Toolkit for Research Uptake

A Practical Guide for Achieving Real-World Impact in the Context of Global Health

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Definitions and Terminologies

Definitions and Terminologies

In this toolkit, we use the term 'research uptake' (RU) to describe the set of processes and activities that help ensure research evidence is used in policy and practice. We also acknowledge and explain adjacent terminology such as 'knowledge exchange', 'knowledge translation', 'knowledge mobilisation' and 'knowledge-to-action'.

Why so many terms?

There is no single, universally agreed definition for the interface that connects research, policy and practice. Different funders and development partners, governments, academic institutions, non-governmental organisations and communities use different terminology when referring to the process of turning research into real-world action. This may include using evidence to inform decision-making in policy and practice; shaping services; developing new diagnostics, treatments, vaccines or devices; ensuring knowledge is exchanged reciprocally and iteratively among researchers, partners, stakeholders and communities for tangible impact; or engaging with the public through education and media.

Despite the terminological differences, the underlying goals are broadly consistent. In almost all cases:

- It is not a one-way handover in which researchers disseminate research findings to "end users"; it is a collaborative, relational and iterative process, with stakeholders embedded throughout the research cycle.
- It is not merely about publishing in academic journals, it is about evidence informing decisions and action for impact through accessible, understandable and timely communication and dialogue.
- Success is measured by impact, such as changes in knowledge, awareness and attitudes; changes to guidelines, policy and practice; strengthened capacity (knowledge and skills); and the development of stronger, higher-quality, and more trusted relationships and networks.

For instance, the UK Foreign, Commonwealth & Development Office (FCDO) and Official Development Assistance (ODA) programmes use the term 'research uptake' to refer to *"all the activities that facilitate and contribute to the use of research evidence by policy makers, practitioners and other development actors".* Research uptake typically incorporates stakeholders' engagement, capacity strengthening, strategic and targeted communication, and monitoring, evaluation and learning (MEL) related to uptake. This framing usually applies to research programmes to enable and evidence the use of research.

Another example is the National Institute for Health and Care Research (NIHR), which uses the term "knowledge mobilisation" to emphasise an active, two-way, context-driven process between researchers, decision makers, and end users. Canadian and implementation-science literature often uses "knowledge translation" or "knowledge-to-action" to emphasise turning evidence into practice change. Some social policy and impact literature continues to prefer "knowledge exchange", highlighting mutual learning between researchers and users rather than a one-way transfer.

In European Union-funded programmes, 'research uptake' is often framed as a project's wider impact, delivered through "DEC" activities: Dissemination (sharing findings), Engagement (two-way interaction), and Exploitation (using research evidence to create value). Funding expectations typically focus on "impact-oriented research", in which research benefits society and the economy and does not just generate academic knowledge.

This toolkit draws on learning from a UK aid funded research programme. As such, it is highly relevant for anyone seeking to embed 'research uptake' into their research programme or their work - regardless of the terminology used by their funders or development partners.

Adjacent Terms to Research Uptake

In the table below, we outline how each term is commonly described by major funders (for example, NIHR's use of "knowledge mobilisation") and in core peer-reviewed literature (for example, "knowledge translation" and "knowledge-to-action" in implementation science).
We draw on widely cited publications and definitions from key funders to clarify how each term is commonly understood and where they overlap.

Definitions of adjacent terms

Term	Definition
Knowledge-to-Action (KTA)	KTA combines two concepts to move evidence into practice. Each comprises ideal phases/categories: **1. knowledge creation** *(knowledge enquiry --syntheses-- tools/products)* to **2. action cycle** *(identify problem & relevant research-- adapt to context-- assess barriers-- select, tailor & implement interventions -- monitor, evaluate and sustain)* to move evidence into practice (Ghraham, et al., 2006).
Knowledge Translation (KT)	KT is the dynamic, iterative process for closing the "know–do" gap by **synthesising**, **disseminating** and **exchanging** evidence and **applying** it ethically **in real-world decision-making and practice,** often operationalised within frameworks such as KTA that identify problems, adapt knowledge to context, address barriers, implement, monitor, evaluate and sustain use.
Knowledge Exchange (KE)	KE is a **two-way, collaborative process** between researchers & research users to share ideas, research evidence, experiences and skills, aiming at creating **mutual benefit and societal & economic value** (ESRC - UKRI). Reed, et al. (2014) laid out 5 principles for KE, including: **a.** design KE into the research from the start (not as an add-on), **b.** systematically representing users'/stakeholders' needs within the research., **c.** building long-term, trust-based, two-way relationships to co-generate knowledge, d. delivering tangible early benefits to keep partners motivated and engaged, and **e.** monitoring, reflecting and refining continuously - planning for a legacy beyond initial funding.
Knowledge Mobilisation (KM)	In their systematic review publication, Helen Baxter, H., et.al, (2024) states that "*Knowledge mobilisation is a generic term that refers to making knowledge ready for action and includes activities ranging from dissemination to co-production"*. NIHR defines KM as *"getting the right information to the right people in the right format at the right time, so as to influence decision-making. Knowledge Mobilisation includes dissemination, knowledge transfer and knowledge translation"*.

References and further recommeded readings

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2. Graham, I.D. & Tetroe, J.; KT Theories Research Group (2007) 'Some theoretical underpinnings of knowledge translation', Academic Emergency Medicine, 14(11), pp. 936–941.
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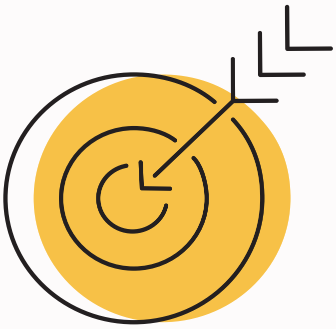
5. Grimshaw, J.M., Eccles, M.P., Lavis, J.N., Hill, S.J. & Squires, J.E. (2012) 'Knowledge translation of research findings', Implementation Science, 7, Article 50.
6. Canadian Institutes of Health Research (CIHR) definition of "knowledge translation" can be found here on this page here: https://www.cihr-irsc.gc.ca/e/29418.html
7. UK Research and Innovation (URI) - Economic and Social Research Council (ESRC) 'Knowledge exchange'.
8. Reed, M.S., Stringer, L.C., Fazey, I., Evely, A.C., Kruijsen, J.H.J. (2014) Five principles for the practice of knowledge exchange in environmental management. Journal of Environmental Management, 146, pp. 337–345.
9. Baxter, H., Bearne, L., Stone, T., Thomas, C., Denholm, R., Redwood, S., Purdy, S., & Huntley, A. L. (2024). The effectiveness of knowledge-sharing techniques and approaches in research funded by the National Institute for Health and Care Research (NIHR): a systematic review. Health research policy and systems, 22(1), 41.

Introduction

Introduction

Aim



This toolkit provides guiding principles and practical steps for designing and delivering a 'Research Uptake' (RU) strategy that drives real-world change in policy and practice.

It draws on learnings and first-hand experience of research uptake from the LIGHT Research Programme, whilst building on insights from established research uptake frameworks. The toolkit includes practical templates, impact tracking tools and signposting to more in-depth resources to support effective implementation.

Who is this toolkit for and when should it be used?

This toolkit is designed for anyone seeking to move their research beyond the walls of academia into real-world application, ensuring that evidence translates into maximum impact. It is practically useful for:

- Research uptake, knowledge exchange and knowledge mobilisation professionals
- Researchers and academics across disciplines aiming to increase the use and relevance of their work
- Decision-makers and policy makers seeking to integrate evidence into action
- Research programme managers and implementers working on research or policy initiatives
- Funders and development partners committed to evidence-informed investment and accountability.

The toolkit should be consulted at the **grant writing stage or research project inception** to inform research questions, align with the needs of people using evidence, mobilise the right voices from the start, and ensure allocation of sufficient budget lines for research uptake activities.

About the toolkit

- It is **practical,** not theoretical: The toolkit offers clear "how-to" guides, real-world examples, and lessons learned, along with custom templates and tools that can be directly applied.
- It builds on and **complements existing approaches**: Use this toolkit alongside well-established research uptake and policy engagement approaches.
- It is grounded in **real-world application**: The content is informed by the LIGHT Research Programme's experience, particularly in tuberculosis and gender-focused research uptake across diverse contexts.
- It includes a **capacity-strengthening** component: The toolkit supports skill development for implementing effective research uptake.
- It supports **impact tracking, evaluation and learning:** It offers practical tools to monitor progress towards intended outcomes, assess what changed over time, while enabling ongoing reflection and adaptation based on evidence gathered.

What is Research Uptake?

'Research Uptake' (RU) is a strategic, ongoing and intentional process that starts early and continues throughout the research cycle. It actively involves engaging policy makers, practitioners, advocates, researchers, and affected communities to ensure research is relevant, timely, and used by the people, organisations, or systems that need it most. This culminates in research findings and insights that are accessible, understandable and usable by a wide range of actors to inform decision-making, influence practice, shape advocacy, and impact those whom the research is intended for.

Why is research uptake important?

The goal of health research is to save lives and improve health and health equity. While scientific evidence is valuable in its own right, its true power lies in its ability to drive effective positive change through real-world application. This can be achieved through sustained collaboration between evidence producers and users so that research leads to genuine, lasting impact.

Research uptake:

- Bridges the gap between research and real-world application, ensuring that knowledge is used to solve health challenges.
- Ensures research investments lead to improved policies, services, and outcomes and strengthens accountability through measurable impact.
- Builds trust and relevance between researchers, communities and policy makers through sustained, collaborative engagement and partnership.

What does research uptake require?

- **Aligning research questions with the priorities and needs** of those who will use the evidence, ensuring relevance of the research.
- **Meaningful and continuous engagement:** Building relationships and involving stakeholders throughout the research cycle - while establishing trust with key stakeholders, decision-makers, and affected communities.
- **Effective and strategic communication:** Ensuring that your research findings are translated into accessible, understandable, and tailored formats (e.g., briefs, infographics, presentations, stories, publications).
- **Strengthening the capacity of those who produce and use evidence:** Supporting researchers and stakeholders to supply, demand, and apply evidence in their guidelines, policies, and programmes, and ensuring findings are acceptable and feasible.
- **Monitoring, evaluation and learning:** Documenting and capturing the impact of the research, including how evidence is being used or implemented and what changes it has led to. Additionally, learning in real-time enables course correction and strengthens the approach.

Budgeting for research uptake

When designing and embedding a research uptake component into your programme, make sure you dedicate an **adequate budget** to deliver it - covering **people's time** (e.g., research uptake or knowledge exchange managers and communications officers), **production and translation** of outputs, **capacity strengthening** and **engagement activities**, **monitoring and evaluation** of uptake, and a **small rapid-response pot** so you can act when windows of opportunity come up.

10 Guiding Principles of Research Uptake

Research Uptake Approach

This toolkit sets out **10 guiding principles for research uptake (RU)**. While some steps should come before others, the process is not strictly linear, and several steps can be undertaken simultaneously and revisited iteratively. To make the flow practical, we have grouped them into three themes (figure below), suggesting a sensible order of work.

LAY THE FOUNDATION

Understand the context

Identify and analyse the policy and research landscape including identifying gaps, priorities and windows of opportunity to inform your research uptake approach.

Map stakeholders strategically

Identify key actors with whom you think you should be engaging with and map their interest and influence in your research area.

Develop your 'Research Uptake Strategy': Define goals and desirable impacts

As you develop your research uptake strategy, clearly define goals, objectives, intended outcomes, and desired impact. This should be guided by your understanding of the context and stakeholder mapping. Ensure alignment with your project's overall goals and outcomes.

PLAN FOR RESEARCH UPTAKE

Plan for strategic and meaningful stakeholder engagement

Develop a stakeholder engagement plan with clearly defined actions and timelines to foster collaboration and ownership from the proposal stage and throughout implementation, dissemination, and post-project phases.

Assess capacity needs

Conduct a capacity strengthening needs assessment for your team and among key stakeholders and communities to help you identify gaps that may hinder achieving your research uptake goals and maximising your impact.

Plan for effective communication

Develop a communication plan to reach mapped stakeholders, tailoring messages to their specific interests and needs in clear, accessible, and actionable ways.

IMPLEMENT AND SUSTAIN IMPACT

Implement research uptake action plans and adapt to context

Implement research uptake strategy and planned activities, including engagement and capacity strengthening activities, where needed, while adapting to feedback and context.

Strengthen capacity for research uptake

Strengthen the capacity of individuals and institutions within and outside your research programme. Capacity strengthening activities should be relevant to the context and specific roles, in response to the identified capacity needs.

Track & capture impact of research uptake: Monitor, Evaluate & Learn

Ensure developing clear methodologies and tracking tools, from the onset of the project to track progress and outcomes. Track and capture your impact continuously throughout your project, reflect and adapt as you go.

Sustain impact & have a scale-up plan

Plan for sustained impact beyond the lifetime of the project. Ensure key research uptake activities are institutionalised, community-driven driven and locally owned. Where possible, establish communities of practice to sustain engagement. Establish trusted, enduring partnerships with key stakeholders and expand successful research uptake approaches to new contexts, geographies, sectors, or institutions.

1 Understand the Context

What is this about and why is it important?

It is crucial to understand the **political and contextual factors** in which you aim to create change through impactful research. Evidence alone does not drive policy. Political, economic, social and institutional factors do. A clear understanding of these factors helps you design research and engagement strategies that are **relevant, timely, feasible, politically smart,** and more likely to achieve real-world impact.

How?

- Conduct a **landscape analysis**. This is a desk review that describes the environment you are working in, including institutions, stakeholders, and programmes, as well as key enablers and challenges or gaps contributing to the problem. This should also identify research and policy gaps through a literature and policy review.
- A desk-based landscape analysis is usually **sufficient** if you already have **strong contextual knowledge**, have **limited time** and **budget**, and where context is relatively **stable** and you can adapt quickly if needed. In this case, you may only require a baseline map of policies, priorities, initiatives, key actors/institutions, high-level funding flows and documented gaps and enablers.
- Conduct a **Political Economy Analysis (PEA)**, **if needed**, particularly when you are working in complex or politically sensitive environments, aiming for policy change, health system reform, or resource allocation, or when competing interests and power dynamics shape progress. A PEA provides a **deeper understanding** and assessment of the political, economic and social realities influencing decisions and helps explain why change is or is not happening- through in-depth interviews, focus group discussions and document reviews. It identifies current **political priorities**, **power relationships** and **incentives**, **key risks and challenges**, and **windows of opportunity** such as policy reforms, elections, strategy reviews, budget cycles, donor shifts, national summits, or global health events.
- Share findings with key stakeholders to get their feedback and recommendations.
- Stay informed about political and national priorities, timing and power dynamics.

OUTPUT

Landscape analysis and, where applicable, **Political Economy Analysis (PEA)**

Useful resources

- ODI – **ROMA (RAPID Outcome Mapping Approach): A guide to policy engagement and influence**
- Whaites, A., Piron, L.-H., Rocha Menocal, A., & Teskey, G. (2023). **Guidance: Understanding political economy analysis and thinking and working politically.** Foreign, Commonwealth & Development Office (FCDO) and the Thinking and Working Politically Community of Practice.
- UK government: **Political Economy Analysis Topic Guide**
- The World Health Organization (WHO)'s **Evidence-informed Policy Network (EVIPNet) Europe: Situation Analysis Manual**

2 Map Stakeholders Strategically

Why?

Successful uptake of the research requires active involvement and action by relevant stakeholders at different levels. People with power, interest and influence should act on research findings to enable things to happen (i.e., make changes to policy and practice).

How?

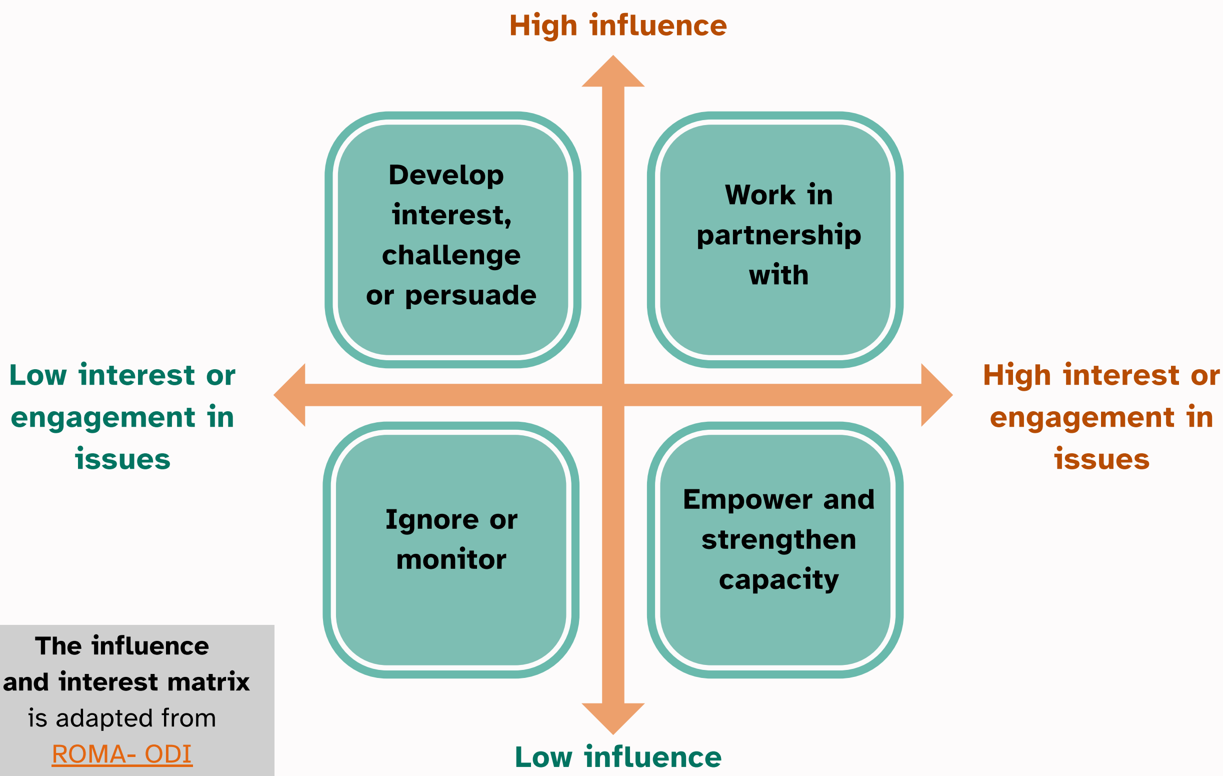
- Conduct **stakeholder mapping**: Identify key stakeholders with whom you should engage, including the level of engagement. Identify who has the **power or influence** and **interest** to act on your research (policy makers/ ministries; funders; implementers/ Health Care Workers (HCWs); communities/ community leaders or gatekeepers; Civil Society Organisations (CSOs); private sector; academia/research institutions; journalists/media houses; advocacy groups; etc.).

- Plot identified stakeholders onto the **stakeholders' influence-interest matrix:** This will guide you on how to tailor your efforts, avoiding wasting time on stakeholders with low interest and low influence.

- Not all stakeholders will require the same level or type of engagement. Stakeholder mapping allows you to **tailor your engagement strategy** based on the different types/categories of stakeholders identified (i.e., some will be your champions; some will need persuasion; others will need to be supported/empowered; and those of low priority will only need to be monitored, etc.)

OUTPUT

A stakeholders influence-interest matrix



The influence and interest matrix is adapted from [ROMA- ODI]

3 Develop your Research Uptake Strategy

What is this about and why is it important?

The research uptake strategy helps you identify the impact or change your research aims to achieve in alignment with the local, national, regional and global priorities - such as national health strategies, UN Sustainable Development Goals (SDGs), other health policies or sector agendas. It should also align with your Theory of Change (ToC) and Logframe where applicable. Insights from your context analysis and stakeholder mapping inform the strategy, which serves as a practical, living guide that you should regularly visit - not just to ensure alignment with the strategic goals and objectives but also to make necessary adjustments if context changes. This process will ensure your research leads to real-world impact and not just academic outputs.

How?

- Identify what change/ impact you ultimately want to achieve (policy, guidelines, practice, behaviour, system change).
- Identify short-term, medium-term, and long-term outcomes.
- Align your research and research uptake goals with local, national and global priorities where applicable.
- Identify your sub-impacts (the different types of impacts that will collectively lead you to achieve the desired change and overall outcome).
- Think about whom you want to influence (i.e. who your key stakeholders are and who your beneficiaries are)?
- Be specific about your objectives (e.g. co-create relevant new knowledge on your topic; inform and enable policy change; amend certain guidelines; delivery of a new vaccine/medication; strengthen capacity of people involved; etc.)
- Identify the activities you need to undertake to achieve your overall impact and sub-impacts identified – e.g., stakeholder engagement, capacity strengthening, effective communications, and monitoring, evaluation and learning.

OUTPUT

A **'Research Uptake Strategy'** with clearly defined goals and objectives which align with your Theory of Change (ToC) and Logframe where applicable.

EXAMPLE

- Refer to **Annex A** to see an example of **LIGHT's Research Uptake Strategic Framework**
- Click on the link below to see an example of **LIGHT's Research Uptake Strategy**

[LIGHT Research Uptake Strategy and Framework]

4 Engage Stakeholders Early, Meaningfully and Continuously

What is this about and why is it important?

Engage stakeholders **from the onset** of the project and **throughout the research process** to ensure your work is relevant, trusted, and used.

Keep in mind that researchers are not the only actors shaping policy and practice. Industry groups, pharmaceutical companies, unions, advocacy groups, and development partners may also have specific interests in influencing agendas. **Early**, **meaningful,** and **strategic** engagement **builds trust**, **secures buy-in**, **anticipates resistance**, and **increases** the **success** and impact of research uptake efforts.

How?

- Identify **who**, **when** and **how** to engage, using the right level of stakeholder engagement, based on your stakeholder mapping (consult, inform, collaborate/engage; empower).
- **Co-create, don't just disseminate:** Involve key stakeholders - especially those most affected by the consequences of the evidence (e.g., decision-makers, implementers, affected individuals and communities, local health workers, etc.) - in shaping research questions, identifying priority problems and root causes, co-creating interventions or solutions, and interpreting and disseminating findings. This approach not only ensures contextual relevance and local ownership but also amplifies voices that are rarely heard and increases the likelihood of uptake in policy and practice. Do this through inclusive engagement with fair authorship and transparent resource allocation.
- **Prioritise relationships over one-off consultations:** Maintain continuous and meaningful engagement throughout the research process and beyond while ensuring to establish two-way, trusted relationships and credibility.
- **Stay informed and actively involved:** Seek opportunities to be part of ongoing conversations and discussions around the issues you're addressing (e.g., join national committees and working groups/networks; make use of consultations, advisory roles, coalitions and trusted intermediaries). Check for readiness and demand for evidence.
- **Set up advisory groups** and identify or assign **local champions** who support the research uptake process.
- **Account for windows of opportunity** identified earlier or open unexpectedly - particularly if you are influencing policy change. Take timely action, such as during budget cycles, political changes (e.g., elections may open windows for new health priorities), health crisis, public awareness campaigns, global convening, e.g. United Nations High-Level Meetings or G20, etc.)
- **Acknowledge** and **manage power dynamics:** Policy decisions are complex. They are shaped by values, interests, institutions, finances and incentives. Understand whose voices are heard and whose aren't, and act accordingly.

Useful resources

- ODI – ROMA (RAPID Outcome Mapping Approach): A guide to policy engagement and influence
- https://simplystakeholders.com/stakeholder-engagement-best-practices/
- UK government guide on: **Ensuring Effective Stakeholder Engagement**
- UKRI Stakeholder engagement
- Chapter 20 from the **"Research Impact handbook"** by Mark S. Reed

OUTPUT

A stakeholders' engagement plan with clear actions and timelines - accounting for engaging stakeholders from proposal to dissemination stages.

5 Assess Capacity Needs

What is this about and why is it important?

Assessing capacity needs of researchers, research uptake teams and key stakeholders helps you identify the **gaps** and **strengths** in knowledge and skills required to achieve your research uptake goals - including the ability to communicate, understand and use evidence in decision-making. The success of using evidence to inform policy and practice may fail due to a **lack of capacity** (e.g., misinterpretation, poor communication, limited opportunities to apply learning), **rather than a lack of evidence**. A needs assessment helps you **tailor** your capacity strengthening activities to the needs of those who will benefit from it, avoiding "one-size-fits-all" training, as well as **building on capacity strengths** among your team and stakeholders.

How?

- **Identify what specific knowledge and skills** are required to achieve your research uptake goals (e.g., capacity to effectively communicate research - including writing evidence summaries, policy briefs, and tailored/ context-relevant recommendations; capacity to understand and use evidence to inform decision-making - including critical appraisal of literature, data synthesis, analysing and interpreting data, data management; adapting evidence to local realities; suggesting realistic and actionable recommendations, etc.).

- **Identify who needs capacity** across these groups: **a) researchers** (generate, package, and communicate evidence); **b) research uptake and communication teams** (translate, target, communicate evidence and track impact of uptake); **c) stakeholders/decision-makers/end users** (understand, interpret and apply evidence); **d) affected communities** where applicable to enhance knowledge, ensure acceptance, feasibility and local ownership.

- **Use one or more methods to assess capacity** and gaps and strengths, such as short surveys, structured interviews, checklists, etc.

- **Prioritise capacity needs:** Identify which gaps are most likely to block your research uptake goals and which capacity strengths enable research uptake success.

OUTPUT

Capacity needs assessment with findings translated into a **capacity strengthening plan** (i.e. who needs what capacity strengthening or support, in which format (in-person/online training, mentorship, one-to-one sessions, etc.), when, and how will it be delivered.

6 Strengthen Capacity for Understanding, Communicating and Using Evidence

What is this about and why is it important?

Capacity strengthening equips researchers, research uptake teams and stakeholders with the practical skills, knowledge and tools to translate evidence into decisions and action. It improves evidence communication, increases awareness about issues of concern, increases stakeholders' confidence to interpret evidence, and enhances the likelihood of evidence being applied in policy and practice - including informed decision-making.

How?

- Based on the results from the capacity needs assessment, carry out **capacity strengthening activities** that are relevant to the **context** and **specific roles**, in response to the identified capacity needs. This could include training in **evidence-informed decision making**; **understanding research topics** and **research approaches; scientific writing**; and **effective communication,** including developing policy/ evidence briefs, targeted messaging, and storytelling.
- Consider building **confidence** and **support** to engage with stakeholders: For example, a TB survivor may be intimidated by a policymaker, or may lack confidence to speak in a public space or communicate in a different forum if not done before.

Tips

- Use **practical**, **interactive** formats.
- Provide **tools** and **templates**.
- Establish ongoing support mechanisms such as **mentorship** or **peer support**.
- Consider sustainable capacity such as strengthening individual, institutional, and local capacities through **Training of Trainers (ToT),** ensuring people are equipped to train others, beyond the project.
- Provide training refreshers/ **boosters**.
- Conduct **baseline** assessment before training so you can track changes in knowledge, skills, and confidence.
- **Follow up on** the actual **application** of knowledge and skills learned.

DO'S

- ✓ Adapt training content to local contexts and provide real-life examples.
- ✓ Build on existing skills.

DON'TS

- ✗ Deliver one-off workshops only.
- ✗ Overwhelm with complex methods, keep it simple and practical.

OUTPUT

Tailored capacity strengthening plan to address identified capacity needs

Useful resources

- INASP EIPM Toolkit
- OECD Public Governance Reviews Building Capacity for Evidence-Informed Policy-Making

7 Plan for Effective Communication

What is this about and why is it important?

To maximise research impact, findings should be communicated clearly and be accessible to all relevant stakeholders, including decision-makers, implementers, practitioners and affected communities, so they can understand, apply and benefit from the evidence.

How?

Develop a communication workplan that considers the following:

WHAT are you communicating?

- Be clear on what key findings or key messages you are communicating.
- Always answer the “So what?”. Why are these findings/messages important? Why should your key stakeholders (target audience) listen or care?
- Share clear, actionable recommendations that could guide your target audience to consider what they should do about it. Present options, not directive actions.

WHO are you communicating with?

- Identify and prioritise your primary audiences whom you want to reach out to (e.g., decision-makers, practitioners, implementers, development partners, journalists, affected communities, and academics, etc.).

WHY are you communicating?

- Be clear on what you aim to achieve from this communication (e.g., raise awareness, inform policy, change practices/ guidelines, mobilise communities, inform effective resource allocation; attract funding, etc.)

HOW are you communicating **- WHERE & WHEN**

- Choose your **channel** (how) and **platform** (where) of communication to match the **timing** (when to communicate). Use **identified windows of opportunity** to engage and share your findings/ evidence when decision-makers are **listening** (e.g. parliamentary meetings; National or regional health forums and conferences; annual review meetings, etc.)

TIPS

- Focus on **implications** of your work (i.e., benefits, solutions and actions) and share **stories** as well as data and findings.
- Create **diverse outputs** tailored to audience needs using **clear non-stigmatising language** (e.g., policy/ parliamentary briefs; evidence summaries; infographics; visuals-including animation; photographs; visual minutes; paintings; booklets, newsletters; blogs; videos; podcasts; social media content; press releases, editorials and research publications).
- Create a **website or social media channels** to publish your content.
- Be **creative** about your messaging, but also **simple, clear** and **accessible** without losing nuance. Use concise and jargon-free language.
- Engage **communication experts** for wider visibility and reach where relevant (such as communication and external relations teams at your institution).

OUTPUT Clear and detailed **communication workplan**

8 Implement Research Uptake Activities and Adapt to Context

What is this about and why is it important?

Once you have 'Research Uptake Strategy', including your communications and capacity strengthening, engagement, and impact evaluation plans, start delivering. Keep in mind that **context matters** - what works in one setting may not work in another. Adjust your research uptake activities accordingly. It is key to constantly involve and consult people and key stakeholders you are working with to ensure successful implementation.

How?

- Implement tailored research uptake activities aligned with stakeholders' interests, beneficiaries' needs and windows of opportunity.
- Be flexible and adapt activities and plans in response to feedback.
- Collaborate with trusted messengers/ intermediaries in research, programmatic and policy fields. (e.g., well-known researchers, community leaders) to build credibility. They can also help translate and relay your work.
- Embed capacity strengthening where needed (e.g., training decision-makers on evidence use, such as Evidence Informed Decision-making (EIDM).

TIPS

- **Invest in establishing mutual and respectful partnerships:** Avoid engaging only when you need something. Ensure your engagements are face-to-face, as influence often happens through relationships, not just reports or briefs.
- When communicating, **don't assume good research speaks for itself.** Quality matters, but it is not enough. Context, relevance, and relationships drive research uptake; so how you communicate and engage determines your impact.
- **Stay flexible:** Acknowledge uncertainty, and be ready to pivot, adapt, and seize unexpected or emerging opportunities. Revisit your action plans constantly and amend where needed.
- **Reflect on your values and positionality:** Be aware of your position, power, and assumptions. Be inclusive and transparent.

OUTPUT **A context-specific action plan with adaptable activities**

Examples & templates from the LIGHT Research Programme

LIGHT's annual action plans template (**Annex B**)



9 Track and Capture Impact of RU: Monitoring, Evaluation & Learning

THE LIGHT CONSORTIUM

What is this about and why is it important?

Tracking and capturing impact is critical to demonstrating the value of your research and research uptake efforts. Besides informing future research uptake efforts, impact assessment helps with real-time improvements and learning. Plan for impact from the **outset** of the project and integrate the assessment framework within your research uptake strategy.

How?

- Start by asking the right questions that would help you determine:
  - **What type of impacts are you measuring?** Impact does not always have to be a big change in policy or national guidelines. Your efforts might be leading to various types of impacts, including micro impacts. For example, these could be conceptual and instrumental impacts; strengthening capacity to better understand and utilise evidence; enduring partnerships and collaborations; and cultural or long-term impact (**Annex C: Impact Assessment Framework**).
  - **Among whom?** Consider which target group(s) you are aiming to impact.
  - **At which level is impact happening?** Identify whether impact is happening at the individual, institutional, community, national, subnational, regional, or global levels.
  - **How are you measuring it?** Establish suitable methodological approaches that would help you track and capture impact and **document evidence of change-** including defining clear indicators for achieving impacts. Consider using multiple tracking and evaluation tools/ approaches/methodologies. These could range from quantitative indicators to testimonies of success stories.
  - **What are the potential long-term impacts** beyond the lifetime of your research programme? Consider whether you are able to assess that. If so, how are you doing it? Think of the logistics of assessing it in terms of human and financial resources.
- Track and document your **contribution** to change (i.e., how your efforts facilitated change to happen), not only your **attribution** (i.e., the change you can directly link to your research work and research uptake efforts).
- Document **what worked well and what did not work well** and **why**?
  - Identify the factors that contributed to the success of your impact (facilitators) and acknowledge and document the factors that delayed or hindered desired impact (challenges/ barriers). Such factors could be **logistical, methodological** or **context-related** [e.g., cultural/ social, economic (including funding cuts), political (such as elections and political unrest), and environmental conditions] and can significantly influence impact. Similarly, **windows of opportunity** might have facilitated or accelerated impact (or might have been missed).
- Suggest **improvements** within the lifetime of your project and beyond: Document good practices; reflect on what could be done differently (lessons learned from the process); and report any adaptations made based on feedback and experiences.
- **Don't be afraid to let go of control**: You cannot dictate your research's impact. Stay open to unexpected outcomes, acknowledge challenges and be ready to adapt your approach accordingly.

OUTPUT **MEL Framework** (**Annex C**) **& Impact Tracking Plan** (**Annex D**)

10 Sustain Impact or Gains and Establish a Scale-up Plan

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What is this about and why is it important?

Research uptake is not a one-time effort or an add-on. It needs to be embedded for long-term impact or change, where relevant.

How?

- **Institutionalise knowledge exchange and capacity strengthening** by embedding them into organisational systems, training programmes and standard practices wherever possible.
- **Establish enduring partnerships** with key stakeholders (including policy makers, implementers, and communities) that continue beyond the research programme.
- **Promote local ownership and leadership** of research impact by establishing communities of practice, celebrating local champions, and recognising advocates who would carry on the efforts.
- **Secure and mobilise long-term funding** beyond the lifetime of the research programme.
- **Develop practical learning resources** such as guides or toolkits, and make them accessible, user-friendly and adaptable to different contexts.
- **Scale-up successful approaches** to new contexts/ locations/ geographies, sectors, or institutions.

OUTPUT

A sustainability or a scale-up strategy

Research Uptake Checklist

Plan for research uptake from the onset of the project

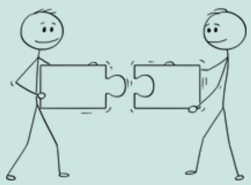
- Start thinking about your research uptake approach as soon as you start drafting your proposal and shaping your research questions and research approach.
- Ensure adequate financial and human resources for research uptake - including budgeting for engagement and capacity strengthening activities, communication, and monitoring, evaluation and learning (MEL).

Understand and keep updated on the context

- Map the research-policy landscape and track political priorities.
- Plan for and seize unexpected opportunities, such as policy reviews, consultations, or elections.

Engage early, often and continuously

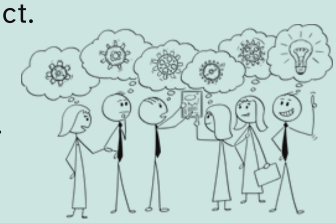
- Invest in continuous, meaningful, mutual and respectful engagement before, during, and after the research programme.
- Foster collaboration and local ownership.
- Build enduring, trust-based relationships and partnerships, and scale up successful approaches.



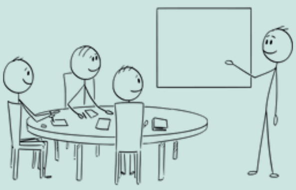
Be clear about what you want to achieve

- Co-create research questions with stakeholders.
- Ensure everyone is aligned on how to achieve impact.

Reflect on values and positionality



- Be aware of your position, power, and assumptions.
- Be inclusive and transparent.

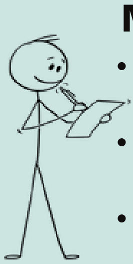


Strengthen capacity

- Identify gaps in evidence supply and use, and plan actions to address them.
- Strengthen capacity beyond individuals, where possible, to support sustainability.
- Invest in community-led and owned activities.

Tailor your messaging

- Develop a communication plan that reaches stakeholders and aligns with their interests, ensuring messages are clear, concise, accessible, and actionable.
- Adapt formats (briefs, infographics, stories) to stakeholder preferences.



Monitor, Evaluate & Learn

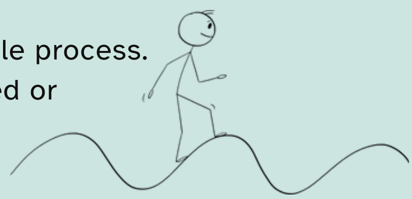
- Track direct impact (attribution) and indirect ones (contribution).
- Document and reflect on what works, what doesn't, and why.
- Use stories, testimonies, and practical indicators to evidence your impact.

Think sustainability

- Consider how to achieve long-term impact (e.g., invest in local ownership & leadership; strengthen local capacity; ensure sustained partnerships).

Be adaptable

- Recognise that research uptake is often a complex and unpredictable process.
- Acknowledge uncertainty and be ready to pivot and seize unexpected or emerging opportunities.



Resources

Resources

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Below are some additional resources that may help you dive deep into research uptake processes and utilising evidence in policy and practice for real-world change.

Title	Brief description
Institute of Development Studies (IDS) and REAL Centre, University of Cambridge (2021). **Maximising the Impact of Global Development Research: A New Approach to Knowledge Brokering**. Brighton: IDS.	This report draws on lessons from more than 200 research projects funded through the ESRC–FCDO Strategic Partnership. It reflects on six years of work to understand how global development research can create real-world change.
Young, J., Shaxson, L., Jones, H., Hearn, S., Datta, A. and Cassidy, C. (2014) **ROMA: A guide to policy engagement and influence.** London: Overseas Development Institute (ODI).	ROMA stands for the RAPID Outcome Mapping Approach. It was developed by the Overseas Development Institute (ODI) as a practical framework to help researchers, practitioners, and organisations improve how their work informs and influences policy and practice.
Reed, M. S. (2024) **The Researcher's Guide to Influencing Policy**. 1st edn. Abingdon, Oxon; New York, NY: Routledge. ISBN: 9781032799995	This book helps academics and practitioners ensure their research is not merely published but also used by policy makers, practitioners and wider society. It offers practical tools to turn evidence into action, while reframing policy influence as partnership and co-production rather than "selling" research.
Fast Track Impact website **Strategic policy engagement: Resources for effective policy engagement**	Fast Track Impact is a leading resource for research impact and policy engagement, offering practical tools, training, books and evidence-based methods and resources to plan, implement and evaluate impact. It helps researchers, managers and institutions turn academic findings into meaningful social, policy, environmental and economic change.
INASP (2016) **Evidence-Informed Policy Making (EIPM) Toolkit.** Oxford: International Network for the Availability of Scientific Publications (INASP).	This toolkit aims at strengthening capacity of decision makers and researchers in evidence-informed policy making (EIPM). It includes 4 modules on sourcing and identifying evidence, assessing its quality, communicating findings effectively and applying evidence through implementation planning. It is flexible, activity-based, and grounded in participants' real work contexts, allowing adaptation across sectors and integration into other training programmes.
Oliver, K. and Cairney, P. (2019) '**The dos and don'ts of influencing policy: A systematic review of advice to academics**', Nature Human Behaviour, 3(1), pp. 21–29.	This paper systematically reviews advice given to academics on how to engage effectively with policy makers, highlighting the importance of relationships, timing, and communication while warning against oversimplifying evidence or ignoring political realities.

Title	Brief description
Capabilities in Academic Policy Engagement (CAPE) (2023). **Developing Partnerships & Projects between Universities and Policy Partners: A Project Scope Template**.	This framework acts as a planning and reflection tool for designing, implementing and managing university - policy partnerships. It helps users identify policy need, desired outcomes and impacts; design activities and outputs; match research expertise to policy demand in alignment with institutional strategies; and agree ways/plans of working and collaboration - with set milestones and resources- ensuring equality, diversity and inclusion is embedded within the design.
Graham, I.D., Logan, J., Harrison, M.B., Straus, S.E., Tetroe, J., Caswell, W. and Robinson, N. (2006) **'Lost in knowledge translation: Time for a map?'**, Journal of Continuing Education in the Health Professions, 26(1), pp. 13–24.	The Knowledge-to-Action (KTA) Conceptual Framework is developed to guide how knowledge, particularly from health research, can be translated into practice & policy. It promotes systematic, step-by-step translation of research into practice, while recognising the importance of adapting knowledge to context, and ensuring evidence informed practices are sustained over time.
Reed, M. S., Ferré, M., Martin-Ortega, J., Blanche, R., Lawford-Rolfe, R., Dallimer, M., & Holden, J. (2021). **Evaluating impact from research: A methodological framework**. Research Policy, 50(4), 104147.	The paper presents a comprehensive approach to assessing the significance, reach and attribution of research impacts across disciplines. It defines research impact as the demonstrable benefits of research and introduces a typology of five evaluation designs to help you choose appropriate methods for evaluating both positive and negative effects of research.
UKRI, ESRC (2025) **How to do effective knowledge exchange.**	this page provides practical advice on planning and delivering engagement that makes research useful and impactful. It outlines how to identify and work with stakeholders, build meaningful relationships, communicate effectively and evaluate outcomes. The resource supports embedding knowledge exchange throughout the research cycle to achieve real-world change.
OECD (2020) **Building Capacity for Evidence-Informed Policy-Making: Lessons from Country Experiences**. OECD Public Governance Reviews, OECD Publishing, Paris, https://doi.org/10.1787/86331250-en.	This report explains how governments can strengthen the use of research and data in public decision-making. It identifies systems, skills and institutional conditions that enable policy makers to access, appraise and apply evidence effectively. The report provides a framework and practical recommendations for building sustainable, government-wide capacities that make evidence use a routine and integral part of policy processes.
The Global Guide to Research Impact	This website https://www.researchtoaction.org/ is very resourceful and full of guides and practical tools on key communication and engagement activities.

Resources

Title	Brief description
Mcloughlin, C. (2014). **Political Economy Analysis: Topic Guide** (2nd Ed.) Birmingham, UK: GSDRC, University of Birmingham.	This, formerly, DFID (UK Government), PEA topic guide explains how understanding power, incentives, and relationships can support developing more effective and politically feasible interventions. It helps design realistic, context-sensitive strategies by analysing how political and economic forces shape and reform, decision-making, and/or aid outcomes. It guides you to support locally driven, politically informed development approaches.
Explore various resources via **The World Health Organization (WHO)'s Evidence-informed Policy Network (EVIPNet)** For example check **The World Health Organization (WHO) Evidence-informed Policy Network (EVIPNet): Situation Analysis Manual** among other publications	In May 2025, the World Health Organization (WHO) Evidence-informed Policy Network (EVIPNet) have launched **the Global Research Agenda on Knowledge Translation and Evidence-informed Policy-making** - that helps identify and define research priorities in the fields of KT and EIP and establish a comprehensive research agenda for these areas.
UK Government (2016) **Ensuring Effective Stakeholder Engagement**	This short and simple guide will provide some guidance on how to engage effectively with stakeholders and provides advice for developing stakeholder communication plans within your team.
Department for International Development (DFID) (2016). **Research Uptake: A guide for DFID-funded research programmes**. London: DFID. (2016)	A practical guide for, formerly, DFID-funded programmes on how to plan, resource, deliver and evidence Research Uptake - through stakeholder engagement, capacity-strengthening, tailored communications, and monitoring & evaluation - to get research into real-world use.
UKRI-ESRC: **Impact toolkit for economic and social sciences**	The **UK Research and Innovation (UKRI), Economic and Social Research Council (ESRC) impact toolkit** provides guidance for social science researchers on defining, planning, and demonstrating research impact through activities like public engagement, knowledge exchange, and policy influence to demonstrate the broader societal and economic value of their work.

Annexes

Annex A: Example of LIGHT’s Research Uptake Startegic Framework

LIGHT’s Research Uptake Strategic Framework

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OVERALL IMPACT

Reduced transmission, catastrophic costs, and adverse TB treatment outcomes [mortality and case fatality] from TB, resulting from a more effective, gender-responsive health policy and practice response

OUTCOME

Global and public health policies, programmes, organisations and initiatives in target countries adopt or strengthen TB prevention and care policies and strategies, based in part on LIGHT evidence, such that they are gender-responsive, equity-focused, and able to support introduction and scale-up of new TB-related products by 2025 to meet global TB targets.

TYPES OF IMPACT

Conceptual	Instrumental	Capacity Strengthening	Enduring Connectivity	Culture & long-term impact
Changes to knowledge, awareness and attitudes around gender & TB among target group(s)	Changes to decisions, plans, actions, guidelines, policy & practice	Changes to knowledge, skills & expertise	Changes to the number & quality of trusted relationships & networks	Changes in culture, attitudes & behaviour because of research findings & knowledge exchange

STRATEGIC OBJECTIVES

- **Shape the narrative on “Gender & TB”** to be inclusive of men and boys
- **Co-create relevant new knowledge** to inform policy & practice for gender-equitable access to TB care and prevention
- **Strengthen capacity** for demand, supply, and use of evidence for informed decision-making
- **Establish & strengthen connections & collaborations** to accelerate gender-equitable access to TB care and prevention

ACTIVITIES

Influence and enable policy change and implementation through stakeholder engagement, capacity strengthening, strategic communication, and monitoring, evaluation, and learning.

Logframe, ToC, landscape analysis, country political economy analyses, research methodologies and findings

Effective research administration & management support

PARTNERS: AFIDEP African Institute for Development Policy; mli; Malawi Liverpool Wellcome Programme; ReSoK Respiratory Society of Kenya; Zankli Research Center; London School of Hygiene & Tropical Medicine; 125 Years 1898 - 2023 LSTM Liverpool School of Tropical Medicine

FUNDER: UKaid from the British people

Annex B: Example of LIGHT's Research Uptake Annual Action Plan

Months/ Date of activity	Strategic objective	Activity category	Who do we want to influence?	What do we want to do?	When do we want to do this?	Where do we want to do this?	Why do we want to do this?	How do we want to influence?	MEL: How will we assess impact and learn from the activity?	Who is responsible for conducting activity?	Progress	Outputs

This research uptake action plan was designed and guided by:

A. LIGHT's strategic objectives:

- Shape the narrative on gender and TB to be inclusive of men and boys.
- Co-create relevant new knowledge to inform policy and practice for gender-equitable access to TB care and prevention.
- Strengthen capacity for demand, supply and use of evidence for informed decision-making.
- Establish and strengthen connections and collaborations to accelerate gender-equitable access to TB care.

B. Activity category:

- Stakeholder engagement (formal and informal)- including decision makers, implementers, affected communities and development partners
- Capacity strengthening
- Communications
- Monitoring, evaluation and learning (MEL)

C. Identified stakeholders (audience):

- Policy and decision-makers: e.g., government agencies and regulatory bodies (e.g. Ministry of Health, National health programmes);
- Practitioners and implementers: e.g., public, private, non-governmental organisations (NGOs), community based and civil society organisation (CBOs & CSOs)
- Communities, TB advocates, health workers, and general public
- Researchers: within and beyond the project/ institution
- Other: media, development partners, funders, UN agencies

D. Communication channels, tools & activities:

- Publications: academic publications, commentary, research or event report, learning guide/ toolkit, infographic, key findings sheet, opinion, policy and evidence briefs, posters, working paper, booklets, etc.
- Online: webpage, social media channels, podcast; videos; photo story, blogs, flashcards, visual minutes, etc.
- Events: One-to-one meeting, national and international conferences, Seminars/webinars, lectures, meeting with stakeholders/ breakfast meetings; roundtable discussions, community events, storytelling, workshops, national policy review meetings, international day events, site visits, etc.
- Media: interviews, news articles/stories, media briefing, op-ed, press release. etc.

PARTNERS AFIDEP African Institute for Development Policy mli Malawi Liverpool Wellcome Programme ReSoK Respiratory Society of Kenya Zankli Research Center London School of Hygiene & Tropical Medicine 125 Years 1898 - 2023 LSTM Liverpool School of Tropical Medicine FUNDER UKaid from the British people

Annex C: Example of LIGHT's Impact Assessment Framework

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A. Identify type of impacts you aim to assess

- **Instrumental:** Changes to plans, decisions, behaviours, practices, actions, policies (e.g., Changes in national policies, attributed to your research)
- **Conceptual:** Changes to knowledge, awareness and attitudes around issues of concern among target group(s)
- **Strengthened capacity:** Changes to knowledge, skills and expertise
- **Networking & enduring connectivity:** Changes to the number and quality of relationships and establishing trust (attributed to level of your engagement & involvement with stakeholders and communities)
- **Cultural or long-term impact & contributions:** Changes in culture/ attitudes/ practices towards identified issues

B. Identify target group(s)

Identify key stakeholders whom you are targeting to achieve your research programme's outputs and subsequently its impact. Example:

- **policy makers:** government agencies & regulatory bodies (e.g. Ministry of Health)
- **Practitioners/ implementers:** public, private, NGOs/ CSOs
- **Communities, TB advocates & general public**
- **Researchers**: within and beyond the project/ institution
- **Other: media, funders, UN agencies**

C. Identify at which level impact is happening

- **Individual**
- **National**
- **Community**
- **Global**
- **Institutional**
- **Regional**

D. Identify impact assessment tools

- **Data collection methods - Qualitative vs. Quantitative**
  In-depth interviews; Focus Group Discussions (FGDs); Observations; Case studies; Content analysis & documentation of processes/ evidence of research use or research uptake/ change in policies/ other actions or change in practices; Visual methods (use of photos/ drawings); Questionnaries (pre/ post); Web analytics; social media metrics; Records & databases; Knowledge quiz; etc.
- Think whether you measuring impact **prospectively**; **retrospectively**, or **in real time** as a learning tool to improve and make amendments as you go.

Edwards, D.M. and Meagher, L.R., 2020. A framework to evaluate the impacts of research on policy and practice: A forestry pilot study. Forest Policy and Economics, 114, p.101975.

Annex D: Example of LIGHT's Tool to Track and Capture Impact

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					How are you measuring impact (evidence of impact)?				STOP & REFLECT
Anticipated or observed impact/changes	**Type of Impact**	**Target group**	**At which level impact is happening**	**Activity(ies) leading to that impact**	**Quantitative Activity Indicators**	**Means of measurement**	**Qualitative Activity Indicators:** Describe what is being measured in terms of changes, perceptions, or improvements.	**Means of measurement/ evidence of this change:** how are the qualitative indicators assessed, i.e. what specific methods or sources are used to verify the change (e.g. feedback, documented changes, observations, testimonies, feedback, interviews, FGDs, meetings' minutes/notes; etc.)	**Were you able to capture impact through evidence? What is missing? Suggestions for improvement-** Do you need to do more to capture impact?

ONLY REQUIRED if you are planning to carry out further impact assessment of activities to improve tracking and capturing of impact (Fill out if RELEVANT)					
Human resources required to carry out Impact assessment (Who will carry out the assessment/ person(s) responsible?)	**Financial resources required to carry out Impact assessment** (What funding is required?)	**Expected start date of the impact assessment**	**Expected end date of the impact assessment**	**Progress made**	**Comments/ explanation**

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Zankli Research Center
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125 YEARS 1898 - 2023 LSTM LIVERPOOL SCHOOL OF TROPICAL MEDICINE
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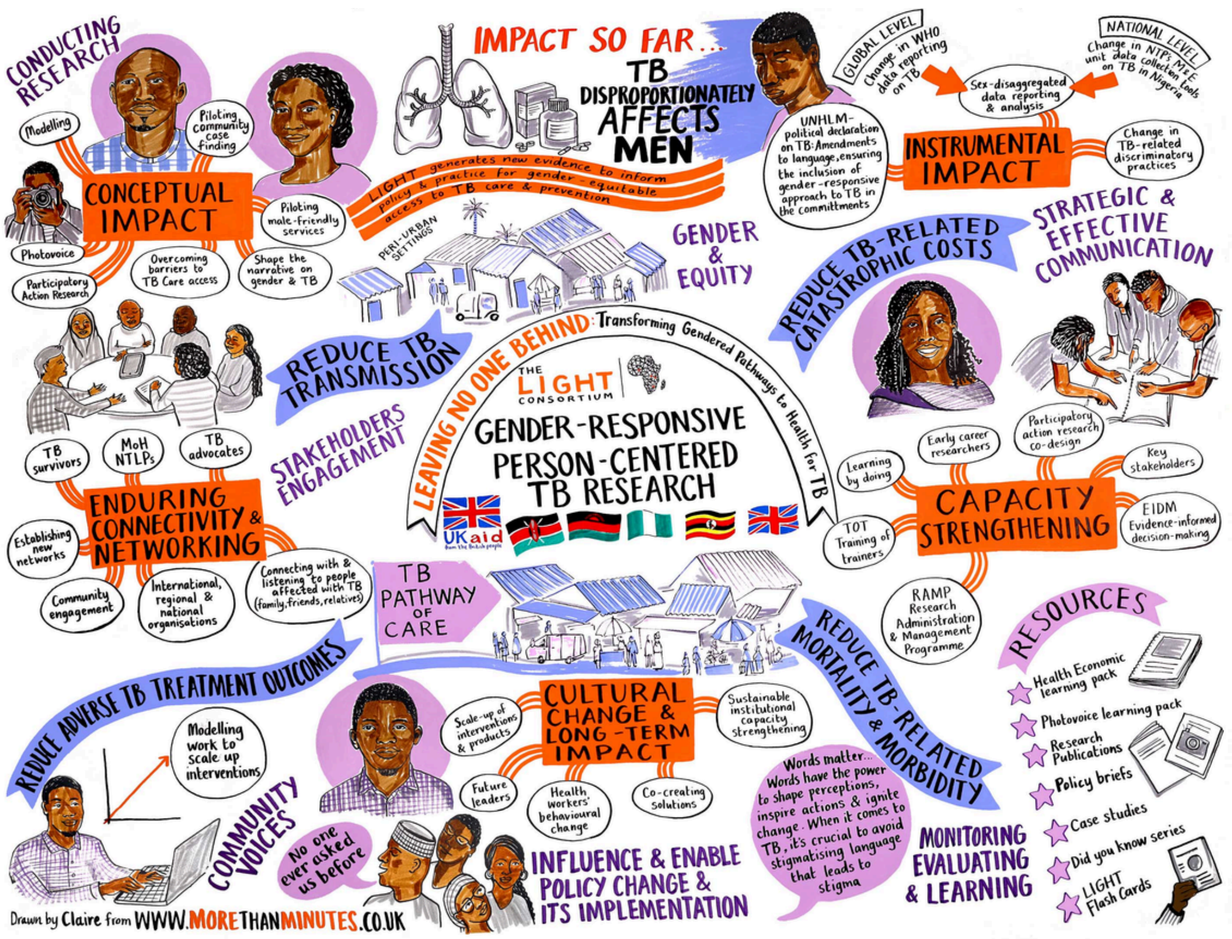
Mapping out LIGHT's Impact Template: Step-by-Step Instructions

Purpose	This template aims to help your team identify, document and track the **impacts** (or **observed changes)** of LIGHT's activities and engagements in your country. The aim is to capture **direct and indirect changes** that you think are **partially or fully** attributed to LIGHT. These impacts could occur at various levels, including national, community, institutional, regional/global and individual.
Step 1: Identify anticipated or observed impact(s)	Describe each impact observed in your country which you think is partially or fully attributed to LIGHT's activities and engagements. Think about any changes in policy, guidelines, practice, knowledge, skills, attitudes or networks/connections. **Be specific and provide examples that demonstrate the impact in action**. *E.g. "The NTLEP integrated gender-responsive case-finding strategies into the TB treatment guidelines, as a result of the evidence and recommendations provided by LIGHT and discussed it in technical workshops."*
Step 2: Specify the Type(s) of Impact	Specify the type(s) of reported impact as below. your impact can fit in more than one type): ▪ **Instrumental impact**: Changes to plans, decisions, policies, guidelines, behaviours, practices or actions (*e.g. A new TB screening protocol/guidelines adopted in health facilities based on LIGHT's research).* ▪ **Conceptual impact**: Changes to knowledge, awareness, attitudes and understanding *(e.g. Policymakers acknowledging the role of gender, particularly men, in the TB care journey from transmission to detection and treatment due to continuous LIGHT's engagements.)* ▪ **Capacity building / strengthening**: Changes or improvements in knowledge, skills and expertise. *(e.g. NTLEP staff trained in evidence-informed decision-making (EIDM), demonstrated a better use of evidence in their work including developing evidence-informed policy briefs).* ▪ **Enduring connectivity (networks)**: Changes to the number and quality of relationships including strengthened relationships, partnerships and trust-building. *(e.g. The LIGHT team established strong and trusted relationships with key NTP members, whom as a result became the voice of LIGHT in national meetings and advocates for gender-responsive approaches to end TB.)* ▪ **Culture & long-term impact**: Changes in culture/ attitudes towards knowledge exchange and towards research impact itself. This also include long-term sustainable changes and collaborations. *(e.g. Sustained TB research and collaborations beyond LIGHT)*
Step 3: Identify your Target Group	Think about who your target group is (i.e. who the impact is affecting?). Are they **within LIGHT** (e.g. researchers, RU officers/ managers, partners) or **outside LIGHT** (e.g. decision-makers/ policy makers, NTP officers, MOH, people with TB, communities affected by TB, healthcare workers, etc.)?
Step 4: Think at which level impact is happening	▪ **Global** (e.g. influencing WHO TB data reporting) ▪ **Regional** (e.g. think of examples influencing NEAPACOH or regional TB Caucus) ▪ **National** (e.g. utilising LIGHT research evidence to inform national TB policies, guideline, etc.) ▪ **Community** (e.g. raised TB awareness and reduced TB-related stigma in a specific community setting) ▪ **Institutional** (e.g. enhanced research management practices at institution X or increased use of EIDM across department X) ▪ **Individual** (e.g. increased knowledge, skills, expertise in certain areas, enhanced career path, etc.)

Step 5: Activity(ies) leading to that impact	Document all LIGHT-related **activities that led to or contributed to the identified impact.** Include workshops, stakeholders' engagements, meetings/ conferences, technical assistance, partnerships and other RU activities (e.g. *LIGHT's partnership with Nigeria's NTBLCP positioned Zankli Research Centre (ZRC) as a trusted partner, providing key technical guidance and support. The ZRC team collaborated closely with NTBLCP's Monitoring and Evaluation Unit to re-design their TB data collection tools, ensuring that data is sex-disaggregated across the TB care cascade. These modifications are now enabling more accurate data collection and analysis, improving decision-making and allowing for better targeted interventions at the national level, particularly in addressing gender disparities in TB care).*
Step 6: How are we measuring impact (evidence of impact)	Here you have to think about indicators & means of measurement as explained below: ▪ **Quantitative Activity Indicators:** e.g. number of participants trained; number of policy briefs developed; number of meetings with the identified stakeholders; number of new connections/partnerships formed; etc. ▪ **Means of measurement:** attendance sheets; records of meetings; published policy and evidence briefs; events that led to establishing new connections/partnerships, official partnerships agreements (if any), etc. ▪ **Qualitative Activity Indicators:** Describe what is being measured in terms of changes, perceptions, or improvements (e.g. improved knowledge/skills such as increased understanding of gender disparities in TB, particularly among men; etc.) ▪ **Means of measurement/ evidence of this change:** How the qualitative indicators are assessed, i.e. the specific methods or sources used to verify the change (e.g. feedback received, documented changes, observations, testimonies, interviews, focus group discussions, meetings' minutes/notes; etc.)
Step7: STOP & REFLECT: Were you able to capture impact through evidence? What is missing? Suggestions for improvement- Do you need to do more to capture impact?	Once you completed the above, it is then crucial to **stop and reflect on any gaps and how you intend to address them moving forward**. This is particularly related to capturing and demonstrating **evidence of impact**. If you think there has been an impact in certain area, but is not well-documented or captured, consider how you can track it or capture it moving forward. Prioritise areas where you think LIGHT (through your team) has had made the most meaningful impact and ensure evidence is captured.
Step 8: ONLY REQUIRED if you are planning to carry out further impact assessment of activities to improve tracking and capturing of impact	To do so, identify human **and financial resources** needed to carry out further impact assessment activities to improve tracking and capturing of impact- thinking thoroughly about who is responsible for conducting the assessment? Is it someone from **within LIGHT** country team? Do you need **external consultant** to conduct interviews for example? Will you use questionnaires, interviews, case studies, or policy reviews?
	Plan your **start and end dates-** taking into account logistics, scheduling interview appointments where relevant, etc.
	Track your progress - write notes about progress made/ challenges/reflections or any other comments.

Leaving no-one behInd: transforming Gendered pathways to Health for TB

LIGHT is a six-year cross-disciplinary global health research programme, funded by UK aid, and led by Liverpool School of Tropical Medicine in collaboration with partners in Kenya, Malawi, Nigeria, Uganda and the UK. LIGHT aims to support policy and practice in transforming gendered pathways to health for people with TB in urban settings. This will lead to enhanced overall health and well-being, improved socio-economic outcomes, equity, and will contribute to the efforts of ending TB.



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