: Inspiration – Youth research: the essentials: available at: https://youtu.be/epFhvrkj5eU?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.
- Youth knowledge break #3: Inspiration – The role of knowledge in the youth sector, available at: https://youtu.be/BKpuY8x-kOE?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.
- Youth knowledge break #4: Inspiration – Youth policy evaluation, available at: https://youtu.be/0XgGeqRXCaU?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.
- Youth knowledge break #5: Inspiration – The role of research in policy making, available at: https://youtu.be/fdQsL5c8qA0?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.
- Youth knowledge break #6: Webinar – Exploring national youth knowledge networks, available at: https://youtu.be/qoIhv_-UJr0?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.
- Youth knowledge break #7: Inspiration – Youth research and young people, available at: https://youtu.be/eaCdqs7tbv8?list=PLKNmrlD6g-JvYn_wP3aTQpnV_S4Gz40el.

Youth researchers gather knowledge and data about young people's lives, providing much-needed evidence for the development of better and more relevant youth policy and youth work initiatives. But how do they explain their findings to others? In order for the acquired knowledge to support policy and practice, it is crucial that research findings are effectively communicated to policy makers, practitioners, youth organisations and young people. Knowledge translation is a set of tools and activities that can help researchers in this process.

This knowledge translation guide supports researchers in identifying the relevant findings and messages to be shared with different audiences, identifying their knowledge needs, developing communication materials and dissemination strategies, as well as evaluating the effectiveness of such communication.

http://youth-partnership-eu.coe.int
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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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The Member States of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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