Centre of Excellence for Development Impact and Learning

CEDIL stakeholder engagement and evidence use plan: guidance

Studies commissioned by the Centre of Excellence for Development Impact and Learning (CEDIL) are expected to be relevant for decision-making within DFID and for the broader development community. Depending on the type and focus of the study, it could be relevant for decision-making at the local, sub-national, national and global levels. Experiences across the world show that the use of evidence to inform decision-making is facilitated by planning for engagement with policymakers, practitioners, research commissioners, evaluators and other key stakeholders throughout the life of the study. To this end, each CEDIL research team is required to complete a 'Stakeholder engagement and evidence use plan', against which they should report on a regular basis. This guidance is to assist in completing that plan.

This note is one of a set of guidelines that CEDIL is piloting to improve the design, implementation and use of evaluations. They will be revised based on lessons identified during the design and implementation of CEDIL-financed research projects. We welcome your feedback, which should be sent to cedil@opml.co.uk.

1. Context analysis

Context analysis helps inform a politically smart and strategic approach to stakeholder engagement and communication. Analysis of the political and socio-economic factors affecting evidence use guides you in figuring out what you can be doing to build demand and buy-in for your study amongst key stakeholders.

Stakeholder relationships and formal and informal power dynamics affect incentives for, and commitment to, evidence-informed decision-making. Understanding how key decision-making institutions and actors in the sector, country or policy area behave with respect to evidence use informs a tailored stakeholder engagement and evidence use plan. Regular check-ins can assess whether these dynamics are shifting over the course of conducting your study.

Consider the following questions:

- What are the political-economy, social and cultural factors influencing evidence use and decision-making in the context where the study is being carried out? [or in the case of reviews, refer to the global policy context]
- Is there demand for evidence from policymakers, programme managers, research commissioners and other stakeholders, such as media and civil society? If yes, what kind of evidence? Do they rely on statistics, stakeholder feedback, research, monitoring data and/or evaluations?
- Is evidence easily accessible to policymakers, programme managers, research commissioners and other stakeholders? Is there capacity to appraise the relevance and quality of evidence?

- Are issues related to gender, equity and social inclusion being considered in evidence generation and use?
- For studies that involving field data collection: To what extent is evidence being used for informing decision-making within the implementing agency or agencies you are working with? Are there institutional structures and mechanisms in place for using evidence to inform decision-making?

Useful resources

Department for International Development, 2009. Political economy analysis how to note: a DFID Practice Paper, London.

Harris, D, 2013. Applied Political Economic Analysis: a problem-driven framework, London: Overseas Development Institute.

Politics and Ideas and INASP website, Context matters: a framework to support knowledge into policy

Rocha Menocal, A, Cassidy, M, Swift, S, Jacobstein, D, Rothblum, C, Tservil, I, 2018. Thinking and working politically through applied political economy analysis: a guide for practitioners, Washington, DC: USAID

Weyrauch, V, Echt, L, Suliman, S, 2016. Knowledge into policy: going beyond 'Context Matters, Politics & Ideas and INASP

Weyrauch, V, Echt, L, Suliman, S, 2016. Starting from context: how to make strategic decisions to promote a better interaction between knowledge and policy, Politics & Ideas and INASP

2. Evidence use objectives

Defining evidence use objectives will help in setting clear goals for stakeholder engagement and communication. By framing evidence use objectives, you will specify the ways in which your study findings will be used by decision-makers. See Box 1 for examples

By revisiting and updating these objectives on a regular basis, you can capture emerging opportunities and constraints to make necessary amendments to your plan.

DFID identifies three types of evidence use: transparent, embedded and instrumental use. *Transparent* use refers to an increased understanding of evidence by decision-makers. Evidence use can also get *embedded* in processes, systems and working culture. It can be used in an *instrumental* way when it directly informs policies and programmes.

The International Initiative for Impact Evaluation (3ie) has developed indicators to

Box 1 – Examples of evidence use objectives

- The study findings can inform the decision of whether to take the programme to scale. Our analysis of different service delivery mechanisms can inform programme design if it is taken to scale.
- The findings from our review are targeted at the planned revision of the [UN agency or other] guidelines on [policy area]. We will aim for our review to be referenced in the revised guidelines as the source for recommending or not recommending selected interventions or intervention designs.
- Our study is the first rigorous study of the effectiveness of programmes [of a certain kind or in a certain setting]. We expect that the successful completion of this study will have systemic effects on the culture of evidence use in our implementing partner, and more generally in the sector, to increase acceptance of the need for rigorous evidence, and the possibility of generating it.

capture how evidence has been used to: take successful programmes to scale; close programmes that do not work; change policy or programme design; inform the design of other programmes; inform discussions of policies and programmes; inform global policy discussions and improve the culture of evaluation evidence use by strengthening the enabling environment.

Consider the following questions:

- What are the key knowledge gaps that your study will address?
- Are there windows of opportunity in policy or programming processes and timetables that the study team can be making use of?
- How timely and relevant is the study for informing policies, programmes, practice and decision-making, more generally?
- Are your evidence use objectives specific, measurable, attainable, relevant and time bound (SMART)?
- Are there opportunities for this study to inform sub-national, national or global policies, legislations and/or guidelines?
- Can the study potentially inform changes to programme design, implementation and/or budgets?
- If the study involves working with an implementing agency, can the study potentially inform the agency's programme monitoring and evaluation frameworks and indicators? Can it inform the agency's evaluation culture?
- Can the study potentially inform funding decisions of donors?
- If your study is funded by multiple donors, have they clarified how they intend to use the study findings?

Useful resources

DFID's framework based on the Building Capacity to Use Research Evidence Programme

3ie's classification of types of evidence use

3. Stakeholder mapping and analysis

Stakeholders are individuals, organisations, groups or networks who can positively or negatively influence what you are trying to achieve. They can also be positively or negatively affected by what you are trying to achieve.

Evidence use literature emphasises the importance of early and ongoing engagement with a wide range of stakeholders for enhancing research relevance, building buy-in and trust, ensuring smooth implementation and improving chances of evidence use in decision-making. Stakeholder mapping and analysis is therefore crucial for laying the foundation of your engagement plan.

Mapping stakeholders

There are several tools available for carrying out stakeholder mapping and analysis (see Useful resources section). The mapping exercise can take a few hours. Think through carefully about the relevant people who should be involved and can be offering insights for this exercise. If your study involves data collection in the field, it is important that you involve representatives from the implementing agency or agencies for this exercise. You may, however, want to use your judgement and discretion about when and how to involve implementing agency representatives, particularly if they are a target audience and if you need to analyse their capacity, influence and interest in evidence use.

If you are not very familiar with the stakeholders in the area you are working in, it may be useful to first carry out a desk review. You may also want to have formal and informal conversations with a few key stakeholder representatives – preferably ones with whom you already have a relationship - to get a better sense of the landscape and evidence ecosystem. Involving country and sector experts in the mapping exercise can also be very helpful.

Stakeholder maps can look different, depending on how varied your evidence use objectives are. You therefore need to be clear and specific about your objectives as they will affect the configuration of actors and networks in your stakeholder map or maps. For multi-country studies, you could choose to work on a map for each country as well as a global one.

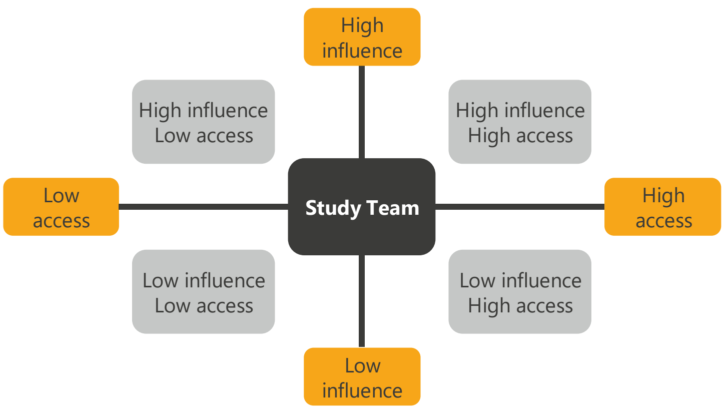
Stakeholder matrix

Stakeholder mapping tools can use different dimensions for constructing a matrix (see examples below). For instance, you could choose to map stakeholder *influence, access, alignment* and *interest* in the study. You could also look at *who benefits* most from the study you are carrying out. Stakeholder maps that focus mainly on power and influence analysis often end up ignoring research and/or development programme participants. Dimensions can be added to a basic matrix by using symbols. Taking figure 1 as an example, circles can be used to highlight stakeholders interested in the study and stars for those interested in the issue. More dimensions can be added by using colour codes e.g. green for those aligned with using of the study findings, orange for those neutral and red for those who may be unsupportive. Mapping organisations that are aligned on an issue, close together, can help you see clusters of influence.

Arrows can be used to illustrate the potential pathways of influence through stakeholder organisations. By carrying out social network analysis (see Useful Resources), you can map formal and informal relationships between stakeholders.

Choosing the appropriate dimensions for mapping depends on the specific objectives and challenges your study team may be facing. If accessing stakeholders is a challenge your team is going to face, it makes sense to choose access and influence as the main dimensions in the matrix (as in Figure 1). If access is not an issue (as seen in Figure 2), then choosing power/influence and interest in the study can work well as stakeholder map dimensions. The stakeholder map in Figure 2 also shows how mapping can inform your engagement priorities.

Figure 1 – Example of stakeholder map matrix



Source: adapted from the Overseas Development Institute's Alignment Interest Influence Matrix

Figure 2 – Power / Interest grid for stakeholder prioritisation

Adapted from Mendelow, A.L. 1981. Environmental Scanning – The impact of the Stakeholder Concept, ICIS 1981 Proceedings, 20

While naming stakeholders, it is best to be as specific as possible about names of stakeholder organisations and key influencer individuals. Avoid using broad categories such as government, civil society and media. For instance, breaking down a broad category like government into monitoring and evaluation unit in the ministry of education along with names of key individuals can be helpful in identifying champions for your study. Identifying possible detractors who could derail study implementation or thwart evidence use is important for informing your risk mitigation approach.

Taking an adaptive and flexible approach

Stakeholder mapping and analysis should be regularly revisited. Dynamic political, economic cultural and social factors can change the configuration and influence of key actors. The stage of your study can also affect the importance and relevance of actors. In the early stages, stakeholders may matter more for ensuring the study is examining relevant questions and is smoothly implemented. Through the course of the entire study cycle, you will need to engage with stakeholders to build credibility, preserve study buy-in and raise the demand for evidence. Adopting a flexible and adaptive approach to stakeholder engagement means recognising the changing needs, interests and expectations of your diverse audiences during the study period.

Stakeholder analysis

Stakeholder mapping can be the basis for carrying out further power analysis. Mapping stakeholder relationships is helpful for identifying opportunities for accessing key actors and pre-empting challenges.

Drawing on the problem-driven iterative adaptation approach, you could use the triple A framework (authority, ability and acceptance) to assess key stakeholder organisations (See Useful Resources). *Authority* is the support needed to effect changes (whether political, legal, organisational, or individual). *Acceptance* is the extent to which those who will be affected by change, accept the need for it. *Ability* is the level of available skills, time, and funding for the suggested change. You may also want to use 'force-field' analysis to examine the forces for and against change.

Consider the following questions:

- Based on your evidence use objectives, have you mapped local, sub-national, national and international organisations?
- Have you mapped different types of stakeholders, such as government departments, parliament, funding agencies, bilateral and multilateral organisations, UN agencies, NGOs, media, private sector, evaluation associations and evidence networks?

- Have you identified names of key champions and influencers within these stakeholder groups as part of this mapping exercise?
- Have you mapped and analysed social networks, relationships, formal and informal power dynamics?
- Have you analysed key stakeholder entities' authority and ability to effect change and the acceptance of change?
- Have you examined the forces for and against change?
- Have you included research and/or development programme participants in this mapping exercise?
- Have gender, equity and social inclusion considerations been factored in?
- Are there any takeaways from this mapping exercise about clusters of power and influence?

Useful resources

Andrews, M, Pritchett, L, Woolcock, M, 2017. Building state capability: evidence, analysis, action, Oxford: Oxford University Press

Green, D. 2016. Doing problem driven work, great new guide for governance reformers and activists, From Poverty to Power blog, Oxford: Oxfam

Institute of Development Studies, 2013, Introduction to stakeholder engagement, Research to action website

International Rescue Committee, 2019, Stakeholder and social network analysis guidance note, USAID learning lab website

Mayers, J, and Vermeulen, S, 2005. Stakeholder influence mapping, Power tools series. London: International Institute for Environment and Development

Mendizabal, E, 2010. The Alignment, Interest and Influence Matrix guidance note, London: Overseas Development Institute

Mental Health Innovation Network Policy Influence Toolkit

Participatory Impact Pathways analysis wiki

Software for stakeholder analysis: Group Map and Mind Tools

Tools4Dev.org, Stakeholder analysis matrix template

Toolkit for force field analysis

Using the 'power cube' for analysis

4. Risks

For the effective management of a project, you should maintain a risk register. This is required for CEDIL grantees. As part of this risk register, you should also be looking at risks to evidence use.

There are several templates available online for risk registers (see Useful Resources section). Pick one that best suits your project. Most risk registers capture the likelihood and impact of risk, assign a rank to the risk and identify mitigating actions. You should also have an 'owner' for each risk to assign responsibility for monitoring the risk and implementing contingency plans.

Consider the following questions:

- Do you anticipate any delays to the study?
- Are there stakeholders who may try derail study implementation?

- If you are working on a study that involves field data collection, are there risks related to the lack of ownership and buy-in for the study within the implementing agency/agencies?
- Can political (e.g. elections) or any other kind of events (conflicts, natural disasters, health emergencies such as COVID-19) prevent smooth implementation of the study? Can these events affect whether and how evidence is used?
- Will attrition in key stakeholder organisations affect study implementation and evidence use?
- Are there any risks related to stakeholders misusing or misinterpreting study findings?
- Do you anticipate any risks, if the study shows null or negative findings?

Useful resources

Risk register templates are available here:

https://www.stakeholdermap.com/risk/risk-register.html

https://www.humentum.org/free-resources/guide/risk-register

5. Stakeholder engagement and communication plan

Your stakeholder mapping and analysis exercises will generate useful insights to feed into a dynamic engagement and communication plan. It will help in choosing appropriate tools, products and platforms for engaging and communicating with a range of audiences.

Evidence use literature shows that communicating about a study that is in progress and sharing emerging findings (e.g., baseline and midline findings) is helpful in raising awareness about the study, pre-empting reactions and resistance to study results and identifying opportunities for evidence use. The feedback that you receive from stakeholders before study completion will also be crucial for tailoring and refining messages for specific audiences. This will help in making your study more useful and accessible which in turn will influence whether evidence is used to inform decision-making.

If your evidence use objective includes informing policies and guidelines, then you would need to carry out scoping work on the processes and steps involved in providing evidence for decision-making. Several stakeholder entities and groups may be involved in the decision-making process and each of them may have different interests and goals. Understanding how these entities and/or groups interact and what their priorities are will help in evolving a tailored engagement approach.

Working on an engagement and communication plan

Once you have undertaken stakeholder analysis, you should consider developing a theory of change based on your evidence use objectives. This dynamic theory of change would chart out the pathways of how evidence could be used to inform the stakeholder related outcomes you aim to achieve. The theory of change will need to be revisited as your findings become clear and your stakeholder configurations change.

The Overseas Development Institute's (ODI) RAPID Outcome Mapping Approach toolkit (see Useful resources) offers a useful categorisation of the 'expect to see, like to see and love to see' stakeholder related outcomes. The theory of change can help in informing your choice of communication channels, tools, products and activities for different audiences through the study cycle. Your engagement and communication approach would also need be context-specific, and timing and issue-responsive.

Preparing a separate budget for engagement and communication would help in assessing the time and resources required to operationalise the plan. Making strategic decisions about time investments of senior members of the team would help in forward planning.

As part of the planning, allocate enough time for developing the overarching messages emerging from your study as well as the messages for specific audiences. This becomes particularly important if your study has negative findings that may not find acceptance amongst stakeholders or may be potentially misused for political mudslinging.

Working on a timeline for the roll out of the engagement and communication plan, using tools like the GANTT, will also be helpful for developing the team's workplan.

Ongoing monitoring of outcomes will be required for making tweaks to your theory of change and plan. Using a flexible and adaptive approach will help in responding to dynamic factors that can influence the success or failure of your plan.

If your context and stakeholder analyses reveal that individual and organisational capacity constraints will hinder evidence use, then you should consider including a capacity development component in your engagement strategy. For instance, you could work on improving capacity in accessing evidence, assessing its quality, interpreting findings or developing any other skill that is identified as a capacity gap.

For those carrying out desk-based research, such as systematic reviews and evidence gap maps, stakeholder engagement may be more challenging as you may lack the opportunities provided by field-based studies. We recommend setting up an advisory group involving policymakers, programme managers, subject and method experts to provide advice on framing policy-relevant questions, developing the theory of change, interpreting findings and distilling implications for different audiences.

Advisory group member can also offer ideas on what you could be doing to raise awareness about the study and communicate findings. As potential champions for the study, they can also influence whether and how findings are used to inform decision-making. Developing comprehensive terms of reference is crucial for ensuring fruitful engagement with advisory group members.

Advisory groups can also be important for other kinds of studies, including impact evaluations. If the study involves multiple implementing agencies and partners, the advisory group could take the shape of a steering committee to facilitate approvals and bring everyone on the same page for quick decisions.

The questions below provide an indication of the different types of tools, activities and platforms you could consider using as part of your engagement and communication plan.

Consider the following questions:

- Have you engaged with a diverse set of relevant stakeholders for refining research questions, developing the scope of the study, evolving a theory of change and planning implementation (for field-based studies), identifying outcomes of interest and possible unintended consequences?
- Have you set aside 15 per cent of your budget for stakeholder engagement and communication?
- Does your team include expertise in knowledge translation and communication? If not, do you have access to such expertise?
- Will you be working on plain language, research communication products that are customised for policymakers, programme managers, funders and the media?

- In the case of impact evaluations involving field data collection: Are you planning communication activities and products to share findings of baseline, midline surveys or a standalone research component?
- Will you be setting up an advisory group?
- Have you looked at other opportunities for informing local, sub-national, national and international stakeholders while the study is in progress and after the study is completed?
- Are there opportunities for informing national or international guidelines? If yes, are you aware of the steps you need to take to make this happen?
- Are there other windows of opportunities to use evidence for informing decision-making e.g. budget and programme extension decisions?
- Are there topical issues, occasions or events that you can leverage for your communication? (e.g. international development days, advocacy weeks etc.)
- Will you be working on blogs, briefs and editorial pieces that can synthesise findings and implications from your study?
- Does it make sense to engage with traditional media in the context where the study is being carried out?
- How can social media platforms such as Twitter, LinkedIn and Facebook be leveraged for your communication efforts?
- Will you be mapping major events, such as national, regional and international conferences, where you could be sharing your work?
- Are you planning any engagement activities or events, such as policy round tables and workshops, where stakeholders will have the opportunity to feed into the research process, interpret findings and contribute to framing recommendations?
- Have you looked at using webinars for communicating with global stakeholders?
- Will you be working on multimedia products, including infographics and videos?
- Have you thought about designing engagement activities for sharing study findings with research and/or development programme participants?
- Have you looked into leveraging partner organisations' networks to communicate about your study? (e.g., cross-posting of blogs on other websites, placements in newsletters, social media platforms, co-organising events)
- Will you be working on detailed communication plans for the various products emerging from your study?

Useful resources

CIPPEC guidance note on media engagement

Communication for Governance and Accountability Program, 2009. Political economy analysis to action: political communication approaches and techniques, Washington, DC: World Bank

Hovland, I, 2005. How to write a communication strategy, London: ODI

Lavis, JN, 2009. How can we support the use of systematic reviews in policymaking? *PLoS medicine*, *6*(11), https://doi.org/10.1371/journal.pmed.1000141

Overseas Development Institute, 2009. Helping researchers become policy entrepreneurs, ODI Briefing Paper, London: ODI

Overseas Development Institute's Rapid Outcome Mapping Approach tool, A guide to policy engagement and influence

Overseas Development Institute background note: policy briefs as a communication tool for development research

Resources on using social media for communicating research

Seth, A, and Menon, R, 2019. A shot in the arm: why engaging with a range of stakeholders matters, *Evidence Matters*, 3ie blog.

SUPPORT tools for evidence-informed health policymaking: Preparing and using policy briefs to support evidence-informed policymaking

6. Monitoring and evaluation

Once you have a robust engagement and communication plan in place, you should define monitoring indicators to assess the progress you are making. Based on your theory of change for evidence impact, you should come up with output (expect to see), outcome (like to see) and impact (love to see) indicators.

Your SMART evidence use objectives can help inform the indicators you come up with. The study team should be thinking through about what could be short-term and long-term indicators. Include both quantitative and qualitative indicators that are measurable. It is important to have indicators that are not just measurable but actually being measured by someone.

Keep a flexible and adaptive monitoring approach to revisit the indicators as, your definition of 'what success looks like' may change, depending on contextual and other factors.

In evaluating the impact of your work, you should keep in mind that you will only be able to establish evidence for contribution rather than attribution. Multitudes of factors, apart from evidence, influences whether and how evidence is used, so it will not be possible to attribute impact just to your study.

We recommend maintaining an impact log to monitor and measure evidence use across your chosen indicators. To verify and measure impact and to develop a coherent narrative on evidence contribution, you may need to use multiple tools e.g. google analytics, surveys and interviews. We recommend collecting documentary proof of how evidence is being used to bring rigour to your approach of making an evidence contribution claim.

Please note, the indicators below are only indicative. You should choose or define indicators based on what is most appropriate for your study. What may be 'expect to see' in one context, may be 'love to see' in another context. The indicators would also vary based on whether you are working on a desk-based or field-based study, and whether you a have a sub-national, national, regional or global focus.

Examples of output indicators (expect to see)

- Number of papers, including peer reviewed journal articles, published
- Number of plain-language knowledge products such as briefs and summaries published
- Number of webpage views, downloads and other web analytics of published products
- Number of posts on social media platforms
- Number of presentations made at events
- Number of advisory group meetings held
- Number of other websites where study or derivative knowledge products were published

Examples of outcome or evidence uptake indicators (like to see)

- Number of citations in other journal articles or published papers
- Number of times study is mentioned in the media e.g. blogs, op-eds, news article, television or radio news and social media platforms
- Number of invitations from policymakers, programme managers and donors to discuss the study and its implications for their work
- Qualitative stakeholder feedback received on the quality and usefulness of study outputs and relevance to their work

Examples of impact or evidence use indicators (love to see)

- Mention of study in policy or programme documents as evidence to support a position or decision
- Study findings and/or recommendations used to inform changes in programme design, implementation and/or budget
- Study findings used to inform scale up or scale down of a programme
- Study findings used to inform other funding decisions
- Study findings used to inform sub-national, national and international guidelines
- Study findings used to inform an organisation's strategy
- Study used to inform the design of another study
- Study informs the decision to commission another study
- Research team's engagement with implementing agencies strengthens capacity for monitoring, evaluation and/or evidence mapping and synthesis
- Research team's engagement with implementing agency informs decisions to change monitoring and evaluation systems or institutional structures

Consider the following questions:

- Have you considered the various tools and methods you would need to monitor and measure evidence use?
- Have you thought about the types of documentary proof you would need to make an evidence use claim that is verifiable?
- Would it be possible for you to get official letters from evidence users on how evidence informed their decision-making?
- Would it be possible to access meeting minutes with evidence users, highlighting discussions on the study?

Useful resources

Balls, E, 2018. Applying outcome mapping to plan, monitor and evaluate policy influence; learning from the Share consortium

Economic and Social Research Council toolkit

On Think Tanks article: A pragmatic guide to monitoring and evaluating research communications using digital tools

Research Uptake: a guide for DFID-funded research programmes

Share learning paper on monitoring and evaluating policy influence

Young, J et.al, 2014, ROMA, A guide to policy engagement and influence, London: Overseas Development Institute.

7. Learning

We recommend having a system and a space for regularly discussing and capturing what you are learning by working on the study. You could be capturing learning in different areas: designing and implementing the study, carrying out stakeholder engagement and communication, and monitoring and measuring evidence impact.

You could maintain a shared google doc with the team and have meetings to facilitate discussions to capture learning. By publishing blogs, papers and videos based on your learning, the rest of the world can be benefitting from your insights.

Examples of how evidence use can be documented and analysed:

3ie evidence use briefs

3ie videos capturing evidence impact stories

ODI case studies on bridging research and policy insights

Appendix: Stakeholder engagement and evidence use plan

Project name	
CEDIL award no.	
Form completed by	
Budget for implementing evidence use and impact plan (£ and % of total budget)	
Date	

Note:
This plan template should be filled up after you have read through the CEDIL guidance on stakeholder engagement and evidence use planning and done the required preparatory work. **It should be submitted along with your inception report.** All CEDIL project teams are required to work on a stakeholder engagement and evidence use plan, irrespective of the project type and duration. However, we expect the project scope and budget to inform the scale of your stakeholder engagement and evidence use related activities.

Carefully consider the relevant questions listed in the guidance note for each of the sections.

1. Context analysis

What are the contextual factors affecting evidence use in the country, sector and/or policy area that your study will be looking at?

2. Evidence use objectives

What are your key evidence use objectives? List at least three objectives

3. Stakeholder mapping and analysis

3a. Summarise the key takeaways from your stakeholder mapping exercise. What are your reflections on the configuration of stakeholders in the area you are working in?

3b. Name three or more key stakeholders at the local, sub-national, national and global levels, respectively. If you are working on a systematic review or an evidence gap map, choose the levels that are relevant for you. *Based on the type and scope of your project, please include a diverse set of stakeholders, wherever relevant e.g. government departments and ministries, funding agencies, research commissioners, bilateral and multilateral organisations, UN agencies, NGOs, media, private sector, evaluation associations and evidence networks. Consider how CEDIL and DFID are part of your stakeholder landscape.* *Use the questions in the CEDIL guidance note to ensure you are including different kinds of stakeholder groups.*

3c. Name three or more key influencers who could be potential champions for evidence use for your study findings

Name of key influencer and designation	
Contact details (if available)	
Why do you consider this person influential?	

4. Risks

Use the table below to list the risks you are likely to face and identify mitigating actions. Consult CEDIL's guidance note for an indicative list of the kinds of risk you may encounter.
Add the required number of rows.

Risk	**Probability of risk (1-5, where 1 is lowest and 5 is highest)**	**Impact of risk (1-5, where 1 is lowest and 5 is highest)**	**Mitigating action**

5. Stakeholder engagement and communication plan

5a. Please provide a summary of your broad engagement and communication approach. Tell us how you plan to tailor it for different audiences.

5b. Please use the table below to list the engagement and communication activities and products you are planning over the course of the study cycle. Consult CEDIL's guidance note for tools, products, platforms and activities you should be considering.
Based on the project's focus, CEDIL expects you to include activities and products that are customised for different audiences e.g. papers and academic conferences as well as briefs, summaries, blogs and policy dialogue events.
Construct a timeline based on what is appropriate for your study, factoring in the time required for engagement and communication post study completion. Add rows to the table, as required

Timeline (e.g. Jan–Jun 2020)	**Description of activity or product**	**Audiences for the activity or product and key messages**	**Who will be working on this?**

6. Monitoring and evaluation

6a. *Please list the monitoring indicator you will use to assess output, outcome (evidence uptake) and impact (evidence use) related outcomes. If you have worked on a theory of change for evidence impact, please include it here.*
Please look at CEDIL's guidance note for examples of indicators and tools and/or methods used to collect data. Consider the types of documentary proof you would need to establish evidence use e.g. meeting minutes, letters from evidence users, copies of policies and strategies highlighting evidence use

Type of indicator	**Indicator**	**Tool or method used to collect data on indicator**
Output		
Outcome or evidence uptake indicators		
Impact or evidence use indicators		

7. Learning

Please summarise how you plan to capture learning within the team on study design, implementation, stakeholder engagement and measurement of evidence uptake and use.