# RELU-RUF Policy Briefs

(from flipcharts 16-03-2011)

Check what it means Check what it says (couldn’t clearly decipher)

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| GOOD PRACTICE |  | AVOID |
| Title needs to grab people |  | Titles which are not meaningful to the audience, i.e. jargonistic |
| Recognisable and attractive house style for all policy briefs |  | Not another RELU style brief! |
| Have a common page at start of each policy brief |  | Don’t state the bleeding obvious |
| Start each policy brief by raising awareness of the RUF and why there are unique factors |  | Don’t write brief from committee; need strong leadership |
| Key messages up front – so they can be skimmed if necessary |  | Not another toolkit! We should not be so prescriptive |
| Use new material |  | Duplication of what is already there |
| Something new even if it’s only a new perspective on existing line of thought |  | Dull, dull, dull! Let’s be different ☺ |
| Target audience should be those who can change things – anyone else is incidental, students etc. |  | **Avoid words like ‘conceptualising’** and titles that don’t convey purpose / change sought |
| Focused with succinct examples |  |  |
| Take longer view – consider long-term factors |  | Don’t focus on government priorities and current economic cycle – they will change |
| Keep it short/concise; no more than 8pp A4 or 16pp A5 |  |  |
| Problem/solution; Need/opportunity. Identify the problem and opportunity for each brief; do this up front |  | Don’t ‘academise’; also avoid over-simplistic, patronising language |
| Inform and enable |  | Jargon |
| Learn the lessons from past at outset |  |  |
| Link ideas together |  |  |
| Pictures with stories |  | Static pictures |
| Include/share examples to make it real; give examples that relate to reality |  |  |
| Use case studies only to illustrate the factors which need addressing in the RUF. Aspects of them have to have wide relevance and application |  |  |
| Make sure we draw on range of case studies – national relevance |  |  |
| Not too much text – plenty of photos and white space |  | Blocks of writing |
| Track detail and pass them to future |  |  |
| Create clear water between different briefs |  |  |
| Use workshops and policy briefs as boundaries |  |  |
| Enable neighbourhood planning in the RUF, therefore target RUF communities themselves – and the LPAs working with them |  |  |
| Only sign up to a policy brief you can participate in |  |  |
| Use PhD students as reviewers in addition to RELU-RUF participants (Beck, Lorna, Jenny, Mike) |  |  |
| Use RELU fellows as validators |  |  |
| Use electronic/web formats to make brief accessible |  |  |
| Links to further information / technical details / evidence |  |  |
| How do we market the PBs so that they are not forgotten in 5 years’ time? |  |  |