RESEARCH UPTAKE

A guide for DFID-funded research programmes
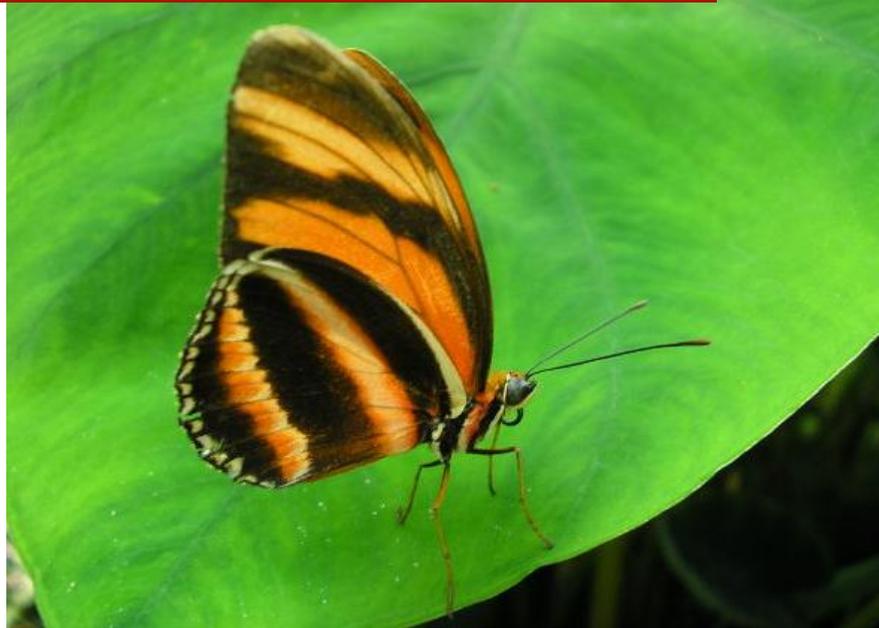
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Introduction

DFID funds research in order to contribute to its overarching goal of poverty reduction. We fund some research which aims to produce new products or technologies which directly improve the lives of poor people. Other research produces knowledge and will only have an impact if it is understood and used to inform decisions. Research uptake includes all the activities that facilitate and contribute to the use of research evidence by policy-makers, practitioners and other development actors. Research uptake activities aim to:

- support the supply of research by ensuring research questions are relevant through engagement with potential users; communicating research effectively; and synthesising and repackaging research for different audiences. Activities in this area typically start with a focus on a particular research project or body of research and consider how it can be communicated.

- support the usage of research by building capacity and commitment of research users to access, evaluate, synthesise and use research evidence. Activities in this area typically start with a focus on a particular decision or decision-making process and consider how it can be informed by a range of research evidence.

The above two categories do not map to two distinct stakeholder groups. For example, researchers are 'suppliers' of research but they also themselves need to use research and in some cases they carry out activities to build the capacity of other user groups.

We ask that research programmes proactively plan and implement a research uptake strategy to maximise the likelihood that their research findings achieve an impact. We recognise that supporting research uptake can be challenging and that there is no one right way to do it. This guidance note provides some information on DFID's approach to research uptake and some practical advice for designing a research uptake strategy.

This document is intended to be a 'beginner's guide'. We recognise that some parts of it may seem simplistic to those who have been involved in research uptake for a long time. However, we felt it would be useful to provide a simple overview setting out our approach.

ABOUT THIS DOCUMENT

This guidance note aims to support DFID-funded research programmes as they develop and implement their research uptake strategy. Research programmes which are part-funded by DFID should consult with their DFID programme manager to determine which part(s) apply to them.

KEY MESSAGES

Research uptake requires adequate supply of and demand for research

DFID-funded research programmes are expected to plan and implement a research uptake strategy

Research uptake strategies should encompass stakeholder engagement, capacity building, communication and monitoring and evaluation.

STRANDS OF RESEARCH UPTAKE

The components of research uptake for a research programme are shown in figure 1 below. We have described research uptake as four related strands of work: Stakeholder engagement, capacity building (to support both supply of and demand for research evidence), communication, and monitoring and evaluation of uptake. Each of these strands is discussed in more detail below.
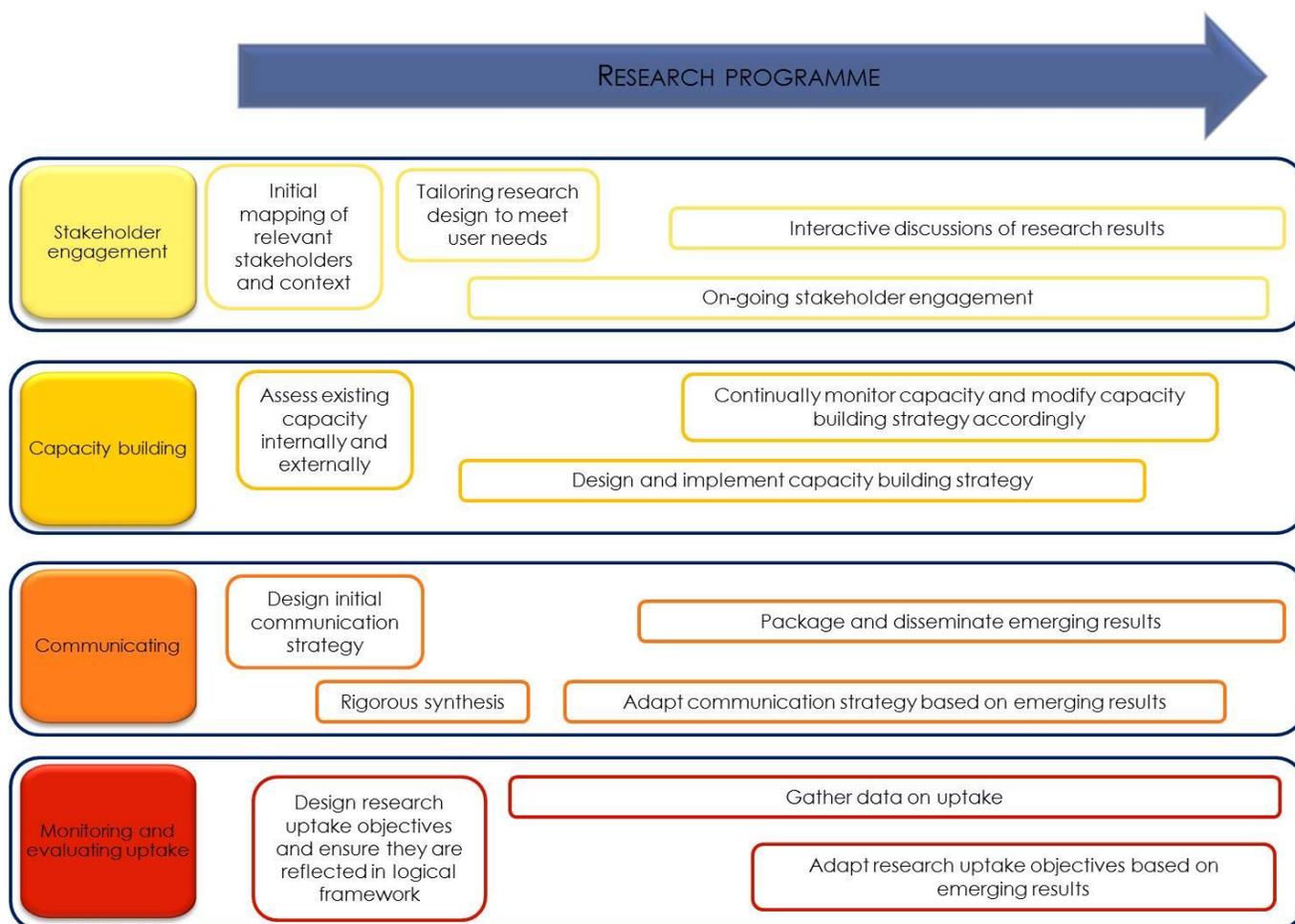

Figure 1: Strands of research uptake. Note that while the four strands are described separately below, in reality the boundaries between them are fuzzy. Also note that while a research uptake strategy should consider all four strands, the relative importance of different strands will differ between programmes. The activities shown in the diagram are illustrative. Not all activities will be carried out by all programmes and other activities not shown will be carried out by some programmes.

STAKEHOLDER ENGAGEMENT

Stakeholder mapping

At an early stage of the programme it is important to map out who the relevant stakeholders are likely to be. Clearly you will not know at this stage what the research results will tell you, but you can start to map out stakeholders relevant to the programme's key theme(s). Stakeholders may include policy-makers, civil society organisations, the private sector and other researchers. As well

as mapping the individuals, it is useful to map the groups, structures and processes relevant to your area of interest. Many research programmes find relevant policy-makers to be the most challenging stakeholders to identify – some top tips for identifying policy-makers are given in box 1.

In some cases, influence can be achieved by working through informal networks including personal contacts. This may be a quick way to achieve outcomes. However, it may reinforce systems of patronage and undermine official routes by which evidence is considered. Ideally, research programmes should work through official routes of evidence use where they exist. For example, this may include supporting existing knowledge brokers; responding to government consultations; providing timely information to key advisors.

Aligning research design to needs of stakeholders

It is not possible for researchers to be certain about what decisions will be made by future research users but they can consult with decision-makers to understand priority areas and predicted future trends. The methodology used will also be influenced by the information that may be needed. For example, if decision-makers need to know whether an intervention works then an experimental or quasi-experimental design may be appropriate. However, if they need to understand the causal pathway by which an intervention leads to an outcome, an observational approach may be more appropriate. The research method used will also need to take into account decision-maker timescales. For example, if the research is being carried out with a specific aim of informing a decision that will be made in one year's time, it will need to use a research method that can generate results within that timeframe.

Please note that consulting with relevant stakeholders to understand their needs does not take away from your academic freedom. You have the right to determine the best research approach. However, if you wish to achieve impact, it is useful to be *informed* by the needs of decision-makers. Case studies outlining how research programmes have ensured their objectives meet user needs can be found in boxes 2 and 3.

BOX 1: TOP TIPS FOR IDENTIFYING KEY POLICY-MAKERS

If you intend to influence policy-makers, you need to understand the policy-making context in the countries where you are working. As a first step make sure that you understand the basics of political systems. For example, do you understand the differing roles of parliament compared to government; do you know how laws are made; do you know what the role of the civil service is etc.? Once you have mastered the basics, it is important to find out how policy on your topic of interest is made in your particular country and what relevant policy processes are on-going. For example, you may find that there is a Ministry with a team responsible for your topic or you may find that there is a parastatal organisation which deals with it or you may find that responsibility for your topic is devolved to local government bodies. When considering specific stakeholders, don't just focus on the politicians themselves. Staff (e.g. parliamentary staff or civil servants) can play an important role in guiding policy decisions as well – and can be a good source of information about both formal and informal policy-making processes.

On-going engagement

Once you have started carrying out the research, it can be easy to forget about decision-makers until you are ready to communicate your findings to them. However, ideally you should maintain engagement with them throughout the programme. This allows them to continue to advise you on research implementation and it keeps them aware of your research so that they are more likely to pay attention to the final results. One way to keep decision-makers involved is to invite some of them to sit on an advisory board that meets occasionally to provide guidance on emerging issues. You may also wish to investigate whether members of your programme team could reciprocate by sitting on national level advisory panels that are sometimes convened by government bodies or civil society organisations.

Social media can also be used to remain engaged with stakeholders. Tools such as facebook or twitter can be useful ways of communicating with some (although not all) audiences, though it takes time to build up a community of friends/followers. For this reason, if you would like to use social media to publicise future research results, you need to start engaging in discussions and building up your community from early in the programme.

Bear in mind that you don't need to start building a community from scratch – it may be more effective to engage with existing communities.

Evidence-informed discussions of results

Once results start to come out of the research programme, it is important that you find ways to facilitate discussion. The can be done online, for example using email lists or discussion fora. However, typically, face to face discussion is most effective. It can be effective to go to the decision-makers rather than expecting them to come to you; if you are thinking of holding a meeting to present results, consider whether you might get better attendance by holding the meeting in their 'space'. For example, you could consider offering to visit a government body and give a briefing to key officials or to visit parliament to talk to members of a relevant parliamentary committee. You can also look for meetings and conferences which relevant decision-makers will be attending and try to make a presentation there.

Again, social media can be used to facilitate discussions. Blogs are a great way to draw attention to new publications and to seek input and comments. If you have built up your community, you can use twitter and facebook to highlight new findings and to direct people to blogs or events. Real-time online discussion meetings can also be held using tools such as Google hangouts or Oovoo.

When facilitating discussions, remember that you should be presenting results in the context of the full body of evidence. If you know of other particularly relevant research programmes, you may wish to invite the researchers to join you to present and discuss their findings so that the audience gets a balanced view.

Influencing

There are on-going debates about the role research programmes should play in influencing policy and practice. DFID's position is that the primary aim of a research programme is to carry out high quality, relevant research that can inform policy and practice decisions. To ensure that the research we fund is most likely to lead to positive outcomes, we ask our research programmes to ensure their findings are available and accessible

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BOX 3: EMBEDDING RESEARCH

This case study was provided by the COMDIS research consortium

"At COMDIS-HSD, we identify national and local priorities before designing any research intervention. We call this our 'embedded research approach' and there are 4 stages to this:

1.   In line with Ministry of Health priorities, design and develop a service delivery package, including guidelines and materials, which can be implemented at scale if shown to be effective.

2.   Pre-test and pilot the service delivery package, as well as research tools, in partnership with local NGOs and ministries.

3.   Implement the service delivery package once any necessary changes identified in pre-testing and piloting have been agreed, and evaluate the impact of the package.

4.   Scale up successful service delivery packages with support from ministries and NGOs. This involves getting the evidence from using the service delivery package into national and international policy and practice.

In Bangladesh, we worked with the National TB Control Programme, Private Medical Practitioners and TB Diagnosis Centres to develop the diagnosis and referral process so that the TB control targets set by the Ministry of Health could be met. Evidence showed that our participatory approach was very successful and it encouraged the Ministry of Health to scale-up TB care to other areas of Bangladesh. The approach is now being applied to the garment sector where workers are vulnerable to TB."

This case study was provided by the Young Lives Research Programme

"When I first met our research team in Peru five years ago, they were sceptical and wary about any kind of engagement activity, having had a bad experience in a previous collaboration. Their partner had tried to 'retro-fit' their research to an advocacy campaign, with unfortunate fall-out which the researchers felt had damaged their reputation.

So we looked at examples of good communications planning and identified two absolute basic principles. First, that any communications they did had to be grounded in the research findings. And second, that communicating to wider audiences was the responsibility of all the team.

They started with a very broad objective for the first year or so, which was to build a network of researchers, policy-makers, and practitioners interested in children and poverty. They did this through holding regular seminars, attending conferences and other events (lots), and talking to people (lots). And they recruited an experienced communications officer (a former journalist) who developed their messaging, organised events and the website, and gently introduced them to working with the media.

She started with simple news items and interviews whenever a paper was published, and built up (over three years) to the situation now where they regularly submit opinion pieces to the national and sectoral press, are often approached for comment on legislation or other news, and are known for the thoughtfulness of their research and analysis. More recently, they joined a civil society alliance and were instrumental in getting evidence about child poverty and inequality into the lobbying activities for the 2011 presidential elections. Since then, they are regularly invited to advise policy-makers in government departments and programmes as well as in international organisations."

to both specialist and non-specialist audiences. Furthermore, we encourage programmes to foster evidence-informed discussions of research evidence and to encourage decision-makers to make use of the full range of research evidence on a given topic. However, research programmes should not be lobbying for particular policy changes based on their research results.

Having said this, we recognise that the line between fostering discussion and influencing can be difficult to define and we therefore encourage programmes to discuss any concerns with their DFID Programme Manager at an early stage.

CAPACITY BUILDING

Assessing existing capacity

Most DFID-funded research programmes find that they need to support and build capacity in order to implement their research uptake strategy. At an early stage of the programme, you should assess capacity both internally (i.e. within your programme team) and externally (i.e. within stakeholders who could use your research).

Internal capacity for research uptake includes the knowledge, skills and attitudes needed to access, use, create and communicate research information. You need to identify where the gaps in capacity exist before you can design a capacity building strategy.

Box 5: Top Tips for Running Training

Training can be an important part of your capacity building approach but it will only be effective if it is well planned and implemented. In particular, you need to consider:

i. Training skills

If you intend to run training in-house, consider whether the person who will be running the training has the skills in facilitating learning, as well as the necessary subject knowledge. You may wish to support programme team members to attend training in pedagogy/teaching skills before they start delivering training to others. Good trainers make training engaging and stimulating. Bad trainers bore participants and waste people's time!

ii. Selection

Capacity building is always endogenous – no one can force someone else to learn or develop. Therefore training will only be effective if the participants are motivated to learn. To ensure you only have motivated participants, it can be useful to have some sort of competitive process to secure a place on a training course.

iii. Relevance

People are far better at learning something new if it is of direct use to them in their day-to-day work. Make sure training is targeted to the people who need it at the time they need it. Ideally, training should be followed by a period of mentoring as individuals start putting their skills into use.

iv. Sustainability

No organisation ever has fully built capacity. Healthy organisations have systems for on-going professional development in response to emerging needs. As well as considering the immediate capacity needs of your programme team, you may wish to consider how a training programme could be embedded within an organisation so that capacity building will be sustained beyond the life of the programme.

Some key areas to consider include:

- Information literacy (i.e. skills in finding and appraising academic literature)
- Knowledge of research methodologies
- Internal communication (including effective use of email)
- Internal knowledge management
- Academic writing and summarising skills
- Skills in communicating with non-specialists.

External capacity for research uptake includes the knowledge, skills and attitudes needed to understand and use research information. If your key stakeholders lack the capacity to make use of your research results then you are unlikely to have impact no matter how good your research is! Some key areas to consider include:

- Understanding of research and skills in finding and appraising evidence
- Thematic topic knowledge
- Incentives (or disincentives) to consider evidence.

People's attitudes and previous experiences will affect their willingness to engage with capacity building activities and must also be considered. The case study in box 4 shows how

one research programmes needed to take a gradual approach in order to get researchers on board.

Capacity Building

Once you have understood the key capacity gaps, you can design an appropriate capacity building strategy. There is sometimes a temptation to run one or two capacity building workshops and assume that these will solve all the problems. However, experience shows us that the approach may need to be a bit more sophisticated. The first step might be to consider the capacity you have to manage and implement capacity building! Supporting learning is a specialised skill and you may need to draw on external expertise, such as in pedagogy, training design or organisational development.

For individual capacity building, you need to consider how people learn and how you can effectively facilitate learning. Training sessions can be one useful component of this (see box 5 for some top tips). You can also consider additional approaches such as mentoring, online learning and on-the-job task-based learning. Sometimes low capacity is due to inappropriate recruitment strategies and thus you may also need to consider who is hired and why.

You may also need to consider capacity at organisational level – it is no use having lots of skilled individuals if the culture and systems do not support them to use their skills. For example, if you are considering internal capacity to 'supply' research, there may be a need to strengthen the culture of learning or to develop systems that allow emerging research findings to be captured and communicated. Influencing the organisational capacity of an external organisation that is a potential user of research is clearly more difficult – however, you may be able to identify opportunities to work with decision-making organisations who are seeking to build their own organisational capacity.

Communicating

Research Synthesis

DFID encourages its research programmes to carry out research which adds to existing knowledge and to present their results in the context of the body of research evidence. Therefore, research programmes need to

understand the body of evidence which exists on their topic(s) of interest before they start their research work. They are advised to use synthesis products, such as systematic reviews and rigorous literature reviews, to understand the existing literature. If an up-to-date, high quality synthesis product does not exist for the area of interest, we encourage research programmes to carry out rigorous literature review(s) during their inception phases. Synthesis products enable programmes to identify research questions which have not yet been answered adequately. In addition, by communicating these synthesis reports, programmes can help support decision-makers to use research even before they themselves have produced research results. Box 6 contains some top tips for research synthesis while box 7 contains a case study on communicating synthesised research.

Planning communications

Once research programmes get to the stage of setting research objectives, it is useful to also begin thinking about communications. Clearly it is not possible to decide what message will be communicated before the research has been started. However, it can be useful to begin identifying the decision-makers who are likely to be interested in research in your area and to seek out potential 'policy windows' when decision-makers may be particularly interested in discussing research evidence.

Publishing research results

DFID strongly encourages researchers to aim for publication in quality peer-reviewed journals since the scrutiny process which peer-reviewed journal articles go through provides some independent quality assurance. Please note that all DFID-funded research must be published in an open-access format (in line with DFID policy).

Packaging and communicating research results

We encourage our research programmes to publish their research results in formats which are accessible to non-experts and in formats that

Box 7: Communicating Synthesised Evidence to Policy-Makers

This case study was provided by a member of DFID staff

"I was looking at how to communicate synthesised evidence to policy-makers in a way that made the findings quick to access and easy to use operationally.

I ran a consultation with DFID governance, conflict and social development advisers and the consensus was that short briefs summarising key evidence were 'extremely helpful…good for day to day work and for grasping new areas…providing an easily digestible overview that links to more detailed evidence.'

What did policy-makers want from evidence briefs?

- *A short, visually appealing document that is concise, quick to read and easy to understand.*
- *Content that is immediately useful and relevant to operational work.*
- *A visual or diagram mapping the evidence. These can take many forms, but the most helpful diagrams summarise the evidence for and against particular interventions, and indicate the quality of this evidence.*
- *A clear, accessible key messages section.*
- *References – with hyperlinks where possible – to allow readers to follow up information and access sources of evidence.*
- *Details about the evidence context – which countries and regions do particular findings relate to?"*

See appendix 2 for a link to an Evidence brief produced in response to this consultation.

may be more appropriate for decision-makers than peer-reviewed journal articles. This may include producing policy briefs (see box 8) or other written outputs such as fact sheets or evidence summaries or writing about the findings in a blog.

Whatever format you choose to communicate your results, make sure you consider who your audience is, what your key message is and how you can communicate it effectively.

Oral communication

Research programmes may choose to share their findings via oral presentations at conferences and meetings. Presenting at meetings where decision-makers will be present is a golden opportunity to facilitate research uptake – unfortunately, it is remarkably common for researchers to waste this by giving poor quality presentations.

Similar to written communication, make sure you understand who your audience is and what your key message is. Following a talk at a meeting, audience members are unlikely to remember more than one or two key points so make sure you make them effectively and repeatedly. Use powerpoint slides, and in particular text on slides, sparingly or not at all. Get inspiration by watching inspiring speakers. Consider if there are inventive ways to help your audience to remember the message: Could you involve the audience? Include a video? Use props?

Monitoring and Evaluation

DFID takes monitoring and evaluation of research uptake seriously and expects to see projects devoting resources to monitoring and evaluation from the outset of the programme rather than waiting until the end and reporting on what has been done.

Monitoring

DFID asks all research programmes to have a logframe which is the primary tool used for monitoring progress. Research uptake indicators should be embedded in this logframe. It is important to remember that the primary aim of research programmes is to carry out high quality, relevant research. Without this, any research uptake work would be pointless or even damaging. Beyond this, DFID expects research programmes to ensure research findings are available and accessible and that evidence-informed discussions are facilitated. Capacity building (to do research or to support research uptake) is also a component of many research programmes. Thus some research programmes choose to use each of these different aims as outputs such as:

- Output 1: High quality, relevant research carried out
- Output 2: Research is accessed and discussed
- Output 3: Capacity to do research / support research uptake built

Indicators should be clearly measurable and be just what is to be measured. Indicators should not include what is to be achieved – that's the job of the milestones and target. The key thing to get right is the indicator. If that's really clear and measurable, the milestones and target should flow fairly easily. Quantitative and qualitative indicators are equally valid, as long as they are measurable. Milestones and targets should be realistic and based on an objective and evidence based assessment of likely progress. Some examples of how indicators can be strengthened are given in the table.

Weak indicator	Why is this weak?	Suggested alternative
Number of papers produced	This is not **specific** since it does not define what is meant by 'paper' and it does not include any measure of quality.	Number of peer-reviewed primary research papers made available in open access format.
Policy changes in target countries as a result of this programme's research uptake work	This is not **achievable** – the programme team is not responsible for country level policy changes and thus this should not be included at an output level. Policy level outcomes or impacts may be appropriate but the programme team should not define what change should happen since this will depend on the research results which emerge and the political situation in the countries in question.	Number of seminars involving a panel of research experts discussing the latest research findings have been facilitated within relevant southern policy-making institutions.
Participants who have attended capacity building training report an increase in confidence in writing academic papers.	This indicator is not **objective**. Participants of training often report that they have increased their skills but this does not necessarily mean that there has been an actual increase in skills.	Increase in score awarded to draft papers carried out by experts blinded to whether the paper was written pre or post training.

Box 9: Developing Meaningful Research Uptake Indicators for a DfID Logframe

This case study was provided by the Overseas Development Institute

"We were asked to work on a logframe for a large research programme with multiple, very different, components. The end result was a logframe that tried to unite projects with diverse trajectories of change in a single structure and format. Indicators had to read across the individual projects, but make sense when looked at as a whole programme. Specific concerns were:

- *At the outcome level there was a strong focus on changes in written policy documents, with little recognition of other ways policy can be influenced;*
- *Some output-level indicators were in danger of pushing researchers towards advocacy rather than producing and disseminating high quality research;*
- *The indicators were too static to allow work plans to evolve and remain meaningful in fast-moving policy environments.*

The logframe was rewritten to focus on doing high quality research and facilitating more evidence-informed discussions. As the programme produced knowledge rather than 'widgets', qualitative measures were needed to provide information—such as the contribution research made to debates at national or global level—which complemented the quantitative measures of numbers of outputs. Ultimately, the logframe combined different types of indicator at different levels. At the outcome level, indicators focused on:

- *Assessing how the research had contributed to debates, through surveys of influential stakeholders and…*
- *Using stories of change to demonstrate that a portfolio of changes had occurred.*

Output-level indicators covered:

- *The number of outputs produced; a straightforward count of the different types of output and…*
- *Their quality and usefulness as assessed by a range of stakeholders at the end of each project and…*
- *Their contribution to policy debates; looking at the number of downloads, media mentions, participation in a variety of meetings and events, demand for future work to be done on an issue and…*
- *Where relevant, the extent to which local capacity had been built; monitoring the effect of training, and via an end-of-project evaluation. "*

At the outcome level, it is important to choose something which can be achieved by the programme (provided some plausible assumptions, which should be made explicit, hold true). There are various ways to categorise outcomes. For example, outcomes can include changes to policy or practice, changes to conceptual understanding, changes in behaviour or attitudes and so on. Appendix 2 suggests some further reading although please note that what DFID refers to as an outcome is often referred to as an impact by others. It is impossible at the outset of a programme to define the *specific* changes which will happen For example, you will not be able to say at the outset of a programme that policy X, in country Y will have changed in Z way. Indeed, including very specific changes could incentivise researchers to lobby for that policy change

instead of focusing on producing quality research. However, you can define what you would consider as an outcome and consider what level of outcome would represent success for the programme. Some programmes choose to use an indicator such as 'X number of cases studies of outcomes' linked to a definition of types of outcome.

The impact level of a logframe refers to the broader, higher level objective that the programme contributes towards. In reality, it is generally not possible to measure an impact within the timeframe of a research programme. However, it is useful to include an impact to guide the direction of the programme and to provide guidance on the type of impacts that may be measurable towards the end of the programme or even after the programme has finished.

Box 9 contains a case study about developing logframe indicators.

Evaluation

We recognise that observing and demonstrating the outcomes and ultimate impacts of research programmes is difficult. Anticipated results may not occur due to factors outside the control of the research programme while unexpected effects are common. Even when changes (e.g. in policy or practice) happen, they can be difficult to measure and the cause(s) of change can be hard to attribute. Moreover, of course, major effects of research may take years to emerge, often post-dating the programme.

Nevertheless, it is important that we track the outcomes of research to the best of our abilities in order better to understand how research contributes to development and to account for achievements. By 'outcomes', we mean all the effects which may be linked causally to a programme's outputs and work. This includes intended and unintended, positive and negative outcomes. We expect programmes to keep a record from the outset of outcomes of all kinds, where possible backed up by evidence.

You might test the causal assumptions outlined in a theory of change, accumulating and assessing evidence on the degree and nature of changes to policies and practice to which the research findings (and other work) have contributed. Attention to other types of outcomes in regards to changes in conceptual thinking and academic debates, policy dialogue of development issues and policy alternatives, and changes in capacity should also be considered. The processes through which outputs and communication/uptake may have led to observed outcomes, as well as what other factors may have enabled or constrained achievement of outcomes, could be explored.

By 'impacts', we mean the even more difficult-to-measure development-level effects:

● which can be attributed to a programme through comparison with the counterfactual (that is, the absence of the programme); or
● for which there is reasonable evidence that the programme made a contribution.

In line with an ongoing DfID-wide commitment to learning and accountability through evaluation, we are investing in impact evaluations of research programmes, including research uptake strategies. We are open-minded about appropriate methodologies to tackle this evaluation challenge, though we are committed to quality and rigour in line with international good practice

in evaluation. However, we shall commission a formal, independent evaluation for only a minority of programmes. So this is a matter you may discuss with your Programme Manager.

Sharing Learning

Although there are a number of tools and approaches available, research uptake, and particularly monitoring and evaluation of uptake, is still an emerging field, where there is much to be learnt from practical experience. DFID therefore also encourages programmes to document and share learning around what has or indeed hasn't worked for them in this area of work. For example, learning can be shared by documenting and discussing case studies and contributing to the different online communities of practice (see Appendix 2 for examples).

APPENDIX 1: RESEARCH UPTAKE CHECKLIST

The table below can be used to review research uptake strategies produced at the outset of the programme and to review progress with research uptake throughout the programme. Please note that these are items to consider when reviewing research uptake rather than requirements; we would not expect any programme to answer yes to all questions and some questions will not be relevant at all stages of the programme implementation. An editable version of this table can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/199110/Research_Uptake_Checklist.docx

Question	Y/N	Comments
Stakeholder engagement		
Is there a plan to map relevant stakeholders?		
Will the research design take into consideration the needs of end users?		
Are there plans for on-going engagement with stakeholders throughout the programme?		
Are there plans to facilitate evidence-informed discussions?		
Capacity Building		
Will an assessment of internal capacity to carry out and communicate research be done?		
Will an assessment of external capacity to make use of research results be done?		
Is the mix of capacity building approaches proposed appropriate?		
Does the programme team have the capacity to implement their capacity building strategy?		
Communicating		
Are there plans to carry out research synthesis during the inception phase and/or later?		
Is the programme team aware of DFID's open and enhanced access policy?		
Will outputs be published in peer review journals?		
Is there a plan to package and communicate findings to non-specialist audiences?		
Monitoring and Evaluation		
Is research uptake appropriately reflected in the logframe?		
Is there a strategy for gathering and recording data on research uptake?		
Is there an appropriate evaluation strategy?		
Is sufficient resource allocated to monitoring and evaluation?		
Is there a strategy for sharing learning on research uptake?		

APPENDIX 2: FURTHER INFORMATION AND GUIDANCE

DFID GUIDANCE AND INFORMATION

DFID's new Open and Enhanced Access Policy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181176/DFIDResearch-Open-and-Enhanced-Access-Policy.pdf

Implementation guide for DFID's new Open and Enhanced Access Policy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181177/DFIDResearch-Open-and-Enhanced-Access-Implementation-Guide.pdf

Guidance from R4D on their editorial policy
http://r4d.dfid.gov.uk/PDF/Outputs/Communication/R4DEditorialPolicy.pdf

DFID how to guide on the logical framework approach
http://www.dfid.gov.uk/Documents/publications1/how-to-guid-rev-log-fmwk.pdf

Review of DFID's use of theories of change
http://www.dfid.gov.uk/r4d/pdf/outputs/mis_spc/DFID_ToC_Review_VogelV7.pdf

DFID's approach to value for money
http://www.dfid.gov.uk/Documents/publications1/DFID-approach-value-money.pdf

DFID guidance note on capacity building
https://www.gov.uk/government/publications/how-to-note-capacity-building-in-research

DFID How-to note on appraising evidence
https://www.gov.uk/government/publications/how-to-note-assessing-the-strength-of-evidence

DFID-funded research-uptake programmes
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/199850/EiA_programme_document.pdf

COMMUNICATING SYNTHESISED EVIDENCE

DFID Evidence Brief
This Evidence Brief was developed by DFID in consultation with the Justice and Security Research Programme as an example of how synthesised evidence could be presented to policy-makers.
http://r4d.dfid.gov.uk/Output/192675/Default.aspx

SUPPORT collaboration

This group prepare structured summaries of systematic reviews relating to maternal and child health, to make this information more accessible to policy-makers and other stakeholders:
http://www.support-collaboration.org/summaries.htm

Effective Health Care Research Consortium

This DFID-funded programme produce two-page summaries of Cochrane Reviews aimed at policy-makers and practitioners:
http://www.evidence4health.org/evidence.htm

Strength of evidence 'map'

In a consultation, DFID policy-makers were enthusiastic about the diagram on p.43 of this paper. It maps the strength of the evidence for and against various anti-corruption interventions – a format that policy-makers found very useful.
http://www.u4.no/publications/mapping-evidence-gaps-in-anti-corruption-assessing-the-state-of-the-operationally-relevant-evidence-on-donors-actions-and-approaches-to-reducing-corruption/

DEFINING OUTCOMES AND IMPACTS

Knowledge to Policy

A freely downloadable book summarising various case studies on policy impact achieved by International Development Research Centre-funded research. The introduction provides a useful conceptual framework for categorising 'Impact'
http://www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=70

UKCDS Evaluation of Research Impact page

This page summarises a workshop on evaluating research impact hosted by UKCDS, DFID and IDRC
http://www.ukcds.org.uk/page-Research_Impact_Evaluation-195.html

Economic and Social Research Council Impact Toolkit

A useful toolkit to help in tracking and capturing the impact of research.
http://www.esrc.ac.uk/funding-and-guidance/tools-and-resources/impact-toolkit/index.aspx

They also have a collection of impact case studies here.
http://www.esrc.ac.uk/impacts-and-findings/features-casestudies/index.aspx

ONLINE COMMUNITIES OF PRACTICE

The Evidence-Based Policy in Development Network

This network is run by the Overseas Development Institute and includes a popular email list and a library or useful resources.
http://www.ebpdn.org/

The Knowledge Brokers Forum

This network is run by the Institute for Development studies and also has a widely used email list and host online discussions.
http://www.knowledgebrokersforum.org/

OTHER GUIDANCE AND RESOURCES

Research to Action website

Contains a range of tools and resources related to research uptake.
http://www.researchtoaction.org/

Research and Policy in Development Programme

Website for this Overseas Development Institute programme which works to understand the relationship between research, policy and practice and promoting evidence-informed policy-making. Contains many useful tools and guidance.
http://www.odi.org.uk/programmes/rapid

Knowledge Exchange Guidelines

Guidelines from the Living with Environmental Change Partnership for various stages of 'Knowledge Exchange'
http://www.lwec.org.uk/ke-guidelines

Registry of Methods and Tools

The Canadian National Collaborating Centre for Methods and Tools provides various tools for knowledge translation, such as critical appraisal tools, guidelines for appraising qualitative evidence and guidelines for communicating research. There is a focus on public health but the tools will be relevant for other topics too.
http://www.nccmt.ca/registry/browse/all/1/view-eng.html

Digital Engagement Cookbook

A structured directory of techniques for running digital engagement and participation projects, describing them in detail and providing links to good examples.
http://www.digitalengagement.org/

Research Communications

A special issue of the Institute for Development Studies Bulletin focusing on research communication.
http://onlinelibrary.wiley.com/doi/10.1111/idsb.2012.43.issue-5/issuetoc

Evidence and Evaluation Policy Making

Report from the Institute for Government looks at supply and demand side barriers to better use of evidence and evaluation in policy-making across the UK civil service.
http://www.instituteforgovernment.org.uk/publications/evidence-and-evaluation-policy-making