Communicating youth research in 6 steps

Introduction

Youth research can inform policymakers and practitioners about what works, what sounds promising and what does not work. It can generate knowledge about young people's lives that can guide youth policy and practice and can also generate knowledge about policy and practice itself. The value of this knowledge is its ability 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 policymakers, practitioners and other audiences is a crucial task to reach this goal.

Over the last decades, there has been increasing international research attention on reducing the evidence-practice and policy gap. One of the most used, referenced and researched approaches to bridge this gap is Knowledge Translation (KT) or Knowledge Integration (KI), often described in more than 20 other terms.

What KT is
Independently of naming, KT is an umbrella of tools and activities to move research evidence into the hands of people and organisations who can put them into practical use to generate impact.

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

This is not a synonym for scientific dissemination, which aims to communicate scientific information to a single type of (general) audience, in the expectation that different readers - including practitioners and policymakers eventually - will read, understand and apply the information in their routines. KT 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 to impact them. Roughly speaking, we can say that this approach focuses on meeting the needs of those who will receive the message, what we call the knowledge users or niche audience, and refine the content to be consumed and used.

Origins of the KT

Although knowledge translation started in agriculture, it was in the health sector that the concept gained traction and importance. KT techniques applied to health began to be developed in the '70s but at the end of the' 90s and 2000 became more institutionalized and implemented by the United States and Canada, currently 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 sensitize policymakers and practitioners, especially when they actively participate in the research process: from the definition of research gaps and needs to the implementation.

Essential factors in reaching policymakers and practitioners

A full systematic review conducted by British institutions in 2014 analyzed 145 studies and 13 systematic reviews in various areas of knowledge on the influence of research on decision making (Oliver et al, 2014)[1]. The study identified the main barriers and factors that facilitate evidence by decision-makers and public policymakers.

Main Barriers:

- Little access to good quality relevant research
- Research results are released at different times than required by decision-making processes.

Factors that facilitate the use:

- Continuous collaboration between researchers and the knowledge users of the study
- Good relationship and communication skills between the two parties
- Continuous live dialogue, preferably
- Matching the evidence and the needs of the knowledge user
- Knowledge users' skills and responsiveness and ability to understand the studies

Best timing to introduce KT in your research

There are two moments to start planning to disseminate the evidence from your youth studies. Both have the advantages, disadvantages and trade-offs listed below:

Since the beginning of the project

It means identifying and involving your knowledge users in all stages of your research to facilitate the communication plan and dissemination of results.

Benefits

- Develop studies' hypotheses that meet the needs of those who will use the evidence

[1] Oliver, K., Innvar, S., Lorenc, T. et al. A systematic review of barriers to and facilitators of the use of evidence by policymakers. BMC Health Serv Res 14, 2 (2014). https://doi.org/10.1186/1472-6963-14-2

- Ease of sharing results
- Greater chances that the evidence will be used because the audience feels part and owner of the process

Disadvantages

- Greater chances for the audience to influence the direction and results of the study

Upon completion of the study

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

Benefits

- Scientific freedom without interference
- Greater autonomy

Disadvantages

- The lack of involvement of your knowledge users since the beginning of the study can lead to a lack of interest and low levels of use
- Difficulties in identifying the real needs of the audience and the best time to communicate their results

The 6 Steps adapted to youth research needs

There are several KT models and approaches applied around the world. Some of the most used are the Knowledge to Action (Graham et al, 2006) and the one from the Canadian Institutes of Health Research (CIHR, 2012). This guide is based on the six-step KT model customized by EasyTelling and the Partnership between the European Commission and the Council of Europe in the field of Youth especially to meet youth researchers' needs. They are inspired by the 13 steps approach (The Hospital for Sick Children, 2008, 2013, 2019) developed by Canada's Sick Kids Hospital linked to the University of Toronto, both global references in the field.

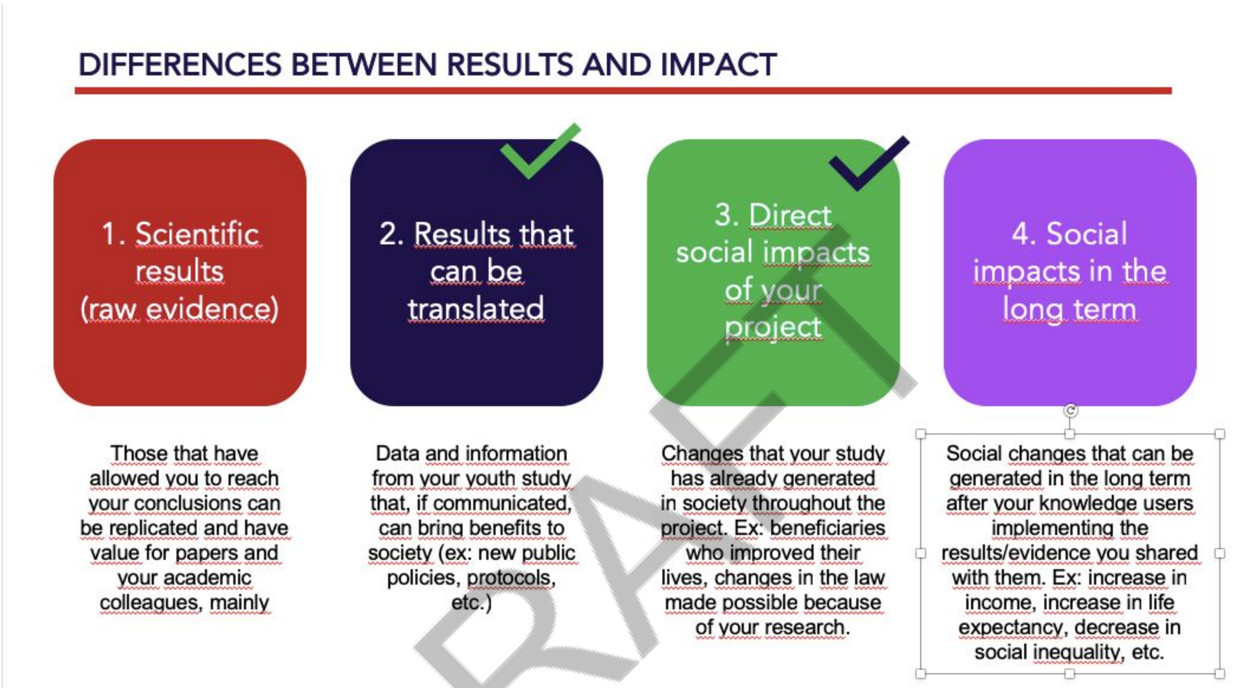
Through them, any scientist will be able to communicate his results attractively and effectively to your selected knowledge users. It does not matter if you have little experience in communication or the complexity of your area of expertise. The following steps will help you select the specific results to communicate to your knowledge users using appealing messages in the most appropriate format, channels and dissemination strategies for them, evaluating their reach and effectiveness at the end of the process. These are 6 proposed steps:

Step 1: Identify your research results
Step 2: Establish what outcomes you want to achieve with them
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 describe the differences between all these steps. It explains the differences between the scientific evidence on youth and the processes they need to go through to be shared (and consumed) effectively:

Step 1: Identify your research results

One study can generate many different results for different knowledge users. So, the first step is to select the information that needs to be communicated among all the findings you produced. We can start by differentiating them in the diagram below:



In this guide we will focus on the number 2 and 3: the results that can be translated and the direct social impacts of your project. By providing examples for all the four types, we can help to differentiate them:

1. **Scientific results (raw evidence)**

Example:

You can also include here details of the methodology and more academic results: such as articles, chapters and published books, as well as participation in conferences and seminars. All of this can be very interesting for researchers, posters presentations, etc, but it is not very relevant for decision-makers, practitioners, youth and public policymakers.

These are essential data to support other studies, but not to guide decision making or influence public policies, for now.

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

Example:

3. **Social impacts/progress generated by your study to date** (Social impacts/progress to date (what effects has the research process had so far should be communicated, such as a new youth program generated by your research, a new regulation or policy).

   Example:

   They are especially important and valuable for your funders because they show impact and, thus, return on the investment (ROI) made in your project. But they can be useful to a more broad audience to inform:

   - **Lessons learned in the process**: information or recommendations that can improve the work of your knowledge users. All the experiences you went through in the field can be instrumental for the audience you want to target. For instance, if you implemented and tested a youth program, it is vital to communicate which aspects/initiatives worked well to achieve your goals and what did not.

   - **Case studies relevant for policymakers and practitioners**: if this same youth program was implemented before in different locations or situations it is useful to inform the youth population attended (sample) and also the key elements to be replicated in other contexts. It can also include real human stories that help to base your findings. If there are people who participated in your research, you can insert quotes and testimonials from them.

4. **Social impacts in the long term:** long-term social changes to which the project had a contribution. Ex: increase in the youth income, more youth participation in politics, decrease in social inequality, etc. Although they are really difficult to be captured and measured by researchers, this info can serve as arguments to extend the program/project to other contexts and/or raise more funding for the expansion of the study.

   Example:

Now that you know the difference between them, reflect on a moment in your study and write down the main three:

- Translatable results:
- Social impacts and progress generated by your research so far:
- Lessons learned in this process:
- Relevant case studies for your audience:

Step 2: Establish what outcomes you want to achieve with them

Now that you've selected your study's results that deserve to be shared, it's time to define the changes/outcomes you hope to generate with them in society.

Three key questions can help you identify them:

What change do you want to bring about in reality with the result you are sharing?
Example: Improve the access that young people from ethnic minority backgrounds have to youth programmes

What do you need to do to achieve this goal?
Example: Communicating the reasons young people from ethnic minority backgrounds might be excluded or less likely to access youth programmes and how the barriers to access might be removed.

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

What do you hope to generate with the disclosure of your results?
Example: to enable youth workers to have a better understanding of the often exclusion and barriers faced by young people from ethinc minority backgrounds, and enable them to increase the number of young people from ethnic minority backgrounds accessing youth programmes.

There they are. The answers to question 3 are the objectives of your communication plan. Write them down here. Try to set a maximum of two goals per audience. Defining them now it' crucial to evaluate if you reach them in step 6.

Other examples of goals:
Generate interest
Aware
Share knowledge
Inform or inspire other research
Guide decision making
Support new laws
Facilitate change in practices and behaviors
Changing public policies

Step 3: Identify your knowledge users

If your communication plan were a house, this step would undoubtedly be its pillars of support. Without them, construction doesn't stand up. Identifying who will use your information - your audience - is the most crucial step in disseminating your results because it helps to decide:

- Which parts of your research findings are most relevant to each audience
- Information needs and thus the most appropriate message and arguments
- Formats
- Dissemination Strategies
- Communication channels

Your knowledge user is the person/group with the power or chance to act on the situation you want to change with your research (step 2). This question will help you define the “for whom” to share:

Which knowledge users (audiences) do you need to share your results with for them to achieve the objectives of step 2?

There are different groups of knowledge users, all of whom might wish to make use of evidence generated by your research differently. Each group of knowledge users can be thought of as a potential audience for your research that you are hoping to communicate with.

Each audience has different information needs. These different audience(s) will prefer different formats to receive information in and will also be reached through different channels. Most importantly, different parts of your research will be relevant to different audiences because they may wish to use the knowledge generated by your research in different ways. The parts of your research findings that are interesting to policy maker audiences might be different to the parts which are interesting to youth workers audiences, for example.

We have identified five general groups of knowledge users for youth research, and their information needs below. This gives a starting point for identifying potential audiences for your study. Your work may be relevant to all of these groups, or only some of them. You might also wish to consider additional groups of knowledge users, or identify specific individuals and institutions within these groups.

Youth policymakers; Identify ways to improve and inform upcoming youth policy agendas and decisions	
Type of information they need	*Timing of communication*
Policymakers need to understand the key implications of your research for *specific* areas of youth policy and the work programmes of different types of institutions (e.g. Youth Ministries, European Bodies etc) Communication products 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 with policymakers when they are in the process of developing a new policy, or reviewing a particular policy area, that is relevant to your research is likely to be most effective. That is why it is essential to keep track of all new discussions on the youth policymaking horizon. However, it can also be important to suggest new areas for policy development whilst policymakers are in the process of setting their upcoming agendas and/or defining budget for the initiatives.

Cross-sectorial policymakers / policymakers outside of the youth sector*;* Identify ways to improve and inform upcoming policy agendas and decisions for young people	
Type of information they need	*Timing of communication*
Policymakers outside of the youth sector may need to be persuaded of the value of a specific focus on young people. They need to understand the key implications of your research for *specific* areas of their policy agenda or work programmes, and the implications for young people might be considered within this.	Communicating with policymakers when they are in the process of developing a new policy, or reviewing a particular policy area, that is relevant to your research is likely to be most effective.

Practitioners (e.g. youth workers, youth leaders; Develop accessible, engaging content in a variety of formats, which gives practical tools and guides and is continuously available	
Type of information they need	*Timing of communication*
Practitioners need to understand what changes and improvements they can make to their programmes and projects for young people, based on your research findings. Communication products for practitioners should focus on practical	Practitioners are a large audience, having information continuously available is important in order to

ideas which 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 competencies to do this.	enable practitioners use it on an ongoing basis.

Youth organisations and youth advocates; Supply information and evidence that can be used to inform advocacy campaigns and positions.	
Type of information they need	*Timing of communication*
Advocates often have established policy positions, and they value receiving evidence and research that can support their arguments for those positions. Communication products for advocates should focus on summarising the key parts of research which provide useful evidence for advocacy work. Easy to remember data, usually in the format of news headlines are well received and needed.	Contact youth organisations when they are preparing and running campaigns relevant to your research. Try to build relationships with them regularly while running your research - this helps to map out their needs and keep them informed.

Young people who participated in your research; Identity what has happened as a result of their participation in the research	
Type of information they need	*Timing of communication*
Young people who have taken part in your research need to receive feedback on what the key findings of your research are, and what steps and actions you are taking to improve things for young people based on your research. Communication products for research participants should give a simple outline of your findings, communicate how you are sharing those findings with other stakeholders and what impact might be expected as a result	You should aim to communicate with research participants as quickly as possible after completing your research.

Try to be as specific as possible. Instead of merely listing "policy maker" prefer to define the Ministry of Youth and Sports in Romania, for instance. If you have the person's name, even better. Besides their needs, as explained above, being specific will also help you to map accurately:

- Advantages in considering your results in his daily life (how your info help them in their decision making, for instance
- Arguments that sound like music to their ears
- Barriers that can prevent them from accessing, reading and understanding what you have to say such as:
    - Beliefs
    - Lack of understanding and sensitivity to the topic
    - Lack of time
- How they get the information they need and who influences them the most in their decisions and when (and who you will also have to influence)
- How prepared is he to make the decision and change things based on your results

Working with stakeholders to reach your audience(s)

There is a kind of rule in the Knowledge Field: for all shared results, there are always forces of collaboration and opposition to it.

A research project is likely to have stakeholders who can support, advocate for or share results with your audiences more easily. This could be a funder of your research, or organisations you have collaborated with during your research process, such as through a research steering group. During dissemination you might also identify new stakeholders such as training bodies or youth organisations.

Other common stakeholders/supporters nclude:

- Other researchers
- Young people already benefited by your research somehow
- Study funders
- Youth NGOs civil society organisations and other related fields
- Organisations that implement services/programs/initiatives

Bare in mind that is important to differentiate:

KNOWLEDGE USERS = AUDIENCE = who effectively will use the result e.g. Youth policy maker of a particular country, The Council of Europe Joint council on Youth

STAKEHOLDER = people or organisations who are also interested THAT THE RESULTS reach the audience / decision-makers /THEY CAN HELP DISSEMINATE THEM Ex: The European Youth Forum, SALTO Resource Centres, The EU-CoE Youth Partnership

Stakeholders can be well connected to your audiences and able to disseminate your communication products to them. They will be able to help you understand your audience's needs and advise on which parts of your research are most relevant to your audience(s).

Collaborating with stakeholders during knowledge translation can help you

- Identify your audience(s)' needs more clearly,
- Gain support from stakeholders to disseminate your communication products,
- Reach a wider audience for your work.

The best stakeholders are those who:

- Have a close relationship with the youth field: the deeper it is, the more engaged they will be
- Are in a position to decide support: in general, they occupy more senior and executive positions in their organisations
- Have time and interest in dedicating themselves to the dissemination of your results
- Can offer skills that you don't have: if your supporter has a communication team, he can help you prepare materials, for example.

However, stakeholders also have their own interests and motivations. They are likely to be most interested in promoting the aspects of your research that support their own goals and agendas. When identifying which stakeholders to collaborate most closely with, it can be useful to think about how the findings of your research may complement, or challenge, your stakeholders existing work. This can help you identify which stakeholders you can collaborate with more effectively as well as which sort of content and arguments they are most likely to disseminate to your audiences.

Step 4: Develop content and arguments (the messages)

We have already seen that it is not enough to communicate the results and numbers of your research exactly how they came out from the papers. It is necessary to create a set of phrases/ideas that meets the preferences, the context and the needs of EACH OF YOUR AUDIENCES. That's because each of them is more receptive to a particular type of argument, format and strategy, as we saw in step 3.

In general, to build a compelling message, you must be able to answer the following three questions:

- What do the results of your research represent for the context and situation you want to change?
- Why are they important?
- What actions or recommendations should your audience take based on the results you present to them?

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:

Research result
Career academy program increases the future earnings of students. Our study shows that its student participants made 11% (over 2000 euros) more per year than non-participants of the program in the same school that housed it.

Youth policy makers: There was an 11% increase in annual earnings (over 2000 euros) per student during the eight years of the program. The total earnings gain was $20,452 per student over the eight years.

Congressman: The cost per student was partly offset by the increased tax revenue resulting from the program's gain in earnings.

Employers who will support students: The program costs approximately $3,800 to $7,600 per student throughout their three or four years.

Sounding like music to your knowledge users
The best message is one that sounds like music to your audience's ears.

Therefore, it is necessary to choose the arguments carefully. As humans, we tend to pay more attention to things that can make a difference in our lives or are closely related to our routine's needs. Following this premise, it's essential to find the arguments on your research that will somehow benefit your audience. Think about how your audience would use your results in all sorts of aspects, including economically and politically, especially if you want to reach policymakers. Important to highlight that, by adopting this strategy, we are not bargaining anything here, but just trying to pave the way, better, the ears of your knowledge users for the things you have to say. It's like opening a channel for dialogue using the information to catch your knowledge users' attention.

For example, for managers, the cost-benefit argument or how much the problem on youth costs compared to the solution's investment can be persuasive in several cases.

Example:

- Studies show young migrants are twice as likely to be unemployed compared to other young people, despite jobs being available. This loss of productivity represents a loss of 1 million EUROS per year to the regional economy. Pilot projects have demonstrated that providing language classes and orientation programs 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 EUROS , less than ¼ of amount the loss of productivity costs us.

Besides this cost and benefits argument, its worth including in your messages as well:

It's worth including

- Context of the problem and why your research is essential to understand/solve it
- Cases that prove effective in adopting the proposed recommendations and human stories
- Benefits (economic, political, social) in adopting them
- Call to Action (CTA): what practical actions do you expect from your audience by sharing your results? Ex: changing a policy, scheduling a meeting

Please leave them out:

- Methodological details
- How did you come to the conclusions
- Literature Review
- Specificities and scientific data that only interest other researchers and scientific articles

Form to identify the key messages and information to be shared

In order to guide you in the process of framing the most convincing and appealing message to EACH one of your knowledge users, we've developed the form below:

To each one of your knowledge users, define:

o Findings to support your message:
o Main arguments for raising their awareness:
o Best time to disseminate them *(it means the best window of opportunity. For instance: when policy makers and organisations are finalizing budget and policies for the next year):*
o Human stories, cases, testimonials and anecdotal examples to humanize the narrative:

We've used an example to fill the fields and illustrate what aspects and information are important to bring about.

The four steps to frame the best messages

Now that you identified the key messages, arguments, stories and narratives of your study, it's time to put them all together in a logical and progressive sequence or narrative using these four steps:

1. Information gap that your study bridges
   Example:

2. Main (macro) problems of this gap in the society in general and how your project can address this
   Example:

3. Your main results (already selected) and how you got there (include just a glance of the method in one sentence)
   Example:

4. Implications of your results for your audience (in other words: why they are important for them)
   Example:

Hunting the jargon!

Simplifying the language does not mean diluting the strength and complexity of your research. It means facilitating your audience's life. There is nothing so complicated that a researcher cannot explain in a way that everyone understands. The British theoretical physicist and cosmologist Stephen Hawking is proof of this. He humorously explained quantum physics in his book The Great Design, which became the New York Times' Best Seller.

After drafting your messages, reread them trying to identify, eliminate and replace all scientific jargon. Don't wait for your audience to press the SAP/closed caption key. Make her life easier by doing this job!

Avoiding excessive nouns is one of the best ways to make your texts more straightforward. Especially common in social sciences, those gigantic words sometimes seem to be created to make a concept even more abstract. Example: Do not use passivisation, but "passive behavior".

In this matter, it's better consider the advice of the American writer Mark Twain:

"I never write metropolis for seven cents because I can get the same price for city. I never write policeman because I can get the same money for cop"
Mike Twain

Example of a clear and accessible message in the youth field
The video is intended for practitioners and youth activists. It focuses on only a part of the studies 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-CoE 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.

The formula for an effective elevator pitch
Funders or other stakeholders sometimes can ask researchers to record short videos to explain their research results. If such a task falls on your lap, do not despair or pull your hair out. You can use the four-step summary formula described above or the elevator pitch formula. Very common in the business world and startups, this technique is nothing more than a fast way to present your research. The term received its name from the famous "elevator conversations" because it cannot last more than an elevator ride: from 30 seconds to a minute. It is also useful when meeting an audience at events or, more recently, after the coronavirus pandemic, on video conferences.

1. **Present the problem in a larger context**
   Example: Studies show young people today suffer from more mental health challenges, fuelled, in part, by a wave of drug-related deaths.

2. **Potential solution developed by your study**

Example; We’ve created a programme aiming to reduce these rates in five countries that showed promising results.

3. **Call to action (action/attitudes that you want from your audience)**
   Example: Would you like to schedule a coffee or meeting to hear them?

Step 5: Reaching the audiences

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

There are two guiding questions here:

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

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

Step 2
Goals/Outcomes
Ex: inform practitioners about an intervention that your study proved to be effective to prepare young people for their first job interview

+

Step 3
Knowledge Users
Ex: practitioners of Career Counselling in Youth Work in five european countries

+

Step 4
Type of message
Ex: case studies, lessons learned on what worked well and what did not work, recommendations on how to run the programme

=

Step 5
Most adequate strategies
One-pager cards
How-to guides
Videos
Training pieces

A strategy for each audience

We present here the most suitable dissemination strategies according to the goals and knowledge users you defined in step 2:

Policymakers; Develop concise, but in-depth content, that focuses on how to improve the policies that policymakers are currently working on.		
Goal	*Format of communication products*	*Dissemination strategies and channels*
Inform decision-making processes, share recommendations, influence regulations, change practices/public policies or	Clear concise written documents that focus on the implications of your research for policy. Policy briefs and cards with no more than two pages use to work well These should be detailed enough to show clearly that your policy suggestions are balanced, well thought out, and supported by your research findings. They should signpost policymakers who wish to consider your work in more detail to other documents you have produced or other youth studies relevant to your work. When working with policy makers outside of the youth field it's particularly important to avoid youth sector jargons.	Direct mailing to specific individuals and institutions Roundtable events and discussions Presentations at strategic events Dissemination through advocates (people or organisations) When working cross sectorally it can be particularly important to ally and collaborate with youth policymakers as a way of connecting to policymakers outside of the youth sector

<table>
<tr><td colspan="3">Practitioners (e.g. youth workers, youth leaders); Develop accessible, engaging content in a variety of formats, which gives practical tools and guides as well as being continuously available</td></tr>
<tr><td>Goal</td><td>Format of communication products</td><td>Dissemination strategies and channels</td></tr>
<tr><td>Develop the competencies of practitioners and improve youth projects/programmes</td><td>Practical resources such as how-to guides, training materials, self assessment tools, etc.

Multimedia formats such as videos and infographics can be beneficial.

This should communicate information in a way which 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</td><td>Make communication products available through existing platforms and organisations designed to support practitioners. (e.g the EU-CoE Youth partnership website, SALTO Resource centres, Local and National training bodies)

Host training and dissemination events, such webinars and conferences target practitioners. It can be beneficial to collaborate with training providers or youth organisations to run these.

Social media campaigns can be useful, particularly when products are distributed through organisations and institutions which have an existing practitioner following</td></tr>
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Youth organisations and youth advocates; Develop accessible content that can be re-used to support advocacy campaigns and act as research evidence for advocacy positions.		
Goal	*Format of communication products*	*Dissemination strategies and channels*
Enable young people to use research findings in their advocacy work	Concise summaries, infographics, slide decks, fact sheets, diagrams and other tools which advocates can re-use to help them communicate the findings of your research as part of their advocacy research. Reusable products and graphics which can be customized and redistributed can be valuable. These 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 organisation to redistribute communication products to their members Social media campaigns can be useful, particularly when products are distributed through organisations and institutions which 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 of communication products*	*Dissemination strategies and channels*
Provide feedback to participants about what has happened with the things they said in the research, and how this might improve young people's lives.	Multimedia formats such as videos and infographics can be beneficial. Stories with a tweet's size (280 characters) and posts on Tik Tok and Instagram One-page cards to be shared on WhatsApp This should communicate information in a way which is simple, easy to understand and does not focus heavily on academic concepts, methodology or terminology. It's particularly important to avoid youth sector jargon	You can invite research participants to share their contact details with you during the research, and share the communication products with them directly. WhatsApp groups. Social media campaigns

Examples of practices

Below we present two cases: a well-illustrated, attractive and straightforward one-page infographic on social values for young people and one single study communicated in at least five different strategies/formats:

- Thematic reports to the academic community
- Open access training for youth workers
- Conference for policy makers and practitioners
- Policy briefs for policy makers
- Movie/doc produced from different videos produced by young people themselves or supported by researchers and practitioners

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 EU Commission Horizon 2020. The project produced a wide variety of communication products. Products focused on different aspects of findings and different audiences. www.partispace.eu

Examples of their communication products included

- Open access thematic reports aimed at the academic community e.g.: 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, Martin C, (2018). Deliverable 7.4 : European Policy and Research Conference. Zenodo. doi:10.5281/zenodo.1240316

- A number of policy briefs for policymakers e.g.: Partispace Policy Brief No 1 (2018). 1 Spaces And Styles Of Youth Participation Key Findings And Recommendations For Policy And Practice

- A video overview of the project

Example of Practice
This infographic on the social values of youngp[eople 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-CoE Youth Partnership. Strasbourg

The dissemination was also supported by a webpage, giving a simple overview of the paper and a webinar aimed at policymakers. Both the webpage and the infographic were prompted widely on social media to attract interested parties to read the paper and to take part in the webinar.

Step 6: Follow up and evaluation

When we speak about evaluation, we DO NOT refer 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 how effective your knowledge translation process was in sharing the results with your defined knowledge users. We will evaluate how much each one of my selected audiences accessed, used, uptook and understood the information on the study shared with them against the outcome/goal you established in step 2. So the metrics would be, for instance, the number of downloads of a specific brief, a change in a youth regulation of a particular location, etc.

We provide you three questions to guide you in the process of selecting the best method to evaluate your outcomes against:

1. What was the REACH of my message, and who was reached by it?
Indicators
- number of youth policymakers to whom you sent policy briefs (Ex: 27)
- number of downloads of the communication pieces from your or your institution website (ex: 2000)

2. How much did my user understand/absorb from the information I shared?
Indicator
- percentage of youth policy makers who understood the content of the policy brief = 20%

3. How much and how did my audience use my information? What did they do with her?
(coming back to the cake analogy, would be the knowledge consumed)
Indicator:
- From the total number of youth policy makers who had access to your study's materials, how many actually used them to make a decision, implement a program or change a regulation

REACH INDICATORS

NUMBER OF MATERIALS/COMMS PIECES 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 on a particular topic because of the shared pieces

USE INDICATORS

NUMBER (OR PERCENTAGE) OF USERS THAT:

Intend to use your study's results and how
Adapted the results to solve a problem or make a decision in their daily lives
Used the information to support a program or policy
Used the results to train people

OTHER RESULTS INDICATORS

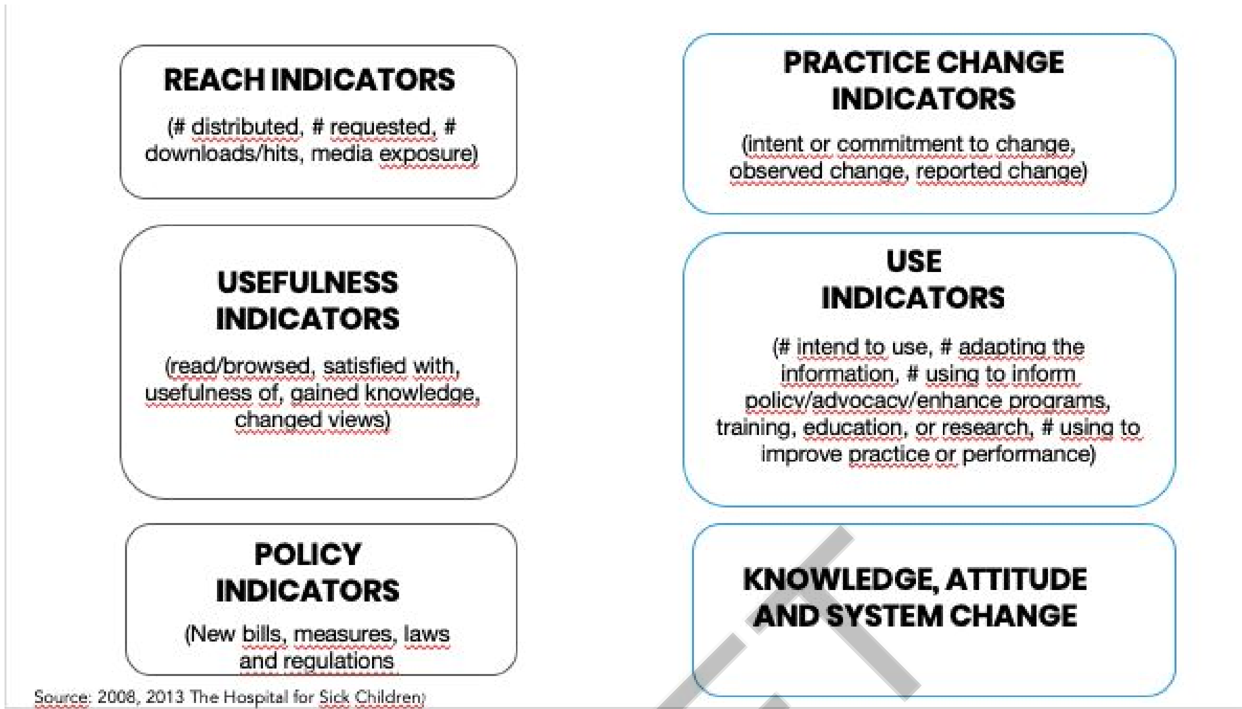
CHANGE IN POLICIES, LAWS, CULTURES/BELIEFS

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

INTEREST

- Number of requests for information from your audience
- Presentations for policy makers, practitioners and young people

Summary of indicators according to the method:
(table/figure)


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
(# intend 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
Source: 2008, 2013 The Hospital for Sick Children)