Global Mental Health Communications Toolkit

October 2015
About Grand Challenges Canada

Grand Challenges Canada is one of the world’s biggest investors in research into global mental health innovation. Their portfolio of CAD$32 million funding for 64 projects has fostered a community of mental health innovators focused on improving treatments and access to care.

About the Mental Health Innovation Network

The Mental Health Innovation Network brings together global mental health innovators – researchers, practitioners, policy-makers, service user advocates, and donors – to share evidence-based ideas, resources and research on how to improve care for people with mental health disorders, particularly in low-income settings. Our vision is a world in which global mental health research is strongly supported and where all people with mental health disorders get the care they need to achieve health and wellbeing at all ages.

Mental Health Innovation Network
London School of Hygiene & Tropical Medicine
Keppel Street, London, UK

Website: www.mhinnovation.net
Twitter: @mhinnovation
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Join the network: mhinnovation.net/join-community

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- Research to Action
- Time to Change
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Contents
Overview ........................................................................................................................................... 4
Guiding principles: packaging your key messages ......................................................................... 5
  Knowing your stakeholders ............................................................................................................. 5
  Getting your message to stick ....................................................................................................... 6
Tool 1: Developing your communications workplan ...................................................................... 11
Tool 2: Perfect communications product checklist ...................................................................... 13
Tool 3: How to write an impact summary ...................................................................................... 15
Tool 4: How to write a blog ............................................................................................................ 16
Tool 5: How to create an infographic ............................................................................................. 19
Tool 6: How to write a policy brief ................................................................................................ 23
Resources and further reading ........................................................................................................ 27
Overview

What is the Global Mental Health Communications Toolkit?

This toolkit aims to help global mental health researchers communicate their findings to their stakeholders. The principles in this toolkit can be applied to all stakeholders, including policy-makers, and to key messages about your project’s implementation and policy influence activities. This toolkit will help you to know:

1. How to package your key messages to make them remembered and acted upon by your stakeholders.
2. How to plan your communications methods and activities to achieve your project and policy objectives.
3. How to produce communications products, including impact statements, blogs, infographics and policy briefs, to communicate your key messages to your stakeholders.

How is the toolkit used?

The toolkit is of most use to project team members involved with communications activities. However, the toolkit will benefit the whole project team reach its project implementation and policy objectives. The tools can be used independently, but developing a communications workplan (Tool 1), is best done first, using the guiding principles on packaging your key messages. The perfect communications product checklist (Tool 2) will help you to target your communications products appropriately. Product tools include: Impact summary (Tool 3), Blog (Tool 4), Infographic (Tool 5), Policy Brief (Tool 6). Examples are in turquoise.

Why create a communications toolkit for Global Mental Health?

This Global Mental Health Communications Toolkit complements the Global Mental Health Policy Influence Toolkit, prepared by the Overseas Development Institute (ODI). It is strongly recommended you complete the Policy Influence Toolkit before using the Communications Toolkit. In completing the Global Mental Health Policy Influence Toolkit, you should know what your policy objective is, who your stakeholders are, what behaviours you would like them to adopt (using the policy influence plan), your position as a ‘knowledge broker’ and who your policy ‘champions’ are.

“With your final [policy] objective clear…you can identify specific actions to facilitate change. We believe communications-based activities are some of the most important types of actions you can take.” – ODI Research and Policy in Development Outcome Mapping Approach toolkit

The Global Mental Health Communications Toolkit aims to help you to plan how you are going to carry out your policy influence plan (see Definitions box).

What is research communication?

Communications is about changing behaviour and generating action. Communications differs from dissemination, which is a one-way process where a project distributes information to their stakeholders in ways that are appropriate to their needs. Research communication is a continuous dialogue between the project team and its stakeholders. It involves several activities happening and products being released at the same time, targeting specific stakeholders, reinforcing each other and aiming to generate a conversation. Research communication should be integrated into a project at its planning phase. It should help a project to implement its mental health innovations and to carry out its policy influence objective.

Definitions

Communications workplan
Helps you to plan how to communicate your messages so they are remembered and acted upon by your stakeholders. Covers communications for project objectives – including implementation – as well as the project’s policy objective.

Policy influence plan
Helps you to plan the different types of impact your project can have; know the limits of what your project can achieve and what needs to be achieved by others; develop indicators for impact.

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Guiding principles: packaging your key messages

These guiding principles should underlie your communications approach. Focus is often put on the types of communications methods to use - a policy brief, a report, a brochure, a presentation – rather than how to package a message so it sticks in the target stakeholder’s mind and helps them to make decisions. Taking the time to apply these principles will make your communications work more efficient and targeted. They cover:

- **Knowing your stakeholders**: What are their needs and what are your solutions?
- **Getting your message to stick**: Use a set of principles to make create sticky ideas

**Knowing your stakeholders**

"Not everyone will find your research useful. You need to know who your audience is and what information they need in order to communicate with them effectively." – Research to Action

To motivate change in behaviour, you need to tailor your message to your stakeholders so that it is as relevant as possible to their needs. Therefore be as specific as possible when identifying your stakeholders.

Use the questions below to put yourself into the shoes of your stakeholders. The answers will help you to target your key messages to their needs and use appropriate communications methods.

**Interest and attitude**

- How engaged are your stakeholders in your issue?
- Why do you think this issue is important to your stakeholders?
- How receptive will they be to your argument?
- Are they open to change?
- What, if any, political or organisational constraints do they operate in?

**Knowledge**

- What do they know about this issue?
- What information do they need to engage with your issue?
- What has been their exposure to this issue previously?
- How much technical knowledge do they have?

**Communication methods**

- How can you answer their information needs?
- Where do they normally get their information from?
- How much time do they have to listen to your key messages?
- What drives them to change their behaviour, e.g. votes?
- What challenges might you face when presenting your key messages to them?
- How can you overcome these challenges?

Use this information to complete Tool 1: Developing a communications workplan.

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Getting your message to stick

“If a message can’t be used to make predictions or decisions it is without value, no matter how accurate or comprehensive it is.” – Chip Heath and Dan Heath, authors of Made to Stick

What are you trying to achieve when carrying out communications work? You want to get your stakeholders to act, e.g. take part in your innovation, use your research in funding decisions etc. We all have good ideas we want people to use, e.g. use your innovation.

Sadly, a good idea is not enough to result in change on its own. You need to make your messages stick in the minds of your stakeholders. You need your messages to be understood, remembered and have a lasting impact. You need to change your stakeholders’ opinions or behaviour and get them to act.

“A lie can get halfway around the world before the truth can even get its boots on.” – Mark Twain, Author

The good news is, you don’t need a huge advertising budget to get your message to stick – think of the urban myths that spread without an advertising agency’s help, e.g. negative rumours about vaccine campaigns.

➢ Read the Stand Up Kid – an example of a “sticky” mental health communications campaign, p10

The curse of knowledge

The reason it is so hard to get make ideas stick is due to the curse of knowledge. Once we know something, it is hard to imagine not knowing it.

SUCCESs

Luckily, there are six principles, making up the acronym “SUCCESs”, we can use to help us make our ideas stick:

1. Simple – what is the core of our message?
2. Unexpected - How do we get our audience to pay attention?
3. Concrete - How do we make our ideas clear?
4. Credible - How do we make people believe our ideas?
5. Emotional - How do we get people to care about our ideas?
6. Stories - How do we get people to act on our ideas?

These principles are the result of analysing hundreds of sticky ideas by brothers Chip Heath, Professor of Organizational Behaviour at Stanford University, and Dan Heath, Senior Fellow at Duke University. You can read more examples and details about all of these principles in their book Made to Stick.⁵

Using SUCCESs in communications products

The SUCCESs principles are especially helpful when drafting your impact summary (Tool 3) – a short summary of the key impacts your project has had. Your impact summary can be used for multiple purposes:

• Elevator pitch: One to three minute speech to grab the attention of your stakeholders and get them to change their behaviour.

• Policy brief: A concise summary presenting research or project findings that address an urgent and relevant problem and can offer evidence-based recommendations for action.

Simple – What is the core of your message?

Simple messages mean stripping your ideas down to the single most important thing to say (see Example: Simple and complicated messages box). Simple does not mean dumbing down, it means uncomplicated.

A simple message should:

- be profound and have meaning
- help people know how to act

“Simple” can be split into two parts:

1. **Finding the core of the message:** Prioritise your messages so that your ideas are stripped down to the most important idea. If you say ten things, but don’t really say anything substantial, your stakeholders will get decision paralysis, not knowing which idea to remember and act on.

2. **Making your message compact:** Explaining new ideas takes attention and attention is already scarce so use what your stakeholder already knows. Therefore, research your stakeholder so you know which analogies to use.

**Example: Simple and complicated messages**

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>- One message</td>
<td>- Many messages</td>
</tr>
<tr>
<td>- Compact, uses analogies</td>
<td>- Explains all the detail, no analogies</td>
</tr>
<tr>
<td>If you want to go fast, go alone. If you want to go far, go together.</td>
<td>It has been shown that a person working on a business idea on their own will make progress very quickly, perhaps in a year or two. However, if that person worked with a team - of about eight - 20 people in a small business or 100-200 if it is a bigger company - they will be able to make their business grow in a way that is sustainable.</td>
</tr>
<tr>
<td>Think twice before laughing along, mental illness is no joke.</td>
<td>Research shows that one in ten young people will experience a mental health problem and, sadly, 90% of those young people will experience stigma and discrimination. They may be laughed at or bullied. This kind of stigma stops young people seeking help. Young people need to support their friends with mental health problems by think about what life might be like for their friends, talking to them and not laughing at them.</td>
</tr>
<tr>
<td>Train the public using Mental Health First Aid</td>
<td>Giving lay people training on how to help someone experiencing a mental health problem or in a mental health crisis could help to save lives. The training outlines simple, memorable steps for the lay person to learn and use in an emergency.</td>
</tr>
</tbody>
</table>

Unexpected - How do we get our stakeholders to pay attention? And how do we keep it?

The unexpected principle helps us to grab and keep the attention of our stakeholders.

**Surprise gets attention:** This happens when our guessing machines fail; we expect something and then it doesn’t happen or the opposite occurs. Target your stakeholder’s guessing machines by asking yourself:

- What is counterintuitive about your core message?
- What are the unexpected implications of your core message?

**Interest keeps attention:** Curiosity happens when we feel a gap in our knowledge.

- How will make your stakeholder curiosity so you can fill their knowledge gaps?
Concrete - How do we make our ideas clear? How do we overcome the curse of knowledge?

Research often deals with the abstract and conceptual. Being concrete is the only way to ensure everyone has the same understanding of the concept.

- **Be concrete and use sensory language**: If you can imagine something with your sense - i.e. see it, feel it, hear it, touch it - it’s concrete. Can you use a prop to explain your message, e.g. a mobile phone with a mental health training app on it?

- **Paint a specific mental picture**: E.g. it’s easier to imagine a friend who lives with a mental health disorder, rather than any person in the world with a mental health disorder.

- **Use memory hooks**: There are many different types of memories, from feelings to images to smells. Imagine them as hooks. Certain ideas will loop into more memory hooks and therefore stick better. By turning a concept, such as living with a mental health disorder, into an experience for your target stakeholder, e.g. through role play or a watching a play or video about a person growing up with a mental health disorder, you tap into more memory hooks and make your idea stickier.

Credible - How do we make people believe ideas?

Information comes from many sources, why should our audience believe our idea? Understanding your stakeholders helps here. If you are communicating with a funder, they may have heard of your organisation, e.g. African Mental Health Foundation, and citing the name of your organisation could be enough to mark credibility. If you are communicating with a service user, they may not have heard of your organisation and you may need to make sure your message is endorsed by community leader to get credibility.

**Credibility from outside**: Use authorities (e.g. World Health Organization or Vikram Patel, Professor of International Mental Health) or living proof (e.g. a lay person who was convinced by the mental health training she received).

**Credibility from inside**: Use statistics that show a relationship, concrete details or the Sinatra Test:

- **Statistics to illustrate relationships**: Statistics are rarely meaningful in and of themselves. It’s more important for people to remember the relationship than the number. Bring them to life by contextualising them in terms that are more human, more every day. As public health professionals, we love statistics but for many they are difficult to conceptualise, e.g. “one in ten young people will experience a mental health disorder” is hard to understand when heard in isolation. Relating statistics to everyday scenarios, like a school classroom, make them easier to understand (To see how, read the Stand Up Kid – an example of a “sticky” mental health communications campaign, p10).

- **Concrete, specific details**: A person’s knowledge of details is often a good proxy for expertise. An idea with tangible, concrete, specific details is more believable. Giving the exact location, the service user’s name, the exact time, or the service provider’s name makes the idea more credible.

- **Sinatra Test**: “If I can make it there, I’ll make it anywhere”: Frank Sinatra sang this line in his famous song, “New York, New York”. Has your innovation been taken up by another funder or used in a different country? If so, a local government maybe more likely to adopt it.

**Testable credentials**: i.e. ‘try before you buy’. Can you get your stakeholder to test the innovation you are promoting? E.g. If you want to provide community health workers training for detecting depression, ask your stakeholder to try to detect depression between two actors – one acting symptoms of depression, one who is stressed and teary about a decision they have to make and get them to try to detect which has depression without having had training. Then give them some basic tips and get them to try again. They may see how the training will help with detecting depression.
Emotional - How do we get people to care about our ideas?

To get people to care about our ideas, we need to make them feel something. Feelings inspire action. Emotional does not always mean sad. Emotion includes disgust, anger, outrage, hope.

People care about people, not ideas

“If I look at the mass, I won’t act. If I look at the one, I will.” – Mother Theresa

Charities often use Mother Theresa’s idea, e.g. instead of asking people to donate to “improve mental health worldwide”, tell a story about a specific person who needs support to treat a mental health disorder using emotion – sadness, hope, anger - to get your stakeholders to care.

Associate with something people already care about.

If people with HIV were treated in the same way people with mental health disorders are, there would be outrage. Instead of “What’s in it for me?” it’s more “What’s in it for my group?” People make decisions on practicalities – will this decision give me more money and security? But people are more likely to make decisions based on their ideal selves - “What would a person like me do in this situation?” E.g. Appeal to public health donors wanting to fund the ‘next big thing’ by making them think: “What would a progressive donor do? Fund mental health!”

“I don’t want to be like that kind of a person” Identity can be a stronger influence than self-interest, e.g. I don’t want to be a Minister for Health with a bad legacy.

Stories - How do you get people to act on your idea?

The story must reflect your core message, e.g. tell a success story of another country which implemented your policy objective and got results. By telling a story you engage the audience and involve people with your idea, asking them to participate with you.

Stories contain wisdom. They tell you how to solve problems, like a flight simulator for the brain, so that when you are in the real situation, you can use the story to help you to solve the problem and make a decision, e.g. a story of a community leader who used your innovation to reduce a mental health burden in their village may help other community leaders do the same.

Anyone can spot a story. There are three different story plots that you can use to help you spot a story within your project. If you find a story with one of these plots that matches your objective, they may help you to inspire your stakeholders to act in a way that you want them to:

1. **Challenge plots** inspire us by appealing to our perseverance and courage. They make us want to work harder, take on new challenges, and/or overcome obstacles. These stories are about obstacles that seem daunting to the protagonist, e.g. a person speaks about their mental health disorder in order to help others get through similar situations despite experiencing discrimination and stigma within their community. This is a good plot for advocating for change despite obstacles.

2. **Connection plots** inspire us in social ways. They make us want to help others, be more tolerant of others, work with others, love others. These stories are about people who develop a relationship that bridges a gap – racial, class, ethnic, religious, demographic, or otherwise, e.g. a community leader helps a person in their village with schizophrenia to access biomedical treatment leading to that person being accepted back into the community. This is a good plot for destigmatising mental health disorders.

3. **Creative plots** make us want to do something different, to be creative, and to experiment. This involves someone making a breakthrough, solving a long-standing puzzle or tackling a problem in an innovative way, e.g. a country with a lack of psychologists uses mental health service users as peer-support workers to give basic psychosocial support to people recently diagnosed with a mental health disorder. This is a good plot to inspire researchers to develop innovations to improve mental health.
Example: Stand up kid – a “sticky” mental health communications campaign

Charity: Time to Change

Campaign aim: To improve the knowledge, attitudes and behaviour of young people and families around mental health in the UK. The campaign included a short awareness raising film (based on research with young people), a poster, a school assembly presentation and lesson materials. Read more about the campaign.

Target stakeholder: Young people in the UK at Secondary School (age 12 – 18)

Activities: Video of fictional scenario aimed at changing the attitudes of young people around mental health.

Video: The Stand Up Kid film is aimed at stamping out stigma faced by young people affected by mental health problems in the West Midlands, UK. The film was promoted through Facebook and on selected websites that young people used. Watch the video: https://www.youtube.com/watch?v=SE5Ip60_Hik

Description of video: A teenage boy comes into class late, looking down and being sullen. He is berated by his teacher for being late and the other kids in the class snigger at him. He tells a joke. The class laugh. He gets told off by the teacher.

Suddenly, he stands on a chair and starts telling another joke “How many teachers does it take to change a lightbulb?” He is challenging his teacher. The teacher sighs and rolls his eyes and the other kids laugh. He starts another joke: “How many depressed people does it take to change a lightbulb?” His classmates look uncomfortable. He answers: “Doesn’t matter, it’s always dark isn’t it?” His classmates laugh uncomfortably.

He suddenly lifts his arm and says “When you wake up with a dead arm, you can’t control it, can’t make it do anything. Imagine that in your whole body, your mind, your whole life. Remember when I was off school? Remember all the jokes? What options are you choosing Michael? Getting out of bed? Staying awake? Coming to class? Only that’s when I was s

He then sits down in silence, looking confused and sad. No one says anything and people look around in awkward silence.

Then one girl gets up and stands on her chair, looking defiant. The sound of the classroom carries on but the screen goes black and a message in white appears, saying “3 of your classmates will experience a mental health problem.” It fades and another piece of white text appears: “Think twice before laughing along, mental illness is no joke”, and again: “Make a stand and help spread the word”.

The last piece of text is the charity’s logo “it’s time to talk, it’s time to change.” It gives a web link for viewers to learn more: “Time-to-change.org.uk/standup”. There are logos at the bottom from MIND charity, Rethink Mental Illness charity, Comic Relief charity and the UK Department of Health, all leading organisations in the UK.

Is it sticky?

✓ Simple: The message is clear and concise – “Think twice before laughing along, mental illness is no joke. Make a stand and help spread the word”

✓ Unexpected: At first you think the boy walking in late is lazy and the class clown. He stands on his chair telling jokes and not taking his school work seriously. When he asks “How many depressed people does it take to change a lightbulb?” it breaks our guessing machines. We don’t expect him to make a joke about depression in that way. It makes you curious about why he brought up depression and makes you want to know more about him.

✓ Concrete: You can see the boy in the classroom with his friends, just like any other ordinary boy. You identify with the character. When he talks about a dead arm, this is something we have all experienced. Using this analogy for depression makes the audience realise this is something the boy doesn’t have control over. The boy standing on his chair and the girl standing on her chair physically echo the call to action to make a stand.

✓ Credible: The organisation, Time to Change, is a credible organisation. The logos at the end support the credibility of the message. The statistics are first shown on a human scale—you see the boy and the girl stand up in a classroom—and are then written in a way that relates to the setting: three people in one class will be living with a mental health disorder.

✓ Emotional: When you watch the boy talk, you feel as uncomfortable as his classmates. You were laughing along with them a minute ago and now you know the truth of the boy’s lateness. You empathise with the boy and feel him struggle. It makes you care about him.

✓ Story: The whole film tells a short story. It is a connection plot that makes us want to help others, be more tolerant of others, work with others, love others. It inspires us to act—not laugh, but support, stand up and spread the word. It provides a solution for you to learn more about your part in the story by giving a link to the website.

Engagement: Since its launch in September 2012, the film has been viewed on You Tube 1, 143,984 times (across all age ranges, all countries). Between 17 September 2012 and 31 January 2013, 39,765 young people (14 to 18) watched the film in the UK.

Outcome: The film was one part of a wider programme of work that has contributed to:

• A 10% improvement in young people’s mental health knowledge
• A 6% reduction in the amount of discrimination experienced by young people with personal experience of mental health problems.

Read more on the Time to Change impact webpage.
Tool 1: Developing your communications workplan

Time: 3 days if you have not completed the Global Mental Health Policy Influence Toolkit
      1 ½ days if you have completed the Global Mental Health Policy Influence Toolkit

Resources: Requires 1 person to take charge of developing and writing the strategy; team to approve; project lead to sign off; access to MS Excel for workplan template

Purpose: Helps your team to plan your communications work in a way that maximises limited resources, targets your stakeholders’ needs and inspires them into action

What is a communications workplan?
A communications workplan is an internal, practical document detailing your project’s communications objectives, methods, activities, team member responsibilities and timeline.

Note: a communications workplan is useful, but you will still need to be responsive to unforeseen events, e.g. a new announcement for mental health services could be used to generate interest about your innovation.

➢ See worked example in the communications workplan template (MS Excel)

The steps
If you have completed the Global Mental Health Policy Influence Toolkit (strongly advised):

1. Download the communications workplan template. The worked example will help with the next steps.
2. Objective, Stakeholders, Interest/Alignment, Desired behaviour change: Fill in the communications workplan for your chosen policy objective with your stakeholders, their interest and alignment in your policy objective, and your desired “expect to see”, “like to see”, “love to see” behavioural outcomes based on your results from completing the Global Mental Health Policy Influence Toolkit.
3. Information needs: Fill in the boxes on your stakeholder’s information needs by asking yourself “what does the stakeholder need to know in order to change their behaviour?” See the guiding principles: packaging your messages to understand more about your stakeholder’s information needs.
4. Key messages: Shape your key messages for each of your stakeholder groups, bearing in mind their information needs. Shape your communications messages to your stakeholder’s needs. Use the tips in the guiding principles: packaging your messages of this toolkit to make sure your messages are tailored to their knowledge, will be remembered and galvanise them into action.
5. Communications methods: Fill out the communications methods you are planning to get your stakeholder to achieve the desired behaviours you have outlined. You will have covered this briefly in your policy influence plan under “How to achieve your desired behaviour change” in Tool 2 from the Global Mental Health Policy Influence Toolkit. You may want to include the products in this toolkit in your methods, as well as considering other options (see Ideas for communication methods box6). Tips to keep in mind:
   a. Use methods that your stakeholders will engage with. If your stakeholders don’t use Facebook but do go to community meetings, don’t open a Facebook account but attend a meeting!
   b. Use existing communications methods either within your project or externally, e.g. the Mental Health Innovation Network newsletter or project reports, rather than developing your own, e.g. organisational website and national policy dissemination event.
   c. If you have completed Tool 3 from the Global Mental Health Policy Influence Toolkit, think about what that means for the types of communications methods you may use, e.g. if you are a

knowledge broker, you may want to actively engage in policy meetings but if you are a knowledge translator, you may want to focus your resources in writing policy briefs for non-specialist audiences.

6. **Communication activities**: Break your methods down into all the individual activities needed to complete the method, e.g. book a room, create flyers, print flyers. For communications products, use [Tool 2: Perfect communications product checklist](#).

7. **Who leads the activity?** In your team decide who will carry out each communication activity and produce the communications products.

8. **When does the activity happen?** Decide when you will be carrying out your communications activities. You may want to use the [in2mentalhealth calendar of global mental health events](#) to time your communications activities, e.g. launch a report to coincide with World Mental Health Day, 10 October.

9. **Get sign off from your project lead and circulate to your team.**

## Ideas for communications methods

<table>
<thead>
<tr>
<th>Digital and online</th>
<th>Broadcast media</th>
<th>Meetings and events</th>
<th>Printed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Website</td>
<td>• Radio</td>
<td>• Technical Advisory Groups</td>
<td>• Research reports and case studies</td>
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<tr>
<td>• E-newsletter</td>
<td>• TV</td>
<td>• National dissemination events</td>
<td>• Policy briefs (Tool 6)</td>
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<tr>
<td>• Social media, e.g. Twitter,</td>
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<td>• Regional events</td>
<td>• Journal articles</td>
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<tr>
<td>Facebook, LinkedIn</td>
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<td>• Face to face meetings</td>
<td>• Project brochure</td>
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<td>• Films</td>
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<td>• National meetings and workshops</td>
<td>• Case studies</td>
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<tr>
<td>• Impact summary (Tool 3)</td>
<td></td>
<td>hosted by government, donors, professional groups</td>
<td>• Press releases</td>
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<tr>
<td>• Blog (Tool 4)</td>
<td></td>
<td>• International conferences and meetings</td>
<td>• Newsletters</td>
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<td>• Infographics (Tool 5)</td>
<td></td>
<td>• Exhibitions</td>
<td>• Factsheets</td>
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<td></td>
<td></td>
<td>• Theatre performances</td>
<td>• News articles</td>
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</tbody>
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**If you haven’t completed the Global Mental Health Policy Influence Toolkit:**

1. Download the communications workplan template. The worked example will help with the next steps.

2. **Objective**: Your objective can be a project implementation objective, e.g. train 100 lay workers in counselling, or an objective aimed at changing policy, e.g. to get a national mental health action plan in place. Create a new orange coloured line on the communications workplan matrix for each objective.

3. **Stakeholders**: For each objective, list the key stakeholders you may involve to achieve your objective. Be as specific as possible. If you aren’t best placed to get in touch with one stakeholder, e.g. Minister for Health, you may want to consider listing an intermediary stakeholder, e.g. Minister’s political aide. It is advised you complete Tool 1 from the Global Mental Health Policy Influence Toolkit to identify your priority stakeholders.

4. **Interest and alignment**: For each stakeholder, fill in if they have high, middle or low alignment and interest with your objective.
   a. Interest: are they committing resources to mental health? Do they want something to happen? Are they speaking openly about it?
   b. Alignment: is your project likely to lead to change that your stakeholder broadly agrees with? Do they share the same sense of its importance?

5. **Desired behaviour change**: For each stakeholder, list the behaviour you would like them to take on in order to achieve your policy objective. If you would like to do some extra analysis, you can break it down into behaviours you would “expect to see” “like to see”, “love to see” using Tool 2 from the Global Mental Health Policy Influence Toolkit.

6. Continue from step three in the “If you have completed...” section above.

**What next?**

Use this workplan to check back and make sure your communications activities are going ahead. You may want to make adjustments as you respond to changes not included in your initial workplan.
Tool 2: Perfect communications product checklist

Before starting

✓ Is your chosen product right for your target stakeholder? E.g. if you write a blog, will they read it?
✓ Write down the aim of your product and make sure your content is linked to and supports your aim:

This [product] is for [stakeholder] to get them to [behaviour outcome you would like to see]. It will contribute to [communications or policy objective].

When writing and creating

✓ Is the most important information at the top?
The general rule for communications products is to start with your main message (usually the conclusion), then the background. Methods are often left out entirely.

✓ Are you using clear, concise and appropriate language?
Being clear and concise means your message will be faster to write, faster to read and get across more often, more easily and in a friendlier way.7 Tips:

- Make a note of the points you want to make in a logical order before starting.
- Imagine you are talking to a friend. Be sincere, personal, and use the right tone of voice.
- Prefer short words. Long words will not impress your customers or help your writing style.
- Use everyday language when possible. Avoid jargon, and always explain technical terms.8
- Use appropriate language when writing about mental health. Certain language can cause offence and may be inaccurate.9 Words will differ between countries and contexts. You may want to consider generating a ‘best practice’ guidance for your team to avoid discriminatory language.
- Use short paragraphs and sentences. Use one thought per paragraph and one to two sentences per paragraph. Keep sentence length to 15-20 words.
- Use active language as much as possible if you are writing in English. Say ‘we will do it’ rather than ‘it will be done by us’. It brings your writing to life. However, passive language can be helpful for negative messages, e.g. ‘a mistake was made’ rather than ‘we made a mistake’.
- Be concise. Use lists or bullet points where appropriate and give instructions.
- Always check your communication is clear, helpful, human and polite.

Final checks

✓ Have you edited your text so it is easy to read and does not contain jargon?
Editing is cutting down and condensing text. You should try and edit your text yourself as much as possible before passing it on to others.

✓ Has a copywriter looked at your content to make sure the main messages stand out?
Copywriting is taking raw material and refining it to draw out the main points and key messages, and highlighting areas where material is difficult to understand.10 If you don’t have the budget to contract in professional copywriters, ask people in your project who don’t know the subject to copywrite.

✓ Has your text been proofread so that all spellings, facts and grammar are correct?

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7 Read more at the Plain English campaign: http://www.plainenglish.co.uk/free-guides.html (accessed July 2015)
Proofreading includes checking spelling, grammar, facts and figures according to any style or editorial guidelines your project has. If you don’t have the budget to contract in professional copywriters and proofreaders, ask people in your project who have a good eye for detail to proofread.

✔ **Is your product branded correctly with the right logos, font styles, addresses and web links?**
Branding helps to raise the profile of your project and helps your stakeholder quickly identify where the product has come from. If your project and organisation has a good reputation, correctly branding your product will help it to be a trusted document and give it credibility. Make sure products follow the branding guidelines of your project, e.g. correct colour palette, logo etc. If your product has been developed in collaboration with partners, make sure they have signed off the product and are happy for their logo to be added onto the design.

✔ **Have you made sure your product is well designed so it looks professional?**
Designers and can help your product look professional, giving your project credibility with and respect from your stakeholders. If you don’t have the budget to use professionals, make sure your design:
  - is clear
  - only uses a few colours
  - has high quality images
  - uses consistent font styles and sizes
  - isn’t too crammed with text. Space makes text easier to read!

✔ **How will you make sure your product is printed to a professional standard?**
Printers can help your product look and feel professional, giving your project credibility with and respect from your stakeholders. If you don’t have the budget to use professionals, print using quality paper. Use slightly thicker paper for short documents, such as a policy brief, to give them weight.

✔ **Are your photos of high quality and at least 300dpi (for print products) or low-bandwidth friendly and at most 72 dpi (for web based products)?**
If you are printing your product, use high resolution photos at 300 dots per inch (dpi) ((watch a video on how to check a photo’s dpi)). If you are creating a web based product, such as an infographic, use low resolution photos at 72 dpi. Large photos will take a long time to load in places with low-bandwidth internet. Before using photographs and images in your products, make sure you get permission from and credit the photographer. You can find lots of images which are free to use provided you credit the photographer on Photoshare (public health specific), Flickr and cheap photos on iStockphoto. Look at the licence type to see whether the photo is free to use or not.

✔ **Do you have copyright to use all the content in your product?**
Copyright is an intellectual property that applies to all creative work. Check the copyright law in your country to see what kind of permissions you need to use content generated by others. In general, it is good practice to ask if you can reuse content before doing so, and cite those who originally produced the work with a “©” symbol.

✔ **Has your product been approved for release by your team and collaborators?**
Factor into the timeline of production a review of the document by a senior staff member and, if needed, sign off by the project’s Director. If you follow these checks, your products will be consistent and as correct as possible, thereby adding to your project’s credibility. Make sure any collaborators who have helped you produce the product have checked the final version and agree to have their logos on it.
Tool 3: How to write an impact summary

**Time:** \( \frac{1}{2} \) day

**Resources:** Human resources; internet access (optional).

**Purpose:** A short summary of your project’s impact that can be adapted for many communications products, such as a policy brief, an elevator pitch, a project website, or your project’s Mental Health Innovation Network innovation case study webpage

What is an impact summary?
A few short sentences which demonstrate what a mental health innovation has achieved.

How and when is an impact summary used?
An impact summary is completed once an innovation has been implemented and its effectiveness evaluated.

Why produce an impact summary?
Your impact summary will help you to focus on the key messages of your project once it has results.

Structure
Use a maximum of three, one sentence-long bullets, to demonstrate your innovation’s impact in terms of:

- Coverage, e.g. number of people who were screened
- Outcome, e.g. number of people who received treatment
- Cost or cost-effectiveness, e.g. how much the innovation cost to implement

Use a number for each bullet, e.g. 2,000 people treated.

“Sticky” story
You may want to think about how to turn your impact summary bullet point key messages into a sticky idea story using the **guiding principles on packaging your key messages**.

Note: If you want to tailor your impact summary to stakeholders, think about their needs. You may need to highlight cost-effectiveness data more for Ministers of Finance, whereas funders may be more interested in the outcome of your innovation and how many lives were saved or improved.

**Example:** Mental Health First Aid impact summary on the Mental Health Innovation Network

Many members of the Australian public do not know how best to assist someone experiencing a mental health problem or in a mental health crisis. The goal of this innovation is to equip members of the public, by attending a 12-hour Mental Health First Aid, with the knowledge and skills needed to give initial effective assistance for these problems. The program is based on the familiar concept of first aid training, and extends this to cover developing mental health problems and mental health crises, such as having depression, anxiety problems, psychosis, substance use problems, being suicidal, self-injuring or having a traumatic experience.

**Impact summary**

- 78% of community participants use their first aid skills to help someone following completion of the course
- In Australia, there are over 1,000 active instructors and over 200,000 members of the public have done the course. World-wide, over 600,000 people have attended a MHFA course
- In Australia, the fee per person to do a 12-hour MHFA course ranges from US $65-320

Read more about this innovation: [http://mhinnovation.net/innovations/mental-health-first-aid#VgVttVh8c](http://mhinnovation.net/innovations/mental-health-first-aid#VgVttVh8c)
Tool 4: How to write a blog

Time: 2 hours

Resources: Human resources; blogging platform (e.g. the Mental Health Innovation Network blog); internet access

Purpose: A blog gets your opinion or thoughts on issues, new evidence and events online to a stakeholder group quickly.

What is a blog?
A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.¹¹

When should you blog?
Blogs should appear in a timely manner. Use ‘hooks’ to promote your blogs, e.g. World Mental Health Day, or react to world events, e.g. building back better from the Ebola crisis. They can support other communications efforts, such as the publication of a journal article or attendance at a mental health conference.

Why should you write a blog?
Blogs are a great way to communicate with your stakeholders who are also active online. As they are short, easy to read products, they can have a broad reach. Blogs help to regularly remind your stakeholders about your work so that when a large communications activity comes along, e.g. an event about your results or the publishing of a new research article, they know about you, trust you and want to hear about your work.

Before starting
Write down the aim of your blog to keep you on track when writing:

This blog is for [stakeholder] to get them to [behaviour outcome you would like to see]. It will contribute to our [project communications or policy objective].

Structure

Picking a topic¹²

- **Topics that work well include:**
  - issues that have a major impact or consequence on a country or large community
  - the involvement of high profile organisations and groups
  - controversial topics
  - unusual topics
  - stories that have a human element and will touch people’s emotions

- **Be personal:** write about something that matters to you and on which you have an opinion or have experienced personally. When something matters to you it shines through in the way you communicate about it and this has a way of engaging others.

- **Be relevant to your stakeholder:** why should they read your blog? Connect with your readers by using your aim to keep their situation, needs, questions and challenges in mind as you write.

- **Use one topic per post:** it reads better, makes your content more concise, and gets your main message across more clearly. If you have more than one topic, write a series of posts.


• Be topical but find a new angle: use a current, popular topic or one that people are searching for information on, e.g. the Ebola outbreak, and bring in your own spin or highlight something unique.

Title
“The purpose of a title is to get potential readers to read the first line of your content.” - David Ogilvy

• Keep it short: e.g. “Creating global awareness for autism”
• Communicate a benefit: potential readers will click on your post if it promises to meet a need they have, e.g. “Funding tips for mental health researchers”.
• Ask a question to draw in readers, e.g. “How do you get youth to talk about mental health?” or “Where did all the depression go?”
• Use keywords: grab the attention of readers who are scanning content. They also tell search engines, like Google, what your blog post is about and will help it to rank highly for those words (especially if at the start of a title). E.g. “Eliminating Violence Against Women”
• Use power words that evoke emotion, e.g. “Wanted: Investors to transform global mental health”
• Highlight big claims and promises but only if you can back it up!
• Use humorous titles if you can do them well.

First line
• Address the readers’ need
• Ask an intriguing question, e.g. “This month, MHIN is spotlighting social entrepreneurship in global mental health, for what we’re dubbing “SE-ptember” - Why?”
• Say something unexpected
• Tell a story
• Make a claim or promise
• Paint a picture
• Start with a quote
• Use statistics or an infographic
• Use an image

Content and writing tips
• Put most important information at the top including any call to action the blog may be highlighting.
• Make your blog clear, precise, accessible and relevant. Blogs can be targeted to an international audience with varied backgrounds – make sure the context, abbreviations and conversions are adequately explained. A good way to do this is to imagine you are writing to an intelligent, interested friend, colleague or family member. Keep your reader in mind to make sure the content is relevant.
• Break up your content with relevant subtitles. We read online content differently to printed content. When reading online we scan content to find the information we need. Using subtitles helps the reader quickly find content relevant to them and helps you bring out your most important points.
• Use the active voice to bring the content to life, e.g. Active: The Minister visited the community. Passive: The community was visited by Minister.
• Use short sentences and paragraphs: one thought per paragraph; one or two sentences per paragraph.
• Use bulleted lists (max five bullets) as these are easier to scan.
• Bring your blog’s story to life with pictures, videos, quotes, useful tips or a call to action.

Perfect communications product checklist
✓ Is the most important information at the top?

Have you used clear, concise and appropriate language?
Has a copywriter looked at your content to make sure the main messages stand out?
Have you edited your text so it is easy to read and does not contain jargon?
Have you proofread your text so that all spellings, facts and grammar are correct?
Have you edited your text so it is easy to read and does not contain jargon?
Are your photos low-bandwidth and at most 72 dpi?
Do you have copyright to use all the content?
Has it been approved for release by your team and your collaborators?

For more information on this checklist, see Tool 2: Perfect communications product checklist.

Examples: Mental Health blogs

What’s all the buzz about social entrepreneurship and global mental health? By Grace Ryan
Strengths of the blog:
- Questions used in title and first line
- Subtitles
- Pictures
- Quotes

How to Treat Maternal Depression in Rural Ghana, By Philomina Amofah
Strengths of the blog:
- Title communicates a benefit
- Short and succinct
- Main message is in first paragraph
- Tells a story
Tool 5: How to create an infographic

Time: ½ day
Resources: Human resources; internet access; infographic tool; printing costs (optional).
Purpose: Infographics help you to tell visual stories with data.

What is an infographic?
A visual representation of data designed to get a key message across quickly and clearly, e.g. a map. An infographic is a type of data visualisation. Other types of data visualisations may allow you to interact with the data and see patterns yourself, e.g. Gapminder.

When should you create an infographic?
Infographics lend themselves to presenting key messages which rely heavily on showing patterns or giving an argument based on data. Infographics can be used for a number of purposes, e.g. in reports, policy briefs, blogs, presentations, on social media or to illustrating your impact summary in a visual way.

Why should you create an infographic?
Infographics get messages across quickly using images. Humans are visual and process images faster than text:

Five o’clock vs

Infographics can help to increase your reputation as they show expert understanding of a topic. They can also help to increase your online presence as they can go viral.

Visual information has increased hugely in the last decade, e.g. since just before the start of 2010 to the beginning of 2012, infographic web search volumes increased by over 800% in just over two years.14

Before starting
Write down the aim of your infographic to keep you on track when creating:

This infographic is for [stakeholder] to get them to [behaviour outcome you would like to see]. It will contribute to our [project communications or policy objective].

Tips
An infographic is a communications tool
- Communicate a key message
- Put charts relating to your key message at the top
- Tell a story
- Provide context, e.g. use data from another country as a comparison
- Use reliable data

Colours
- Use colours that make sense to your stakeholders, e.g. red means love in the UK and good luck in China
- Use a limited colour palette to make patterns easier to see

• Use colours to pick out stories and patterns, e.g. all data to from a particular date or country is always the same colour.
• Beware of using red and green together as these colours are difficult for colour blind people to differentiate between.

Icons, symbols and shapes
• Be aware that icons and symbols have different meanings in different countries, e.g. house icons representing rural houses in Nigeria may look different to house icons used to represent UK houses.
• The Noun Project is a good place to find free icons (check the licence as you may need to credit the designer): http://thenounproject.com

Chart types
• Different charts are good for representing different data, e.g. pie charts show composition well and bar charts show comparison well. Use the chart selector below to decide which chart suits your data best.

Test and play around
• Play around with different ways of representing your data to see what works best
• Show your infographic to your intended stakeholder and get feedback before publishing it

Data sources
• Reference your data sources clearly

Free infographic software
• Piktochart
• Visual.ly
• Infogr.am
• Wordle – good for qualitative data
• Blog on the 37 best infographic tools, (many are free)

Perfect communications product checklist
✓ Is the most important information at the top?
✓ Have you used clear, concise and appropriate language?
✓ Have you edited your text so it is easy to read and does not contain jargon?
✓ Have you proof read your text so that all spellings, facts and grammar are correct?
✓ Is your product branded correctly with the right logos, font styles, addresses and web links?
✓ Are your photos low-bandwidth and at most 72 dpi?
✓ Do you have copyright to use all the content?
✓ Has it been approved for release by your team and your collaborators?

For more information on this checklist, see Tool 2: Perfect communications product checklist.
Example: Investigating challenges and drivers of innovation infographic, and why it works

- Branding
- Main message at the top
- A “wordle” to show qualitative data
- Tells a story
- Consistent colours - challenges are all turquoise, drivers all red
- Concise, clear language

Source

http://mhinnovation.net/resources/investigating-challenges-and-drivers-innovation#.VgVt6dJVhBc
Chart selector

Comparison

What would you like to show?

Relationship

Distribution

Composition

www.ExtremePresentation.com
© 2009 A. Abela — a.a.abela@gmail.com
Tool 6: How to write a policy brief

**Time:** ½ day to write; ½ day to edit; 2 days to design; 1 week to print professionally.

**Resources:** Human resources; potential costs for copywriting, editing, proofreading, design and printing; access to MS Word for policy brief template.

**Purpose:** Policy briefs help to get your policy relevant messages to policy-makers in a concise document with a structured argument and clear evidence.

What is a policy brief? 15

A policy brief is a concise summary presenting research or project findings that addresses an urgent and relevant problem and offers evidence-based recommendations. It is a practical, rather than academic, document targeting a specific audience – usually policymakers or those interested in formulating or influencing policy - and aiming to prompt change. It is usually two to eight sides long and written in accessible language.

A policy brief should:

- Provide enough background for the reader to understand the problem
- Convince the reader that the problem must be addressed urgently
- Provide information about an alternative
- Stimulate the reader to make a decision
- Be evidence-based
- Be easy to read
- Include infographics, photos or charts (optional)
- Provide an opinion piece (optional)

Policy briefs can take different formats, from internal memos to presentations. In this toolkit we focus on an externally focussed publication for a wide audience which argues in favour of a particular course of action. You can use the impact summary (Tool 3) as the basis for your policy brief evidence and an infographic (Tool 5) to visually communicate the evidence in your policy brief.

How and when is a policy brief used?

Write a policy brief soon after publishing your research or at a fitting time, e.g. mental health is in the news.

Tips: 16, 17

- Leave as a reminder after a meeting
- Distribute at conferences and events
- Send out via email
- Combine with other communications methods, such as presentations
- Target the movers and shakers: people with high influence are more likely to pass on a policy brief.
- Target those without prior opinions on mental health: policy briefs are most effective in creating evidence accurate beliefs amongst those with no prior opinions.
- Write the policy brief with your stakeholders so you can shape it to their needs.

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15 References: Policy brief definition  


Why use a policy brief?

Policy briefs have been shown to be the preferred form of communication by those making policy decisions or aiming to influence policy. They can help change policy for the better and help make sure policies are based on evidence. Research shows 79% of policy actors from both developing and developed countries rated policy briefs as a ‘key tool’. A survey of UK policy makers showed the policy brief was the most widely consulted source of research information and concluded that policy makers need concise or ‘pre-digested’ information.

Before starting

Write down the aim of your policy brief to keep you on track when writing:

This policy brief is for [stakeholder] to get them to [behaviour outcome you would like to see]. It will contribute to our [project communications or policy objective].

Policy brief structure

This is a suggested structure. Please use the headings and sections most appropriate for your policy brief. You can use this tool with the MS Word policy brief template (download).

Title (less than 12 words)

Your title should be informative, engaging, short, snappy and catchy, e.g. “mental health education is cost-effective” is better than “including mental health into national, regional and local education policies”, and avoid technical language and jargon. The reader should know what the brief is about and be compelled to read it from the title. If it is too long, consider breaking it up into a title and subtitle.

Author

Cite the author and their affiliation in a small font under the title.

Executive statement/Summary/Aim (100-150 words)

Outline your aim and main message - what you want to say and to whom - in two sentences. The aim should address your policy objective and in a large font size. This section should catch the reader’s attention. Ask yourself: What are the main points you want your audience to get – even if they read nothing else?

Key messages and recommendations

State the problem and recommendations addressing your problem (see recommendations subheading below).

Introduction/Problem/Context (200 words)

Introduce the problem and state why this issue is urgent and important, using evidence and infographics (Tool 5) to back up your points. This section should make the reader want do something about the problem.

Suggested structure:

- The problem (what is the problem? Why is it important?)
- Background, context (What happens, where, who is involved?)
- Causes of current situation (Why? Give evidence or examples)
- Effects of current situation (What effects does it have? Give evidence or examples)
- Outline of what has been tried before (optional)

About this study/project (Two short paragraphs)

How did your project or study aim to address the problem? What did you do? Keep this very brief and only include methodologies you feel will strengthen your argument, e.g. the study had a large sample size.

References:


Study results, conclusions and recommendations
What did your study or project find? Include evidence that links directly to and provides convincing arguments for the recommendations. Tell the reader what you want them to do about the problem using subheadings for each recommendation. Make sure the recommendations are:

- Short
- Practical and realistic
- Concrete – avoid generic recommendations
- Based on evidence from your study/project
- Clear and easy to understand
- Written so they start with a verb, e.g. Use..., Engage...

It is advised not to phrase your recommendations as “you should do xxxx”. No one likes being told what to do! Instead use language that presents recommended options that the reader can choose from.

Authoritative opinion-piece and quotes
Including an opinion-piece from an authoritative voice has been shown to increase the likelihood of the policy brief being shared. Use pull-out quotes to highlight opinions or particular points within your argument. Highlight your opinion piece by using a different colour or a box to clearly differentiate it from other evidence.

Limitations (optional)
List any limitations your study or the evidence may have.

Author and acknowledgements
Acknowledge funders, other organisations and individuals who have supported your study/project.

References and useful links
Only include a maximum of four sources where readers can find further information. Give the web addresses of publications and dates for when they were last accessed if possible.

Publication details and disclaimer (disclaimer is optional)
Include the name of the publisher, the date, and the copyright owner.

Example disclaimer (optional but useful if the brief contains negative statements): “The views expressed in this publication are those of the author/s and should not be attributed to [your project] and/or its funders”.

Boxes
Use boxes to define technical terms if you need to use them (though try to avoid this), and to highlight case studies. Boxes should be clearly labelled and have a maximum of two short paragraphs.

Data
Try to avoid using tables as the information takes longer to digest than a chart, but if you do, keep the number of rows and columns to a minimum. Keep charts simple – one or two colours - and get rid of any unnecessary information such as chart guides, legends and labels. Provide sources for your data in the references section.

See more tips on presenting data in Tool 5: How to create an infographic.

Photos
High quality photos can bring a personal story to life or illustrate the solutions to the highlighted problem.

Perfect communications product checklist

- Is the most important information at the top?
- Have you used clear, concise and appropriate language?
- Have you edited your text so it is easy to read and does not contain jargon?
- Have you proof read your text so that all spellings, facts and grammar are correct?

✓ Is your product **branded** correctly with the right logos, font styles, addresses and web links?
✓ Have you made sure your product is well **designed** so it looks professional?
✓ How will you make sure your product is **printed** to a professional standard?
✓ Are your **photos** of high quality and at least 300dpi?
✓ Do you have **copyright** to use all the content?
✓ Has it been **approved** for release by your team and your collaborators?

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**Example:** Screening for common perinatal mental disorders in low-resource, primary care, antenatal settings in South Africa policy brief

**Strengths of the policy brief**

- Obvious executive summary on the front in bright colour and larger font
- Clear key messages and recommendations on the front
- Lays out the problem, illustrated with pictures
- Short summary of study
- Results of study outline (evidence for recommendations)
- Recommendations
- References included
- Clear branding and logos included

[Read the policy brief on the Mental Health Innovation Network website](#)
Resources and further reading
All links accessed in July 2015.

Packaging key messages
http://heathbrothers.com/books/made-to-stick/

Communications workplan
Developing a communications strategy
http://knowhownonprofit.org/campaigns/communications/effective-communications-1/communications-strategy

Blog
How to Craft a Blog Post – 10 Crucial Points to Pause

Infographic
Webinar: Bringing information alive: an introduction to data visualisation
http://strive.lshtm.ac.uk/resources/bring-information-alive-introduction-data-visualisation

Guide: Data visualisations for research communication
http://resyst.lshtm.ac.uk/sites/resyst.lshtm.ac.uk/files/docs/resoures/Guide%20to%20data-visualisation.pdf

TED talk: The beauty of data visualization, David McCandless

Guide for NGOs: Visualising Information for Advocacy
http://strive.lshtm.ac.uk/system/files/attachments/Visualising%20Information%20for%20Advocacy%207MB.pdf

Policy brief
VIDEO: The art and craft of policy briefs: Translating science and engaging stakeholders

Policy brief instructions: The pathway to a focused, jargon-free and visual document

How to communicate research for policy influence toolkit no 2 policy briefs – CIPPEC
http://r4d.dfid.gov.uk/pdf/outputs/GDNet/Guia-02-serie-3-ingles.pdf

Writing policy briefs resources
http://www.researchtoaction.org/tasks/writing-policy-briefs/

PODCAST: The Policy Brief, Overseas Development Institute presentation to Grand Challenges Canada grantees
https://soundcloud.com/mhin-2/the-policy-brief

How to produce a policy brief
http://www.fao.org/docrep/014/i2195e/i2195e03.pdf
http://r4d.dfid.gov.uk/pdf/outputs/GDNet/Guia-02-serie-3-ingles.pdf