

# Scaling a social innovation? Share your learning



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*The practical guide has been produced in consultation with actors within the social innovation arena from across Europe. These actors included Madeleine Clarke (Genio), John Healy (Genio), Niamh Lally (Genio), Grainne Smith (Genio), Dana Verbal (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Risto Raivio (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Henk Visser (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Monika Chaba (Directorate-General Employment, Social Affairs and Inclusion, European Commission), Ruth Armstrong (National Social Inclusion Office, Health Service Executive, Ireland), Marieke Altena (National Social Inclusion Office, Health Service Executive, Ireland), David Stead (Maanch), Clémentine Blazy (European Centre for Social Finance & member of the ESCF Advisory Board), Bairbre Nic Aongusa (Irish Department of Rural and Community Development), Gary Johnston (Social Finance UK/NL), Maša Malovrh (Beletrina), Michael Fembek (Zero Project), Assiri Valdes (UpSocial), Ona Argemí (UpSocial), Anja Koenig (EVPA), Stephanie Haefele (Bosch-Stiftung), Luca Pilosu (Compagnia di San Paolo), Hannah Cooper (IDC), Carolina Gottardo (IDC) and Vivienne Chew (IDC). The authors would like to acknowledge their sincere appreciation of the input of time and expertise that these people contributed to the development of this resource.*

# About the Author

## Stephen Barnett

Stephen is a freelance advisor on strategy and social impact in the European space. He is currently the lead thematic expert for social innovation in the [ESF+ Transnational Platform](#), where he designs and delivers capacity-building for ESF Managing Authorities and the wider social innovation ecosystem through the social innovation competence centres.

Stephen has also consulted for EuroHealthNet on impact evaluation and EUROCITIES on homelessness practices, among others. At local level, he advised a Chair and CEO on handling a governance crisis in their charity and coordinated a weekly active dementia club part-time for two years. In a voluntary capacity, he is a member of a social investment committee and a governor at his children's primary school.

From 2013-18, he was the CEO of Euclid Network and reshaped its strategy, funding and operations to become the European network for social enterprises. Previously, he was Policy Director with European Social Network, the European network for directors of social services and related public agencies. He thus brings a strong understanding of local and regional government and civil society

## What to do with what you know now

In this part of the guide, we prompt you to take the learning that you generate through the above and other processes beyond your organisation or the social innovation into the wider field in which you operate. We are making the assumption here that the social innovation continues to prove effective as it scales: bluntly, if it does not work, it should be scaled down to make space for fresh innovations. However, there may still be merit in sharing with the sector why a failed social innovation did not work. Furthermore, even within the ‘failed’ innovations, there are likely to be pockets of activity that were successful. Again, there is merit in sharing this learning and exploring how it can be worked into the wider system.

This may be understood as a new stage of social innovation scaling, or it could be seen as advocacy or lobbying. In the Genio pyramid (see Section 1), this stage would concern progression to the ‘consistent adoption’ level. This includes influencing and informing funders, policy-makers and wider stakeholders which shape the operating environment for the social innovation. Winning the hearts and minds of these key actors within the innovation’s context can also play a key role in supporting the innovation to be sustained and continue to scale towards consistent adoption in the whole system or policy field.

Key to ‘winning hearts and minds’ on the basis of evidence is knowledge mobilisation. This concept describes a systematic process whereby knowledge is “co-produced and channelled to different audiences in order to ‘impact’ upon policy and practice” (Bannister and Hardhill, 2015). Here, it is enriched by two core considerations:

1. **Intercultural considerations:** These are too often unspoken in European collaborations, but we all have to navigate them when working across borders.
2. **Interpersonal issues:** These are often used in team leadership and development and are of merit also for influencing others externally.

We advocate for incorporating these elements in a knowledge mobilisation strategy and support social innovators to structure their thinking in this way. These aspects are important because “scientific evidence seldom, if ever, directly solves organizational or policy-level problems” (Contandriopoulos, 2010). Our contention is that taking an integrated approach to advocacy for system change is more likely to enable you to deal with the inevitable difficulties and resistance to change along the way.

Furthermore, the knowledge mobilisation approach presented here is particularly useful for the ‘plateau of productivity’ in the Gartner Hype Cycle for innovation (Blosch & Fenn, 2018). The cycle has the following five stages:

1. **Innovation trigger:** A breakthrough (a new technology, a global pandemic) triggers an innovation.
2. **Peak of inflated expectations:** Hype is generated and creates high expectations early in the innovation process (initial buzz).

3. **Trough of disillusionment:** Interest in the innovation begins to wane as the initial high expectations are not met (the challenges to adoption emerge, set-backs are encountered)
4. **Slope of enlightenment:** The value of the innovation becomes more widely understood and appreciated (additional uses of innovation seen).
5. **Plateau of productivity:** Mainstream adoption of the innovation begins to occur (late adopters and sceptics come on-board).

The fifth stage is where consistent adoption is achieved and it's worth reflecting that the small-scale innovation stage may demand quite different skills than the systems-changing plateau of productivity stage.

To get beyond the initial hype, the proposed change has to be compelling, and you have to anticipate the peaks and troughs of the change process. Here, recommendations from Baye's Business School's Centre for Charity Effectiveness for ensuring consistent change in a system are useful. As a leader within a system or when trying to influence system leaders, it is important to:

- engage middle managers as translators into practice
- empower frontline staff to try out new approaches and feedback
- support people using services to be more demanding of the system
- break down the change into manageable blocks or phases.

Familiarising yourself and the actors within the social innovation with these aspects will prepare you to work towards the 'consistent adoption' of the social innovation you are scaling.

However, making change in complex systems is not always easy - rather, it is almost always very difficult. Not every stakeholder or actor will be 'on-board' with the change and innovation you are introducing. People can be actively or passively resistant to change for a range of reasons, and this section of Learning As You Scale will suggest ways of navigating this terrain effectively.

## Let's talk about... winning hearts and minds

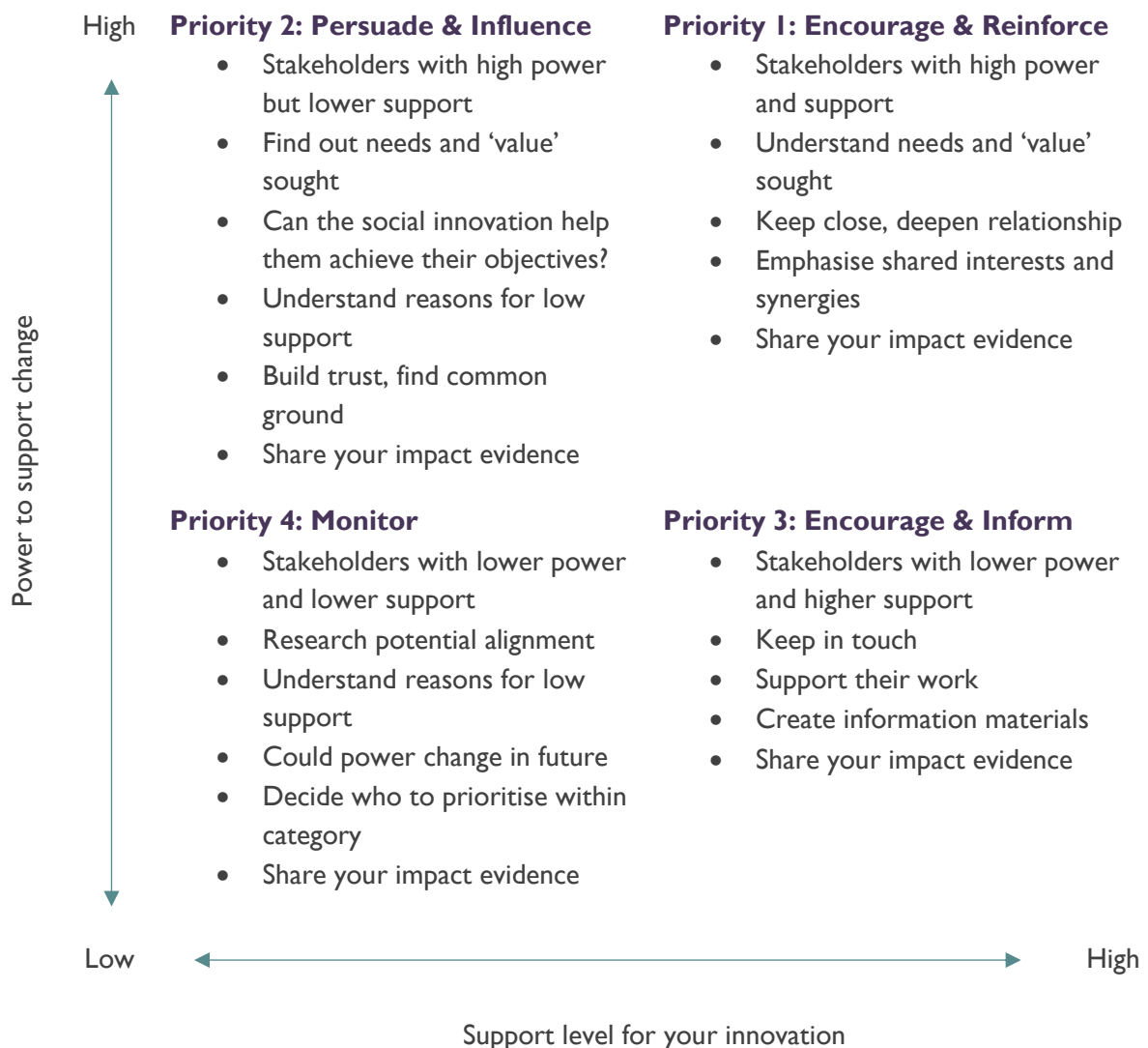
Take a look at this short video from Stephen Barnett, an advisor on strategy and social impact in the European space. In this video, Stephen talks about how you can use the learning from the social innovation's scaling journey to influence others. [https://youtu.be/\\_Gh\\_Majv18U](https://youtu.be/_Gh_Majv18U)

## Reflection Point 1: Who do you want to influence?

'Consistent adoption' or systems change is likely to involve a large number of stakeholders with differing interests, needs and power. It can be helpful to place the stakeholders within one of four categories to help decide how much to invest in each relationship and with what purpose.

Use the Winning hearts and minds matrix below (adapted from Copeman et al, 2012) to understand who you want to influence and why. You can integrate these ideas into a knowledge mobilisation later in this section.

### Winning hearts and minds matrix



## What's your ambition?

According to Nutley et al (2003), research data can be used in different ways and have different effects. We have adapted their typology and identified four ways that social innovators can use the learning from their innovations to inform and influence their wider contexts:

1. **To make a direct policy change:** Whilst this direct influence on policy can happen via evidence from innovations, this is not a regular occurrence (Contandriopoulos et al, 2010).
2. **To change the conversation:** Evidence can change thinking in a sector or policy community, even if it does not directly or immediately change policy or reform systems. This may seem a disappointing result but “conceptual use is not second best” (Rossi et al, 2004).
3. **To support or oppose an existing position:** Evidence can be used to validate or invalidate a pre-formed and possibly entrenched political position, particularly on a controversial divisive issue.
4. **To influence practice without changing policy:** Evidence can change the thinking, training, and practice of professionals within a current policy frame but not immediately or directly the policy itself.

When considering how to use the learning or evidence from the social innovation, it is important to think about *when* you seek this wider impact. Literature such as C. Fox et al (2017), cautions against inappropriate use and premature use of evidence. For example, it is debatable how useful it is to rapidly spread tentative findings.

## Find out more: Working with stakeholders and actors to achieve your ambitions

To create wider system change or impact, social innovators need to see themselves as part of a bigger picture. Viewed from this perspective, it is key to see how you can connect with other actors in your field to create your desired results. This might mean changing your approach to how you scale - or perhaps more aptly - spread what you know.

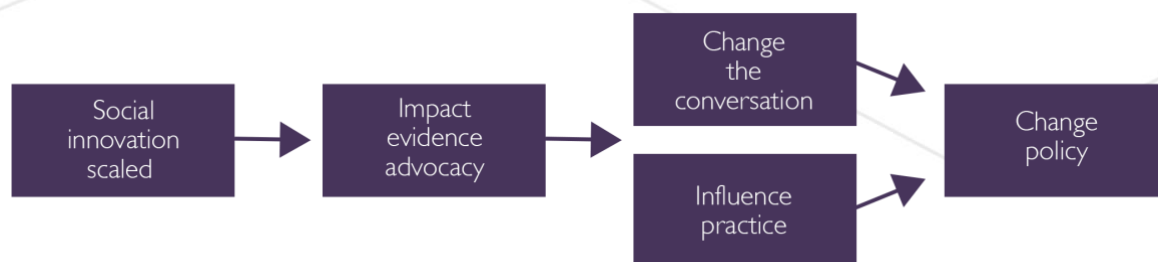
In this short video, Dr. Gorgi Krlev explains the importance of integrated model of strategy and systems thinking <https://youtu.be/kwoi3FBPcY0> and in this video, Alyssa Jade McDonald-Bärtl from the Cacao Academy talks about how she has put this concept into practice: <https://youtu.be/MSz3CqF8mJE>.

## Reflection Point 2: Getting started with knowledge mobilisation

Look at the linear Knowledge mobilisation flowchart below and reflect on the following questions:

1. Does the linear diagram reflect your experience of using impact evidence to influence policy?
2. What kind of diagram would you draw? Go ahead and do it, either in general or for the social innovation you're working to scale (further).
3. What type of 'knowledge mobilisation' effect(s) are you aiming for? What are the opportunities and risks of each strategy?

### Knowledge mobilisation flowchart



### Knowing why, what, who and how

Social innovators, whether frontline public services, social enterprises or civil society organisations, are well-placed to know the who, why and how of their sector, which are valuable forms of tacit knowledge. It is challenging and important for organisations to be able to combine and deploy tacit knowledge built up through years of professional or volunteer experience with the formal research knowledge of 'what works', knowing that neither is superior to the other. The why, what, who and how are described here, based on Nutley et al (2003):

- Knowing **why** action is required, not only in statistics but also thanks to the 'lived experience' testimony of people and communities.
- Knowing **what works** and understanding what interventions or strategies should be used to meet policy goals and client needs (and knowing what does not work).
- Knowing **who** to involve in supporting and funding scaling efforts that may lead up to systemic adoption (and knowing who not to involve).
- Knowing **how** to design, deliver and fund a social innovation in practice.



## Reflection Point 3: 'Knowing' stocktake

Individually, or as a set of actors connected to the social innovation, complete the table below and discuss your ideas. This will be useful for designing your knowledge mobilisation plan later in this section of the guide.

*Scoring Scale:*

*0 = we don't know*

*1 = low confidence*

*2 = moderate*

*3 = high confidence*

| Knowing                          | Confidence score (0-3) | Why did you give this score? | What one step could you take to move up one score? |
|----------------------------------|------------------------|------------------------------|--|
| Why act                          |                        |                              |  |
| What works                       |                        |                              |  |
| Who to involve (and not involve) |                        |                              |  |
| How to deliver                   |                        |                              |  |

## Considering your context

We would like to introduce you to three contextual considerations which help manage expectations around influencing externally, and then give you seven success factors to build into an influencing strategy.

1. **Polarisation vs. consensus:** Low polarisation (aka: consensus) occurs where stakeholders and policymakers largely agree on the nature of the problem, whereas high polarisation occurs where they disagree strongly about the causes of the problem and may be entrenched in opposing positions. Where there is a consensus about a given societal problem, it will be easier to pursue policy reform and achieve instrumental or conceptual use of knowledge; in a polarised context, research evidence may be (mis)used to support a pre-existing view.
2. **Competition for knowledge:** In a sector or policy community, impact evidence may become a commodity for which policy-makers or funders compete. It may be seen as advantageous for a particular city, region, government department, political party, foundation etc. to fund not only the social innovation, or an independent impact study, but also its dissemination and 'knowledge mobilisation'.
3. **Social structures:** This validates what we know intuitively; that interpersonal trust facilitates and encourages communication, and repeated communication builds trust further.

## Reflection Point 4: Context questions

Individually, or in a group, discuss the questions below as a way to examine the context in which you are going to be mobilising the knowledge from your innovation.

### **Polarisation vs. consensus:**

- Is your sector/community polarised or consensual?
- How do you contribute to this positively and negatively?
- Who is most likely to resist change and on what grounds?
- Are you firmly allied with a particular side in a polarised context?
- How could your evidence bring people towards mutual understanding?

### **Competition for knowledge?**

- Is there likely to be competition for your impact evidence?
- How would you decide with whom to ally yourself and what are the implications of this?
- How do your values inform who you would or would not ally yourself with?

### **Social Structures:**

Think of all the policymakers and stakeholders in your network.

- What is the level of trust/distrust between you and each one?

- How did this come about? What are the lessons for establishing interpersonal trust with new contacts?
- If there is distrust, what could you do to ameliorate this?
- What are the levels of trust/distrust between stakeholders on whom you may jointly depend?

## Social Structures

There are a range of success factors for how social innovations can mobilise knowledge into policy and practice. Below are seven core elements that can lead to successful knowledge mobilisation processes (adapted from the work of Contandriopoulos et al, 2010).

### 1. Map stakeholders and policymakers

You should know who would potentially use the impact evidence you have generated and in what ways. Work this out early in the scaling process. You should engage with them as early as possible in order to understand their interest and power in the matter, as per the stakeholder matrix.

### 2. Be on time

Your impact evidence must be produced in a timely manner, especially if you think there is potential for 'instrumental' use, for example., for informing a particular legislative process. This requires a certain pragmatism in balancing the pressure to produce timely materials with the quality and thoroughness of the impact measurement.

### 3. Translate into context

The impact evidence has to be translated into a language and format that a policy-maker or potential funder will understand and can use directly with their own colleagues and stakeholders, if they decide to support it.

### 4. Build ownership

Policymakers or funders should feel a sense of ownership and investment in the social innovation and its scaling process. The evidence needs to lead to policy options or action proposals, showing where they could lead. Involving them in the design and accompaniment of the impact measurement is likely to be advantageous.

### 5. Stay the distance

The impact evidence needs to come with support for understanding its basis, its limitations, how it might be communicated and with a commitment to accompany the policymaker or funder throughout the process of the advocated system reform.

### 6. Don't curb your enthusiasm

Continuing the theme of 'interpersonal trust' from above, your personal enthusiasm not only for the social innovation but also for the evidence supporting it is of high value, possibly the highest value of all the factors. It is not enough to have this enthusiasm on one key occasion. It needs to be maintained over multiple occasions, building up mutual trust over time, that will open the door for a policymaker or funder to take seriously the proposed 'consistent adoption' of a social innovation.

## 7. Maximise credibility

As well as your evidence being credible and the social innovation having a positive reputation, it helps to have the endorsement of other influential actors in all kinds of areas (policy, politics, practice, media), who have already won credibility.

Another way of looking at this is to consider the opposite of these behaviours:

## Reflection Point 5: Behaviours key to success factors

Individually, or with actors involved in the social innovation, complete the table below and score your organisation or team on specific behaviours related to successful knowledge mobilisation strategies.

*Scoring Scale:*

*0 = We do not practise this*

*1 = We do this to a minimal degree*

*2 = We do this moderately*

*3 = We do this fully*

| Success factors          | Self-assessed score (0-3) | Why did you give this score? | What steps would improve your score by one point? |
|--------------------------|---------------------------|------------------------------|---|
| Mapping stakeholders     |                           |                              |   |
| Timeliness               |                           |                              |   |
| Translation into context |                           |                              |   |
| Ownership                |                           |                              |   |
| Ongoing support          |                           |                              |   |
| Personal enthusiasm      |                           |                              |   |
| Credibility              |                           |                              |   |

## Persuading people

These interpersonal factors may seem out of place in a guide for scaling, but as we have already seen, interpersonal trust and personal enthusiasm are important to influencing or mobilising knowledge. Rossi (2004) affirms “the importance of understanding the cognitive styles of decision makers and ensuring that outputs are tailored to these”.

One way of approaching this could be via learning styles - or in other words - how people like to process information. In education and training, the core learning styles are simplified as being:

- **Visual:** people who take in information through diagrams, charts and drawings and thus prefer graphic illustrations of information.
- **Aural:** people who absorb information through the spoken word and conversations.
- **Reading/Writing:** people who learn from formal texts, from both reading and writing them.
- **Kinaesthetic:** people who use direct, reported or simulated experiences to take in knowledge and develop understanding.

People tend not to fit exclusively into one category or another, but rather may fit between categories or process information in different ways, depending on the information itself and the context in which they present the information. When thinking about how you present information and evidence to the people you want to influence, you might want to think about these different learning styles and combine different kinds of communication materials together to appeal to different people. (e.g. using visualisations in reports)

## Reflection Point 6: Communicating your evidence

Individually, or with a team of people involved in the social innovation, discuss the questions below. The ideas you generate here will be useful for your knowledge mobilisation plan.

### What are you currently doing?

- How do you currently present evidence of learning and/or impact from the social innovation?
- How do you currently communicate it to different people?
- What learning styles and/or work-place typologies are you appealing to and why?

### What could you be doing?

- What other ways can you think of to present the evidence of learning and/or impact from the social innovation?
- How could you be communicating this to different people?
- How can you plug any gaps in learning styles and/or preferences around communications materials that exist in how you are currently presenting knowledge from the social innovation?

## Crossing borders

Many social innovations in the European context cross borders, which creates particular cultural considerations. We are going to introduce you to three scales that pertain to the culture of work in different regions of Europe and the world (adapted from Meyer, 2015).

### Find out more: The Culture Map

Here we have worked with three out of eight considerations from a book by Prof. Erin Meyer (2015) of INSEAD called *The Culture Map*. These are based on her research and consulting work in multinational companies and we have chosen those which we judged the most relevant to the social sector and to the European context. A larger part of the book considers global differences between American, European and Asian ways of doing business and work. In the global context, differences within Europe itself seem minimal.

You can find out more about this piece of work here: <https://erinmeyer.com/books/the-culture-map/>

#### 1. Trusting: Are you building trust based on tasks or on a relationship?

As we have seen above in 'knowledge mobilisation', interpersonal trust is vital to influencing change in systems, perhaps all the more so where you want a decision-maker or funder to stop spending money on the current way of doing things and start spending it in the way you are proposing (consistent adoption). The trusting scale places countries along a line from task-based to relationship-based.

Where trust is built more on tasks, it grows as a result of working together in a professional capacity and being reliable at work, in the absence of a personal relationship. Where trust is built more on relationships, it grows because of a social connection and socialising together informally away from work and may start because of a mutual contact. On Meyer's trusting scale, Northern European countries incline more towards task-based trusting, Central-Eastern countries are the middle and Southern Europe between the middle and relationship-based end, at which some Asian and African countries are clustered.

Meyer concludes with the advice that "investing extra time in developing a relationship-based approach will pay dividends" even in countries that lean towards task-based trust. If you win a European project, there is often a budget for 'subsistence' meaning you can organise a good meal to build personal relationships as well as working through the tasks in a meeting room throughout the day. It also often helps to show an interest in the sights, history and food of a particular region or city and if you are the host to organise a visit to an important local museum or site of interest. People who are used to task-based trust may consider it inappropriate to share or solicit personal information, but with sensitivity this can help in relationship-based cultures.

This relationship-building has of course become less intuitive during the COVID-19 pandemic and trying to build ‘affective’ trust online is an unknown area. Meyer notes that phone calls or virtual meetings are preferred in relationship-based work cultures and may have more agenda-free social content. Emails and meetings which go straight to the agenda are more common in task-based work cultures.

## **2. The persuading scale: Are you starting with principles or application?**

This draws a distinction between deductive reasoning, which reaches conclusions on the basis of general principles, and inductive reasoning, which does so on the basis of real-world observations and applications. According to Meyer, nearly everyone is capable of both deductive and inductive reasoning but the cultural difference is more about the starting point or the emphasis laid on either way of thinking.

People from principles-first work cultures would like to understand why a social innovation is necessary and the theory on which it is based; those from applications-first work cultures would like to understand how it has worked in practice and how it could work in practice in future. On Meyer’s scale, southern European countries lean more towards principles-first reasoning while northern Europeans are between the mid-point and application-first, but not as close to that extreme as the U.S. would be.

This influences how presentations and reports are organised in these cultures: a social innovator from an application-first work culture might seek to persuade others of its merit on the basis of how it works and the real-world impact it achieves, whereas a social innovator from a principles-first culture might seek to do so from why it is needed and why it works. If you are presenting your impact evidence, those in principles-first cultures are likely to be interested in research methodology and how the findings relate to general principles in policy or social work, education and so on. Those used to an application-first approach may see it as normal to jump to the conclusions or key messages first and then work backwards in explaining how they reached them.

## **3. Deciding: Is the team/group making the decision or just the boss?**

Ultimately, possibly after many meetings, pilots and studies, a decision may be made to reform a particular service, system or policy to adopt a new social innovation fully. It may be useful to be prepared for how decisions are made in a particular work culture based on Meyer’s ‘deciding’ scale which goes along a line from consensual to top-down. In a consensual culture, decisions are generally made by groups intending unanimity, whereas in a top-down culture, decisions are more likely to be made by a single leader. This also concerns what the role of the leader is: in a consensual culture, they have to help the group reach shared decisions, whereas in a top-down culture, they have to be more directive themselves and expect others to follow.

On Meyer’s Deciding scale, northern Europeans are further towards the consensual end, the UK in the middle and southern Europeans between the middle and the top-down end. It is also interesting to consider how long it takes to reach a decision: in a consensual culture, there is likely to be more discussion than a decision then implementation; but in a top-down culture, there could be a decision earlier in the process but that decision may be revisited and changed on the basis of implementation experience.

Meyer provides some useful points for those working towards a decision in a consensual culture versus a top-down culture.

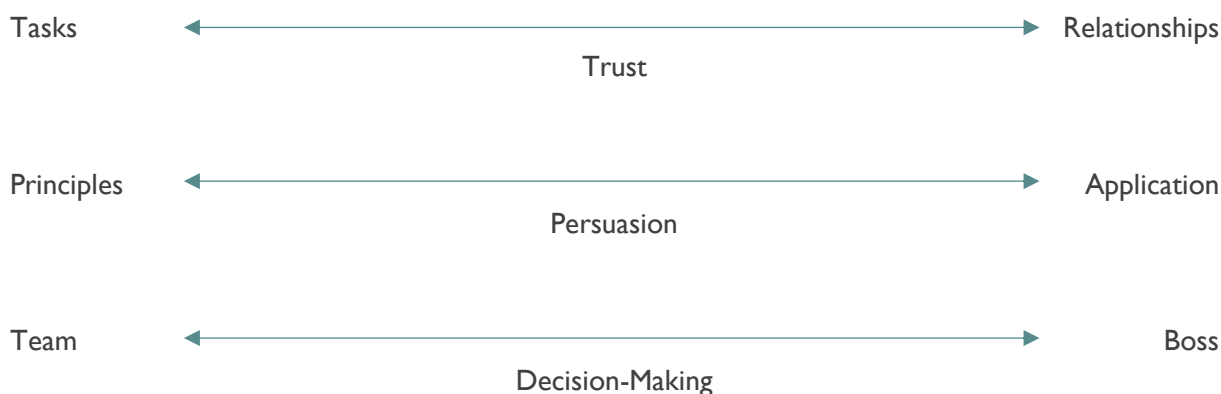
| Consensual   | Top-down  |
|--|---|
| <ul style="list-style-type: none"> <li>• Be prepared for it taking longer than you would like.</li> <li>• Demonstrate patience and commitment even when you are frustrated.</li> <li>• Cultivate informal relationships so you get insights into the group dynamic.</li> <li>• Focus on the quality and depth of information and responses to questions.</li> <li>• Trust that when a decision is finally made, it will be implemented and not changed.</li> </ul> | <ul style="list-style-type: none"> <li>• Expect less discussion and more reliance on the boss.</li> <li>• Be prepared to support a decision even if it's not the exact approach you advocated.</li> <li>• Seek to cultivate a relationship early on with the main decision-maker or their key advisor (*authors' addition).</li> <li>• Solicit the advice of the people who know the decision-maker well on how they think and decide (*authors' addition).</li> <li>• Be ready to suggest alternative courses of action if there are problems encountered in the implementation (*author's addition).</li> </ul> |

As well as geographic cultural preferences, there are also cultures in particular sectors such as academia, civil society, social enterprise and philanthropy.

## Reflection Point 7: Communicating your evidence

Individually, or with actors involved in your social innovation, complete the following tasks:

1. Take a large piece of paper (i.e., A3+) and draw the three scales below.





2. Mark on the scale, where you feel your country is situated and the countries that you are currently working with or intend to work are situated.
3. Discuss if you think there has been or could be an example of how intercultural communication was made harder by a distance or proximity in these scales?
4. Draw the scales again on a new piece of paper.
5. Now mark on the scales where different sectors fit in your country (and the countries you are working with or intend to work with). You might want to consider: local/regional authorities; civil society organisations; social enterprises; academia; central government.

These answers and discussions should be used to inform the knowledge mobilisation plan.

## Top Tips

1. Use a mix of different approaches and materials to win people's hearts and minds when you mobilise the knowledge from the social innovation.
2. Keep cultural and interpersonal considerations at the forefront of your knowledge mobilisation activities. When you run into a problem, a dilemma or a conflict with a person or team you are hoping to influence, explore if the problem is cultural or interpersonal, or both?
3. Assess your own and your team's behavioural preferences and cultural context and use this to inform your knowledge mobilisation plan and how you influence people.

## Creating a knowledge mobilisation plan

A knowledge mobilisation plan helps social innovators to practically outline how they will take the learning and evidence from the social innovation, and use it to influence wider stakeholders, the sector in which they operate and the wider context they are situated in.

### Activity: Creating a knowledge mobilisation plan

|                |   |
|----------------|---|
| Description    | A step-by-step guide for creating a knowledge mobilisation plan.  |
| Resource Level | Experience: Intermediate<br>Time: 1 - 3 days (research, discussion/reflection and compilation of results)<br>Cost: Low - Medium (Implementation costs will be determined by the plan) |
| Materials      | Desk-based research facilities, note-making materials<br>Knowledge mobilisation plan template   |

Step-by-  
step guide

**Step 1: Reflection points:** Remind yourself of the answers and discussions that took place in each of the reflection points in this section of the guide. These will help to inform your thinking for the knowledge mobilisation plan.

**Step 2: Purpose, Audience and products:** Use the 'Who, What, Where, Why, When and How' questions on the Knowledge mobilisation plan template to identify the purpose, audience and products of your knowledge mobilisation plan.

**Step 3: Action planning:** Use the 'action plan' table on the Knowledge mobilisation plan template to plan out the knowledge mobilisation activities.

Templates

Knowledge mobilisation plan template

## Knowledge Mobilisation Plan

| Purpose, Audience and Products   |  |
|--|--|
| What is the key knowledge or learning from your innovation that you want to share?   |  |
| Why are you sharing this knowledge or learning (purpose and anticipated results)?  |  |
| Who is this knowledge or learning relevant for and who do you want to reach with it (the intended audience)? Can you map stakeholders onto the matrix according to their power and interest? |  |

Where can you reach your intended audience (online, offline)?

How can you present the knowledge or learning from your innovation to reach your intended audience (for example, specific products such as reports, videos, social media posts)?

When would be best to try to connect your products to your intended audience (for example, is there a specific timeframe that is relevant, or awareness-raising dates to attach it to)?

| Action Plan  |   |   |   |  |  |   |
|--|---|---|---|--|--|---|
| Activity<br><i>Title of specific knowledge mobilisation activity</i> | Audience<br><i>Who are you trying to reach with this activity? What is their interest or power?</i> | Product<br><i>How do you want to present the evidence or learning from your innovation to your intended audience?</i> | Method<br><i>How do you plan to share the product with the intended audience?</i> | Resources<br><i>What do you need to deliver this activity - materials, budget etc.</i> | Timescales<br><i>When will you start this activity and what is the deadline?</i> | Results<br><i>What do you want to achieve by reaching this audience and how will you demonstrate that you are achieving it?</i> |
|  |   |   |   |  |  |   |
|  |   |   |   |  |  |   |
|  |   |   |   |  |  |   |

| <b>Activity</b><br><i>Title of specific knowledge mobilisation activity</i> | <b>Audience</b><br><i>Who are you trying to reach with this activity? What is their interest or power?</i> | <b>Product</b><br><i>How do you want to present the evidence or learning from your innovation to your intended audience?</i> | <b>Method</b><br><i>How do you plan to share the product with the intended audience?</i> | <b>Resources</b><br><i>What do you need to deliver this activity - materials, budget etc.</i> | <b>Timescales</b><br><i>When will you start this activity and what is the deadline?</i> | <b>Results</b><br><i>What do you want to achieve by reaching this audience and how will you demonstrate that you are achieving it?</i> |
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