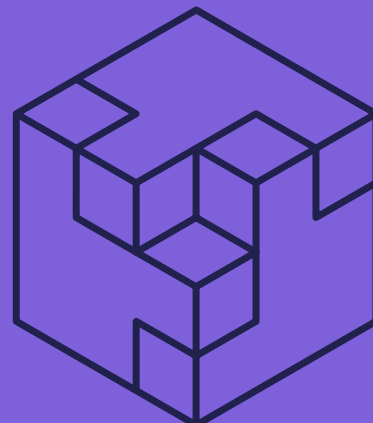
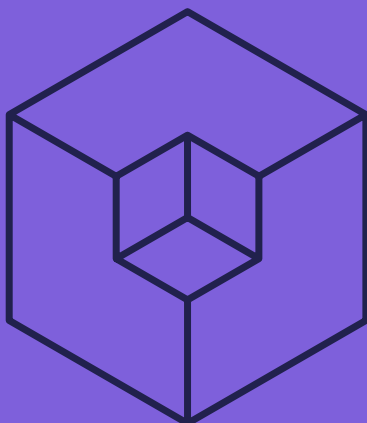
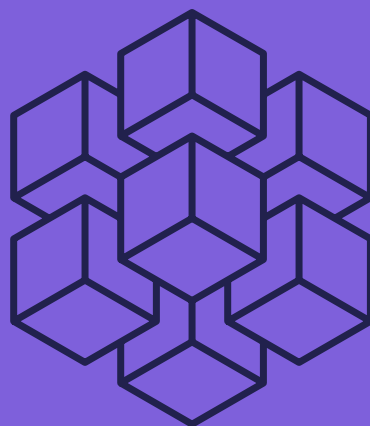


Scaling Impact Training for IDRC Grantees

Facilitator's Manual



scaling
science



IDRC • CRDI

Canada

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Introduction

This document is a facilitator's manual for the scaling impact Training for Grantees.¹ It outlines the training approach, structure, materials required, session content and suggestions for running the session.

The training has been designed for IDRC grantees with any level of knowledge and experience of scaling. The objective is for IDRC grantees to understand the concept of scaling impact and be able to confidently apply it in their research projects.

The training is informed by IDRC's work on [scaling science](#). It focuses on the evidence-informed, principles-based approach to [scaling impact](#), and accompanying guidance on how to put the principles into action in research projects: *The Scaling Playbook*.

Training approach

The training combines constructivist and experiential approaches. It is constructivist because it will work with participants' current knowledge and experience of **scaling science** (catering for varied levels of knowledge and experience) and will build on that knowledge to introduce or consolidate a shared understanding of scaling impact and its four guiding principles: justification, optimal scale, coordination and dynamic evaluation. The training takes an experiential approach by prioritizing practical exercises, reflection, case study reviews and peer discussion, so that participants will learn by doing.

Learning outcomes

As a result of the training participants will:

- Understand the concepts of **scaling science** and **scaling impact**, and why IDRC is working toward them.
- Understand the four guiding principles for scaling impact: justification, optimal scale, coordination and dynamic evaluation, and how to apply them in research projects and programs.
- Understand and be able to apply the tools in *The Scaling Playbook* to their own work.

Training structure

This training is for IDRC grantees and has been structured into two sessions:

- **Session 1:** Understanding scaling impact (2 hours)
- **Session 2:** Applying the guiding principles for scaling impact to a research project (2 hours)

The training can be delivered in either an in-person or online setting. It is best to do both sessions within one week if possible—this should allow reflection on content between sessions. Different intervals are possible, but it is best to avoid letting more than one week pass between each session.

1. There is another version of this training designed for IDRC staff, which has its own facilitator's manual and suite of resources. The training designed for IDRC staff has three sessions. The first session is identical to this one for grantees, and the second session has a similar structure but with different exercises.

Each session contains lecture-type content delivery, practical exercises and space for discussion and reflection.

The timing and duration of each session has been planned for approximately 16 participants. The training can be delivered with any number of participants, but facilitators should keep in mind that they will need to encourage more participation in a small group and limit it in a larger group in order to adhere to the suggested times.

The following tables show the sessions outline. The session time has been left empty and should be completed by facilitators, according to the chosen start time for the training session.

Session 1: Understanding scaling impact

Purpose: Introduce the concepts: scaling science, scaling impact and the four guiding principles for scaling impact: justification, optimal scale, coordination and dynamic evaluation.

Session time	Duration	Title	Purpose
	15 minutes	Welcome and introductions	To introduce trainers and participants to one another and to review learning outcomes and participant expectations
	10 minutes	Plenary discussion. What does “scaling” mean to you?	To encourage participants to reflect on and share their existing knowledge and experience with scaling
	30 minutes	Presentation. Key concepts: Scaling science and scaling impact	To introduce participants to the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation)
	10 minutes	Break	
	20 minutes	Presentation. The guiding principles for scaling impact: An overview	To explain the four guiding principles for scaling impact through a case study
	30 minutes	Group work. Applying the guiding principles for scaling impact using scenarios	To reflect on how the guiding principles can be applied in practice—as well as some of the challenges to applying them—using project scenarios. Group work (20 minutes) followed by a plenary (10 minutes)
	5 minutes	Close	To recap the main concepts and signpost additional resources to consolidate and expand learning

Duration: 120 minutes

Session 2: Applying the guiding principles for scaling impact to a research project

Purpose: Reinforce the four guiding principles for scaling impact: justification, optimal scale, coordination and dynamic evaluation, and explore how to apply them in research projects and programs. Introduce the tools of *The Scaling Playbook: A Practical Guide for Researchers* and how they can be used to achieve impact at optimal scale.

Session time	Duration	Title	Purpose
	10 minutes	Welcome and agenda	To welcome participants back and ask them to share the key messages, questions and reflections that the first session elicited; introduce Session 2
	10 minutes	Presentation. Applying the guiding principles to the research process	To introduce participants to <i>The Scaling Playbook</i> as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing
	35 minutes	Presentation. <i>The Scaling Playbook</i> and worksheets	To introduce participants to <i>The Scaling Playbook</i> as a practical resource to approach the complex challenge of scaling for impact. Show the use of the <i>Playbook</i> worksheets and reflect jointly with participants on how they can be used
	10 minutes	Break	
	50 minutes	Group work: Using the <i>Playbook</i> worksheets and applying the scaling impact principles to a research project	To apply a selection of the <i>Playbook</i> worksheets to a research project, reflecting on how scaling impact and the worksheets helps participants think differently about their projects, and to identify the challenges and opportunities in scaling impact Group work (35 minutes) followed by a plenary (15 minutes)
	10 minutes	Close	To recap the main concepts and explain further resources to consolidate and expand learning; close training

Duration: 120 minutes

Preparing for the training

This manual will help facilitators prepare and deliver the scaling impact training for grantees. Here you will find outlined how each session should be run (and how to prepare for them), the key talking points and the process suggested to follow.

For each session (and section) this manual outlines the purpose, duration and required resources, as well as key notes describing what to say with each slide. You will see notes in *italics* that describe the suggested process and notes without italics that describe the suggested content to share with participants. These are just suggestions on what to say and how to deliver the training; there is always room for flexibility in what facilitators add to enrich the contents (for instance, examples of their own working experiences).

The steps describe the process for both an online and a live setting, and explain the resources needed and where to get them.

This manual has the full content and should be kept at hand during the sessions to help facilitators follow the sequence of the training.

Facilitators

The training should be delivered by two facilitators who are familiar and comfortable with the scaling impact concepts; ideally, they should have participated in the scaling impact Training for IDRC staff. The role of the facilitators is to deliver the content, introduce and lead the exercises, moderate discussions, engage with participants, manage the different resources and monitor the time for each activity. To undertake these tasks more efficiently (and seamlessly) the training is designed to be delivered by two facilitators.

One facilitator could lead the delivery of the contents and the other one could be responsible for having all the required materials available at the right time, splitting participants into groups (either live or in virtual rooms) and monitoring their questions. These roles could alternate for each section or stay the same throughout the training session.

Facilitators should coordinate before the training session to divide tasks between them and define what sections they feel most comfortable delivering.

Experienced facilitators who find the suggested notes too prescriptive can use the content for each slide as guidelines and incorporate their own content and experience into the training.

Preparation

Facilitators should take the following actions to help participants prepare for the training. Specific preparation notes are also provided for each individual session.

- Read this document in depth, make annotations when/if needed and review the accompanying [course pack](#).
- If required, re-visit some of the reading lists related to each session in the [course pack](#).
- Agree on a date and time with participants.
- Send a welcome email in advance (see [Annex 1](#)) and another other email reminding participants of the second session and how they should prepare for it (see [Annex 2](#)).

- Save a copy of the [PowerPoint slides](#) and make any annotations on the comments section to aid you during the sessions. If you want the second facilitator to be able to take notes on slides while you present, save it in SharePoint or another platform and share the link.
- Note that some PowerPoint slides contain animations. Please review the slides in advance so you can plan how to present the content.
- If the training will be delivered online, set up the link and practise how to set up breakout rooms. If using Microsoft Teams to host the training online, information is available [here](#) on how to use the [breakout rooms function](#) – note that the meeting organizer is the only person who can create and manage working groups in this platform.
- Some sessions include showing a video. If using Microsoft Teams for online training, [ensure you know how to set your sound settings](#) so that participants will hear the video when you play it.
- Set a timing plan (in the blanks provided in the [schedule](#)) according to the session's starting time.

Course pack

A suite of resources has been produced and compiled for participants to accompany them during the sessions and to support their learning. The course pack contains the following resources for each session:

- Agenda
- Suggestions on how to prepare for the session
- Slides contents
- Summary sheet (key concepts) for each session
- Questions to discuss during plenaries
- Instructions and materials (case assessments, questions) for group work exercises
- Key resources to consolidate or expand the learning.

Facilitators should introduce the course pack in the welcome email, explain how to access it and invite participants to review the resources for each session in advance.

The course pack [can be found here](#).

Delivery

Whether the training will be delivered online or in-person, facilitators should feel comfortable using a laptop and other technical resources and test the platforms and resources ahead of the training session.

Live setting

- *Set up the room.* Facilitators should have the room already set up before participants arrive. The room needs a space available to hang up post-its or flip chart paper. Participants should have chairs and tables so they can work together in groups; only one group should be occupying a table.

- *Materials.*
 - For the room: [PowerPoint slides](#) loaded on laptop, projector, speakers, flip chart, masking tape, soft object to throw around, attendance list and a timer.
 - For participants: paper for writing, markers, pens and post-it notes.
- *Course pack resources:* Although participants are asked to review the [course pack](#) before each session, it would be better to have the case assessment, questions, templates and worksheets for the exercises printed and available to be distributed to participants (two sets per number of groups planned).

Online setting

- *Space:* Each facilitator needs to be in a space without disruptions and with a good internet connection.
- *Training platform:* Set up the links for the virtual sessions and ensure that there is an option to go into breakout rooms. (See [Preparation](#) section for further guidance.)
- *Materials:* [PowerPoint slides](#) loaded in laptop, functioning camera, speakers and microphone and a timer ([website timer](#)).
- *Course pack resources:* As the [course pack](#) will be available online, participants can have direct access to it. However, facilitators should download it onto their laptops to send the document to participants in case they need it.
- Attendance list.

Session 1

Understanding scaling impact

Purpose

To introduce facilitator(s) to the participants and to each other; to review the training purpose; to introduce the main concepts: scaling science, scaling impact and the four guiding principles for scaling impact.

Training resources

- Facilitator's manual
- PowerPoint slides
- Attendance list
- Presentation equipment.
 - Online setting: internet access, laptop and platform with screen-sharing function.
 - In-person: laptop connected to a projector or screen that can be seen by all participants, speakers and pointer.
- Materials
 - Online setting: digital course pack, shared slides for note taking during plenary sessions, [website timer](#).
 - In person: ball or soft object to throw around, flip chart, large post-it notes, and marker pens, printed decks of the course packs, bell or similar as a timer.

Preparation

Remember to:

- Send participants the welcome email in advance,² highlighting:
 - Dates, duration and topics of the sessions
 - Place (live session) or meeting link (online session)
 - [Course pack](#), resources and how to access them.
- Save a copy of the PowerPoint slides on the computer that you will use and make any necessary notes on it.
- This session includes a video: If using Microsoft Teams for an online training, [ensure you know how to set your sound settings](#) to that participants will hear the video when you play it.
- Review “Applying the guiding principles for scaling impact: Scenario assessment exercise” (page 9 in the [course pack](#)), identify the two scenarios that you will use for the group exercise and edit the PowerPoint to include the chosen scenarios (copy the whole scenario plus the number).
- Online setting:
 - Set up breakout rooms or be prepared to set them up during the session. If using Microsoft Teams to host the training online, information is available [here](#) on how to use the [breakout rooms function](#)—note that the meeting organizer is the only person who can create and manage working groups in this platform.
 - Save a copy of the shared slides for note taking during plenary sessions in SharePoint.

→ In-person setting:

- Set up the room for participants to be able to sit in groups but also pay attention to the presentation.
- Set out the materials for the session (flip chart and markers) and ensure the equipment works.

Schedule

The session times will be completed by facilitators, according to the chosen start time for the training.

Session 1: Understanding scaling impact

Purpose: Introduce the concepts: scaling science, scaling impact and the four guiding principles for scaling impact: justification, optimal scale, coordination and dynamic evaluation.

Session time	Duration	Title	Purpose
	15 minutes	Welcome and introductions	To introduce trainers and participants to one another and to review learning outcomes and participant expectations
	10 minutes	Plenary discussion. What does “scaling” mean to you?	To encourage participants to reflect on and share their existing knowledge and experience with scaling
	30 minutes	Presentation. Key concepts: Scaling science and scaling impact	To introduce participants to the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation)
	10 minutes	Break	
	20 minutes	Presentation. The guiding principles for scaling impact: An overview	To explain the four guiding principles for scaling impact through a case study
	30 minutes	Group work. Applying the guiding principles for scaling impact using scenarios	To reflect on how the guiding principles can be applied in practice—as well as some of the challenges to applying them—using project scenarios. Group work (20 minutes) followed by a plenary (10 minutes)
	5 minutes	Close	To recap the main concepts and signpost additional resources to consolidate and expand learning

Duration: 120 minutes

Session development

1. Welcome

Section duration

15 minutes

Purpose

To introduce trainers and participants to one another and to review training learning outcomes and participant expectations.

Slide 2. Training welcome



Slide duration: Prior to the start

Facilitator notes:³

- Have this slide up at the start of the training.
- Welcome participants to the training as they start to log in or sit down.
- Once you decide that the session will start, welcome all participants once again and announce that the training will now begin.

1. Welcome

Section duration

15 minutes

Purpose

To introduce trainers and participants to one another and to review training learning outcomes and participant expectations.

Slide 3. Understanding scaling impact



Slide duration: Less than 1 minute

Facilitator notes:

- Today will be the first of three sessions—the full agenda can be found the in the [course pack](#) and we will come back to the objectives and structure in a few minutes.
- Note that we intend the training to be one means of translating our learning about scaling over the past years into action.
- But first we will start by getting to know each other.

1. Welcome

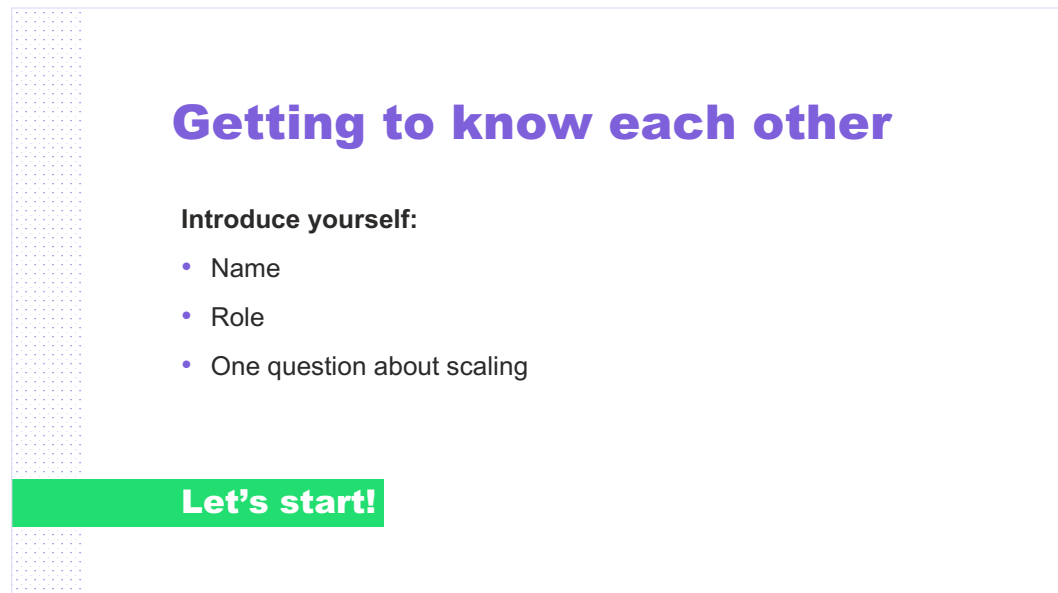
Section duration

15 minutes

Purpose

To introduce trainers and participants to one another and to review training learning outcomes and participant expectations.

Slide 5. Getting to know each other



Getting to know each other

Introduce yourself:

- Name
- Role
- One question about scaling

Let's start!

Slide duration: 12 minutes

Facilitator notes:

- Explain that we will start by getting to know each other and sharing our questions about scaling impact.
- The facilitator goes first, telling the group their name, their role and asking one question about scaling (keeping it under 30 seconds).
- Ask a participant to volunteer to tell the group their name, their role and ask one question about scaling. If no one volunteers, then you can select someone. If it is in-person, you could throw participants a soft toy. After he/she has finished ask them to throw the toy to someone else to nominate the next person to share. Ask either the second facilitator or one participant to make note of the question in the chat (online) or on a flip chart (in-person).
- After all participants have finished, use the notes on questions shared to briefly highlight common expectations among participants and clarify if any expectations will not be addressed by this training. Additionally, emphasize that the training will build on their knowledge and experience.

1. Welcome

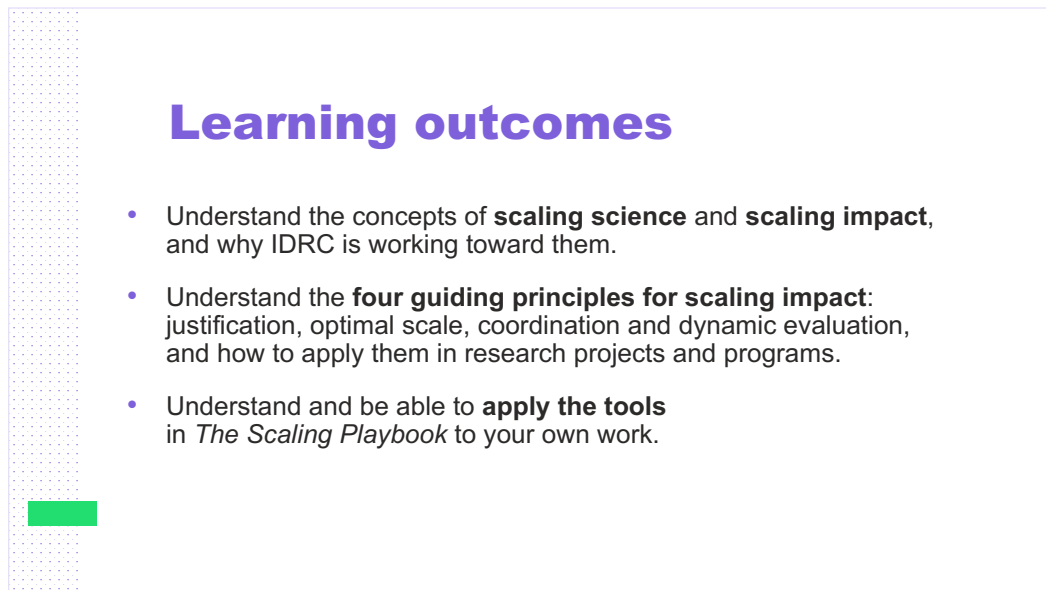
Section duration

15 minutes

Purpose

To introduce trainers and participants to one another and to review training learning outcomes and participant expectations.

Slide 6. Learning outcomes



Learning outcomes

- Understand the concepts of **scaling science** and **scaling impact**, and why IDRC is working toward them.
- Understand the **four guiding principles for scaling impact**: justification, optimal scale, coordination and dynamic evaluation, and how to apply them in research projects and programs.
- Understand and be able to **apply the tools** in *The Scaling Playbook* to your own work.

Slide duration: 1 minute

Facilitator notes:

→ *Introduce the training learning outcomes*

1. Welcome

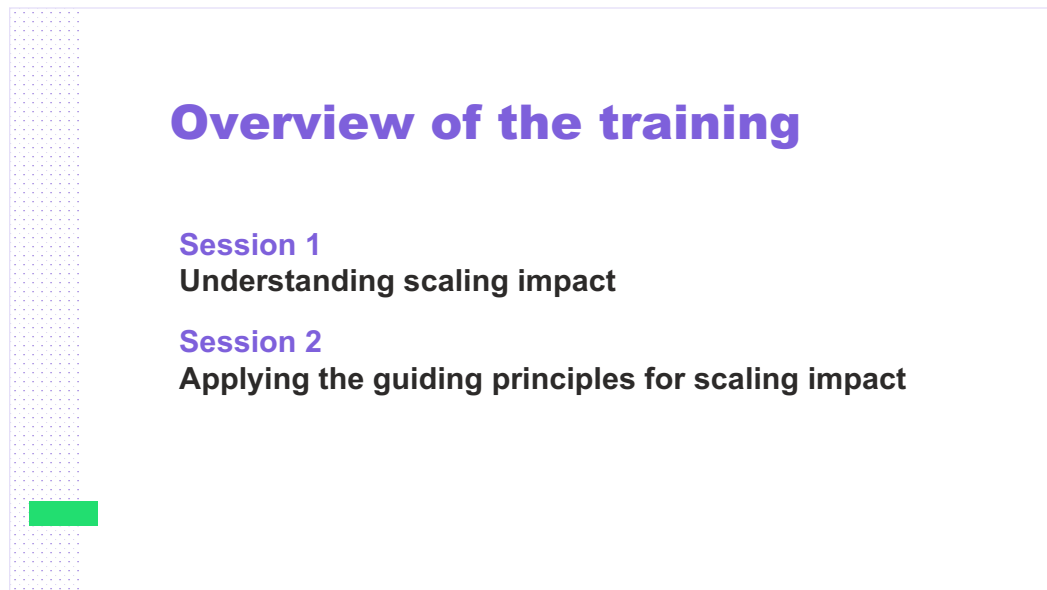
Section duration

15 minutes

Purpose

To introduce trainers and participants to one another and to review training learning outcomes and participant expectations.

Slide 7. Overview of the training



Slide duration: 1 minute

Facilitator notes:

- Tell participants that the learning outcomes will be achieved through two sessions, which will include a mixture of presentations, practical exercises and group work.
- Remind them of the [course pack](#) to accompany this process. The course pack contains resources and tools for the session. This allows participants to consolidate what has been learned and explore topics in more depth.

2. Plenary discussion. What does “scaling” mean to you?

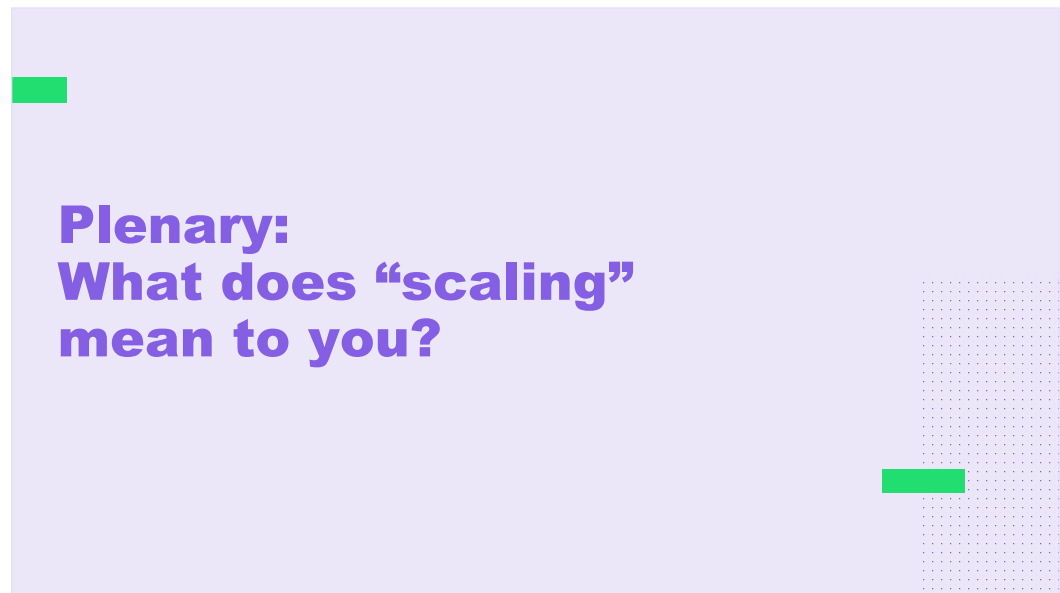
Section duration

10 minutes

Purpose

To encourage participants to reflect on and share their existing knowledge and experience with scaling.

Slide 8. Plenary discussion. What does scaling mean to you?



Slide duration: 10 minutes

Facilitator notes:

- The objective of the exercise is to identify what participants currently know/do in relation to scaling, and then reflect on the varied/similar level of knowledge in the room.
- Start by asking **What does scaling mean to you?** Reflect on the fact that many participants have already had different experience and knowledge of the term and might come at it from different backgrounds.
- If no one volunteers you can use the soft toy to throw around in an in-person setting or call on people in an online setting.
- If the answers given are too broad, ask participants to elaborate and dig a little deeper into their knowledge and experience.
- Take notes on a flip chart or on the shared slides to highlight the main ideas raised.
- When all have finished, ask participants if they want to comment or elaborate (comments from 3 people maximum).
- Guide the reflection and discussion toward the different understandings of scaling that people might have.
- It's likely that the terms "bigger" or "more" will come up in some form as answers. The next section can help participants understand where these conventional conceptions of scaling come from, and why IDRC feels there needs to be a shift in thinking when scaling for the public good.
- The training will build on your (participants') knowledge and experience, and there are many concepts that you are already familiar with that build into scaling science. For example, knowledge translation, research uptake, etc.

3. Key concepts: Scaling science and scaling impact

Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 10: Scaling for the public good



Slide duration: 7 minutes

Facilitator notes:

- *First comment on the concept of scaling:*
 - As mentioned previously, it's likely that some form of the terms "bigger" or "more" has come up as answers in the reflection question on what scaling means.
 - This is likely because a lot of the common conceptions of scaling come from successful experience in the private sector, where scaling is equivalent to growth, expansion and control. But in research for development, growth, expansion and control are not our end goal. We want to create meaningful impact in people's lives. So, when the goal is the public good, we need to shift our thinking to keep the focus on the impact, NOT the action.
 - Unexpected harms from scaling interventions can occur if the focus isn't kept on the impact. The microfinance industry is a good example of potential unexpected harms: "In the 1980s, microcredit loans were considered one of the most successful strategies for lifting people out of poverty. Microlending programs scaled at a rapid pace around the world. But some banks started charging high interest rates, leaving people financially worse off, and a number of suicides by borrowers were tied specifically to microlending. This does not imply that microfinance has no merit in development, but it illustrates how complicated scaling even the most promising innovations can be."
- *Then we suggest you [play the video](#) (if using Microsoft Teams, ensure participants can hear the video by [following these steps](#)) and highlight the focus on impact. You can ask participants for their reactions to the video. Also acknowledge that a couple of the issues that the video introduces will be discussed in more depth in the next slides.*

3. Key concepts: Scaling science and scaling impact

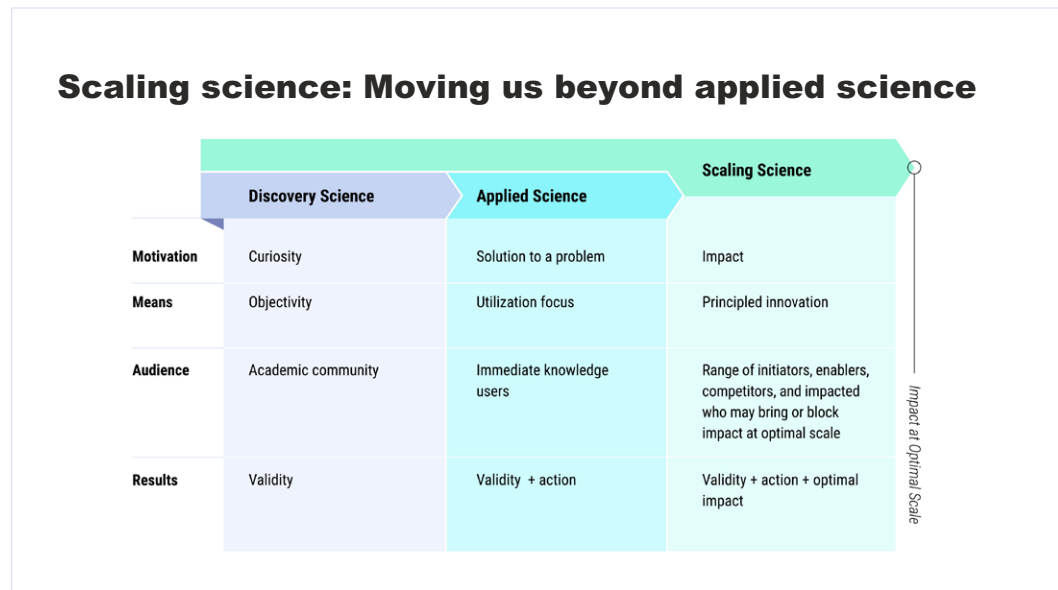
Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 11. Scaling science: Moving us beyond applied science



Slide duration: 3 minutes

Facilitator notes:

- Scaling science complements the paradigms of discovery science and applied science.
- Discovery science is about new knowledge, driven by curiosity, and the goal is producing objective and validated research outputs (papers, books, etc.).
- Applied science is driven by the desire to find a solution to a problem. The goal is research outcomes (policy influence, behavioural change, etc.).
- Scaling science moves beyond this to focus on the impact that new knowledge and solutions bring to people and society (better health, sustainable development, etc.).
- Scaling science doesn't start where applied science ends. It is relevant to both discovery and applied science. For example, in the early stages of vaccine research, a scaling science approach is useful for deciding which vaccine candidates merit discovery at all. And in the later stages of trialing a vaccine, it can help in planning, pricing and distribution channels.

3. Key concepts: Scaling science and scaling impact

Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 12. Scaling science: Intentional double meaning

Scaling science: Intentional double meaning

Scaling scientific research results
to achieve impacts that matter.

Science of scaling,
empirical, systematic understanding of scaling and how it can increase the likelihood that innovations benefit society and the environment.

Slide duration: 2 minutes

Facilitator notes:

- Scaling science complements existing paradigms and has an intentional double meaning.
 - It is the scaling of research results to achieve impact at optimal scale.
 - And it is the empirical study of scaling: an intention to be more systematic and scientific about the way that research and innovation is scaled, to increase the likelihood that it will lead to meaningful change.
- Both definitions are relevant to the work that IDRC does and provide opportunities for IDRC to contribute to this domain of thinking and practice.
- Therefore, IDRC is working toward both meanings: working to scale the impact of its research and innovation for the public good, and learning from its efforts to scale so that it can build its collective knowledge of scaling, and be more intentional and systematic in its practice.

3. Key concepts: Scaling science and scaling impact

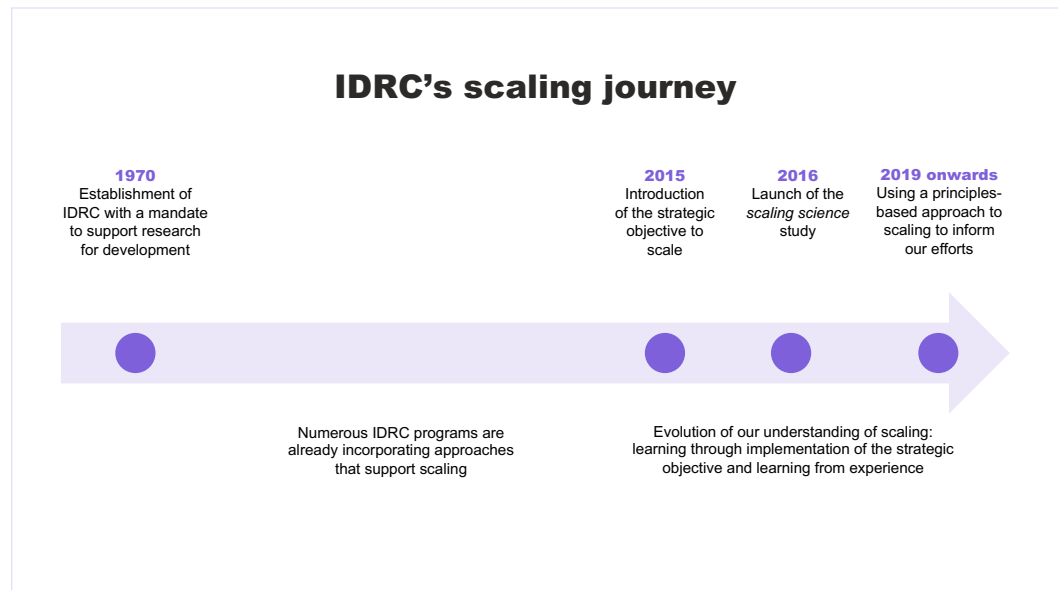
Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 13. Building the scaling science approach at IDRC



Slide duration: 3 minutes

Facilitator notes:

- Keep in mind that this slide was prepared in 2021—content to the right of the slide may need to be adjusted over time; please feel free to do so at your discretion
- This slide has animations; please review it before the start of the training and make adjustments if you wish.
- Scaling became an explicit priority for IDRC in 2015, when one of the centre's strategic objectives included a focus on "investing in knowledge and innovation for large-scale, positive change."
- This put a spotlight on scaling and provided impetus for the scaling science Initiative, to learn from the experiences of the researchers we support in the Global South
- IDRC launched the scaling science Initiative in 2016. It began with an in-depth study of scaling experiences in more than 200 IDRC-supported research projects, along with six in-depth case studies and interviews with staff.
- The result of the study was an evidence-informed, principles-based approach to scaling, which we'll introduce shortly.
- Moving forward, we have two ongoing objectives:
 - To put our learning to date into practice in the research we support.
 - To continue learning from the scaling experiences of researchers and innovators in the Global South.
- This training is one way we are pursuing these objectives.

3. Key concepts: Scaling science and scaling impact

Section duration


30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 14. Scaling science at IDRC

Scaling science at IDRC



Slide duration: 1 minute

Facilitator notes:

- The study (Scaling Science Initiative) resulted in an article, “Scaling Science,” published in 2017 in the *Stanford Social Innovation Review*, and a book, *scaling impact: Innovation for the Public Good*, in 2019. You can find these resources and more at www.idrc.ca/scalingscience, and they are also linked in your [course pack](#).
- In 2020 IDRC published *The Scaling Playbook* as guidance on putting the principles of scaling impact into action in their research projects—we’ll be using this extensively in the next session.

3. Key concepts: Scaling science and scaling impact

Section duration

30 minutes

Purpose

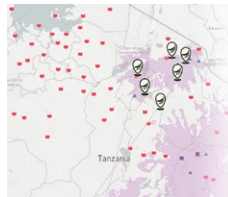
To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 15. Grantee work on scaling

Scaling science in bloom!

Guides and tools

[Scaling up improved legume technologies](#). Interactive map and guide.



[Socially engaged investors guide to communication for development](#). Created by SILT project team.

Reports and briefs

[Harnessing ICT to scale up agricultural solutions](#). Briefing note.

[Scaling innovation: How open collaborative models help scale Africa's knowledge-based enterprises](#). Report by Open Air.

[Effectiveness of communication channels and smallholder farmers' adoption of improved legume technologies: A case of Morogoro region, Tanzania](#). Thesis.

[Teacher professional development in the Global South](#). Report.

Peer-reviewed Articles

[Achieving scale of farmer reach with improved common bean technologies: The role of village-based advisors](#). Published in *The Journal of Agricultural Education*.

[Scaling up research-for-development innovations in food and agricultural systems](#). Published in *Development in Practice*.

[Scaling up innovations in smallholder agriculture: Lessons from the Canadian international food security research fund](#). Published in *Agricultural Systems*.

[Special issue featuring research on concrete ways to scale up innovation across the African continent and beyond](#). Published in *The African Journal of Information and Communication (AJIC)*.

Slide duration: 1 minute

Facilitator notes:

- While this training focuses on the results of the scaling science Initiative and the understanding of scaling impact that emerged, we recognize that our grantees and others have also published contributions on the topic of scaling.

3. Key concepts: Scaling science and scaling impact

Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 16. A principles-based approach to scaling

A principles-based approach to scaling

There's no blueprint for scaling impact!

A set of common principles can help us to scale in a more considered and systematic way.



Slide duration: 2 minutes

Facilitator notes:

- The scaling science study showed clearly that—just as there is no blueprint or roadmap for achieving research impact—there is no one single approach or method for scaling impact. Scaling is a dynamic process that takes place in a dynamic world.
- What emerged from the study of these 200 projects was a set of principles that can help us to scale in a more systematic and considered way.
- Principles provide a guided but flexible way of approaching decisions about scaling with a common vision and consideration of context, while allowing creativity.

3. Key concepts: Scaling science and scaling impact

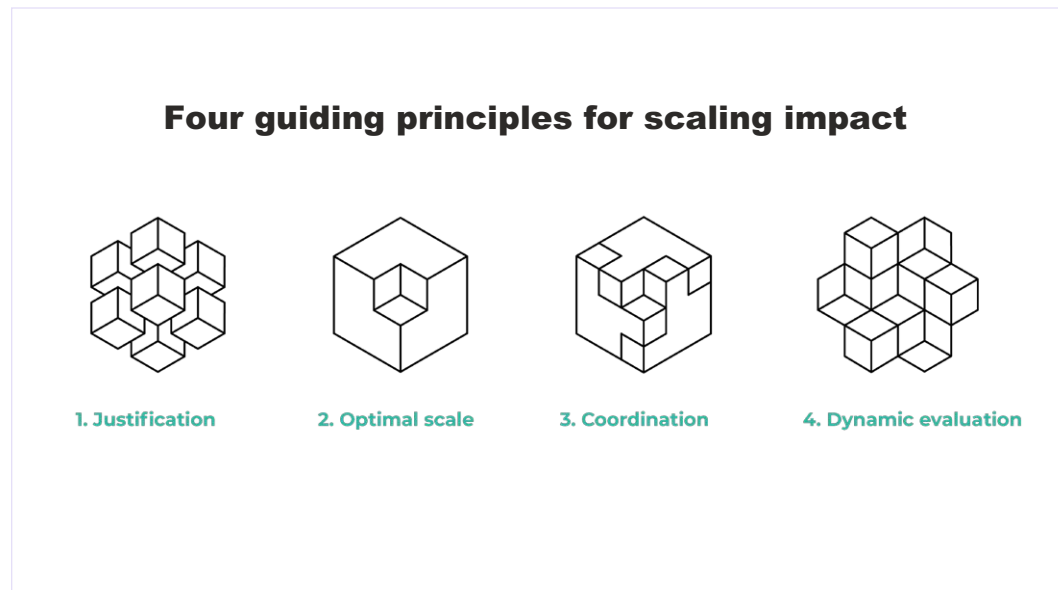
Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 17. Four guiding principles for scaling impact



Slide duration: 4 minutes

Facilitator notes:

- IDRC's definition of and approach to scaling impact is based on the results of this study (Scaling Science Initiative).
- The four guiding principles represent important considerations at every stage of the scaling process:
 - *Justification:* scaling is a choice and that choice must be justified based on a balance of technical evidence and values, and agreed to by key stakeholders.
 - *Optimal scale:* more isn't always better. Scaling produces a collection of impacts, and we have to consider the trade-offs between them to find the optimal scale. We have to consider the magnitude of impact alongside the variety of impact, the equity of impact and the sustainability of impact.
 - *Coordination:* scaling takes place in complex systems and requires coordination between multiple stakeholders, and stakeholders can be people, places or things that enable, facilitate, compete with or are impacted by scaling.
 - *Dynamic evaluation:* again, scaling is a dynamic process and so it requires dynamic evaluation, and continuous learning before, during and after scaling. Dynamic evaluation also helps us to apply the other three principles by collecting information to help identify when scaling is justified, what is the optimal scale and how and when to coordinate with other stakeholders.
- A principles-based approach to scaling impact is IDRC's initial contribution to the scaling science field.
- Mention that the training will discuss each principle in more depth; first we must continue working on the concept of scaling impact.

3. Key concepts: Scaling science and scaling impact

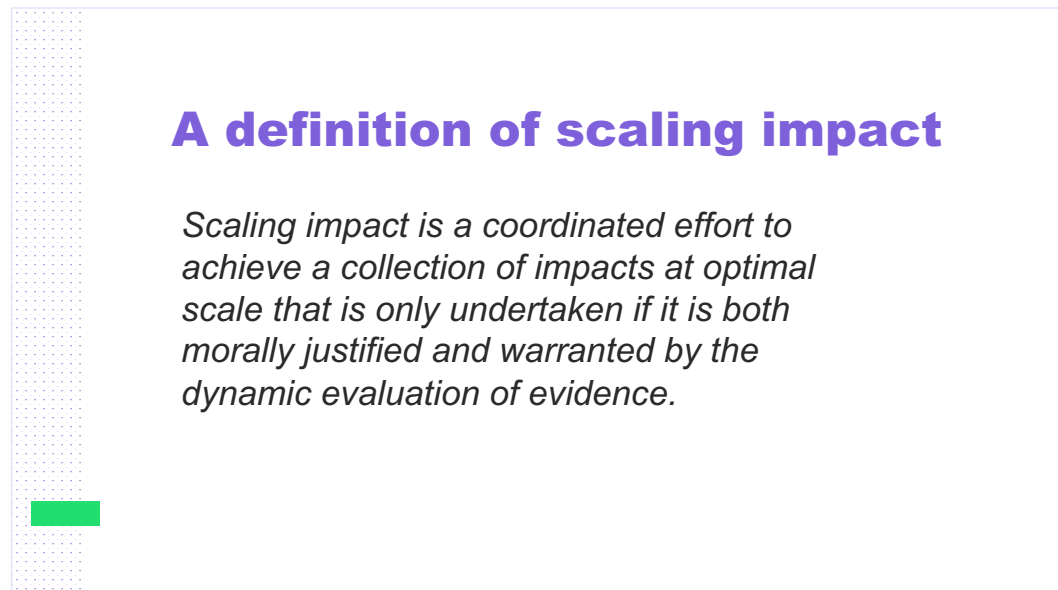
Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 18. A definition of scaling impact



A definition of scaling impact

Scaling impact is a coordinated effort to achieve a collection of impacts at optimal scale that is only undertaken if it is both morally justified and warranted by the dynamic evaluation of evidence.

Slide duration: 3 minutes

Facilitator notes:

- The four principles form the basis of the definition of scaling impact that emerged from the scaling science study, which you can see on the screen: “scaling impact is a coordinated effort to achieve a collection of impacts at optimal scale that is only undertaken if it is both morally justified and warranted by the dynamic evaluation of evidence.” As can be seen, the focus is on impact.
- This definition of scaling impact is different from many traditional scaling paradigms (which are not wrong, but are incomplete when it comes to innovation for the public good) and challenges common conceptions of scaling, such as scaling up (increasing output, often called vertical scaling) or scaling out (expanding or replicating production, often known as horizontal scaling). Much of this logic comes from the successful experience of the private sector, where scaling is equivalent to growth, expansion and increasing control.
- But when the goal is the public good, scaling up or out or deeper is only valuable if it leads to positive impact. What if a larger scale isn't sustainable? Or if the intervention benefits a group, but when scaled has negative impacts on other groups—like gender, race or class? Thus, in a research-for-development context, we have to keep our focus on the impact.
- Scaling impact is a more comprehensive approach that focuses on the public good and, hence, social and environmental impact.
- Within this definition of scaling impact, it also must be valid to decide not to scale if researchers cannot find enough evidence to support an innovation, or if those who will be affected do not endorse it.

3. Key concepts: Scaling science and scaling impact

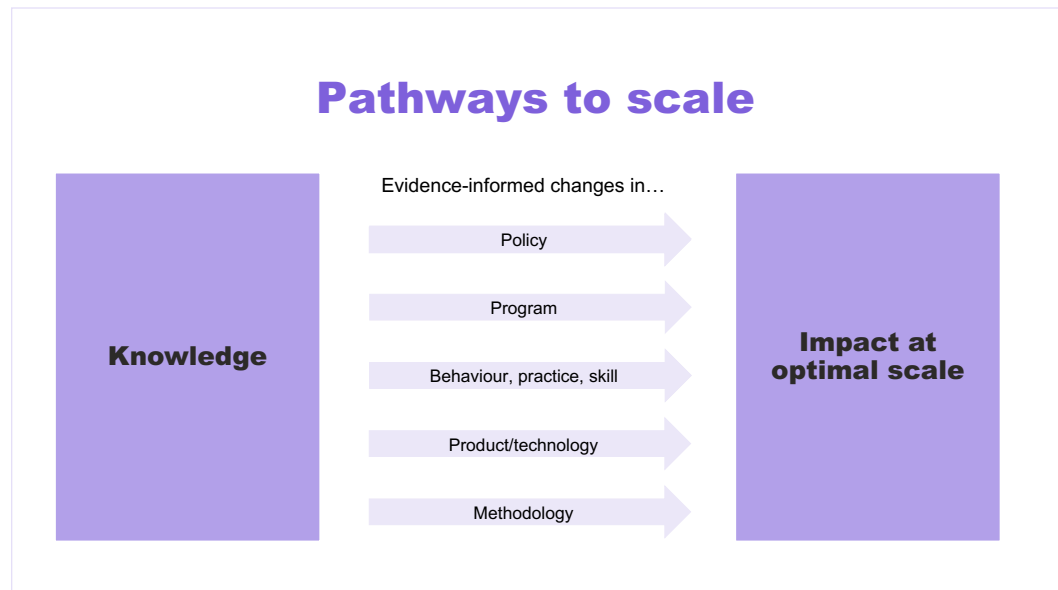
Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 19. Pathways to scale



Slide duration: 4 minutes

Facilitator notes:

- *This slide has animations; please review it before the start of the training and make adjustments if you wish.*
- Based on this understanding, IDRC's scaling science study identified five common "pathways to scale." These represent the most common **(though not the only)** ways of putting research into action.
- These pathways are where knowledge is used to make evidence-informed changes in policy; programs; behaviour, practice or skills; products or technologies; or methodologies as a means to achieve impact at optimal scale. Any of these pathways, or a combination of them, is expected to contribute—in conjunction with other influences and factors—to impact. Examples *(these examples are optional—the facilitator can choose which to focus on)*:
 - Policy pathway: scaling is when research knowledge is used to inform a new policy or influence the replication or adaptation of a policy to new jurisdictions or to amplify its impact. IDRC example: evidence from research in Latin America was used to successfully implement a tax on sugary drinks in South Africa.
 - Program: scaling is when research is used to design a new program, improve a program's quality, change it to fit a new context or form new partnerships to improve its overall impact. For example, evidence from a successful national centre of science excellence is used to establish similar centres across the region.
 - Scaling approaches may focus on one single pathway, like trying to get an e-learning technology into a different school. But it is more often the case that projects work on multiple pathways. Scaling occurs in complex settings and achieving meaningful impact on people's lives will often require us to pursue multiple pathways simultaneously. For example, supporting teachers to build the skills needed to deliver the e-learning technology, while also working to ensure that educational policies allow for or encourage the technology.

3. Key concepts: Scaling science and scaling impact

Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

- You might recognize these pathways as the types of intermediate outcomes that we expect to see from our research programs on the way to impact.
- Scaling approaches focused on scaling an innovation might focus on a single pathway, like the product/technology pathway. For example, scaling up an innovation such as an e-learning technology and simply trying to get it into use in a greater number of schools or settings.
- However, scaling occurs in complex systems, and therefore achieving the impact that we want, particularly with different stakeholders and/or in different contexts, may require the pursuit of multiple pathways simultaneously. For example, to ensure uptake of an innovation in education technology we might also need to ensure that teachers and students have the skills to use the e-learning technology, and ensure that educational policies allow for and encourage its use.

3. Key concepts: Scaling science and scaling impact

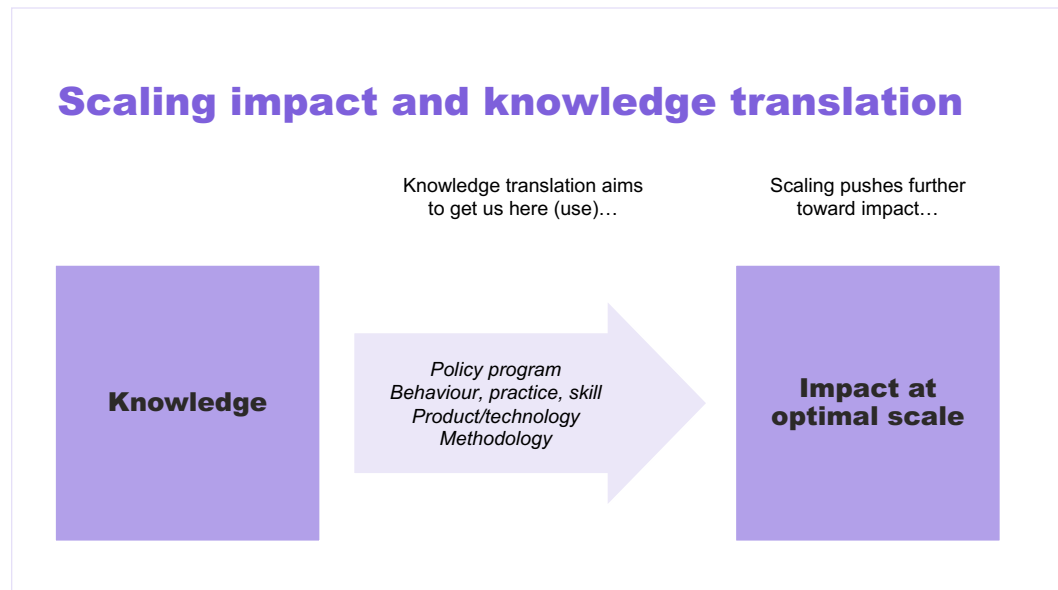
Section duration

30 minutes

Purpose

To explain to participants the key concepts of scaling science and scaling impact (including the four guiding principles for scaling impact, the scaling pathways and the relationship between scaling science and knowledge translation).

Slide 20. Scaling impact and knowledge translation



Slide duration: 3 minutes

Facilitator notes:

- This movement through pathways to scale toward impact also highlights the relationship between scaling and knowledge translation/knowledge sharing.
- In the same vein that scaling science goes beyond discovery and applied science, it also goes beyond knowledge translation. Knowledge translation is about moving research-generated knowledge into action and it can help take us to impact with an immediate set of end-users for the research or innovation. Can the impact be amplified, distributed more equitably, sustained?
- Scaling is how we amplify, distribute, sustain and sometimes descale the impact of those actions. Scaling impact pushes us to think about the potential impact beyond that immediate group of end-users. What is the optimal impact that this research or innovation can contribute to? Sometimes descaling is necessary to achieve optimal (equitable and sustainable) impact.
- Hence, scaling moves beyond outputs or outcomes toward impact, taking into account people, places and things that will support or hinder downstream results of the innovation. Research and knowledge translation are tools for scaling impact. The focus is on moving research toward influence and impact.
- This understanding of scaling as a supplement to knowledge translation is taking hold beyond IDRC and represents a significant advance in the literature.

4. Break

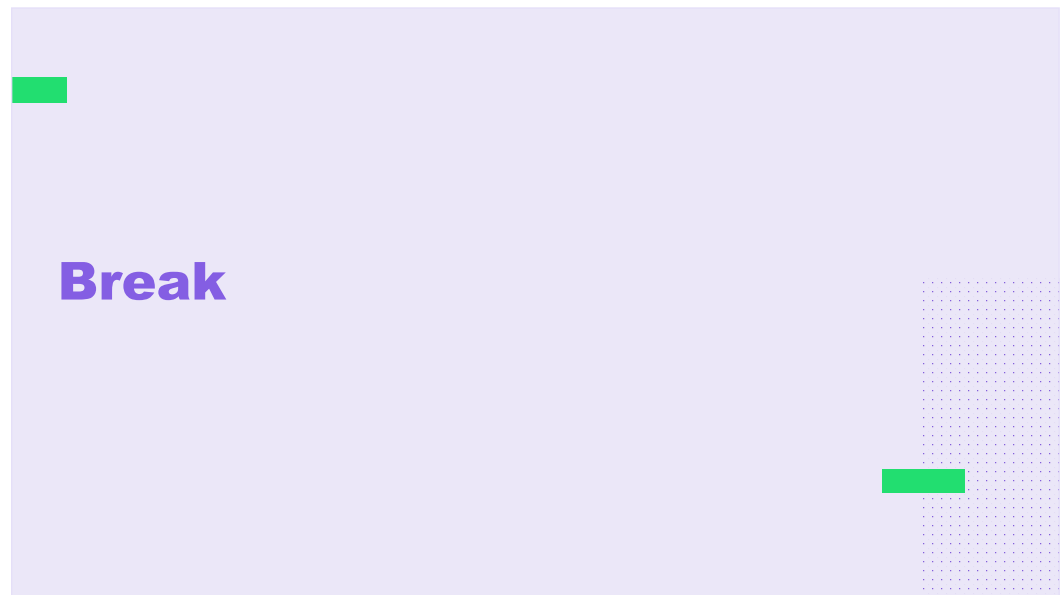
Section duration

10 minutes

Purpose

Take a rest to recharge energies.

Slide 21. Break



Slide duration: 10 minutes

Facilitator notes:

- Invite participants to go for a 10 minute break.
- Remind them to return on time in order to continue with the training.

5. The guiding principles for scaling impact: An overview

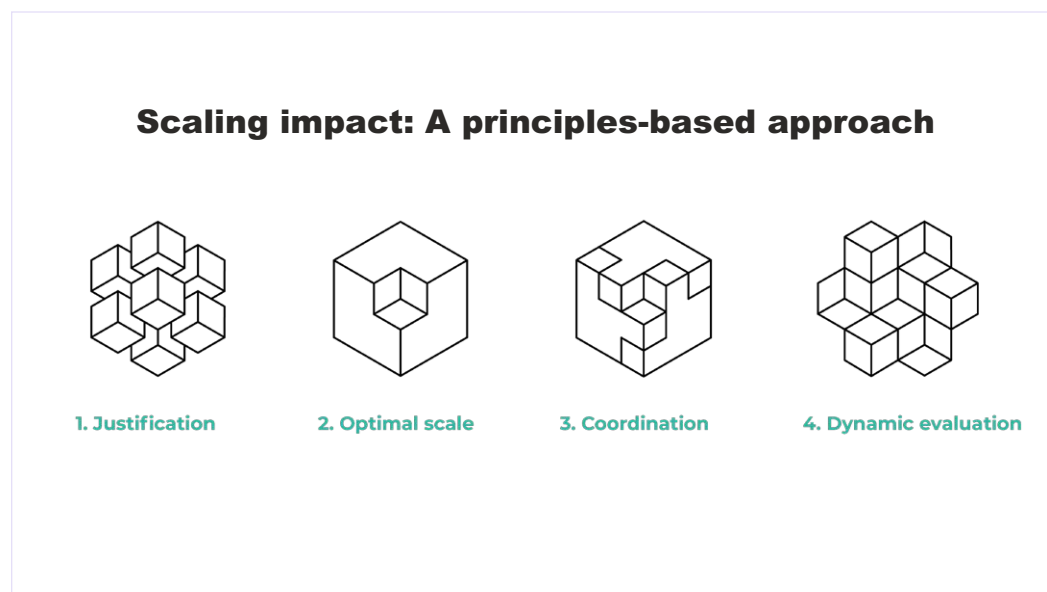
Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 23. Scaling impact: A principles-based approach



Slide duration: 2 minutes

Facilitator notes:

- As discussed before:
 - Scaling is a complex and dynamic process.
 - There is no blueprint for scaling impact! Thus, the principles offer a common but flexible framework for thinking about scaling across different contexts, sectors and methodologies.
 - The principles support creativity, originality and structured risk-taking, while helping to link individual actions to common objectives.
 - The principles that emerged from the study were found to be commonly used to guide scaling efforts of researchers and innovators. A principles-based approach provides a balance of clarity and flexibility.
- Each principle will be discussed in depth, using a case study to illustrate it in practice.

5. The guiding principles for scaling impact: An overview

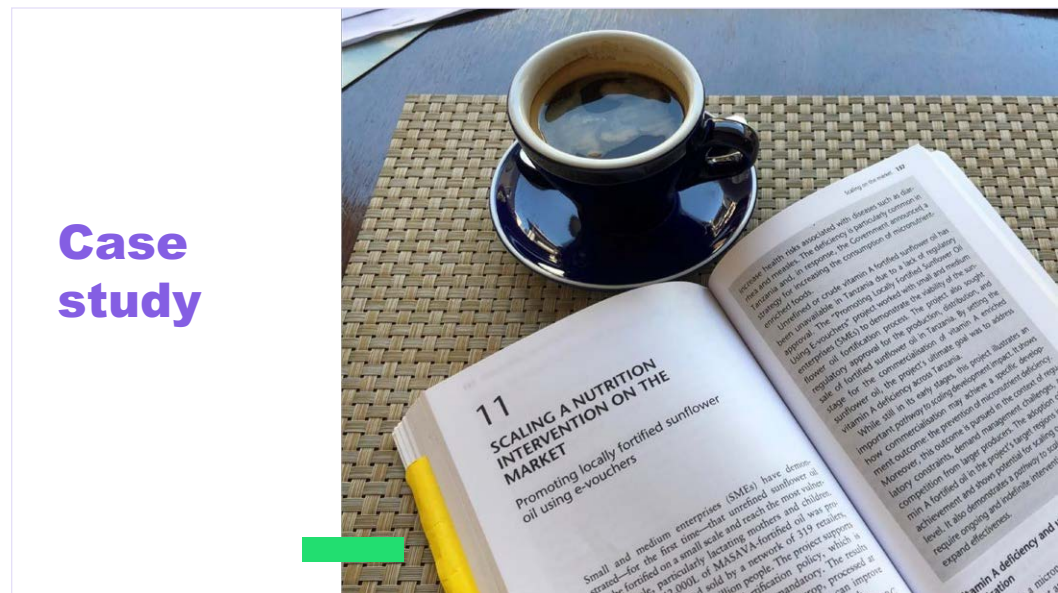
Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 24. Case study



Slide duration: 2 minutes

Facilitator notes:

- Explain that to better understand the four guiding principles for scaling impact we will use a case study to bring them to life. This case can be found in most detail in the [scaling impact book](#), with a shorter version in [The Scaling Playbook](#), and it is also in the [course pack](#).
- In this project, researchers supported by IDRC and Global Affairs Canada set out to assess the viability of fortifying locally produced, unrefined sunflower oil with vitamin A to address a common micronutrient deficiency in two rural regions of Tanzania. They also wanted to assess the viability of marketing and distributing the product.
- At the time, the government of Tanzania was drafting a policy that would make the fortification of edible oils mandatory, which presented a problem for local producers because there was no known process for fortifying the unrefined oil that they produced.

5. The guiding principles for scaling impact: An overview


Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 25. Justification principle (1)



- The choice to scale must be justified
- Based on a balance of evidence and values
- Choice must be shared

Justification

Slide duration: 1 minute

Facilitator notes:

- The first question to ask is: should we scale, and why scale? To answer this one must reflect on the evidence that the scaling will produce positive impacts (outweighing the negative) and the values that inform the decision to scale.
- Scaling is a choice that must be justified based on a balance of evidence and values, including the values of those who will be impacted by scaling.
- Evidence helps understand whether an innovation *can* scale, but the values of those impacted inform *whether* it should.
- Sharing in the decision to scale requires broad participation and stakeholder endorsement.

5. The guiding principles for scaling impact: An overview

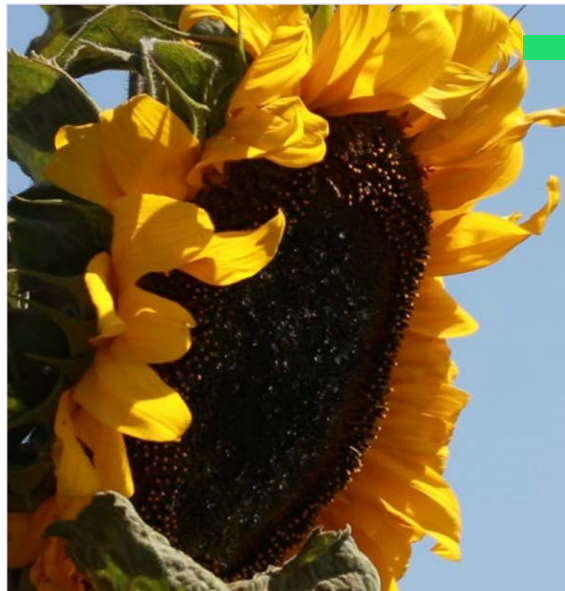
Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 26. Justification principle (2)



Justification

- A technical study showed the shelf-stability of fortified, unrefined oil
- The product addressed a widely identified health risk and complemented an existing government policy
- It had clear economic benefit for local farmers

Slide duration: 2 minutes

Facilitator notes:

- In the framing of the sunflower oil case study, the principle of justification begins to come into play.
- Researchers first conducted a technical study showing the shelf-stability of fortified, unrefined sunflower oil. So, they knew it was technically possible to produce. But why do it? Because vitamin A deficiency was a widely identified health risk for vulnerable populations in Tanzania, particularly women and children, and addressing this through fortification complemented a government policy that was in development.
- Furthermore, there was a clear local economic benefit given that local producers depended on selling unrefined sunflower oil, and soon would not be able to sell their product without fortification.
- From the outset, the project also incorporated many local and national stakeholders. Potential enterprises needed to understand the benefits and endorse the scaling process, because they were necessary participants in production and distribution.
- Consumers' pre-existing consumption patterns in the two regions also had to be considered—their endorsement would be critical to ensuring uptake and impact, justifying scaling.

5. The guiding principles for scaling impact: An overview

Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 27. Optimal scale principle (1)



Optimal scale

- More is not necessarily better
- Scaling produces a collection of impacts
- Optimal scale aims to balance magnitude, variety, equity and sustainability of impacts

Slide duration: 1 minute

Facilitator notes:

- Optimal scale challenges the idea that bigger is better.
- The fact that a solution works in one context or for a particular group of knowledge-users does not necessarily mean that it should be scaled.
- Scaling produces a collection of impacts and there is a need to balance the trade-offs among them.
- Optimality therefore raises the question of who defines the “right scale”—numerous stakeholders may have different views, and setting out a process to determine optimal scale, which stakeholders endorse, is key to scaling impact, as the success of any scaling intervention requires the broad endorsement of multiple stakeholders.
- This process will need to consider the multiple dimensions of impact.

5. The guiding principles for scaling impact: An overview

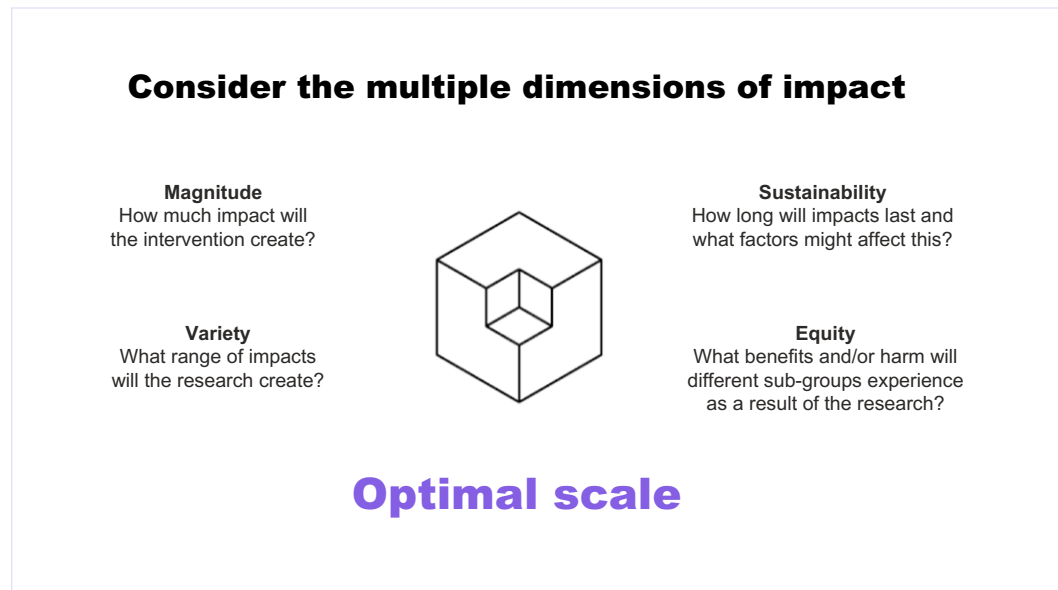
Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 28. Optimal scale principle (2): Multiple dimensions of impact



Slide duration: 2 minutes

Facilitator notes:

- *This slide has animations; please review it before the start of the training and make adjustments if you wish.*
- **Magnitude:** how much impact will the intervention create? This may include the average size or quality of impacts; how many people will benefit or will be harmed; and the importance, value or merit of such impacts as judged by stakeholders.
- **Variety:** what is the range of impacts the research will create? Are there different types of impacts (such as health, economic, environmental)? And, just as importantly, what are the negative impacts of scaling?
- **Sustainability:** how long will impacts last, and what factors might affect this?
- **Equity:** what benefits and/or harm will different sub-groups experience as a result of the research? Do specific sub-groups (based on gender, religion or class, for example) experience impacts differently, and what factors affect this?
- A key aspect of optimal scale is reflecting on and balancing the trade-offs of the scaling effort among these dimensions.

5. The guiding principles for scaling impact: An overview

Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 29. Optimal scale principle (3)



Optimal scale

- Increases in vitamin A levels in the target regions (magnitude)
- Ability of enterprises to meet demand in the regions (variety)
- Cost effectiveness of production (sustainability)
- Assessment of benefits for lowest-income households (equity)

Slide duration: 2 minutes

Facilitator notes:

- In the sunflower oil case study, researchers considered data that would speak to the four dimensions of optimal scale.
- They wanted to see increases in vitamin A levels in target regions, and the magnitude of this impact on improving micronutrient deficiency.
- They had to consider impacts beyond health impacts as well: would enterprises be able to meet demand for the fortified product, and how?
- Relatedly, the cost effectiveness of producing the fortified oil would be key to understanding economic impacts and ensuring sustainability.
- Cost effectiveness would also be key to sustainability of the impact, and to affordability.
- The researchers also collected information on benefits for the lowest-income households.

5. The guiding principles for scaling impact: An overview

Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 30. Coordination principle (1)



Coordination

- Scaling occurs in complex systems
- Requires a flexible scaling process
- Coordination connects an evolving set of actors

Slide duration: 1 minute

Facilitator notes:

- All these considerations remind us of the complexity of the systems in which scaling efforts take place.
- This complexity requires a flexible scaling process.
- Coordination refers to the need to plan and adapt for the many actors involved in bringing impact to scale.
- Scaling goes beyond targeting a specific knowledge user to consider the broader scaling system and connect with an evolving range of actors and systems that can enable or inhibit impact.
- The broad engagement required may take place within a single project, but it may also take place across a series of coordinated projects or activities.
- Coordinating a scaling process requires a strong understanding of the system in which one operates, and ongoing monitoring of changes with regards to those that will affect or be affected by scaling.

5. The guiding principles for scaling impact: An overview

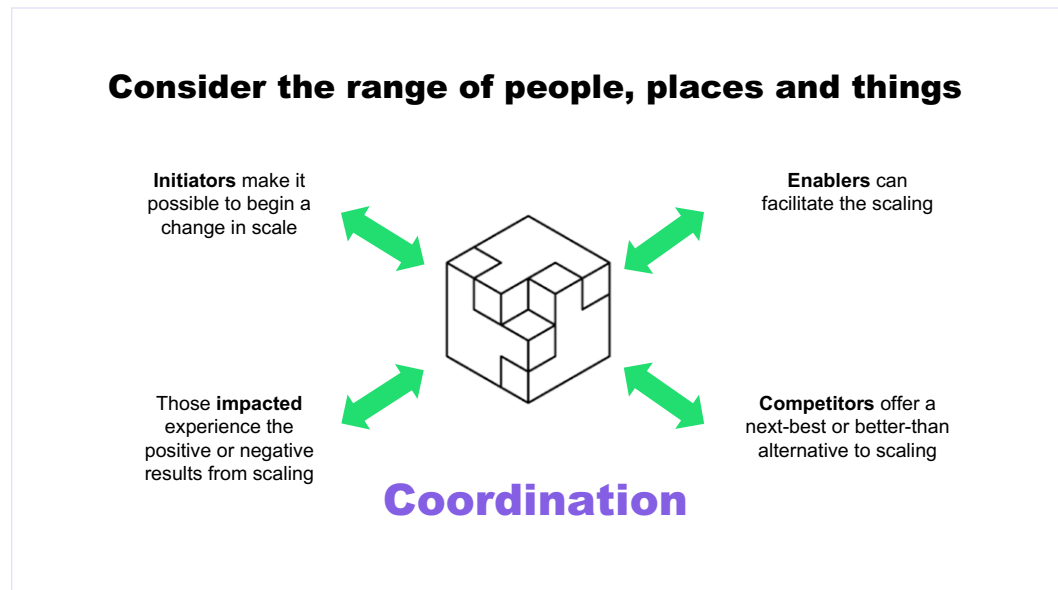
Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 31. Coordination: Categories of people, places, things to consider



Slide duration: 2 minutes

Facilitator notes:

- *This slide has animations; please review it before the start of the training and make adjustments if you wish.*
- Coordination asks us to consider the range of “people, places and things” that may support, hinder, compete with or be impacted by the scaling process. It can be helpful to think about this in four broad categories:
 - Initiators: make it possible to begin a change in scale (e.g. researchers, funders/ investors, a willing community).
 - Enablers: can facilitate the scaling (e.g. laws, policymakers, markets).
 - Competitors: offer a next-best or better-than alternative to scaling (e.g. substitute ideas, ingrained habits and traditions).
 - The impacted: experience the positive or negative results from scaling and ultimately control success.

5. The guiding principles for scaling impact: An overview

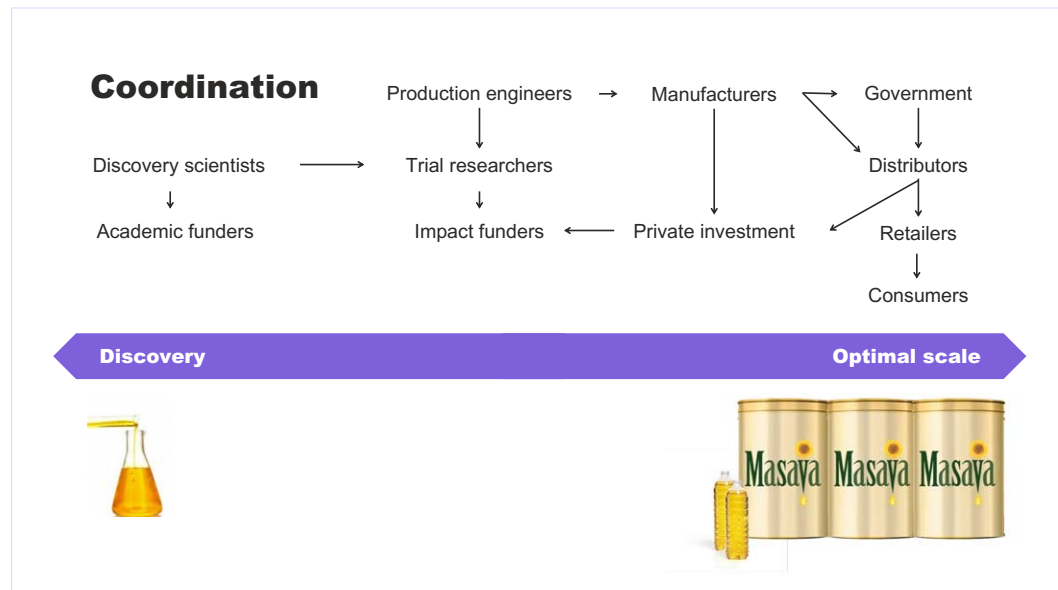
Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 32. Coordination principle (3)



Slide duration: 2 minutes

Facilitator notes:

- This slide has animations; please review it before the start of the training and make adjustments if you wish.
- In the case of our sunflower oil project, as it moved from the basic discovery of the possibility of fortifying sunflower oil toward producing and marketing it and measuring its effects, the team needed to engage an evolving range of actors.
- These included production engineers and manufacturers, private investment to support sustainability, government to align with policies and address regulatory processes, as well as the distributors, retailers and consumers who ultimately choose to sell and consume the oil.

5. The guiding principles for scaling impact: An overview


Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 33. Dynamic evaluation principle (1)



- Scaling is an intervention that can be evaluated
- Scaling generates dynamic change, which requires dynamic evaluation
- Measure a collection of impacts, not just impact at a particular level or scale

Dynamic evaluation

Slide duration: 1 minute

Facilitator notes:

- Given that scaling is such a dynamic and evolving process, how do we build in ongoing consideration of the justification for scaling, the evolving set of actors involved, and evidence of trade-offs affecting optimal impact? This is where the final principle, dynamic evaluation, comes in.
- Scaling is an intervention that produces its own effects and can be evaluated.
- Scaling generates dynamic change and so it requires dynamic evaluation that takes place before, during and after the scaling intervention.
- Dynamic evaluation is a stance not a methodology: we must anticipate, react and be flexible, and consistently examine, re-examine and adjust to the problem space.
- Dynamic evaluation goes beyond asking whether impact was achieved by a certain date: it asks how, why, under what conditions the impact was achieved, and how this might change over time and place.
- Dynamic evaluation helps to assess trade-offs: are there are negative impacts—e.g. is it pushing someone else out of the market, or is it encouraging some kind of behaviour or environmental change that is not desirable (e.g. more plastic waste)?
- We need to consider and measure a collection of impacts over time, and build in learning loops that inform our scaling efforts accordingly.

5. The guiding principles for scaling impact: An overview

Section duration

20 minutes

Purpose

To explain the four guiding principles for scaling impact through a case study.

Slide 34. Dynamic evaluation principle (2)



Dynamic evaluation

- Nutritional monitoring
- Effectiveness of the commercial approach
- Consideration of packaging and volumes

Slide duration: 2 minutes

Facilitator notes:

- In the case of the sunflower oil project, naturally researchers wanted to monitor the nutritional effects of fortified sunflower oil in the populations of target regions.
- To do so, they needed to understand a number of other aspects of the scaling intervention.
- Understanding nutritional effects required a steady supply of fortified unrefined oil to these populations, and consideration of the effectiveness of their commercial approach.
- The team originally used an e-voucher system, whereby consumers downloaded coupons and passed these on to vendors then manufacturers for reimbursement.
- Through monitoring the approach, researchers learned this was too time consuming. Furthermore, it required the use of barcodes on individual units in order to track, but consumers in low-income households typically could only afford to purchase oil in small quantities by the scoop.
- Ongoing assessment of their approach allowed the researchers to adjust and adopt more direct subsidies, and sell the oil by the scoop.
- Ultimately, this project demonstrated the feasibility of producing fortified unrefined sunflower oil, and its potential to help reduce micronutrient deficiency.
- It revealed some challenges to address in any future scaling work, including the affordability of the process given that production equipment was quite expensive.
- Potential was identified for further scaling, for example at the national level, noting that these challenges would remain to be addressed. This is typical, as we regularly see that scaling takes place over the course of multiple projects, with adjustments along the way to address varied contexts.

6. Group work: Applying the guiding principles for scaling impact using scenarios

Section duration

30 minutes

Purpose

To reflect on how the guiding principles can be applied in practice—as well as some of the challenges to applying them—using project scenarios.

Group work (20 minutes) followed by a plenary discussion (10 minutes).

Slide 36. Group work: Scenario assessment (1)

Group work

In groups, review the two scenarios that will be presented to you.

For each case consider the following questions:

- What evidence is there that the guiding principles for scaling impact have been applied?
- What other information might you need to understand whether the principles are being applied, and what suggestions might you have?

Slide duration: 20 minutes

Facilitator notes:

- Explain the purpose of the activity and the process (2 minutes).
- Each group will discuss the same set of two scenarios, which you should have selected from the [course pack](#) prior to the session and pasted into the PowerPoint presentation. The course pack has five different thematic sets of scenarios.
- Think of the participants, their expertise and their knowledge of each area. We suggest you choose scenarios from the participants' areas of expertise. In a group of mixed expertise you may choose from different areas.
- Explain to participants that they are not meant to have all the details of the scenarios, since part of the point is to see if they can identify the gaps. The scenarios are purposefully short and leave out information to encourage reflection and discussion.
- Participants should answer:
 - What evidence is there that the guiding principles for scaling impact have been applied?
 - What other information would you need to understand whether the principles are being applied, and what suggestions might you have?
- Note that there is an overview of the four principles in the course pack (page 6), along with the questions to answer.
- Split participants into even groups of three or four. Each group needs to select a rapporteur to share their ideas during the plenary. Online: use random rooms on the digital platform. Live setting: participants should stay at the tables where they are.
- The group work should last roughly 18 minutes (9 minutes to analyze each scenario).
- Go to each group to give feedback to participants, reinforce the concepts reviewed and clarify any doubts.

6. Group work: Applying the guiding principles for scaling impact using scenarios

Section duration


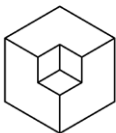


30 minutes

Purpose

To reflect on how the guiding principles can be applied in practice—as well as some of the challenges to applying them—using project scenarios.

Group work (20 minutes) followed by a plenary discussion (10 minutes).

Slide 38. Group work: Scenario assessment (2)

			
1. Justification	2. Optimal scale	3. Coordination	4. Dynamic evaluation
<ul style="list-style-type: none"> • The choice to scale must be justified • Based on a balance of evidence and values • Choice must be shared 	<ul style="list-style-type: none"> • More is not necessarily better • Scaling produces a collection of impacts • Optimal scale aims to balance magnitude, variety, equity and sustainability of impacts 	<ul style="list-style-type: none"> • Scaling occurs in complex systems • Requires a flexible scaling process • Coordination connects an evolving set of actors (initiators, enablers, competitors, the impacted) 	<ul style="list-style-type: none"> • Scaling is an intervention that can be evaluated • Scaling generates dynamic change, which requires dynamic evaluation • Measure a collection of impacts, not just impact at a particular level or scale

Slide duration: Slide to be kept on the screen during group work

Facilitator notes:

- While participants are working in groups, keep this slide on the screen to help them to remember the guiding principles.
- They can also find a one-pager of the four guiding principles in the [course pack](#).

6. Group work: Applying the guiding principles for scaling impact using scenarios

Section duration

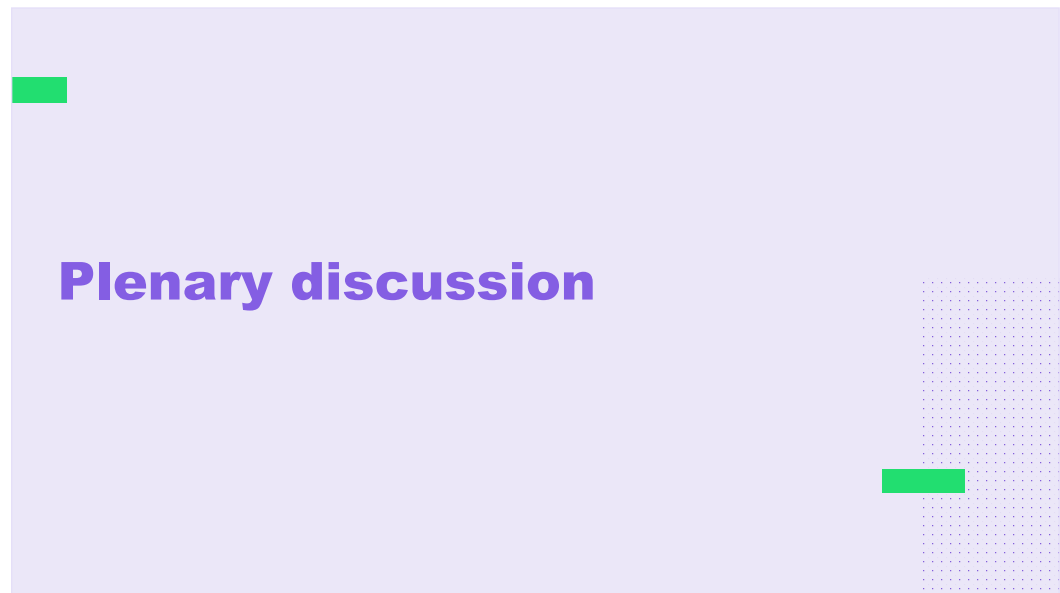
30 minutes

Purpose

To reflect on how the guiding principles can be applied in practice—as well as some of the challenges to applying them—using project scenarios.

Group work (20 minutes) followed by a plenary discussion (10 minutes).

Slide 39. Group work: Scenario assessment (3)



Slide duration: 10 minutes

Facilitator notes:

- Bring everyone back to a plenary and discuss case by case. Ask each group representative to share their key points on each scenario assessment. To avoid repetition, ask subsequent speakers to only add what has not been said (unless they want to contest it).
- Give 2.5 minutes to each selected presenter. Guide the discussion in each of the cases presented, and correct if the principles were not correctly understood or applied.
- Optionally, the facilitator who is not actively moderating can take notes on a flip chart (live setting) or on an online slide visible to all (online setting).

7. Close

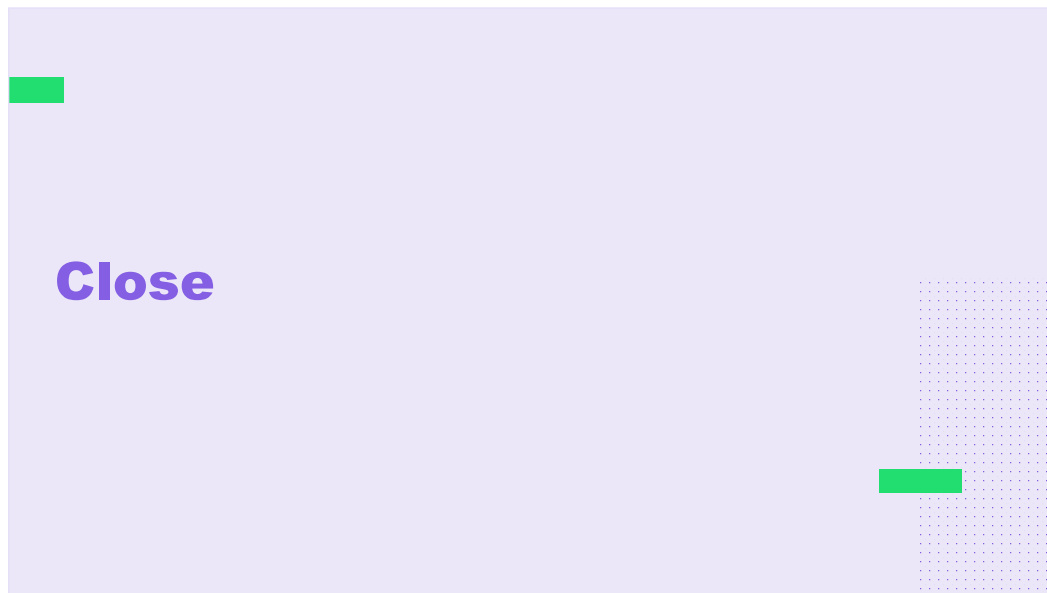
Section duration

5 minutes

Purpose

To recap the main concepts and signpost additional resources to consolidate and expand learning.

Slide 40. Close



Slide duration: 5 minutes

Facilitator notes:

- Briefly mention the key concepts reviewed: scaling science, scaling impact, common pathways to scale and four guiding principles for scaling impact.
- Remind participants that in the [course pack](#) they can find key resources to expand or consolidate the learning.
- Close the session, reminding participants of the date and focus for the following session.

Session 2

Applying the guiding principles for scaling impact to a research project

Purpose

Reinforce the four guiding principles for scaling impact: justification, optimal scale, coordination and dynamic evaluation, and how to apply them in research projects and programs. Introduce the tools of *The Scaling Playbook: A Practical Guide for Researchers* and how they can be used to achieve impact at optimal scale.

Training resources

- Facilitator's manual.
- [PowerPoint slides](#).
- Attendance list.
- Presentation equipment:
 - Online setting: internet access, laptop and platform with screen-sharing function.
 - In-person: laptop connected to a projector or screen that can be seen by all participants, speakers and pointer.
- Materials
 - Online setting: digital [course pack](#), shared slides for note taking during plenary sessions, [website timer](#).
 - In person: ball or soft object to throw around, flip chart, large post-it notes and marker pens, printed decks of the course packs, bell or similar as a timer.

Preparation

Remember to:

- Send in advance the welcome email to participants,⁴ highlighting:
 - Date, duration and topic of the session.
 - Place (live session); meeting link (online session).
 - [Course pack](#), resources and how to access them.
 - Remind participants that they can (optionally) look at the course pack section for Session 2, especially the sunflower oil case study and the completed worksheets from the *Scaling Playbook*.
- Review the exercise on Slide 59 and decide which worksheet(s) you will recommend participants work with, based on your knowledge of their work.
- Review discussion questions on Slide 61 and decide how you will focus the conversation given your knowledge of the participants, their starting points and their interests.
- Save a copy of the PowerPoint on the computer that you will use and make any necessary notes on it.
- Set a timing plan.
- Online setting:
 - Set up breakout rooms or be prepared to set them up during the session. If using Microsoft Teams to host the training online, information is available [here](#) on how to use the [breakout rooms function](#)—note that the meeting organizer is the only person who can create and manage working groups in this platform. Save a copy of the shared slides for note taking during plenary sessions in SharePoint.

→ In-person setting:

- Set up the room for participants to be able to sit in groups but also pay attention to the presentation.
- Set out the materials for the session (flip chart and markers) and ensure the equipment works.

Schedule

The session time should be completed by facilitators, according to the chosen start time for the training.

Session 2: Applying the guiding principles for scaling impact to a research project

Purpose: Reinforce the four guiding principles for scaling impact: justification, optimal scale, coordination and dynamic evaluation, and **explore** how to apply them in research projects and programs. Introduce the tools of *The Scaling Playbook: A Practical Guide for Researchers* and how they can be used to achieve impact at optimal scale.

Session time	Duration	Title	Purpose
	10 minutes	Welcome and agenda	To welcome participants back and ask them to share the key messages, questions, and reflections that the first session elicited; introduce Session 2
	10 minutes	Presentation. Applying the guiding principles to the research process	To introduce participants to <i>The Scaling Playbook</i> as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a "typical" research process: framing, doing and sharing
	35 minutes	Presentation. <i>The Scaling Playbook</i> and worksheets	To introduce participants to <i>The Scaling Playbook</i> as a practical resource to approach the complex challenge of scaling for impact. Show the use of the <i>Playbook</i> worksheets and reflect jointly with participants on how they can be used
	10 minutes	Break	
	50 minutes	Group work: Using the <i>Playbook</i> worksheets and applying the scaling impact principles to a research project	To apply a selection of the <i>Playbook</i> worksheets to a research project, reflecting on how scaling impact and the worksheets help participants think differently about their projects, and to identify the challenges and opportunities in scaling impact Group work (35 minutes) followed by a plenary (15 minutes)
	10 minutes	Close	To recap the main concepts and explain further resources to consolidate and expand learning; close training

Duration: 125 minutes

Session development

1. Welcome

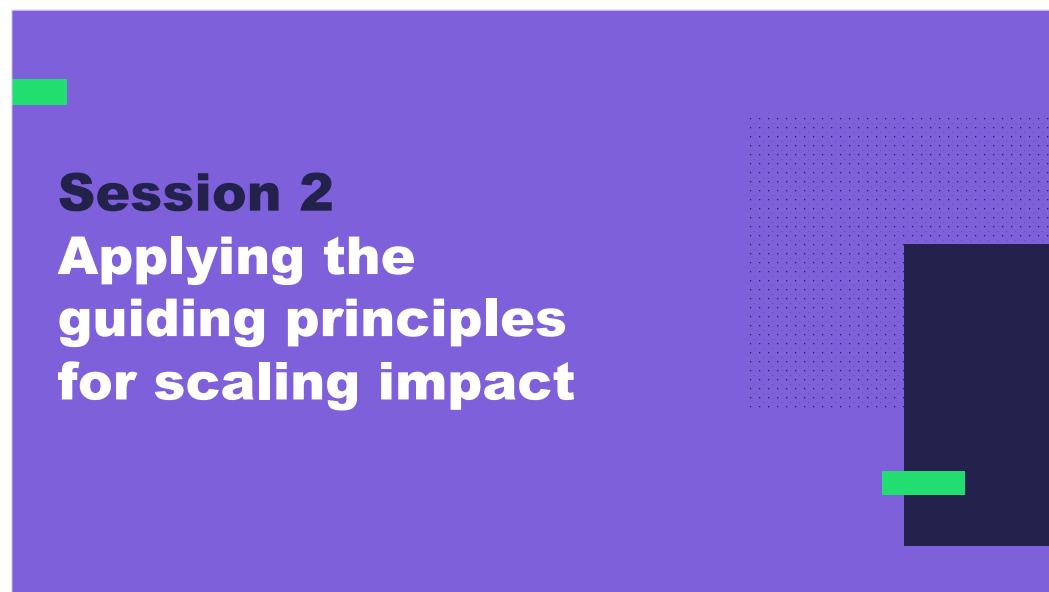
Section duration

10 minutes

Purpose

Welcome participants, and ask them to share the key messages, questions and reflections that the first session elicited; introduce Session 2.

Slide 42. Welcome participants



Slide duration: Less than 1 minute

Facilitator notes:

- Have the slide up at the start of the training.
- Welcome participants to the training as they start to log in (online setting) or sit down (live setting).

1. Welcome

Section duration

10 minutes

Purpose

Welcome participants, and ask them to share the key messages, questions and reflections that the first session elicited; introduce Session 2.

Slide 44. Recap and introduce Session 2

A presentation slide titled "Welcome to Session 2!". The slide has a light blue background with a vertical dotted pattern on the left side. The title is in a large, bold, blue font. Below the title is a bulleted list of three items: "Reflections from Session 1", "Name one new thing that you have learned", and "Outline of session". At the bottom of the slide is a green rectangular button with the text "Let's start!" in white.

Welcome to Session 2!

- Reflections from **Session 1**
- Name one new thing that you have learned
- Outline of session

Let's start!

Slide duration: 10 minutes

Facilitator notes:

- Invite participants to ask questions about previous session or resources.
- Ask participants to highlight one thing that they have learned from Session 1 that resonates with them.
- Introduce the objective: they are going to learn more about applying the four principles, particularly by using [The Scaling Playbook](#).
- Mention that this session involves more hands-on work than content delivery.

2. Applying the guiding principles to a research process


Section duration

15 minutes

Purpose

To introduce participants to *The Scaling Playbook* as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing.

Slide 46. Introducing *The Scaling Playbook*



Contents

PART I: Background	2
What is scaling science?	2
Four guiding principles for scaling impact	3
Scaling science as a component of research for development	4
Knowledge translation and scaling	4
PART II: Application	5
Integrating scaling into research	5
A– Framing: Focus and questions	5
B– Doing: Data collection, analysis/synthesis, and interpretation	7
C– Sharing: Communicating research results	9
PART III: Practical worksheets for research teams	12
Annex: Case studies	16
Case study 1: Nigeria– Home visits to enhance maternal health in Bauchi State	16
Case study 2: Tanzania–Scaling a nutrition intervention through market mechanisms	18

Slide duration: 3 minutes

Facilitator notes:

- *The Scaling Playbook* is a practical resource to support application of the principles of scaling impact in a research project.
- The *Playbook* provides:
 - Brief background on scaling impact, including the four principles, and scaling science, as presented in the previous session.
 - A series of questions that guides researchers through scaling considerations that they should take into account during each stage of a typical research process to help them apply the principles of scaling impact—more on this in the coming slides.
 - Practical worksheets that researchers can use to document their responses to this series of questions on an ongoing basis.
 - Case studies of two projects with scaling intentions and responses to the questions.

2. Applying the guiding principles to a research process

Section duration

15 minutes

Purpose

To introduce participants to *The Scaling Playbook* as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing.

Slide 47. The Scaling Playbook: Purposes

The Scaling Playbook

- **Guidance** for researchers interested in scaling the impact of their work
- **Opportunity for continued learning** about scaling impact, through new applications, case studies.



Slide duration: 2 minutes

Facilitator notes:

- The *Scaling Playbook* can serve a couple of purposes.
- It provides guidance for researchers interested in using the principles-based approach to scaling the impact of their work.
- It also provides an opportunity for continued learning about scaling impact by prompting researchers to reflect on and document their approach to scaling.

2. Applying the guiding principles to a research process

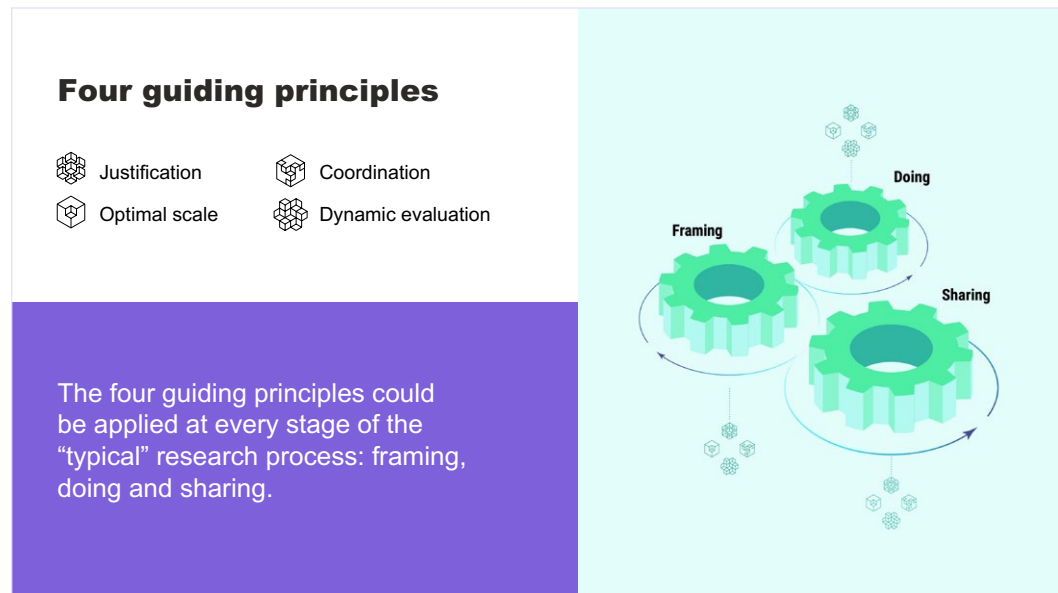
Section duration

15 minutes

Purpose

To introduce participants to *The Scaling Playbook* as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing.

Slide 48. Principles-based approach and the research process



Slide duration: 1 minute

Facilitator notes:

- In projects that have scaling intentions, the four guiding principles can be applied throughout the research process, from start to finish.
- The *Playbook* looks at how the principles of scaling impact can be applied in three typical phases during a research project.
- We realize this is a simplification and there may be some nuances in different disciplines, but, generally, these represent key steps in scientific method.
- These phases/steps are: framing (selecting the research topic, focus and questions), doing (data collection, analysis/synthesis and interpretation) and sharing (communicating research results). Ideally, a research team will answer questions related to each stage at the outset of the project, and revisit and adjust their answers as the scaling process progresses. However, teams may also choose to begin addressing scaling considerations later in the research process. In these cases, researchers may also focus on the questions most relevant to them.
- We will look at the questions for each stage in more detail in the following slides.

2. Applying the guiding principles to a research process

Section duration

15 minutes




Purpose

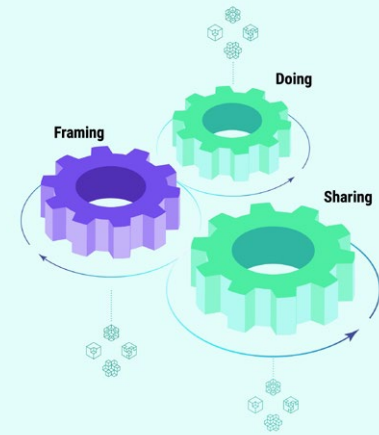
To introduce participants to *The Scaling Playbook* as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing.

Slide 49. Framing

Framing: Focus and research questions

While **framing** research, researchers might ask:

-  What potential opportunities might optimize the impact of our research? (**Optimal scale**)
-  Who/what might affect and be affected by the scaling process? (**Coordination**)
-  Who should we consult to understand better and justify the research framing and its potential impact? (**Justification**)



Slide duration: 6 minutes

Facilitator notes:

- *This slide has animations; please review it before the start of the training and make adjustments if you wish.*
- We can begin to apply the scaling principles from the very framing of the research, setting the focus and parameters, and emphasizing the related questions of “why scale?” “for whom?” and “with whom?”
- How we frame our research will affect how its impact is scaled.
- The *Playbook* asks research teams to address these three questions at the framing stage:
 - Based on the research focus and questions, **what potential opportunities might grow the impact of your research?** This can be broad and aspirational. Recall that according to the optimal scale principle, framing a research project for scale means planning for diverse impacts and developing strategies to help desirable impacts come to fruition.
 - **Who/what might affect and be affected by the scaling process?** Recall the categories of initiators, enablers, competitors and impacted that we discussed in the previous session in relation to the coordination principle. From the outset, there is a need to consider a broader range of people, places and things (such as cultural and gender norms, laws, institutions, etc.) with the potential to enable or constrain scaling of results beyond the immediate users.
 - **Which users and beneficiaries should you consult to understand and justify the research framing and its potential impact?** Recall that justifying scaling requires not only evidence of the technical merit of an innovation, but also consideration of the significance and value to those who will be impacted. It is helpful to consult with different user groups and potential beneficiaries before defining the research question(s), to better understand their contexts.
- In short, we can see here some of the ways in which researchers might consider the principles of optimal scale, coordination and justification when initially framing the research act.

2. Applying the guiding principles to a research process

Section duration

15 minutes




Purpose

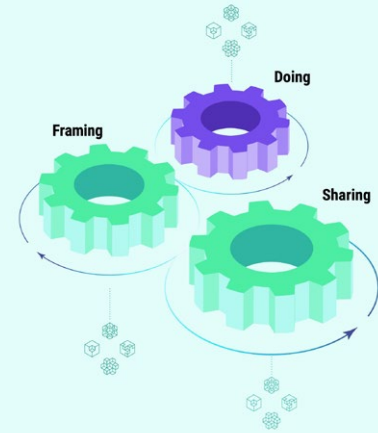
To introduce participants to *The Scaling Playbook* as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing.

Slide 50. Doing: Data collection, analysis/synthesis and interpretation

Doing: Data collection, analysis/synthesis and interpretation

While **doing** research, researchers might ask:

-  What evidence is needed to determine optimal scale? (**Optimal scale, Dynamic evaluation**)
-  How will we involve stakeholders in data collection, analysis and interpretation? (**Coordination, Justification**)
-  What key moments can we foresee for learning and adaption? (**Dynamic evaluation**)



Slide duration: 2 minutes

Facilitator notes:

- *This slide has animations; please review it before the start of the training and make adjustments if you wish.*
- After framing a research problem, think about how you will do the research—what data, analysis and interpretation will enable and inform scaling efforts. Ask:
 - What evidence is needed to help determine optimal scale? Recall the four dimensions of impact that we discussed in Session 1—magnitude, variety, sustainability and equity—and consider how you will understand these different dimensions.
 - How will you involve stakeholders appropriately in data collection, analysis/synthesis and interpretation? It is important to ensure that those that affect and are affected by scaling actively help define the research approach in ways that are feasible and endorsed by stakeholders. This requires *coordinating* the contributions of different actors, while taking into account contextual factors (cultural and gender norms, for example).
- Finally, at the “doing” stage, researchers can start to try to identify key moments for learning and adaptation—both internally and externally. Will there be opportune moments within the research process, and/or opportunities to engage external stakeholders?

2. Applying the guiding principles to a research process

Section duration

15 minutes



Purpose

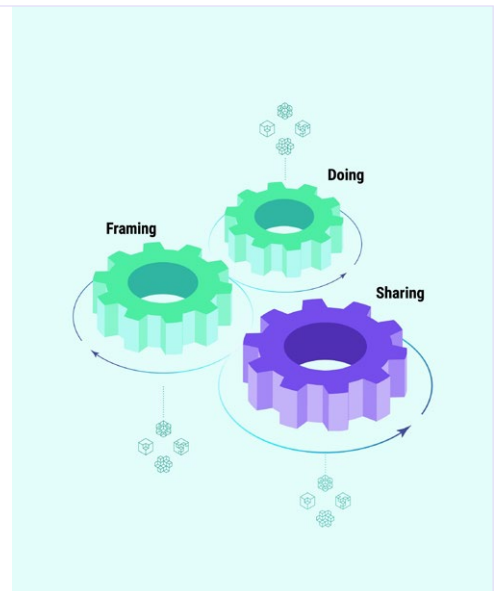
To introduce participants to *The Scaling Playbook* as a practical resource to approach the complex challenge of scaling for impact. To outline how the four guiding principles could be applied at each stage of a “typical” research process: framing, doing and sharing.

Slide 51. Sharing: Communicating research results

Sharing: Communicating research results

Sharing: questions researchers might ask at this stage:

-  What strategies will facilitate participation, and contribute to the intended impacts of our research? (**Coordination**)
-  Are there particular findings or aspects of our analysis that may be of use to stakeholders beyond those we targeted while doing the research? (**Coordination, Dynamic evaluation**)



Slide duration: 6 minutes

Facilitator notes:

- This slide has animations; please review it before the start of the training and make adjustments if you wish.
- As in applied science, scaling science aims to responsibly engage knowledge-users throughout the research to help ensure results will be relevant and actionable. Researchers should ask:
 - What strategies will facilitate participation and contribute to the intended impacts of your research? Involving users and beneficiaries at every stage contributes to their endorsing the results. However, strategies will also be needed to ensure the broad range of stakeholders involved in a scaling process can act on findings. Dynamic evaluation can help to identify potential users who could benefit from research results on an ongoing basis. Broad engagement also helps to ensure key stakeholders inform and endorse the definition of optimal scale as it evolves.
 - Are there particular findings or aspects of the analysis that may be of use to stakeholders beyond those targeted while doing the research? Scaling does not end with ensuring uptake by a predetermined set of users and beneficiaries. Consider what results could be useful or influential to a broader range of stakeholders—including any unintended results. This may be possible within the scope of an existing project, but in other cases it may require additional resources or a new project.

3. The Scaling Playbook and worksheets

Section duration

30 minutes

Purpose

To demonstrate the use of the *Playbook* worksheets and reflect jointly with participants on how they can be used.

Slide 53. Framing worksheet (1)

A. Framing: Focus and research questions

Questions	Notes			When will you revisit this response?
Based on the research focus and questions, what potential opportunities might optimize the impact of your research?	Opportunities	Strategies to pursue		
	<ul style="list-style-type: none"> Vitamin A deficiency is a major health problem in developing countries including Tanzania. The government of Tanzania was drafting micronutrient fortification rules. The research project manager had relationships with a number of small- and medium-sized enterprises producing unrefined sunflower oil. Local producers produced unrefined sunflower oil, and there would be an opportunity for scaling if this oil could be successfully fortified. 	Testing viability of market mechanisms to increase consumption of locally produced, fortified unrefined sunflower oil in two regions of Tanzania.		
Which users and beneficiaries might you consult to understand and justify the research framing and its potential impact?	Actor	Rationale	Potential implications	
	Local manufacturers who produce unrefined sunflower oil consumed in rural areas.	The manufacturers would need to begin fortifying the unrefined oil to continue selling it under new rules that were under development.	Local economic benefit if local producers can fortify their unrefined oil (or lack thereof if they cannot or do not).	
	Network of retailers.	To understand key considerations in ensuring the fortified oil would be easily available to consumers.	Availability to consumers (or lack thereof in the absence of retail engagement).	
	Government of Tanzania.	To ensure the intervention responds to national priorities and meets regulatory requirements.	High-level political support for and approval of the intervention.	
	Consumers, and leaders/organizations involved in outreach to them.	To understand and inform consumer preferences and position the fortified unrefined oil for consumption.	Actual consumption of the oil, and reduced vitamin A deficiency in beneficiary populations (or lack thereof if consumer preferences are not successfully addressed).	

Slide duration: 5 minutes

Facilitator notes:

- Introduce the framing worksheet and explain that they will continue to use the sunflower oil case study. Mention that they have blank worksheets in their [course pack](#).
- We will now return to the case study we introduced in Session 1 on locally fortified sunflower oil in Tanzania, as an example of how a research team might go about answering these questions.
- There are worksheet templates at the back of *The Scaling Playbook* that teams can use to document their responses to the questions that we have just explored. There are also standalone, fillable versions of the worksheets linked in your course pack under the Resources for Session 2—Section 5 of the [course pack](#)—and links here: ([English](#), [French](#), [Spanish](#)).
- On the following slides, we will look at how researchers on this project might have responded to the questions using the worksheets
- Explain to participants that they will look at how to respond to the questions outlined earlier (for the framing, doing and sharing stages of the research), using and completing the worksheets as a template to help them reflect on each question. Remind participants that they can find the sunflower oil case study in the course pack.
- Go over some of the answers on the worksheet, briefly explaining them.
- Mention that the worksheets include a column for indicating when the question should be revisited, given the dynamic and evolving nature of scaling processes.

3. The Scaling Playbook and worksheets

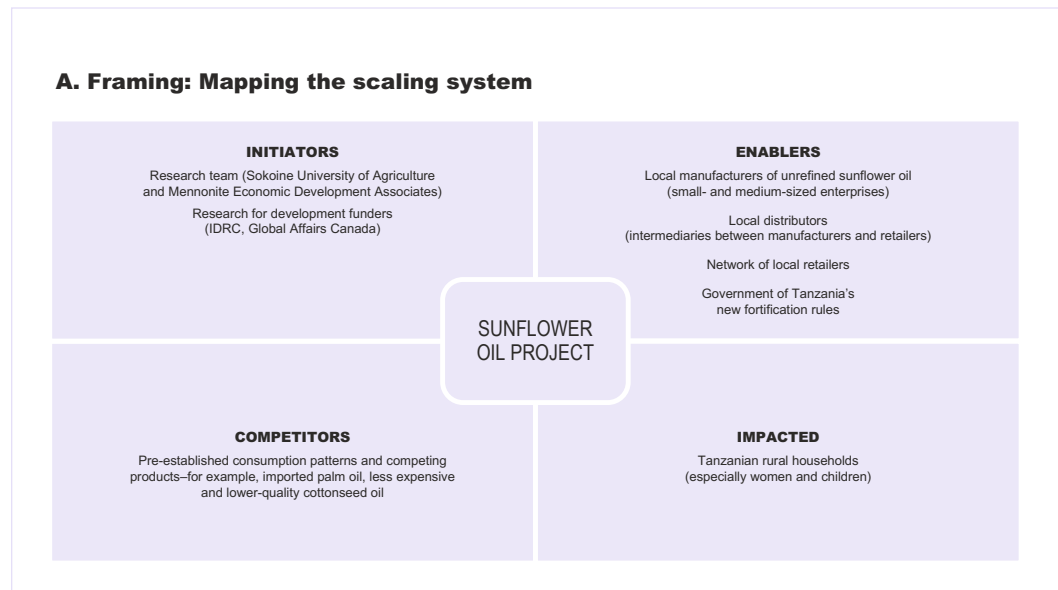
Section duration

30 minutes

Purpose

To demonstrate the use of the *Playbook* worksheets and reflect jointly with participants on how they can be used.

Slide 54. Framing worksheet (2)



Slide duration: 5 minutes

Facilitator notes:

- Recall the need to consider the range of “people, places and things” that may support, hinder, compete with or be impacted by the scaling process. It can be helpful to think about this at the stage of framing the research.
 - Initiators: make it possible to begin a change in scale. E.g. funders, knowledge, a willing community.
 - Enablers: can facilitate the scaling. E.g. cultural norms, local leaders, policymakers.
 - Competitors: offer a next-best or better-than alternative to scaling the innovation. E.g. alternative innovations, ingrained practices, fragile institutions.
 - Impacted: those who experience the positive or negative results from scaling, and ultimately control success. E.g. any impacted person, such as farmers, women, children, etc.
- Go over some of the answers on the worksheet, briefly explaining them.

3. The Scaling Playbook and worksheets

Section duration

30 minutes

Purpose

To demonstrate the use of the *Playbook* worksheets and reflect jointly with participants on how they can be used.

Slide 55. Doing worksheet

B. Doing: Data collection, analysis/synthesis and interpretation

i) Constructing a "multidimensional" view of impact	How would you describe optimal scale for this dimension of impact? What evidence would demonstrate it to your stakeholders?		When will you revisit this response?
Magnitude of impacts	Extent of consumption of fortified unrefined oil by members of rural households, and extent to which it decreased vitamin A deficiency in the populations reached.		
Diversity of the impacts	Data on cost-effectiveness and economic benefit to enterprises due to producing the fortified unrefined oil locally.		
Sustainability of impacts	Cost-effectiveness of production, including equipment required for production; viability of distribution practices.		
Equity of impacts	Affordability and assessment of benefits for lowest-income households.		
ii) How will you involve stakeholders in data collection, analysis/synthesis and interpretation?	Stakeholder group	Strategy to engage	
	Consumers	Behavioural change activities; subsidies (e-voucher/e-wallet system) that would promote and monitor household consumption.	
	Small- and medium-sized enterprises who produce unrefined sunflower oil in the target regions	Outreach to SMEs focused on strengthening technical expertise to produce the supply of fortified unrefined oil needed, and the potential benefits of investing in required equipment.	
	Retailers	Participation in the subsidy system that would also allow monitoring of consumption.	
	Government	Engagement of national stakeholders from the project inception meeting onwards; demonstration that the manufacturing and fortification process complied with the Tanzanian Food and Drug Administration requirements.	
iii) What key moments can you foresee for learning and adaptation?	Internal (based on research timeline)	External (based on stakeholder needs)	
	After launching the commercial approach, looking into whether it was effective and what to adapt.	Approval process of the Tanzanian Food and Drug Administration.	

Slide duration: 5 minutes

Facilitator notes:

- Considering the evidence needed to determine optimal impact reminds us to consider the multiple dimensions of impact at optimal scale:
 - Magnitude of the impacts: how much impact will the intervention create? E.g. number of people served, quality of change.
 - Diversity of the impacts: what range of impacts will the research create? E.g. health outcomes, environmental outcomes, financial benefits, etc.
 - Sustainability of the impacts: how long will impacts last and what factors might affect this? E.g. are impacts durable? Why or why not?
 - Equity of the impacts: what benefits and/or harm will different sub/groups experience as a result of the research? E.g. do some sub-groups fare better than others? Who wins? Who is left behind?
- Optimal scale is about balancing the impacts against each other: balance the magnitude, variety, equity and sustainability of effects for the public good. This implies that there are likely to be trade-offs.
- Go over some of the answers on the worksheet, briefly explaining them.

3. The Scaling Playbook and worksheets

Section duration

30 minutes

Purpose

To demonstrate the use of the *Playbook* worksheets and reflect jointly with participants on how they can be used.

Slide 56. Sharing worksheet

C. Sharing: Communicating research results

i) What strategies will facilitate participation and contribute to the intended impacts of your research?	Stakeholder group	What lessons might be shared with this stakeholder? How might they be engaged?		When will you revisit this response?
	Beneficiaries	Outreach at events and via religious and other leaders to communicate the benefits of fortified unrefined sunflower oil in addressing vitamin A deficiency.		
	Users	Major stakeholder meetings at the end of the project, which included various governmental agencies, to discuss project results and lessons about conditions for success—with potential to inform strengthening of fortification initiatives and further scaling efforts.		
ii) Are there particular findings or aspects of your analysis that may be of use to stakeholders beyond those you targeted throughout the research?	Stakeholder group	Finding(s)	Strategy	
	Stakeholders from additional regions	Feasibility of producing and reaching consumers with fortified unrefined sunflower oil, effectiveness in reducing vitamin A deficiency, lessons from the process.	Engagement beyond the project will be required.	
	Stakeholders interested in fortification for different micronutrients and/or products	Lessons about how to test, produce and commercialize a new, fortified product to address micronutrient deficiency in vulnerable populations.	Engagement beyond the project will be required.	

Slide duration: 5 minutes

Facilitator notes:

- Reinforce that scaling is a dynamic and iterative process reliant on an evolving set of actors, and sharing research with new actors may significantly shift the original vision of optimal scale.
- Dynamic evaluation can help to identify potential users who could benefit from research results on an ongoing basis. Broad engagement also helps to ensure key stakeholders inform and endorse the definition of optimal scale as it evolves.
- *Go over some of the answers on the worksheet, briefly explaining them.*

4. Break

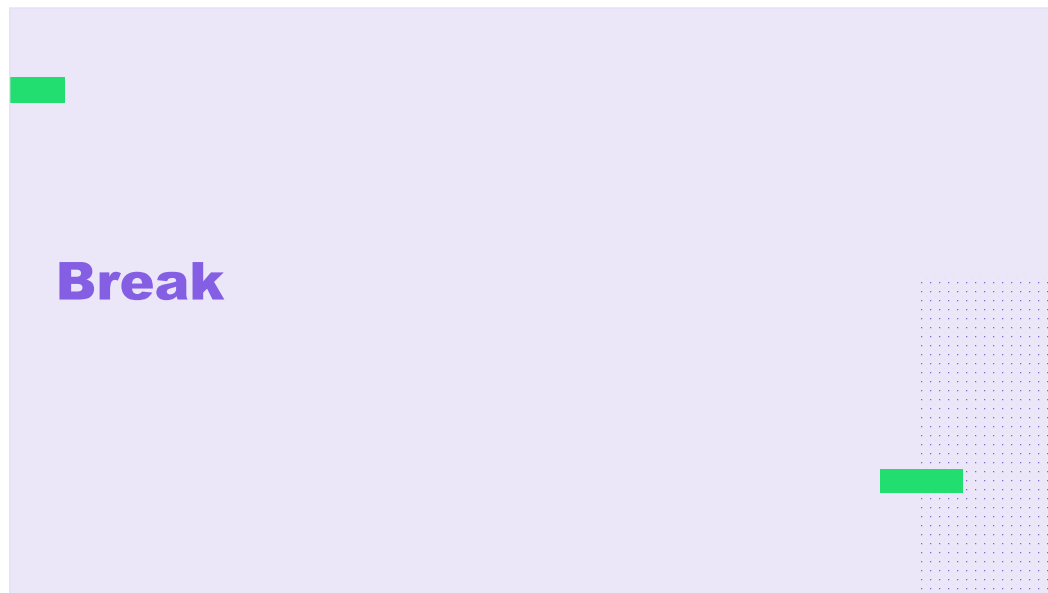
Section duration

10 minutes

Purpose

Take a rest to recharge energies.

Slide 57. Break



Slide duration: 10 minutes

Facilitator notes:

- Invite participants to take a 10 minute break.
- Remind them to return on time in order to continue with the training.

5. Group work: Using the *Playbook*

Section duration

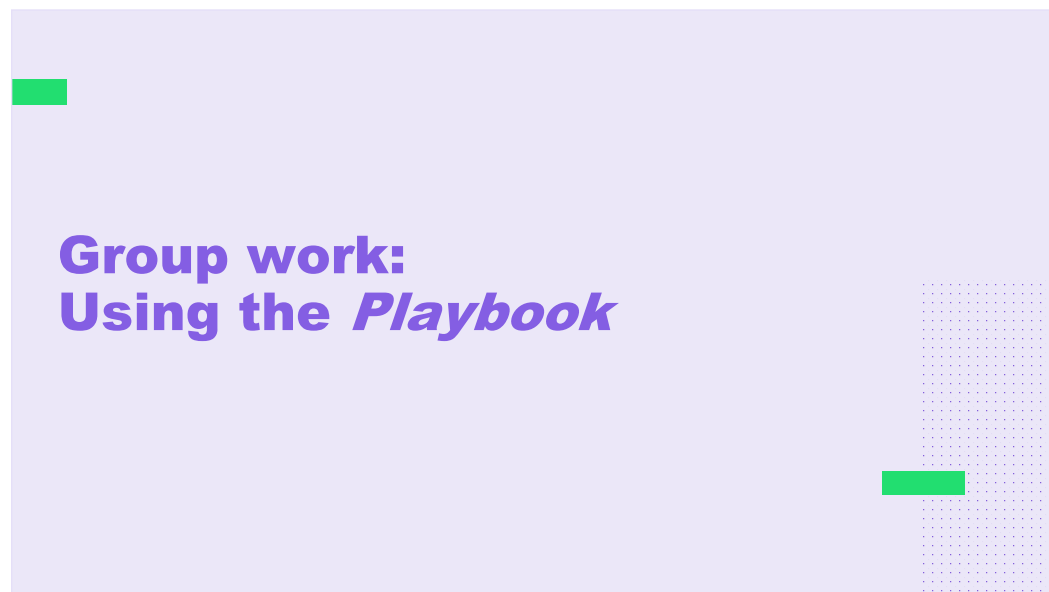
50 minutes

Purpose

To apply a selection of the *Playbook* worksheets to a research project and reflect on how the concept of scaling impact and the worksheets help to think differently about projects as well as the challenges and opportunities in scaling impact.

Group work (35 minutes) followed by a plenary (15 minutes).

Slide 58. Group work



Slide duration: Less than 1 minute

Facilitator notes:

- Welcome back the participants.
- Explain that in this section we are going to work on answering some of the guiding questions in *The Scaling Playbook* based on their own project, using the worksheets.
- Note that the blank worksheet template is included in their *course pack*.

5. Group work: Using the *Playbook*

Section duration

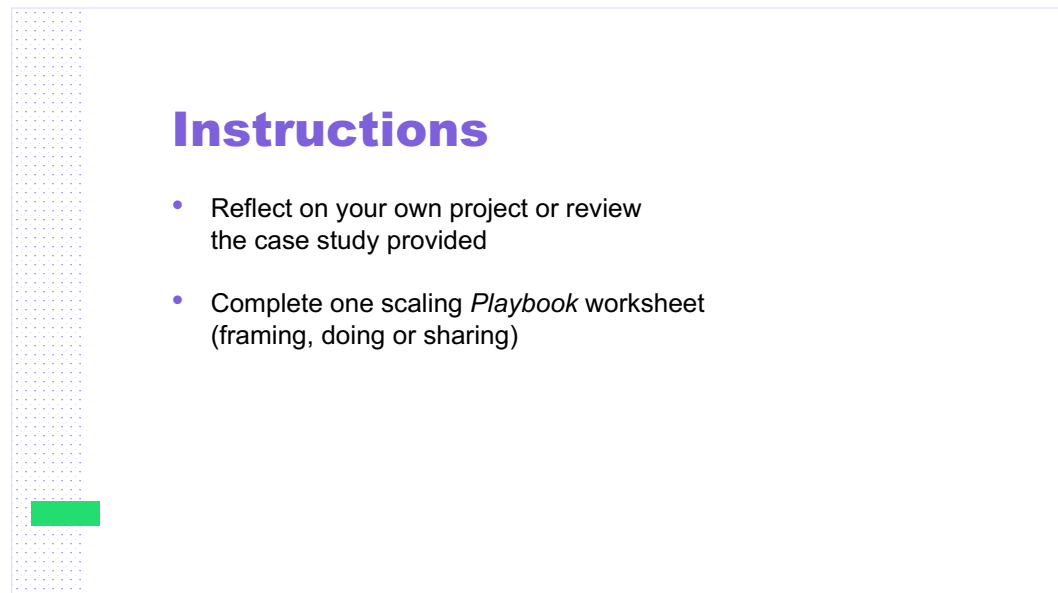
50 minutes

Purpose

To apply a selection of the *Playbook* worksheets to a research project and reflect on how the concept of scaling impact and the worksheets help to think differently about projects as well as the challenges and opportunities in scaling impact.

Group work (35 minutes) followed by a plenary (15 minutes).

Slide 59. Instructions



Instructions

- Reflect on your own project or review the case study provided
- Complete one scaling *Playbook* worksheet (framing, doing or sharing)

Slide duration: 35 minutes

Facilitator notes:

- Explain the activity (5 minutes). Each person or group (if they want to work together) will work on their own research project. If some participants do not have a project in mind, ask them to work on the case study available in the course pack (Home visits to enhance maternal health in Bauchi State—Nigeria). This exercise will focus on completing one or two of The Scaling *Playbook* worksheets that are most relevant given where the researchers are in their project
- Based on the participants' knowledge, you could choose in advance which worksheet(s) to work on and point them to these ones in particular. Ones that have worked well in training sessions in the past:
 - In Section A (Framing) of the worksheets, Mapping the Scaling System (under the framing section), which encourages participants to think about how they can coordinate the scaling process with initiators, enablers, competitors and impacted persons.
 - In Section B (Doing) of the worksheets, question i) on "Constructing a multidimensional view of impact," which asks participants to think about their definition of optimal scale by considering magnitude, variety, equity and sustainability of impacts.
- If there are members of a research team working together on a single project, or individuals who wish to work together on a case study, move them to groups accordingly (tables in live setting, breakouts in online setting).
- If there are small groups, go over to each room or table to give feedback to participants, reinforce the concepts reviewed and answer any questions.
- Group work duration: 30 minutes.

5. Group work: Using the *Playbook*

Section duration

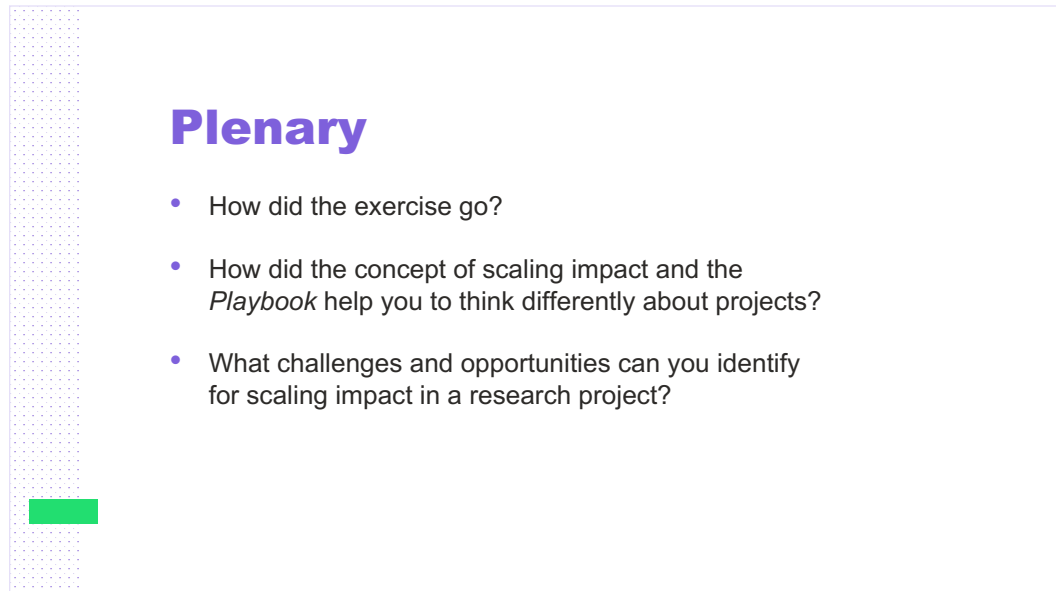
50 minutes

Purpose

To apply a selection of the *Playbook* worksheets to a research project and reflect on how the concept of scaling impact and the worksheets help to think differently about projects as well as the challenges and opportunities in scaling impact.

Group work (35 minutes) followed by a plenary (15 minutes).

Slide 60. Plenary



Plenary

- How did the exercise go?
- How did the concept of scaling impact and the *Playbook* help you to think differently about projects?
- What challenges and opportunities can you identify for scaling impact in a research project?

Slide duration: 15 minutes

Facilitator notes:

- Bring everyone back to a plenary.
- As facilitators, you may wish to decide in advance whether there are questions that you want to focus the discussion on, based on the interest and starting point of the training participants.
 - How did the exercise go?
 - How does the concept of scaling impact and the *Playbook* help you to think differently about projects?
 - What are some challenges and opportunities that you can identify in scaling impact in a research project?
- Present each question by itself and ask for a volunteer from each group to comment.
- Help participants reflect on how the *Playbook* can help them enhance the impact of their work.
- The facilitator who is not actively moderating can take notes on a flip chart (live setting) or in online slides visible to all (online setting) to highlight the main ideas.

6. Close

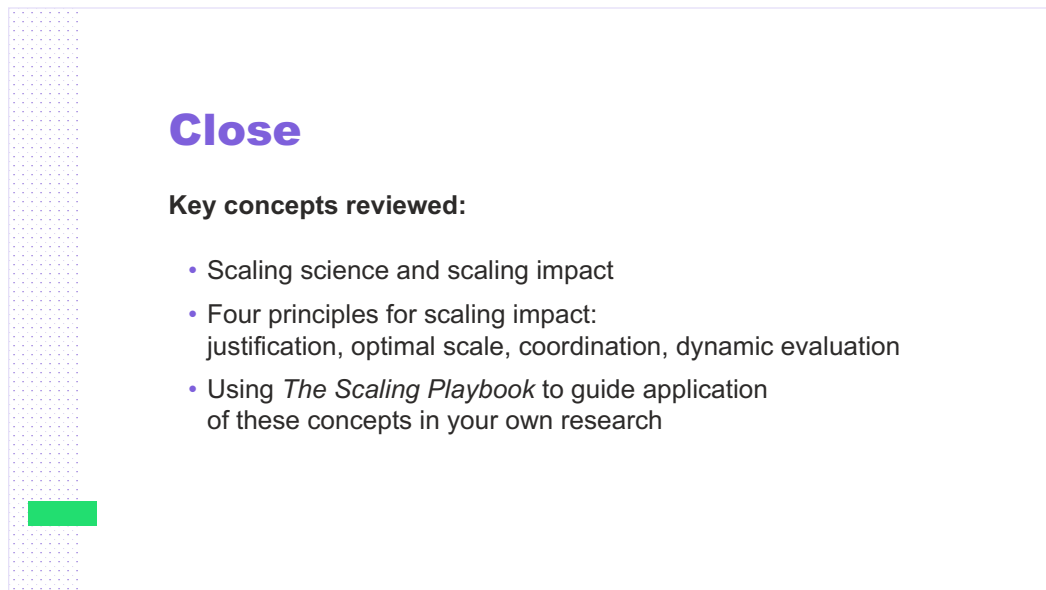
Section duration

10 minutes

Purpose

To recap the main concepts, explain further resources to consolidate and expand learning, and close the training.

Slide 62. Close



Close

Key concepts reviewed:

- Scaling science and scaling impact
- Four principles for scaling impact: justification, optimal scale, coordination, dynamic evaluation
- Using *The Scaling Playbook* to guide application of these concepts in your own research

Slide duration: 5 minutes

Process notes:

- Briefly mention the key concepts reviewed and highlight the relevance of the application of the concept of scaling impact and the Playbook in scaling projects.

6. Close

Section duration

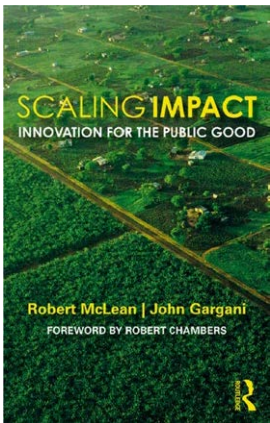
10 minutes


Purpose

To recap the main concepts, explain further resources to consolidate and expand learning, and close the training.


Slide 63. Resources (1)

Resources (1)





www.idrc.ca/scalingscience



Slide duration: 1 minute

Facilitator notes:

- Mention some of the key resources. IDRC has developed literature regarding scaling impact, such as the scaling impact book, The Scaling Playbook and a scaling brief.
- These resources and further scaling literature can be found in the [course pack](#).
- Slide 64 provides links to videos that explain each of the guiding principles. Participants can watch these in order to deepen their knowledge.

6. Close

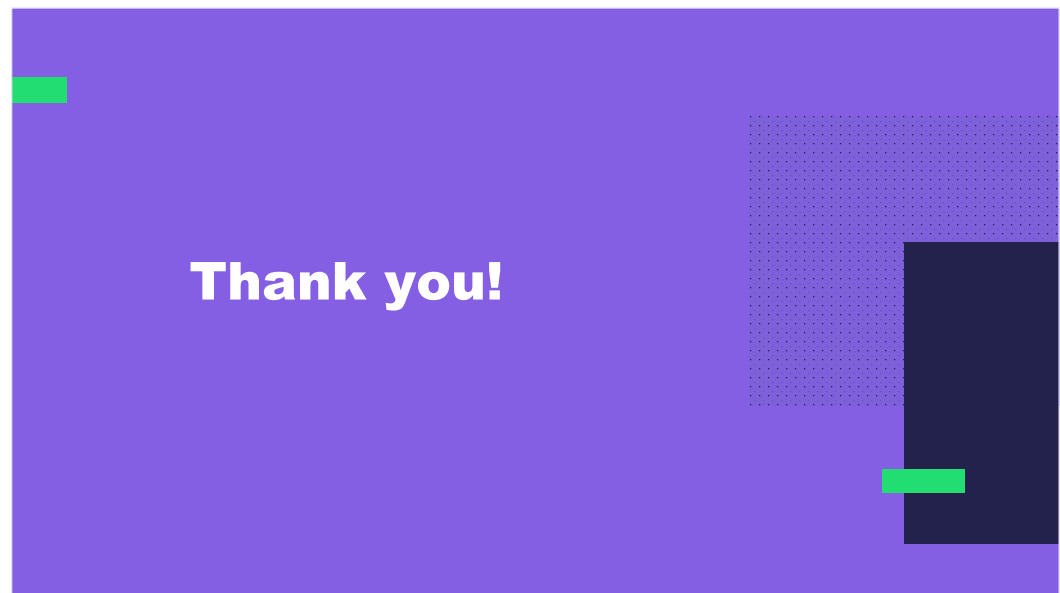
Section duration

10 minutes

Purpose

To recap the main concepts, explain further resources to consolidate and expand learning, and close the training.

Slide 65. Thank you



Slide duration: Less than 1 minute

Facilitator notes:

→ Close the session by thanking the participants.

6. Close

Section duration

10 minutes

Purpose

To recap the main concepts, explain further resources to consolidate and expand learning, and close the training.

Slide 66. IDRC close

**IDRC • CRDI**
International Development Research Centre
Centre de recherches pour le développement international**Canada****Credit information/Crédits**

Information

idrc.ca | crdi.ca    

Slide duration: Less than 1 minute

Facilitator notes:

→ *Edit the slide and provide your contact information.*

Annexes

Annex 1: Welcome email template

This email is just a suggestion, please edit it as you see fit to adjust to your style and relationship with participants. Please note that you will need to download the course pack and PowerPoint slides and send them as attachments to participants, as they will not have access to the links on SharePoint (with the exception of links to the editable worksheet templates).

Online training

Dear _____,

We are delighting to be starting the scaling impact Training, in which we are going to cover the main concepts of scaling impact in a practical way. To accompany this process, we have prepared a course pack that contains documents and resources that will be useful for your learning. In the course pack you will find the agenda for each session, slides, key resources, questions for plenaries, instructions and worksheets for group work, summary sheets and more. You can find the course pack and slides attached.

The training will be delivered in two sessions on the following dates:

Session 1: Understanding scaling impact: (date) at (hour) (2 hour session)

Session 2: Applying the guiding principles for scaling impact to a research project: (date) at (hour) (2 hour session)

You can access to the first online meeting [here](#) [add link].

Do not hesitate to contact me if you have any questions. Looking forward to seeing you all at the training.

Best wishes,
Name and role of the facilitator/s

For in-person training

Dear _____,

We are delighting to be starting the scaling impact Training, in which we are going to cover the main concepts of scaling impact in a practical way. To accompany this process, we have prepared a course pack that contains documents and resources that will be useful for your learning. In the course pack you will find the agenda for each session, slides, key resources, questions for plenaries, instructions and worksheets for group work, summary sheets and more. You can find the course pack and slides attached.

The training will be delivered in two sessions on the following dates:

Session 1: Understanding scaling impact: (date) at (hour) (2 hour session)

Session 2: Applying the guiding principles for scaling impact to a research project: (date) at (hour) (2 hour session)

The training will be held at (place).

Do not hesitate to contact me if you have any questions. Looking forward to seeing you all at the training.

Best wishes,

Name and role of the facilitator/s

Annex 2: Email template for Session 2

Online training

Dear _____,

I hope you are enjoying the scaling impact Training so far and that it is proving useful to your scaling efforts. Remember that on (date) we will have the final session. This will be a practical session focused on applying the guiding principles for scaling impact to a research project.

We encourage you to come prepared with a research project in mind—one that you are currently working on and that has scaling intention. If another member of your research team is attending the training, you can work together. Otherwise, you can work individually on your project or use a case study that we will provide. Please reflect in advance on your project and prepare a summary outlining:

- Issue
- Research topic
- Intervention
- Anticipated outcomes

You will also need to download and save the worksheet templates for one of the exercises. Please use these links for the [English](#), [French](#), and [Spanish](#) versions of the worksheets.

You may wish to take a look at the materials for Session 2—including the sunflower oil case study, the completed *Playbook* worksheets, and the discussion questions in advance.

The session will start at (hour). Access to the online meeting is here: ([meeting link](#)).

Do not hesitate to contact me if you have any questions. Looking forward to seeing you all at the training.

Best wishes,
[Name and role of the facilitator/s](#)

Live training

Dear _____,

I hope you are enjoying the scaling impact Training so far and that it is proving useful to your scaling efforts. Remember that on (date) we will have the final session. For this session, we recommend that you review the course pack, giving special attention to the following resources:

- Sunflower oil case study
- Completed *Playbook* worksheets
- Questions for the plenary discussion

This will be a practical session, so if you want to work on your own research projects, please bring a short summary of a suitable project to the session. Please outline the following:

- Issue
- Research topic
- Intervention
- Anticipated outcomes

The session will start at (hour) at (place).

Do not hesitate to contact me if you have any questions. Looking forward to seeing you all at the training.

Best wishes,
Name and role of the facilitator/s

