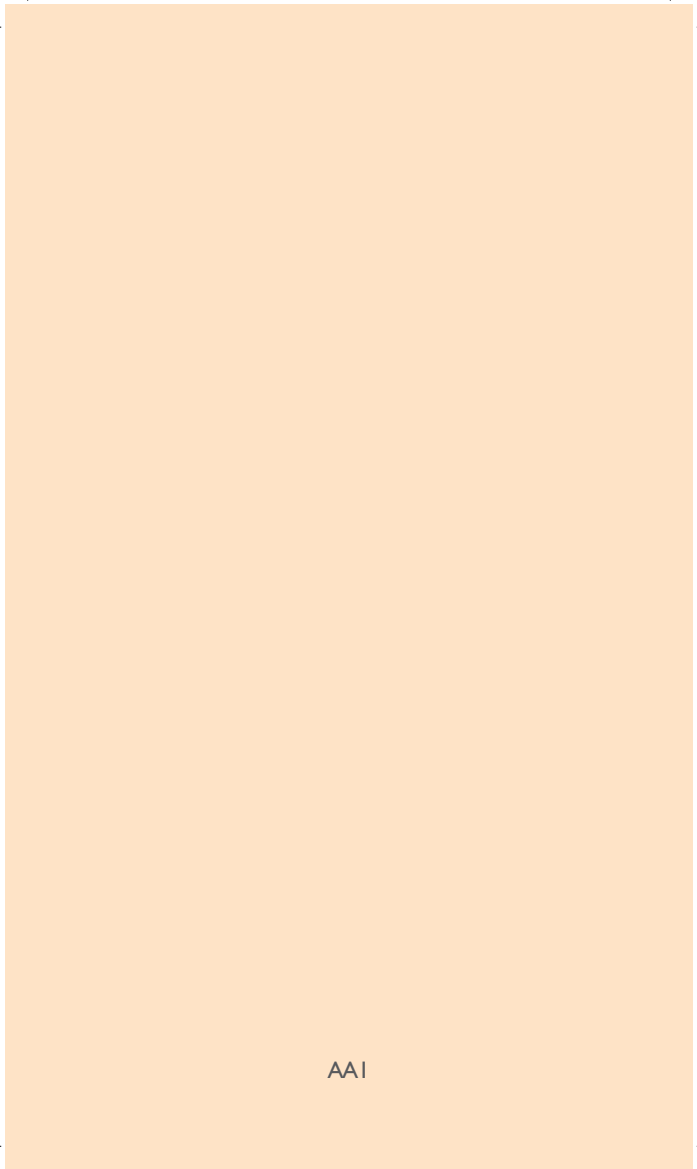




The research focuses on a series of research questions. We have not yet identified the specific development problem(s) that the research helps address.



AAI





We have identified a development problem and the research has been designed to address it in some way.

[Please briefly state on the back of the card what the development problem is and how the research helps address it]



You can write here:

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AA3





We have worked closely with policy actors and/or practitioners and/or beneficiaries to understand the development problem. We intend to find specific and actionable recommendations can be used to address the problem in some way.

[Please briefly state on the back of the card what the development problem is and how the research helps address it. Also state one key actor/ stakeholder who can use/or implement the recommendations]



You can write here:

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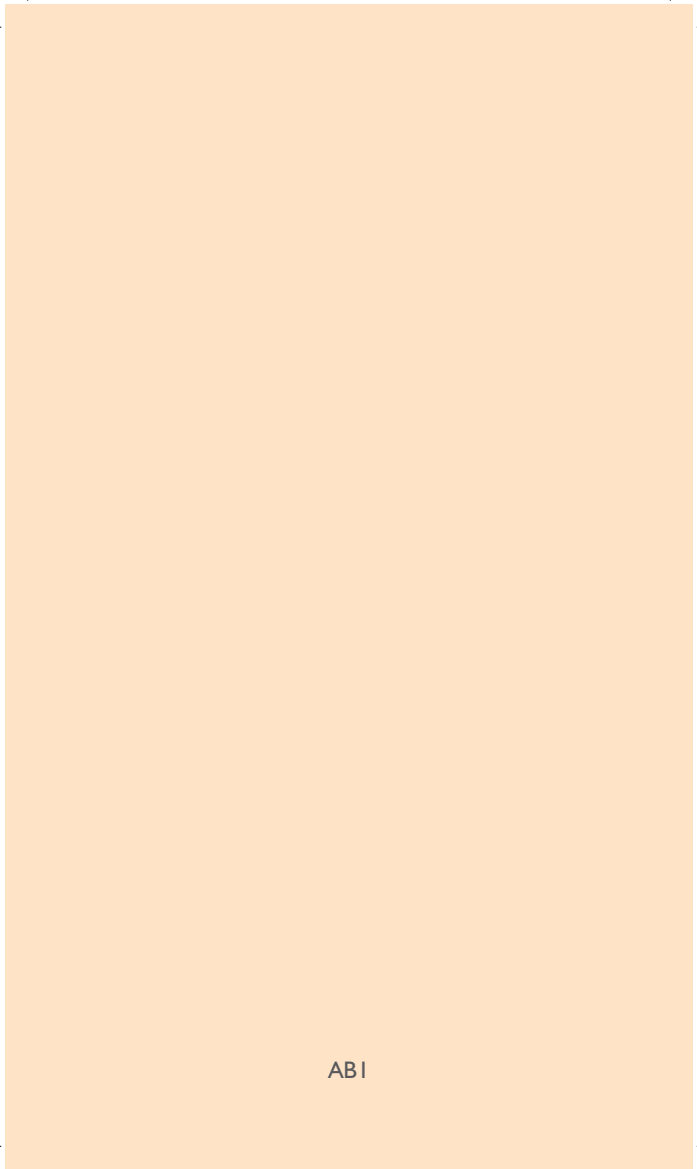


AA5





We have not yet identified anyone on our team who is responsible for monitoring and evaluating our research uptake efforts.



ABI





Someone within the team is responsible for leading the monitoring and evaluation of our research uptake efforts. We are not yet aware of the indicators we are using or the systems we will be following.

[Please name this person(s) on the back of the card]



You can write here:

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AB3





Someone in our team is responsible for monitoring and evaluating our research uptake efforts, and they have introduced us to the system and approach we are using. We understand fully the types of indicators that our research uptake activities will be monitored against and what is required of the team to fulfil this exercise. We use the results for our learning and to improve our future activities.

[Please provides some examples of the indicators used for this M&E on the back of the card]



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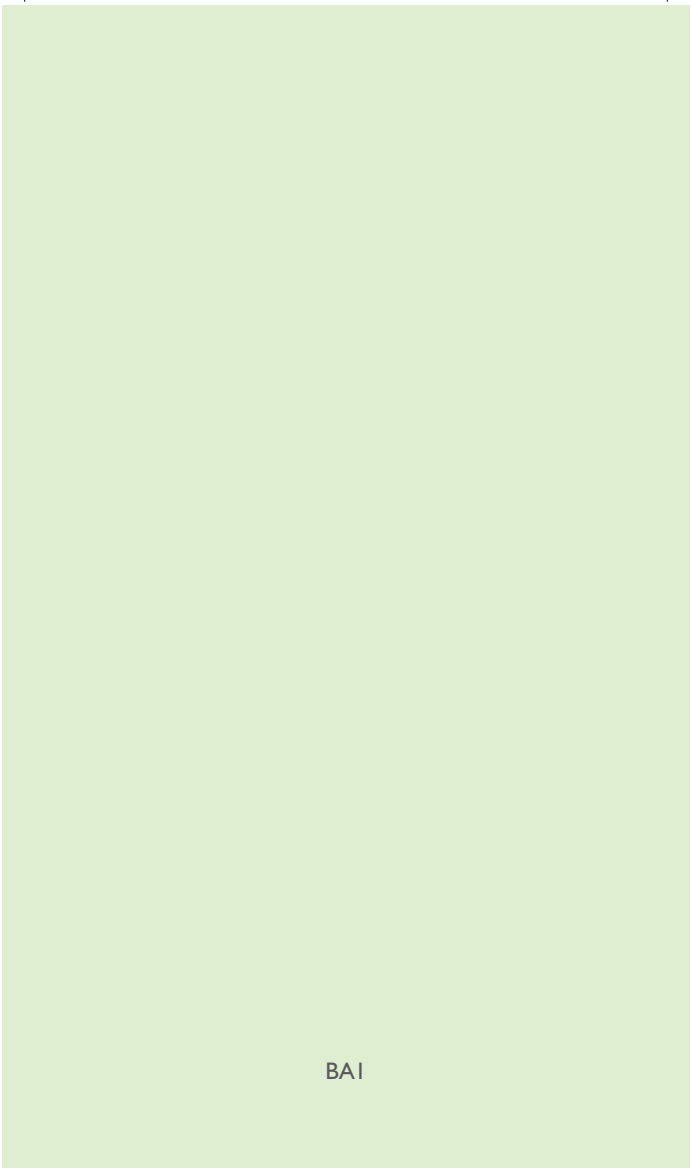


AB5





Our team does not yet have a system for tracking or responding to changes in external policy and/or programmes relevant to our research.



BAI





Our team has an ad-hoc system for tracking changes in external policy and/or programmes, relevant to the research.

[Please explain what this process/system is]



You can write here:

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BA3





Our team systematically tracks and records changes and developments in external policy and/or programmes, relevant to the research. The information is consistently used to adjust our overall strategy to inform and influence relevant policies and programmes.

[Please briefly describe what this system is on the back of the card]



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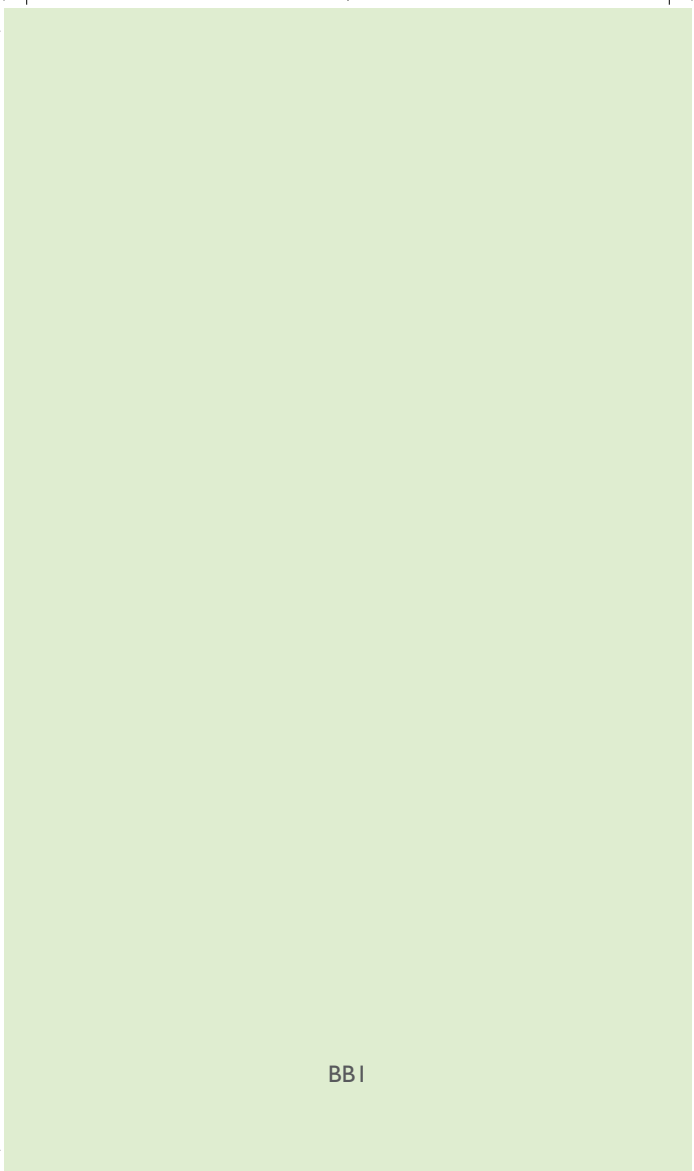
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BA5





We have not yet conducted any analysis of the policy context that shapes the (political or programme) decision making process relevant to our research.



BB I





We have conducted an analysis of the policy context that shapes the (political or programmatic) decision making process relevant to our research.

[Briefly describe what this analysis consisted of]



You can write here:

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BB3





We have systematically analysed the policy context that shapes the (political or programmatic) decision making process relevant to our research.

[Briefly describe what this analysis consisted of]



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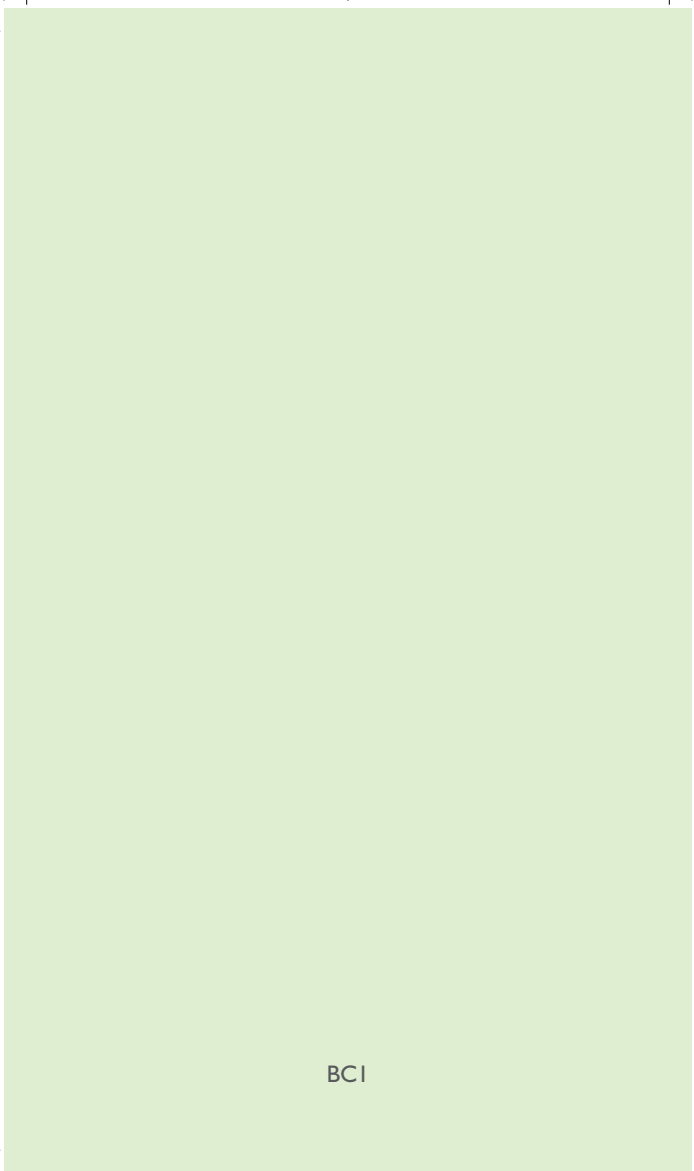
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BB5





We have not yet analysed stakeholder's level of power, alignment and interest in the policy/programme areas we want to influence.



BCI





We have undertaken stakeholder analysis to identify stakeholders' level of power, alignment and interest (or any mix of these) in the policy/programme areas we want to influence on an ad-hoc basis.



BC3





We use stakeholder analysis to systematically identify the level of power, alignment and interest in the policy/ programme areas we want to influence. This is an integral part of our research engagement activities.

[Please briefly explain on the back of the card how this analysis was conducted]



You can write here:

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BC5





We have not yet organised any meetings with stakeholders. No budget has yet been allocated to stakeholder engagement.



CAI





We have occasional meetings with stakeholders to engage them in our research plans (at least once every 6 months). Resources for stakeholder meetings are identified from miscellaneous budget lines, and are available as and when necessary.

[Please provide an example of such meetings on the back of the card]



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CA3





A strategic and budgeted stakeholder engagement plan has been developed for our research programme. We have held / plan to hold regular meetings with important stakeholders, relevant to our research uptake efforts, throughout the lifecycle of the programme.

[Please provide an example of 2 such meetings on the back of the card]



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CA5





Responsibility for meeting
and engaging with key
stakeholders is not yet
assigned to any members of
our team.





CBI





Responsibility for stakeholder engagement has been assigned to members of the team. A clear terms of reference for their engagement work has not yet been shared with them.

[Please state who this responsibility lies with]



You can write here:

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CB3





Responsibility for stakeholder engagement has been assigned to relevant members of the team. Each team member's role has been clearly identified as part of a wider strategy which plays to each of our strengths.

[Please state briefly on the back of the card what each individuals roles is]



You can write here:

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CB5





Members of our team
have not yet formed any
personal alliances with key
stakeholders.



CCI





Members of our team have some personal contact with key stakeholders. These team members occasionally use their own informal networks and/or personal contacts to share knowledge first hand with relevant stakeholders.

[Please provide an example]



You can write here:

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CC3





Members of our team are well connected with key stakeholders. These well connected team members consciously and frequently use their own informal networks and/or personal contacts to share knowledge first hand with relevant stakeholders. There is a documented plan to support and build on these contacts

[Please provide an example]



You can write here:

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CC5





We do not yet have any process in place that supports policy actors and other decision makers to understand, assess and use research evidence.



CDI





We are making some effort to support policy actors and other decision makers to understand, assess and use research evidence on an informal basis. This process is not budgeted or part of the overall uptake strategy.

[Please give an example of how policy actors have been supported]



You can write here:

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CD3





We have a clear process in place that supports policy actors to understand, assess and use research evidence. This process is part of our overall uptake strategy and has a defined budget.

[Please give an example of how policy actors receive such support]



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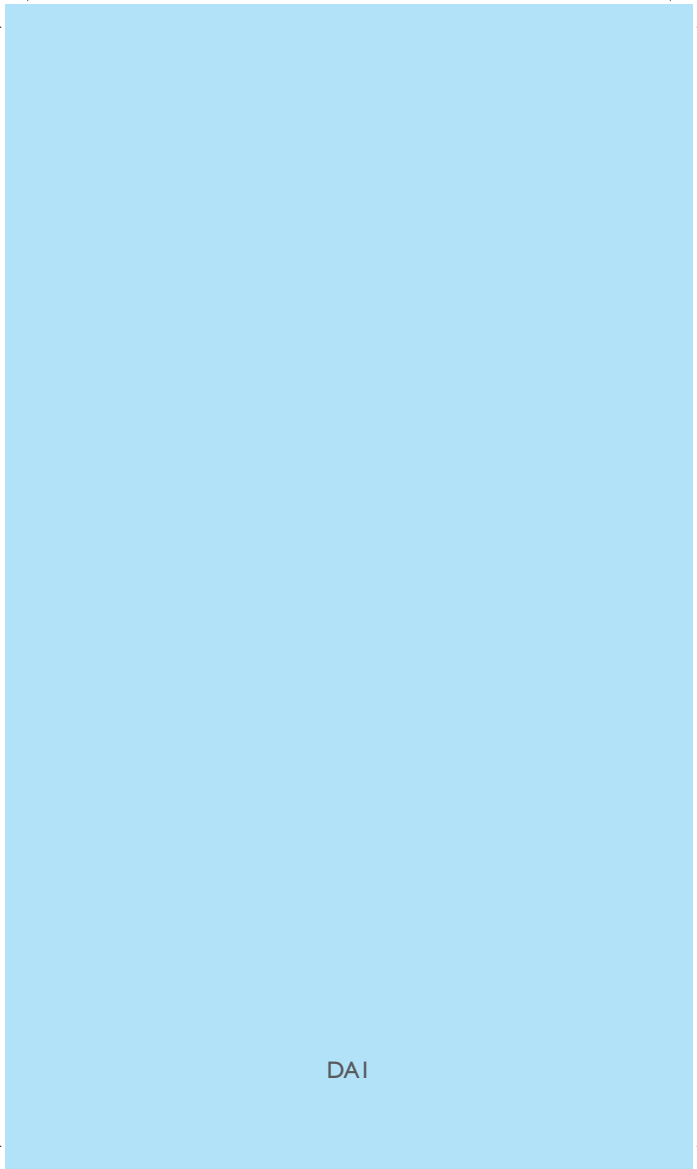
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CD5





Our research and study data
is written up in a scholarly
language, mostly for other
researchers to review.



DAI





Apart from our scholarly writing for peer reviewed publications, we sometimes translate research into an easy-to-understand language and style (i.e. through policy briefs, research briefs, blogs, news articles) for decision makers and other non-academic stakeholders.

We translate some of research outputs that are of relevance to non-academic/policy audiences.

[Please provide examples]



You can write here:

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DA3





Apart from our scholarly writing for peer reviewed publications, we also write up our academic research in an easy-to-understand language and style (i.e. through policy briefs, blogs, news articles etc.) for non-academic stakeholders and decision makers.

We routinely write up in simple language all research outputs that are relevant to non-academic/policy audiences.

[Please provide examples]



You can write here:

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DA5





We do not yet have any experience within, or available to the team, for using different communication channels (i.e. social media, media, websites) and tools (infographics, e-newsletters) to share research results.



DBI





We have experience within our team, or available to the team, of using different communication channels and tools (i.e. social media, media, websites) and tools (info-graphics, e-newsletters) to share research results.

[Please provide some examples of use of communication channels and tools]



You can write here:

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DB3





We have a high level of expertise in our team, or available to the team, on different communication channels and tools.

This is reflected in our communications strategy and evidenced through our successful use of these tools and channels (e.g. high media coverage, downloads, social media engagement).

[Please reference some successful examples of effective use of a communication channel or tool]



You can write here:

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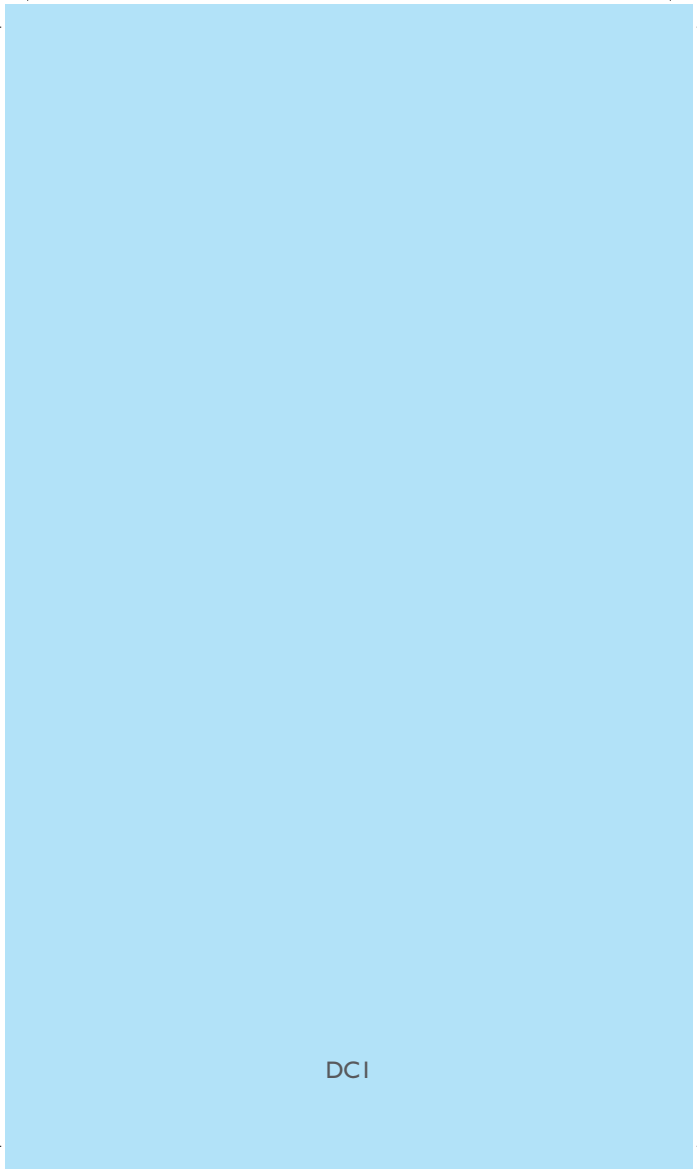


DB5





Our team does not yet use existing 'knowledge systems' (portals, repositories, newsletters and networks through which research is shared) to share the results of our research.



DCI





Our team is aware of a number of existing 'knowledge systems' (portals, repositories, newsletters and networks through which research is shared). We use these as and when there is research to share.

[Please name 2 'knowledge systems' you have used/ plan to use to share research]



You can write here:

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DC3





Our team maps and monitors ‘knowledge systems’ (portals, repositories, newsletters and networks through which research is shared) and we identify opportunities to share research. When knowledge systems do not exist we have developed our own.

[Please name 2 ‘knowledge systems’ you have used/ plan to use to share research]



You can write here:

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DC5

