

# Session on Knowledge Translation

Regional Youth Knowledge Forum on Youth Research in  
South-East Europe

Novi Sad, Serbia, June 19th

14:00h

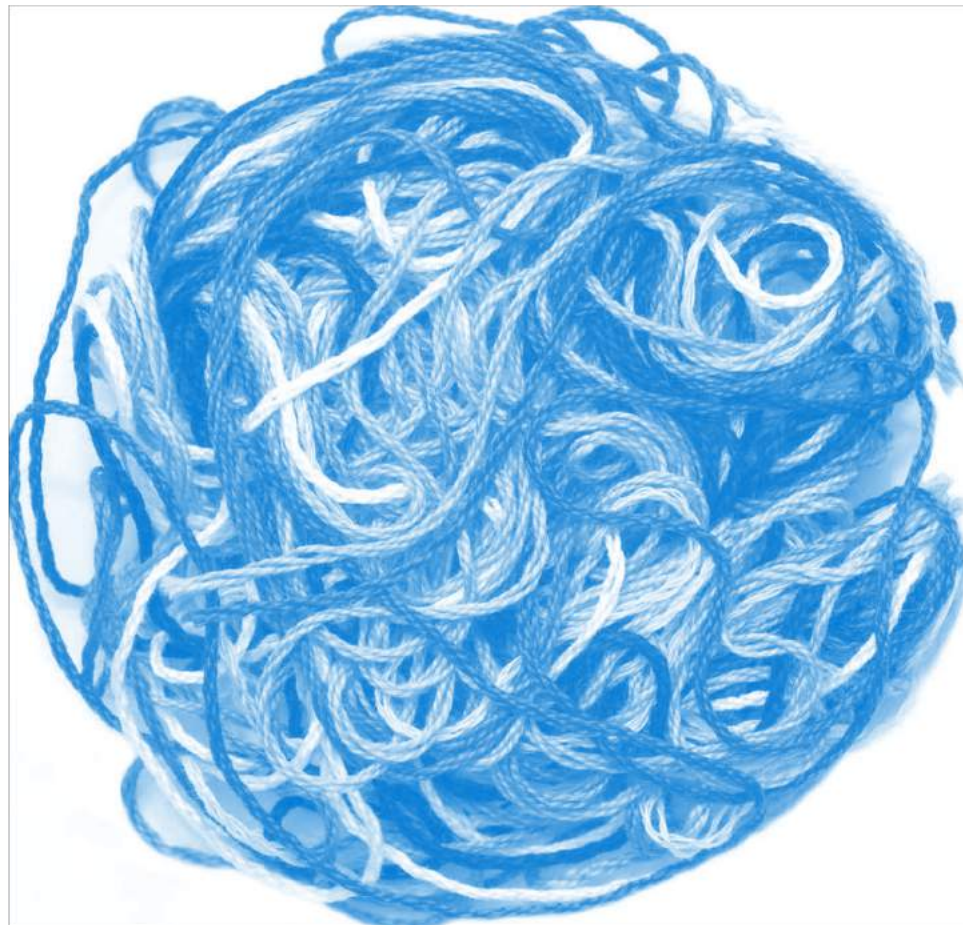
Maria Paola de Salvo, Knowledge Translation Professional

**EasyTelling** Founder



## WHY I AM HERE...

**16 years translating**  
complex content



**6 years working with**  
researchers, funders, and policymakers

BILL & MELINDA  
GATES *foundation*

Grand Challenges



MINISTÉRIO DA  
SAÚDE



WHY I AM HERE...



A blue speech bubble with a white outline, containing the text 'Easy Telling' in white. The bubble has a tail pointing towards the bottom right.

# Easy Telling

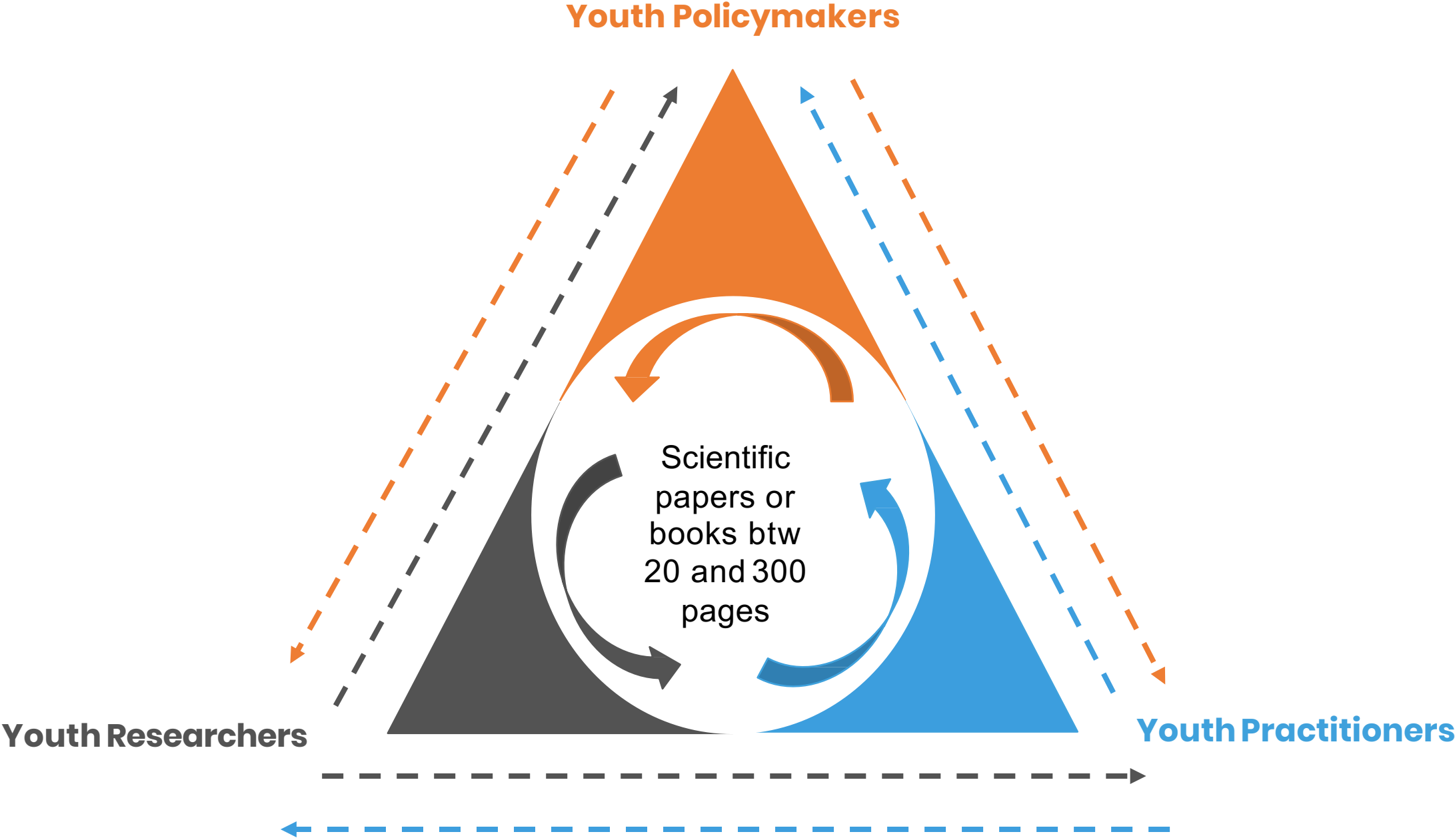
Our mission is to translate and simplify technical and scientific content in any field into easily understandable information.

**Main goal: guide decision-making processes**

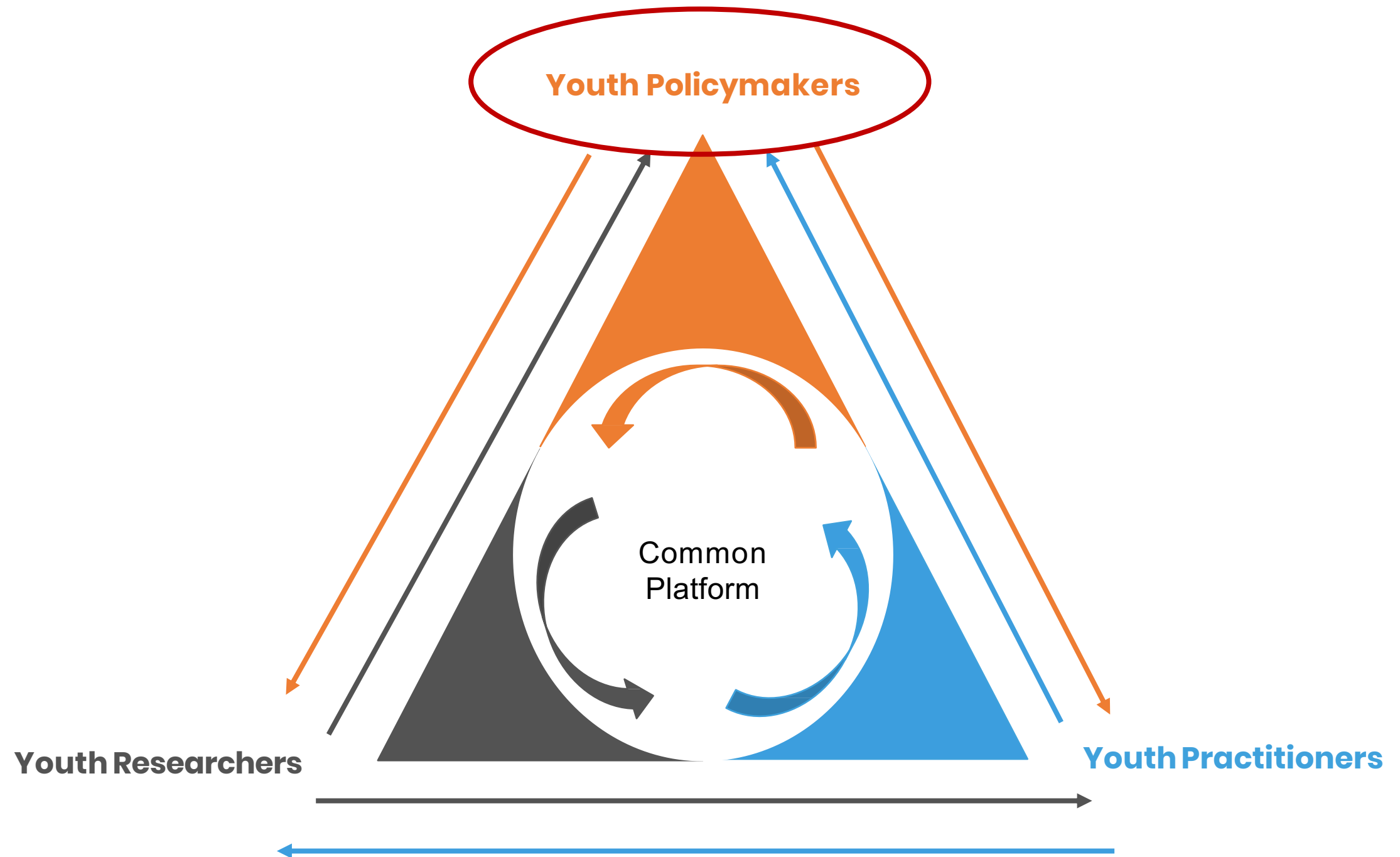


**CONTEXT**

CURRENT SCENARIO



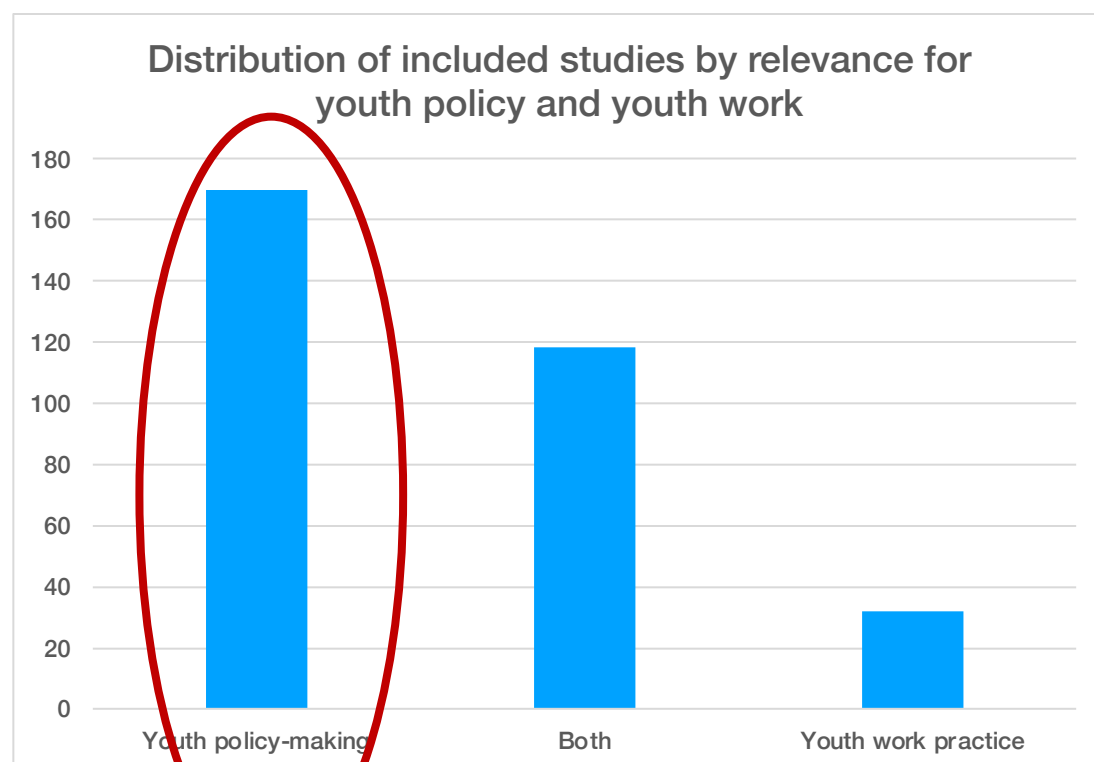
## THE GOAL



**HOW CAN WE IMPROVE THE  
EXCHANGE OF INFO?**

# THE GOAL

**I will focus mostly on  
policymakers**



## Youth Partnership

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



Mapping the reality of research on youth  
in South-East European countries

Dragan Mihailović  
Draft v.1.1 – 12 June 2019

# MAIN TOPICS in the next 25 min

1. Challenges of communicating evidence to policymakers
2. Knowledge Translation as an approach to bridge the gap between researchers and policymakers
3. Practical tools: 6 STEPS Knowledge Translation plan
4. Discussions on how Knowledge Translation can close gaps in youth research



**INFLUENCING  
POLICYMAKING**

**CONNECTING RESEARCH  
AND POLICY**

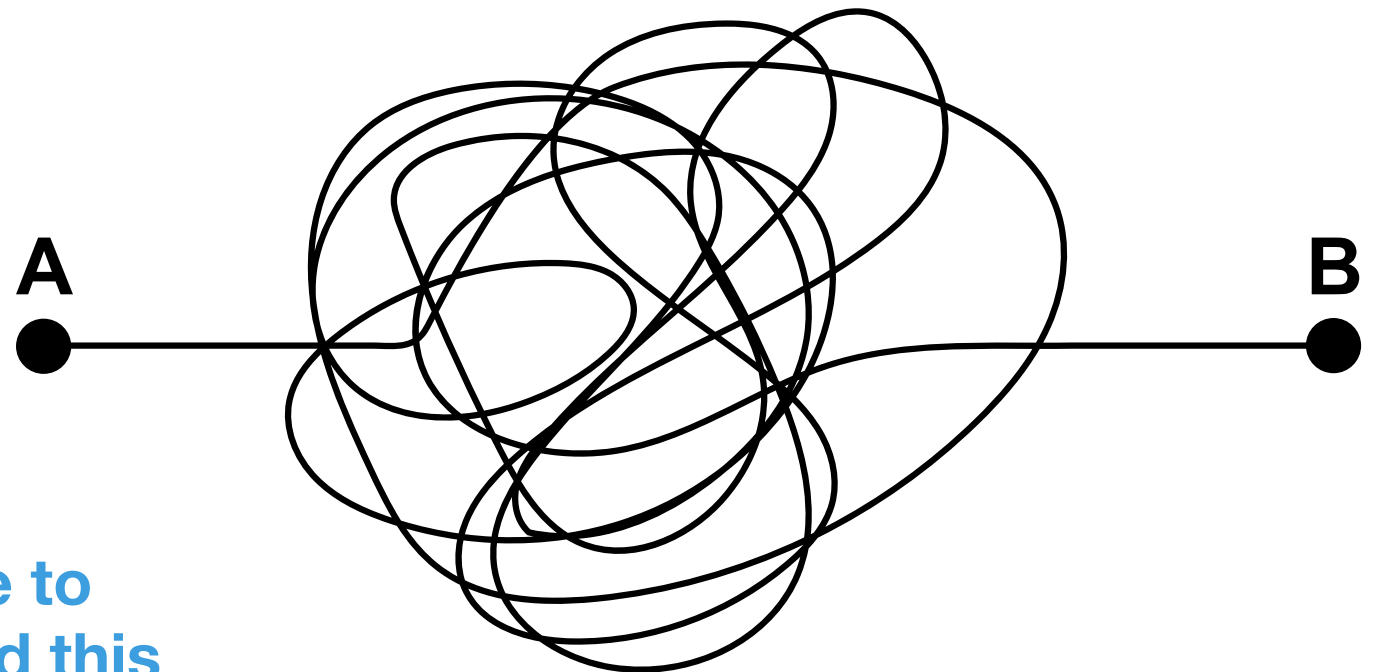
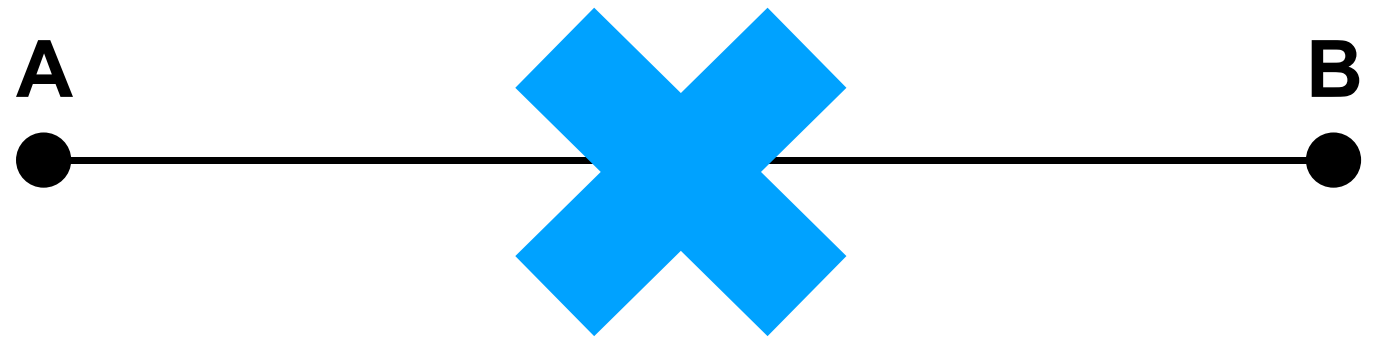


**Many roads  
(drivers) lead to  
policy change on  
youth**

**Evidence (KT)**  
can be one of  
them

## CONNECTING RESEARCH AND POLICY

“Decision making  
is not an event.  
It’s a process”  
(Lomas, 2000)



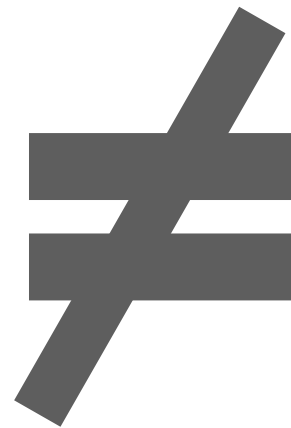
We have to  
understand this  
complex process if we  
want to influence it

## Sometimes, evidence is not enough to influence government, policy and practice

**SAME  
EVIDENCE**

Ex: Consumption of raw fish  
Soft chesse made with raw milk  
Hormones in beef

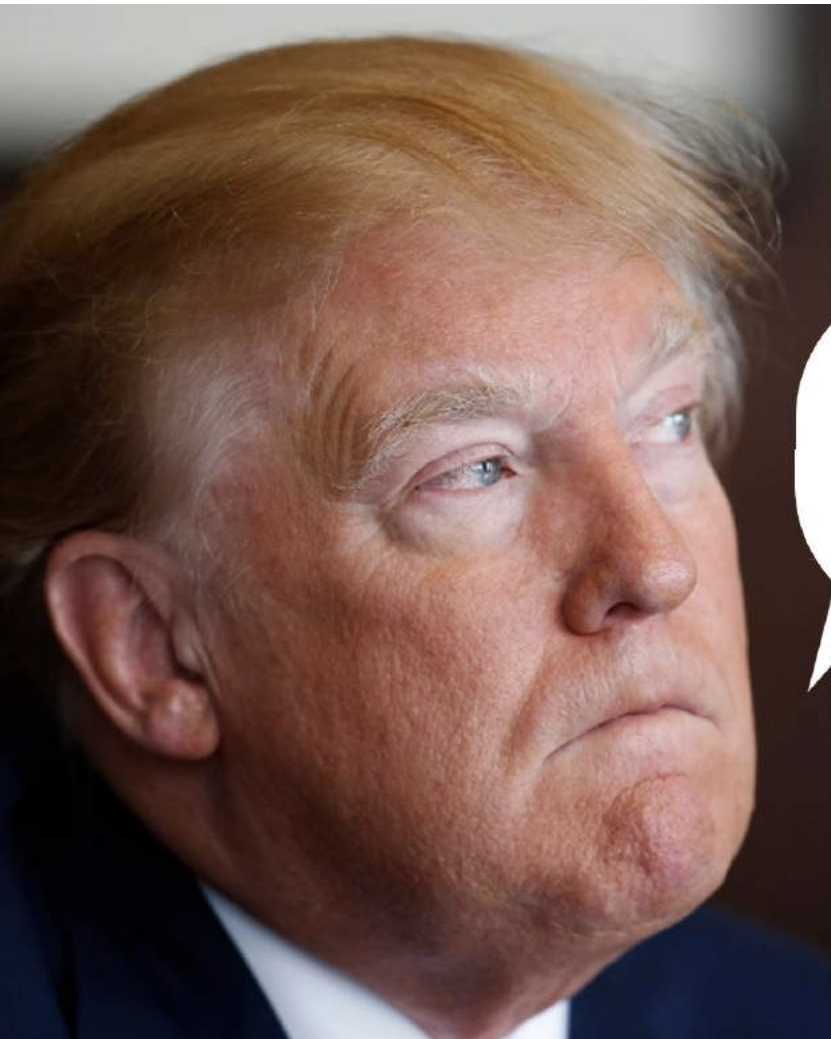
*(De Rosa et al., 2008)*



**SAME POLICY  
EVERYWHERE**

Ex: Different policies in each country,  
some of them allowing the consupcion of  
raw fish, some not allowing

- Evidence-informed not necessarily based
  - Starting policy from scratch is rare
- Policymakers can also be experts – EXCHANGE!



## Fourth National Climate Assessment

**I don't  
Believe it**

**97%** of the  
scientists agree  
that humans are  
the main cause of  
global warming

**30%**  
of Americans don't  
(including Trump)

**Additional challenge:  
post-truth era**



**Donald J. Trump** ✓  
@realDonaldTrump



Following

Give me clean, beautiful and healthy air -  
not the same old climate change (global  
warming) bullshit! I am tired of hearing this  
nonsense.

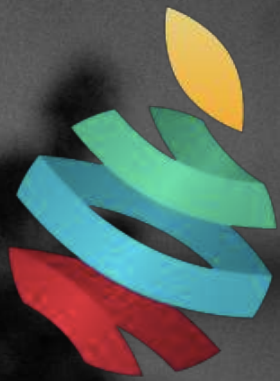
RETWEETS  
336

LIKES  
366



1:44 AM - 29 Jan 2014





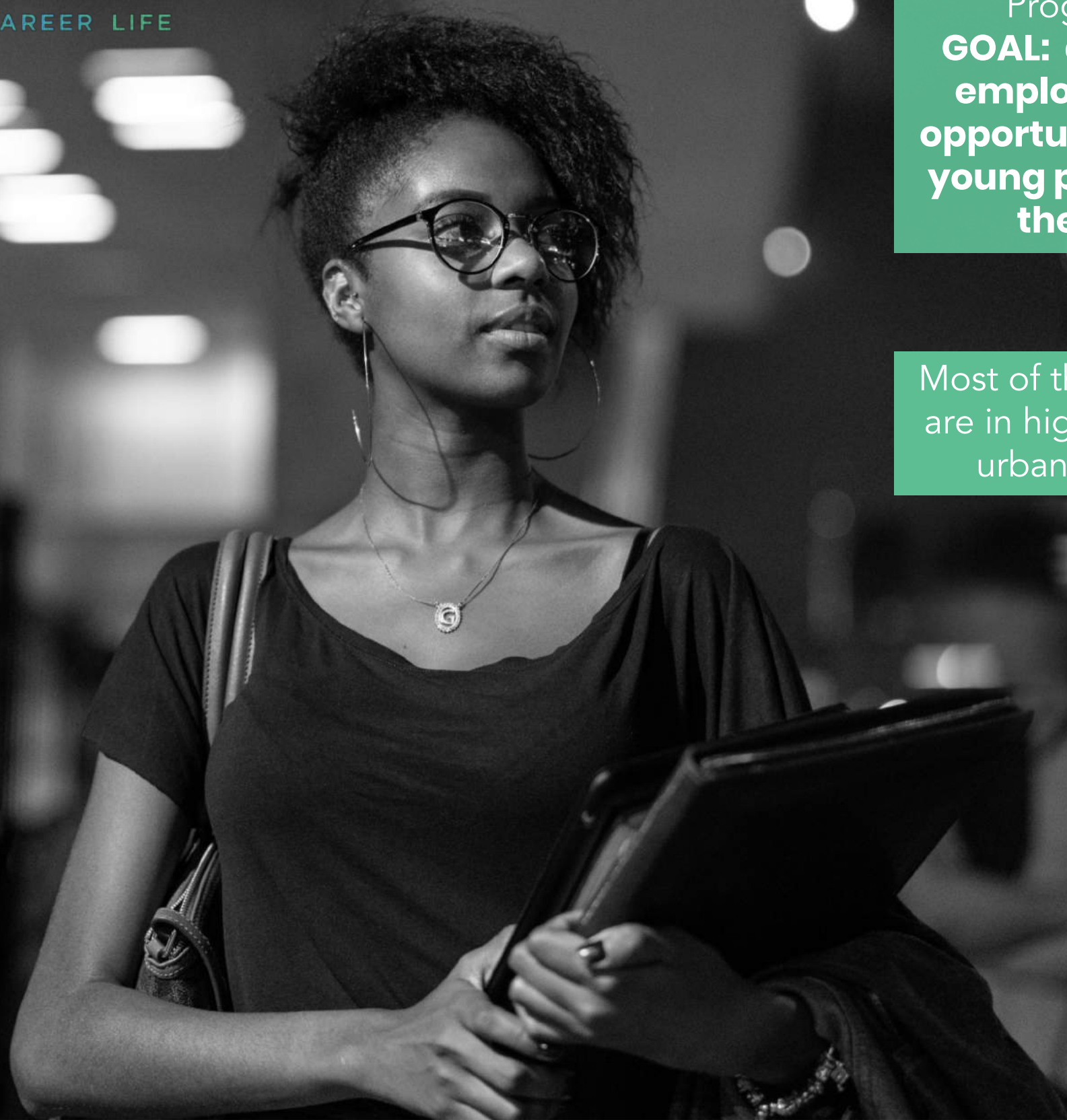
National Career  
Academy Coalition

COLLEGE CAREER LIFE

Career Academy  
Program

**GOAL: amplify  
employment  
opportunities for  
young people in  
the US**

Most of the schools  
are in high poverty  
urban areas.

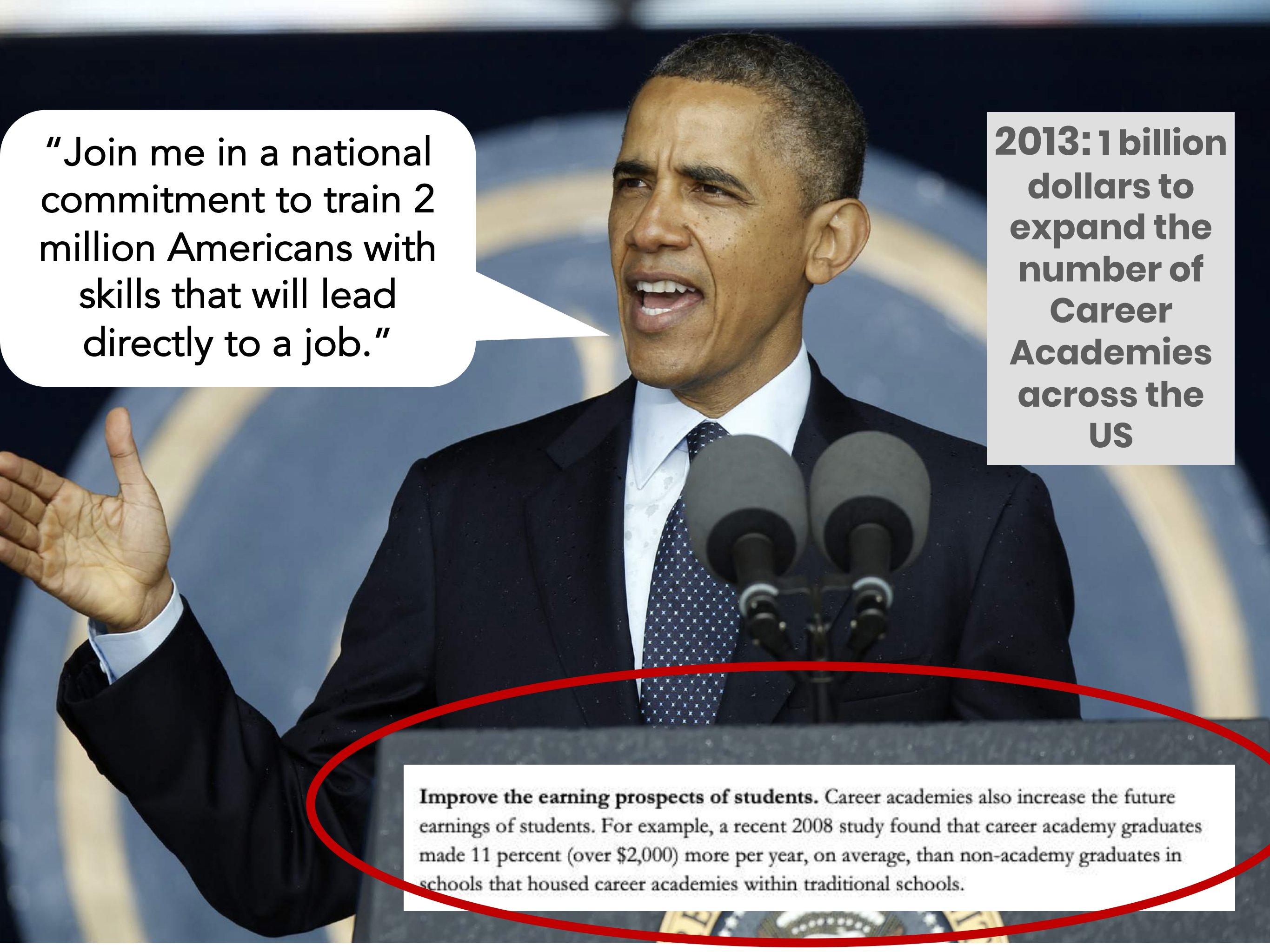




In 2008, they ran a Randomized Control Trial to evaluate the effectiveness of the Career Academy program with follow-up 11-12 years after random assignment.

## **KEY FINDINGS:**

- **11% increase in average annual earnings of the participants**, sustained over the eight years after scheduled high school graduation

A photograph of Barack Obama speaking at a podium. He is wearing a dark suit, white shirt, and a blue patterned tie. He is gesturing with his right hand. The background is a blurred blue and white pattern.

"Join me in a national commitment to train 2 million Americans with skills that will lead directly to a job."

**2013: 1 billion dollars to expand the number of Career Academies across the US**

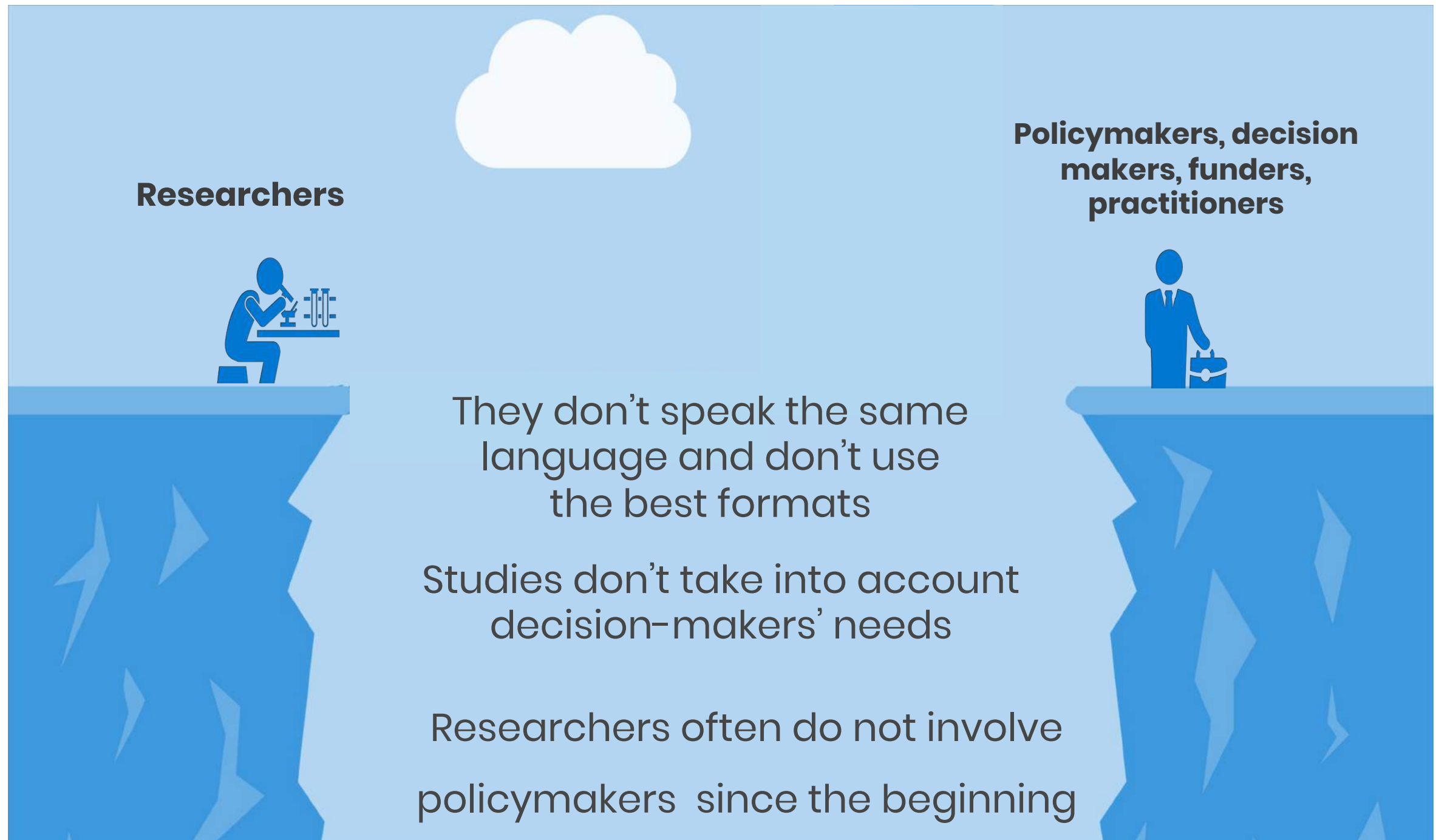
**Improve the earning prospects of students.** Career academies also increase the future earnings of students. For example, a recent 2008 study found that career academy graduates made 11 percent (over \$2,000) more per year, on average, than non-academy graduates in schools that housed career academies within traditional schools.

# CONTEXT



**Source:** Morris, Z. S., Wooding, S., & Grant, J. (2011, December). The answer is 17 years, what is the question: Understanding time lags in translational research. Retrieved June 14, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3241518/>

# WHY?



**Source:** Morris, Z. S., Wooding, S., & Grant, J. (2011, December). The answer is 17 years, what is the question: Understanding time lags in translational research. Retrieved June 14, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3241518/>

# CONSEQUENCES

**Articles are not the best  
road for impact...**

**82% of  
humanities  
articles are  
NOT cited**

**32% of the  
papers on  
social  
science are  
NOT cited**



Source: Larivière, V., Gingras, Y., & Archambault, É. (2009, January 29). The decline in the concentration of citations, 1900–2007. Retrieved June 14, 2019, from <https://onlinelibrary.wiley.com/doi/pdf/10.1002/asi.21011>

# CONTEXT

## UNIVERSE OF PUBLICATIONS

Published  
ARTICLES do  
not reach  
policymakers  
by osmosis

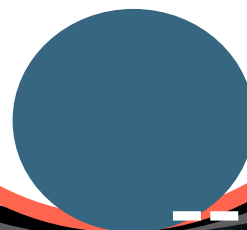


KNOW WHERE TO FIND  
EVIDENCE

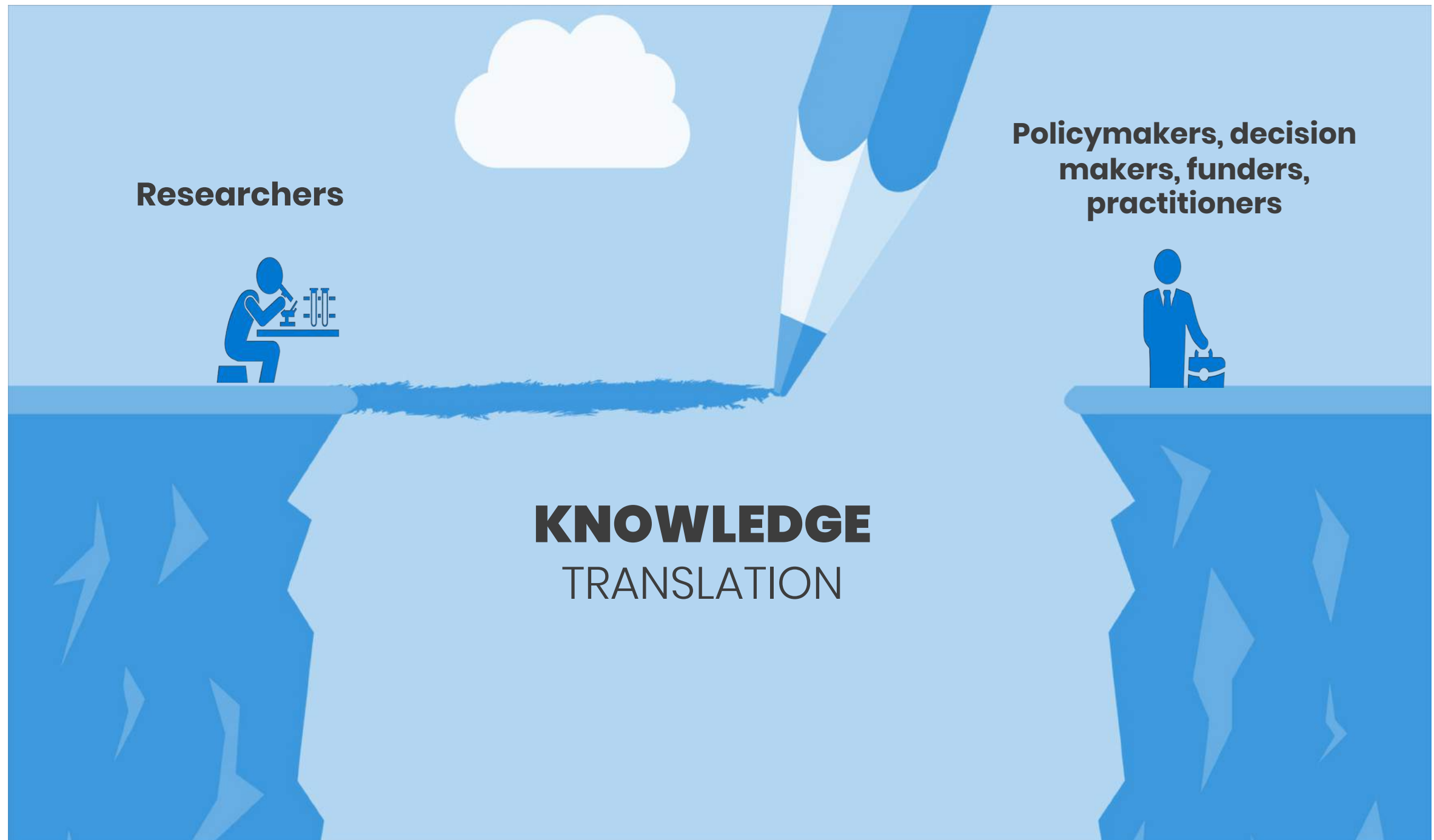
ACCESS

READ

UNDERSTAND



# ONE APPROACH





**KT MAIN  
CONCEPTS**

“Getting the right information, to the right people at the right time, and in the right format to influence decision making”

Practical example: [Cochrane](#) short video

## KT MAIN CONCEPTS

**More  
than 90  
terms**

Transfer  
Brokering  
Action  
**Knowledge**  
Sharing  
Exchange  
Management  
Mobilization



Translational Research  
Translational Science  
Implementation Science

Easy  
Telling

## KT MAIN CONCEPTS

**KT** RELATES TO  
**RESEARCH**  
**IMPACT**

**ENSURE THAT EVIDENCE IS**

- ACCESSIBLE
- UNDERSTANDABLE
- USEFUL TO THE KNOWLEDGE USERS

## KT MAIN CONCEPTS



**Giving back to society**  
**Justify investments in**  
**science**



## KT MAIN CONCEPTS

# KNOWLEDGE TRANSLATION CHRONOLOGY

1914

### AGRICULTURE

Disseminating information to farmers and ranchers on growing crops

80/90's

### HEALTH

US and Canadian health institutions started to implementing KT on health

2000s

### INSTITUTIONS

Canadian Institutes of Health Research (CIHR) is created to translate new knowledge for Canadian's more effective health services

2004

### KT PLAN

Canada begins requesting KT plans alongside research proposals as a condition to fund them

## KT MAIN CONCEPTS

### INTEGRATED

#### KNOWLEDGE TRANSLATION



**Collaboration/partnership** at all stages of the research process

1. **Shaping the research question**
2. **Interpretation of results**
3. **Sharing the research findings**

### END OF PROJECT

#### KNOWLEDGE TRANSLATION



**Dissemination of findings** after the end of the project:

1. **Diffusion**: let it happen
2. **Dissemination**: help it happen
3. **Application**: make it happen  
(relates to IKT)

## KT MAIN CONCEPTS

### INTEGRATED

#### KNOWLEDGE TRANSLATION



**PROS:** Increases the chances of evidence uptake by policymakers, who feel part of the process (ownership)

**CONS:** Increases the chances of political bias and influence depending on the policymakers involved in the process

### END OF PROJECT

#### KNOWLEDGE TRANSLATION



**PROS:** Sharing results only at the end of the project avoids political biases

**CONS:** Lack of involvement of knowledge users can lead to a lack of interest and low rates of uptake

# Evidence shows that KT can increase evidence uptake

2009



2011



| STUDY                                                                                                                      | RESULT                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Randomized controlled trial to evaluate the impact of knowledge translation strategies in 141 Canadian health departments. | Tailored or targeted messages combined with access of systematic reviews had a significant effect on public health policies and programs. |

*(Dobbins Maureen et al., 2009)*

| STUDY                                                                                                                           | RESULT                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Researchers sent five systematic reviews to public health officials and followed up with surveys at three months and two years. | 23% to 63% of respondents declared they had used systematic reviews in policymaking decisions. |

*(Perrier L et al., 2011)*

advantages

**FOR  
RESEARCHERS**

**REPORT BACK:** show benefits from studies to society and funders

**CHANCES OF FUNDING:** funders give money to issues that they understand

**RELEVANCE:** of the findings and knowledge spread

advantages

**FOR  
STAKEHOLDERS and  
PRACTITIONERS**

**SOLUTIONS:** for the real world youth challenges

**IMPACT:** inform policy and decision making

**JUSTIFY:** investments and attract new funding for more projects

advantages

**FOR  
FUNDERS**

**RETURN ON INVESTMENT:**

demonstrate the benefits for funders,  
investors and organizations

**EVIDENCE-BASE:** to inform  
decisions on how to fund other  
studies

# 5 KEY FACTORS AFFECTING RESEARCH USE



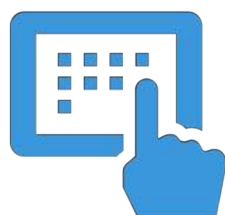
**Relationship with researchers**



**Face to face dialogue**



**Match between  
ideas/evidence/proposals and  
policymakers needs**



**Access and understanding of  
the studies**



**Policymakers skills**



KT TOOLS

# KT PRACTICAL TOOLS



1005736072



Easy  
Telling

# 6 Steps

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## KNOWLEDGE TRANSLATION PLAN

### 6 STEPS KNOWLEDGE TRANSLATION PLAN

- 1 Establish your goals
- 2 Identify and engage partners
- 3 Identify your knowledge users (audience) and their needs
- 4 Develop targeted messages
- 5 Run the strategies
- 6 Evaluate and measure

# 1. Establish

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## Goals

(What success is for you)

## 1. ESTABLISH GOALS

### MAIN QUESTIONS

KT PRACTICAL TOOLS

- **WHICH** practical results do you want to achieve with your research?
- **WHICH** impacts do you want to generate?
- **WHICH** reality do you want to change?

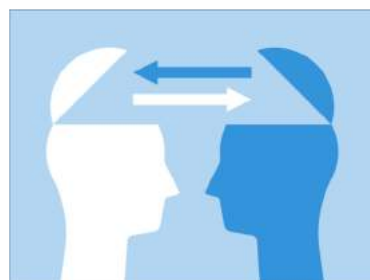
# 1. ESTABLISH GOALS

## EXAMPLES

### Implementation



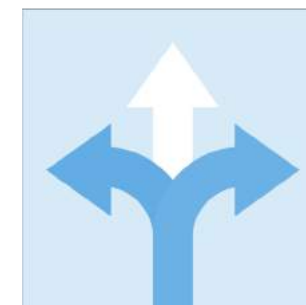
**Generate  
awareness  
interest**



**Share  
knowledge**



**Inform  
Research**



**Inform  
Decision  
Making**



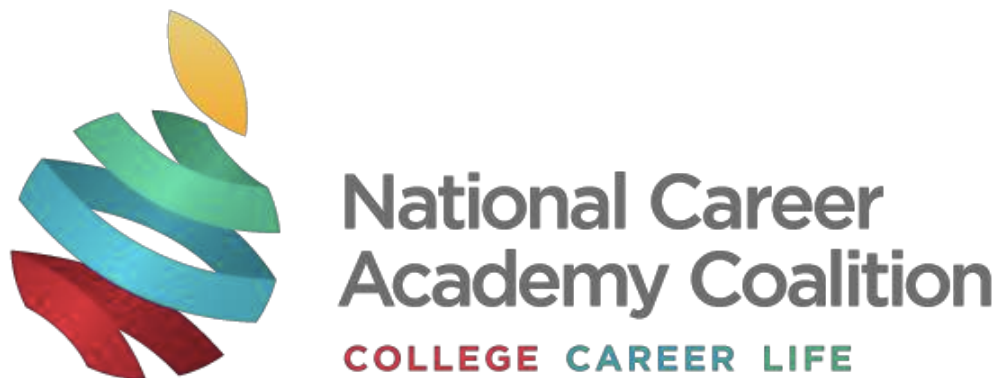
**Practice and  
Policy  
change**



**Level of engagement of knowledge  
users/stakeholders**

## 1. ESTABLISH GOALS

### CASE



### KT GOALS

RAISE AWARENESS

GUIDE DECISION-MAKING

EXPAND/SCALE UP AN  
EXISTING PROGRAM OR  
POLICY

ENSURE FUNDING

# 2. Identify and Engage

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Key partners

(Who can help you or oppose you in  
this task)

## 2. IDENTIFY AND ENGAGE KEY PARTNERS

### MAIN QUESTIONS

KT PRACTICAL TOOLS

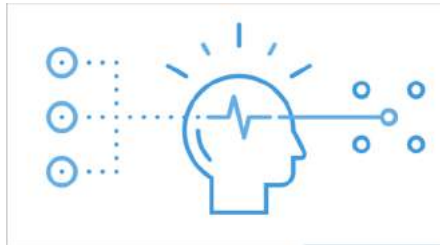
- **WHO** can support your research findings?
- **WHO** can spread the word?
- **WHO** can advocate for you?
- **WHICH** are the opposing forces?

## 2. IDENTIFY AND ENGAGE KEY PARTNERS

**POWER ANALYSIS:** who supports the change, who might block it, and who are the people who can influence these actors?



**Other  
researchers**



**Policymakers/  
practitioners**



**Funders**



**Youth  
organizations**



**International  
organizations and  
non-profits**



**Don't forget about  
the blockers of a  
change!**

Governments?  
Companies?  
Brands?



Decision making mono line illustration

**Don't forget about  
the supporters for a  
change!**

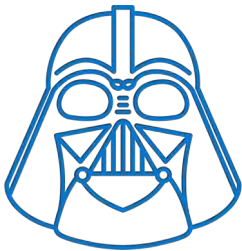
2. IDENTIFY AND ENGAGE  
KEY PARTNERS

CAREER  
ACADEMY'S  
CASE



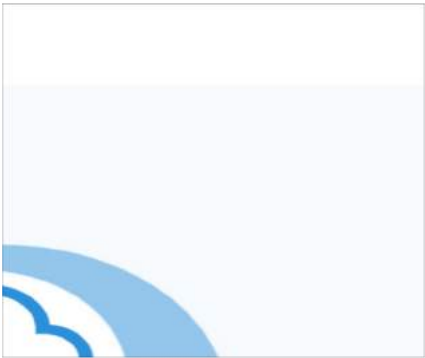
SUPPORTERS

EMPLOYERS WHO HIRED  
STUDENTS FROM THE  
CAREER ACADEMY



OPPONENTS

CONGRESSMAN  
QUESTIONING EVIDENCE



ALLIES TO SUPPORT POLICY,  
MEDIA AND PUBLIC  
REQUESTS

FORMER STUDENTS OF THE  
PROGRAM

# 3. Identify

---

## The Audience

(Who are the knowledge users, and what are their practical needs?)

- **WHAT** are the evidence needs of my knowledge users?
- **WHO** can translate it to impact (policies, programs) the most?
- **WHO** can scale up it?

### 3. IDENTIFY THE AUDIENCE

The **AUDIENCE**  
is key to define:

- Message
- Strategies



### 3. IDENTIFY THE AUDIENCE

**These pieces are all  
the findings of your  
studies**



**This specific one fits  
into your audience  
needs**

### 3. IDENTIFY THE AUDIENCE

## Evidence and messages from the same study can change according to the audience:



#### Policymakers

A \$2,555 (11%) increase in annual earnings per student during the eight years

**NEED:** real impacts of a program for the youth people



#### Employers

The program cost approximately \$3,800 to \$7,600 per student throughout their three-or four year

**NEED:** Costs of the project for the participants' employers



#### Congressman

The cost per student was partly offset by the increased tax revenue resulting from the gain in earnings of Career Academy students.

**NEED:** ROI

# 4. Develop

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## Targeted Messages

(What and how to communicate them?)

- **WHAT** evidence is more likely to sensitize and generate change?
- **HOW** can you frame the message in the most compelling format for your audience/knowledge users?

## 4. DEVELOP TARGETED MESSAGES

**Select the arguments that will resonate as music to policymaker's ears**

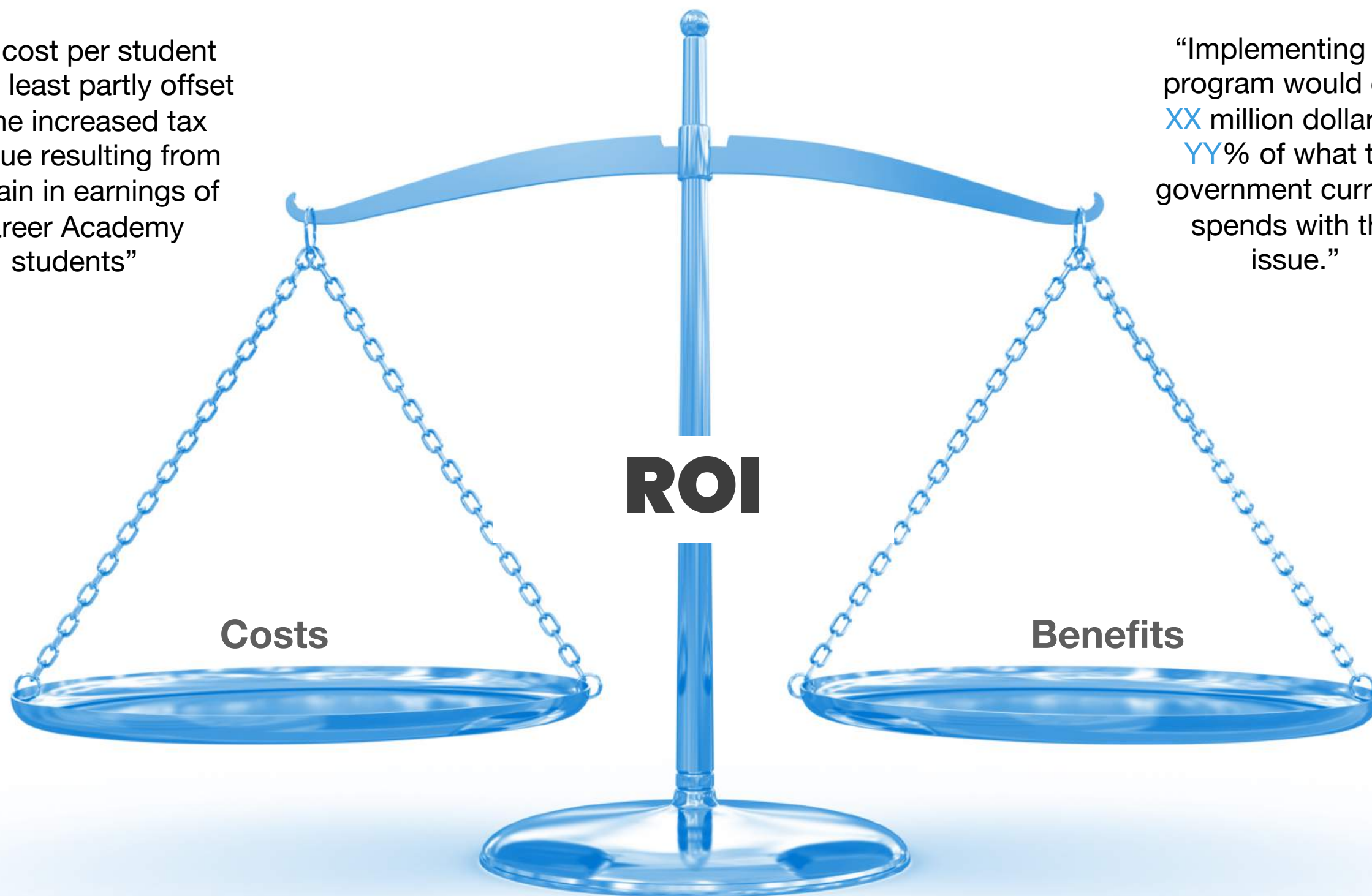
And write them in the most precise and compelling sentences.



## 4. DEVELOP TARGETED MESSAGES

“The cost per student was at least partly offset by the increased tax revenue resulting from the gain in earnings of Career Academy students”

“Implementing the program would cost **XX** million dollars or **YY**% of what the government currently spends with the issue.”



**What advantage does the policymaker take in using this evidence?**

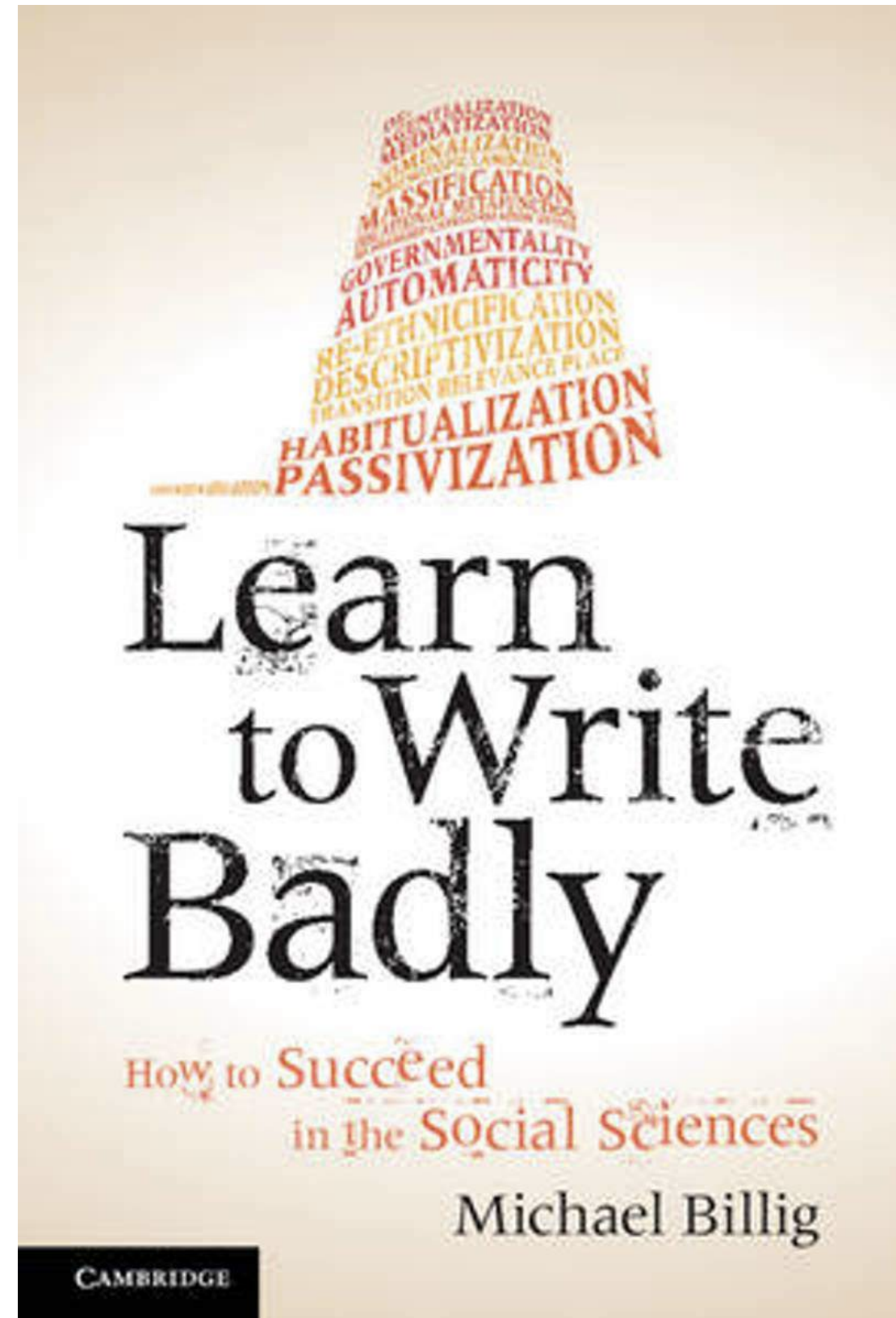
## 4. DEVELOP TARGETED MESSAGES

### Social sciences and the “noun problem”

Example:

“Good essays fulfil “the ideational metafunction”

“Good essays fulfill content”



## 4. DEVELOP TARGETED MESSAGES

PEOPLE

PIXEL ALIGNED



Cease = stop

Disseminate = share

## 4. DEVELOP TARGETED MESSAGES

### PLAIN LANGUAGE

#### 3 RULES

Your audience must:

- ✓ Find what they need
- ✓ Understand what they find
- ✓ Use what they find to meet their needs

- Habitualization = adopted behaviour
  - Passivization = passive behaviour
- Governmentality = governmental actions

**Avoid jargon at all costs.**

Don't presume your audience understands them!

## 4. DEVELOP TARGETED MESSAGES

**CONCRETE  
CONCEPTS/  
ANALOGIES** + **REAL STORIES TO  
HUMANIZE  
EVIDENCE** = **EASY TO  
UNDERSTAND  
TEXT**

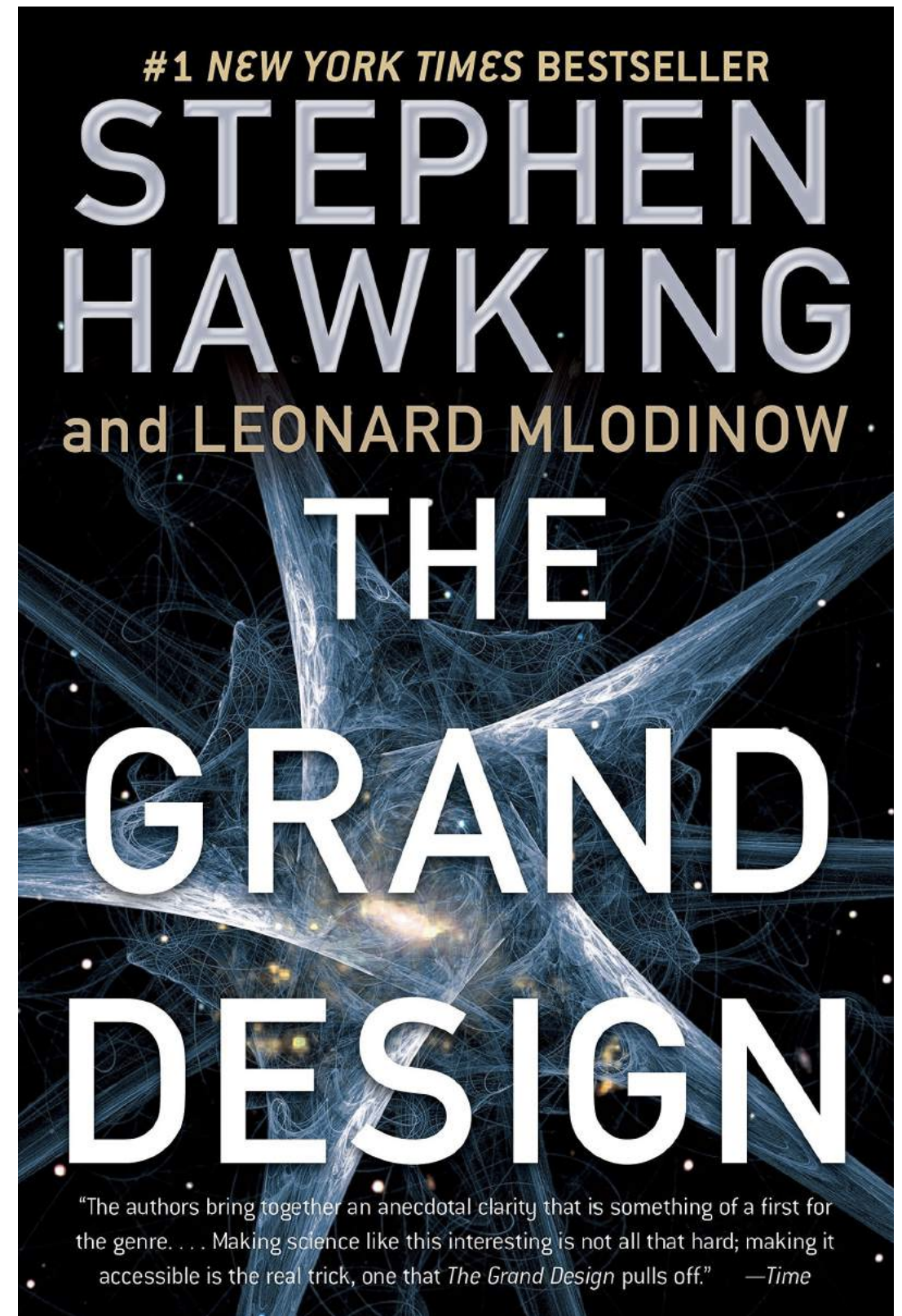
Career Academy (CA) is organized as a school-within-a-school program, where students work in "small learning communities".

CAs students had a higher percentage of living independently with children and spouse. John Smiths says that the program made him confident about his ability to affording the living expenses of the family.

#### 4. DEVELOP TARGETED MESSAGES

**Simplify language does not mean diluting the strength and complexity of your research**

It means selecting and translating the evidence that has implications for the policymaking process





#### 4. DEVELOP TARGETED MESSAGES

## FIND THE RIGHT HOOK/TIMING TO PRESENT EVIDENCE

Best window of opportunity: when policymakers are motivated to pay attention to and solve a problem

Case: Obama's planning of expanding education programs

# 5. Run

---

## The Strategies

(How to make your message get there?)

- **WHICH** materials will you have to develop to convey your key messages?
- **HOW** will you make them reach your audience?

## 5. RUN THE STRATEGIES

Select the shortest, fastest, and most straightforward format.

**Remember:** policymakers do not have time to go through dozens of pages!



## 5. RUN THE STRATEGIES

**KT**  
GOALS



**KNOWLEDGE**  
USERS  
(AUDIENCE)



**KEY**  
MESSAGES



**KT**  
STRATEGIES

Inform  
Policymakers/  
Decision Makers

- Congressman
  - Chiefs of cabinet
  - Technical representatives inside the government

- Summarized ideas
  - ROI data
  - Killer facts
  - Compelling stories

Policy brief  
Position paper  
Evidence brief  
Rapid response synthesis  
(End of Grant KT)\*

\*Integrated KT (roles): Collaboration/partnership, science policy fellowship, knowledge broker

# 2-PAGE POLICY BRIEF

Appealing title



Informative infographic

Well summarized findings

Useful info to guide decision making



Interesting Boxes

Straightforward and concise

Space for references

Author's contacts

Easy Telling

## 5. RUN THE STRATEGIES

# STILL NO EVIDENCE AROUND SOCIAL MEDIA IMPACTS ON POLICYMAKING

- About 20% of current scientific papers shared on Twitter (Haustein, 2015)
- How social media definitively affects health policy is not clear, and evidence is scant.



## 5. RUN THE STRATEGIES



“It became clear to me the correlation between talking about my research online on social media and the spike of downloads of my papers”

***Melissa Terras, Honorary Professor at Centre for Digital Humanities at University College London (UCL)***

# 6. Evaluate

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## And Measure

(How to make sure you reached your  
initial KT Goals)

- **WHAT** are the best ways to evaluate the uptake and impacts of evidence?
- **HOW** to find out the strategies that have worked the most?

## 6. EVALUATE AND MEASURE

“There is very limited evidence of “**what works**” to turn scientific evidence into policy”



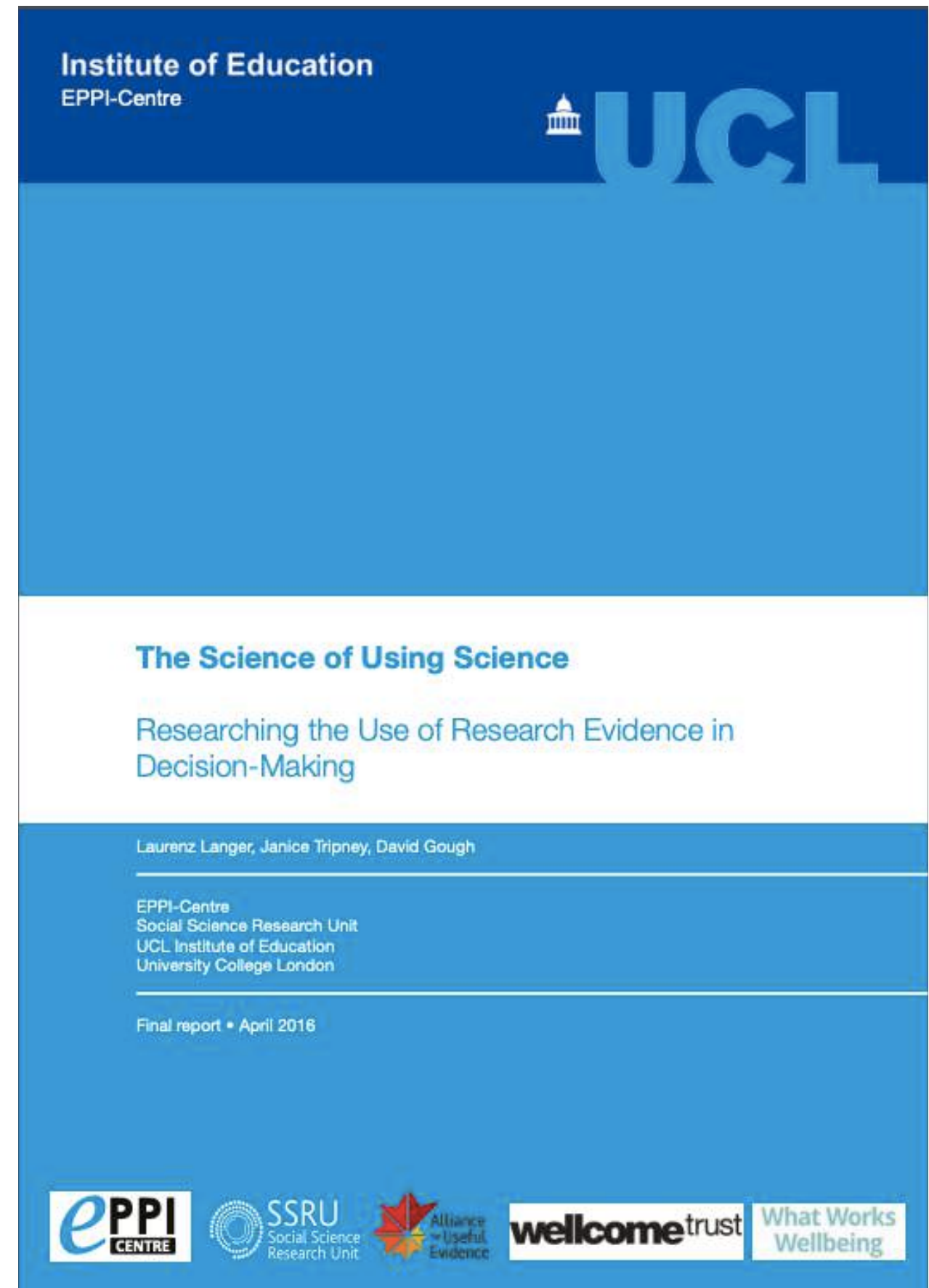
**Paul Cairney**, *Professor of Politics and Public Policy at the University of Stirling*

He is a world expert in evidence-based policy and more broadly, knowledge translation

## 6. EVALUATE AND MEASURE

2016: UCL conducted two Systematic Reviews to verify strategies that worked the best to increase research use

103 existing reviews  
assessing what  
interventions work to  
increase research use



## 6. EVALUATE AND MEASURE

### **EVIDENCE OF EFFECTS**

Outcome: evidence use by decision-makers

#### **Facilitating access to research evidence**

Ex: trying to enhance decision-makers' opportunity and motivation to use evidence

#### **Building decision-makers' skills to access and make sense of evidence**

Ex: training programs to enhance both capacity and motivation to use research evidence

#### **Fostering changes to decision-making structures and processes**

Ex: evidence-on-demand services

*(L.Langer et al., 2016)*

### **EVIDENCE OF NO EFFECTS**

Outcome: evidence use by decision-makers

#### **Interventions that take a passive approach to communicating evidence**

Ex: simple dissemination tools – opportunities to use it

#### **Passive approach to building skills**

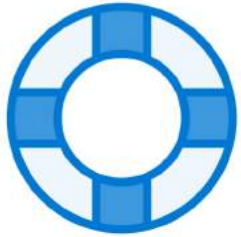
Ex: seminars and communities of practice without educational components

#### **Skill-building interventions applied at a low intensity**

Ex: half a day capacity-building programme, one time

#### **Unstructured interaction and collaboration between decision-makers and researchers**

## SUMMARY



Understand the knowledge users' needs and the best channels you can use to influence them



Select the specific findings that can provide solutions and answers to them



Share this evidence using the clearest language in the most straightforward format you can think of



Don't forget to include the arguments that will resonate as music to their ears (cost-effectiveness)



Evaluate the uptake of knowledge and changes you study was able to make possible

**1. HAVE YOU EVER TRIED TO USE  
EVIDENCE TO INFLUENCE  
POLICYMAKERS IN YOUR YOUTH  
RESEARCH?**

**HOW WAS THIS EXPERIENCE?  
(MAIN CHALLENGES, ACHIEVEMENTS AND  
LESSONS LEARNED)**

**2. WHAT RECOMMENDATIONS  
DID YOU LEARN FROM THIS  
SESSION THAT CAN BE APPLIED  
TO YOUR CONTEXT?**

