

 For information

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Leading learning and skills

North West 2007-2013 ESF Programme

PR Toolkit

Learning and Skills Council
North West

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European Union
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Investing in jobs and skills

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The News Story Form (page 5), Press Release Template (page 6) and Photography Consent Form (page 11) are all available as downloadable files from <http://www.lsc.gov.uk/regions/NorthWest/ESF/ESF+Publicity/>

01. Introduction to Publicity Requirements

What are the European Social Fund (ESF) publicity requirements?

Any organisation receiving ESF funds must acknowledge the support and financial help from the European Social Fund and European Union.

<http://www.esf.gov.uk/publicity/>

The ESF logo must be displayed when ESF opportunities, activities and achievements are described and/or publicised to ensure as many people as possible get to know about ESF and what it does.

Credit for funding is a requirement and evidence from projects should be retained as proof that they are complying.

Every Learning and Skills Council (LSC) ESF project, must also follow the LSC's own endorsement policy and guidelines.

As a Co-financing Organisation the LSC is obliged to ensure its providers meet publicity requirements, whilst also ensuring the ESF programme is given maximum coverage and promotion. We would like to do this by working with you to offer support and advice, and by developing and sharing good practice.

To achieve this we would ask providers to;

- Ensure all press material clearly acknowledges ESF.
- Include the following sentence: The project has been funded by the Learning and Skills Council North West as part of its 2007-2010 ESF Co-finance Plan.
- Submit all press material referring to ESF and the LSC to the LSC prior to issue.

What is meant by publicity?

Publicity means any external activity that raises the profile of your project. For example, this could be a press release issued to local media announcing the launch of your project, a photo opportunity where you invite local press along to take photos of training in action, personal success stories about people you have helped or a case study of your project.

Good case studies show what the ESF programme is delivering. These can be used in the media, at events, ministerial visits, in newsletters or on the website. If you would like to draft a case study for your project you can find guidance and help within this pack.

How will it benefit my project and the region?

Your project is funded as part of a regional ESF programme. The LSC North West wants to show the rest of the country and Europe how successful the region is. This can only be done by showcasing the fantastic work that projects like yours are delivering across the region.

What may seem like an everyday job to you is very interesting to people not involved. It is important that people know how ESF funding is not only changing people's lives but boosting the economic performance of the region through the ESF programme.

What support can my LSC contact give me?

To maximise PR the LSC has a Press Officer who co-ordinates all press activity for the North West region and a PR Agency called The Write Angle who issue press releases to the region's media on behalf of the LSC.

Help and advice is available from both the Press Officer and The Write Angle to ensure projects meet their publicity obligations. It is vital that any PR activity you carry out includes information about the support and funding you have received.

If you have written your own press release but want some help making sure it is right for the media, or you would like a quote from the LSC you can contact the LSC's Press Office on 0161 261 0434 or The Write Angle on 01772 250505.

All press releases referring to ESF and the LSC should be submitted to the LSC's Press Office for approval to nwestmarketing@lsc.gov.uk

02. What Makes a Good News Story?

- Strong local human interest stories that show how an individual's life or a community has been transformed in some way. (Getting people back into work is currently a very strong theme).
- Project launch.
- Ministerial or MP visit.
- Project that is dealing with topical news issues such as sector skills shortages, ex-offenders, addressing redundancies etc.
- Interactive training or unusual events that journalists could visit.
- Stories about significant investment in the local economy.
- Community investment.
- Business expansion, funding for new contracts etc.

All of these are good media stories and could be used to help publicise your project. You could write your own press release, or you could fill in the Potential News Story Form on page 5 and send it to the LSC Press Office at nwestmarketing@lsc.gov.uk We can then give you help and advice on how best to progress your story.

03. Potential News Story Form

Name of Project:

Address of Project:

Your name:

Telephone No:

Fax No:

E-mail Address:

Website Address:

Type of story (see bullets on previous page)

Give a brief description of the story. Include who, what, when, where and how?

Who should be contacted for more information?

Who should be quoted in any press release?

04. Press Release Template

Press Release

Provider/Project
Logo

HEADLINE IN BOLD AND CAPITALS

Text is aligned left, Arial font size 12, 1.5 line spacing.

Opening paragraph should explain the story in a brief and attention-grabbing way.

In the **second paragraph** explain more about the project – who, what, why, when where and how it is benefiting your area - particularly people, businesses and the economy.

Paragraph three should expand further, giving details about the project and how it is being delivered. Also, acknowledge the funding support the project has received from the LSC, e.g. The project has been funded by the Learning and Skills Council North West as part of its 2007-2010 ESF Co-finance Plan.

Paragraph four is often a quote from the beneficiary or provider explaining how they/the sub-region or region is benefiting. A further quote from an LSC contact should be sought as appropriate.

Paragraph five should conclude the story and give any further information.

For further information, please contact

Name: *(insert name of organisation)*

At: *(insert telephone or email address)*

Notes to Editors: *(see section 5)*

05. Notes to Editors

These should be included at the bottom of every press release, after the 'For further information' section, as background notes for journalists. You may want to start this section with a summarised background of your project and include supplementary information about what your project does.

The Learning and Skills Council (LSC) 2007-2010 ESF Co-finance Plan

The LSC exists to make England better skilled and more competitive. We are responsible for ensuring the availability of high-quality education and training for everyone.

The LSC in the North West has secured £185m of ESF funding for 2007-2010 which is matched with an equivalent amount of Government funding. This overall package of £370m is being used to:

- Up-skill unemployed people so that they can secure sustainable employment.
- Support young people who are not currently in employment, education or training.
- Support employers to up-skill their workforce.

In the North West over 130 colleges and training providers are contracted to deliver projects to achieve those objectives.

European Social Fund (ESF)

The European Social Fund is investing in jobs and skills – especially for people at a disadvantage in the labour market.

Over the past seven years from 2000 to 2006, the ESF has helped over four million people in England. In 2007, the EU launched a new round of ESF programmes for the next seven years to 2013.

The new programme will invest £4.6 billion in 2007-2013 of which £2.3 billion will come from the ESF and £2.3 billion will be national funding.

06. Dealing with the Media

Newspapers and Deadlines

Identify your list of target newspapers, and make sure that they cover the right area for your story. Newspapers, especially local papers, are incredibly parochial and will often only cover stories from within their own circulation area.

Journalists all work to specific deadlines which vary from publication to publication. For obvious reasons, it is best not to disturb them at the busiest times – i.e. for three hours before their deadline – unless the story is really urgent.

It's worth checking what these deadlines are and make sure you call journalists at a quiet time.

As a rule, **weekly papers** have deadlines about 24 hours before publication. **Evening papers'** deadlines are at about 11am, so call them in the afternoon. **Morning papers** usually have a deadline in the evening (but don't start work until later in the day), so late morning or early afternoon is probably best.

Bigger daily papers will normally have different reporters for different geographical areas and for different subjects. Try to target specific journalists rather than just sending all stories through to the editor. Work out which area of the paper the story should be aimed at – business, social, education, news etc. Ask to speak to someone in editorial or on the news desk.

Bear in mind that smaller weekly papers often only have a very small team – sometimes as few as two or three journalists.

It is worth considering radio stations and TV as well. The BBC has community sections which are particularly interested in social and community news. Ring them and send a shortened version of the press release summarising the story along with contact details. Bear in mind they will almost certainly want to interview somebody – possibly live on air – so make sure you have a representative who is available.

To appeal to TV news your story will need to offer something worth filming or would need to be of exceptional human interest.

Information

When talking to journalists, make sure you have all the relevant details to hand. All stories must answer five basic questions – who, what, when, where, why.

Make sure you can get the main thrust of the story across quickly and simply. One way is to imagine you are telling the story to friends – you need to grab their attention and make it sound as exciting as you can, though avoid exaggerating.

Think about what details will make your story stand out – has it had £100,000 of funding, will it help 100 young people get a qualification in the next six months?

Is there some way to tie it into the current news agenda? Are you tackling the skills shortage or keeping youngsters off the streets and occupied in their spare time?

Offer to follow up your call with a press release – this way you won't need to get into too much detail when you're on the phone. Make sure it's not too long – news stories in local and sub-regional papers are rarely longer than 300 words.

Never send a story then phone to check it has been received – journalists are sent hundreds of press releases and this can get very annoying. Instead, make sure beforehand that they are looking out for your story.

Make sure you leave contact details. If journalists come back to you for more information, they are likely to need this quite quickly. Check the preferred format for anything you send over. Journalists may struggle with large files or attachments. Instead, paste all text directly into the email message and avoid using logos.

Photography

Newspapers will happily send their photographers out to cover events, but only if there will be something that will make a good photo. Cheque or certificate presentations, exhibition stands, people in suits and stories about computers are, generally, not strong enough to tempt photographers out.

Plan well ahead and give as much notice as you can – call a week before an event if possible with times, places and contact details.

As an example, if people have been raising money for charity by wearing fancy dress for a day, the photographer would not be interested in a cheque presentation a week after the event – the best photo would have been of the people in costume a week earlier.

Newspapers can unfortunately never guarantee that they will send a photographer out. They have to react to the biggest story so in most cases it is best to consider organising your own photography in advance.

Things that photographers would be looking for include: plenty of colour – try to use props to illustrate your story. Weather permitting; all photographers prefer to do shots outside, unless the interior is essential to the photo. Bear this in mind when making arrangements.

07. Photography Guidelines

If you would like to arrange photography for your project, here are some guidelines to help you in choosing a photographer or, if you are going to use your own photo getting the right image for print.

1. Do not rely on your local paper sending a photographer to an event as they often have changing priorities. It may be best to book your own photographer too.
2. Always remember to ask for a quote in advance to ensure you are getting good value for money (as a guide an hour's photography costs between £100 and £150 max) and ask if extras such as mileage and a CD with the photographs on is included.
3. You should request that the photographer takes digital images and brief him on your exact requirements in advance of the day.
4. Try to avoid branding in your pictures and make them as dynamic as possible, shots in action are always better than static posed shots, particularly when dealing with training. Most newspapers have a ban on handshake or presentation shots.
5. Get people into the pictures, journalists like lively people images showing them doing something interesting. Three is the ideal number of people in a photo, five is the maximum.
6. Get permission. Under the Data Protection Act, you must get permission from the people in the photo to use the image in the public domain. You will need to get a signature in writing (see the consent form in section 8)
7. When you send your photo to a newspaper, make sure it is fully captioned – papers need all names and titles.

08. Photography Consent Form

We are committed to the protection of individual's privacy, and under the Data Protection Act 1998 requires your consent to use your image(s).

Please read the terms and conditions of use printed below, before completing. It is intended that the photos taken today will be used as part of publicity for... *(Insert provider's name)*... and/or for the LSC and other Government Organisations.

The photos maybe used on the ... *(Insert provider's name)*... and/or the LSC and other Government Organisations' websites, printed publications, electronic presentations, submission to newsletters, newspapers or exhibition packs.

Terms and Conditions of Photographic Images

1. ...*(Insert provider's name)*... and the LSC cannot accept any liability for any loss, damage or personal injury, howsoever caused, through use of the images by third parties.
2. Websites can be seen globally and no warranty can be given that adequate data protection legislation will apply.
3. Your full name will be supplied with photographs where necessary. However, we will not include any personal e-mail or personal address, telephone or fax numbers in association with the images.
4. Your image(s) will be retained indefinitely on our files. You may withdraw your consent at any time in writing to... *(Insert provider's name and address)*.... You must however, acknowledge that images that have previously been used with your consent may still be in circulation and not withdrawn.

If you agree to the above usage then please sign the boxes below.

Signed:	Date:
Name: (IN BLOCK CAPITALS)	

Important! If the **Model** is under 18 year of age, a parent or legal guardian must also sign:

Parent/Guardian Signature:	Date:
Name: (IN BLOCK CAPITALS)	

09. Case Studies

As mentioned in the introduction a case study is a good way to show what the ESF programme is delivering. They can be used in the media as a news story, in newsletters, on websites, at events or with ministers.

The LSC, in its role as a Co-financing Organisation requires case studies to learn about different activities and methods of delivery that are being adopted. We want to identify the innovative activities and best practice so that we ensure that future delivery builds on this. We also want to raise the profile of ESF within the region and wish to develop publicity case studies and press releases which demonstrate the impact that ESF is making to an individual.

As a minimum LSC North West requires ESF Co-finance contractors to submit two case studies twice a year, however providers can submit more. Case studies should be submitted to the LSC in line with the timescales defined in their contract, which normally indicate that case studies should be submitted in May and November. At each return point the provider must submit a minimum of one participant case study and one project case study.

What Types of Case Studies are Required?

Case Studies should be produced on a Case Study proforma which sets out the details which are required. The proforma can be found at http://readingroom.lsc.gov.uk/lsc/NorthWest/Case_Study_Requirements_-_Appendix_1_Proforma.doc and should then be sent to the LSC email: nwresfdata@lsc.gov.uk

The case study proforma will be reviewed by the LSC Press Office and the PR Agency and where appropriate will be the basis on which news stories and case studies are produced for wider circulation.

Participant Examples

Projects Supporting Unemployed, Economically Inactive, NEET or Those at Risk of Becoming NEET

We are looking for good examples of how individuals have benefited from ESF funded activities particularly how individuals have been helped to secure and sustain employment.

Projects supporting the above groups are funded via ESF Priority 1. Priority 1 has a particular focus on supporting individuals from the following groups:

- People with disabilities and health conditions
- Lone parents
- Other disadvantaged parents
- Older workers (aged 50+)
- Ethnic minorities

We welcome case studies on individuals from the above groups; however, we are also keen to receive examples of how your ESF funded activity has helped unemployed and economically inactive individuals from the following groups:

- Women
- The long-term unemployed
- Individuals experiencing multiple disadvantages
- Homeless
- Refugees
- Individuals with substance abuse, alcohol or drug problem
- Offenders and ex-offenders
- Migrant workers

Community Grants

The target group for Community Grants is community based small third sector organisations who work with individuals from the following group – Unemployed people and inactive people aged 16 years and over who are from hardest to reach communities and who have difficulty accessing mainstream provision and/or ESF. Within this overarching target group, participation of the following groups should be prioritised:

- People with disabilities and health conditions
- Lone parents
- People aged 50 and over
- People from ethnic minorities
- Females

Therefore we are eager to receive case studies identifying how ESF funded activities have enabled individuals to gain (full or part) qualifications, enter employment or achieved soft outcomes.

Projects Supporting Employed Individuals or Individuals at Risk of Redundancy

Projects supporting employed individuals or individuals who are at risk of redundancy are funded via Priority 2. Within Priority 2 there is a particular focus on supporting individuals from the following groups:

- Workers without basic skills;
- Workers who do not have level 2 qualifications relevant to their current occupation;
- Men and women who want to enter non-traditional occupations;
- People who are least likely to receive training (such as workers in sectors with weak training records and part-time workers);
- People who are at a disadvantage in the workplace (such as people with disabilities or health conditions, people aged over 50 and people from ethnic minorities).

We welcome case studies on individuals from the aforementioned groups; however, we are also willing to receive case studies on any person who is employed or at risk of being made redundant, including:

- People from ethnic minorities;
- Managers and workers in small enterprises (up to 50 employees);
- Low skilled and low paid women have received lifelong learning and vocational training to improve their progression;
- People from disadvantaged groups who have been prepared to access Higher Education.

In relation to projects which are supporting employed individuals (and those at risk of redundancy) we are keen to receive sector based case studies, therefore we are willing to receive information on how individuals from the sectors below have been supported:

- Health, Public Services and Care
- Agriculture, Horticulture and Animal Care
- Engineering and Manufacturing Technologies
- Construction, Planning and the Built Environment
- Information and Communication Technologies
- Retail and Commercial Enterprise
- Transportation
- Hair and Beauty
- Hospitality
- Leisure, Travel and Tourism
- Business Administration and Law
- Education and Training

Project Examples

Outlined below are a number of different examples of project case studies that could be submitted, these lists are not exhaustive and other examples are welcome.

Sustainable Development

Examples of how individuals and organisations have been active in promoting Sustainable Development and sharing good practice.

Examples of any:

- Measures, particularly good practice measures that have been undertaken to reduce or mitigate the environmental impact of the project.
- Activities which have been undertaken to help address local/regional needs in terms of protecting or enhancing the environment whilst also supporting jobs and/or skills.
- Activities which have supported SMEs in the environmental technologies sector.
- Training in environmental management and protection skills and in eco-friendly technologies, including training which supports renewable energy sectors, energy efficiency and recycling.

Gender Equality and Equal Opportunities

Examples of how organisations or individuals have been active in:

- Developing or delivering good practice in gender equality and equal opportunities.
- Promoting gender equality and equal opportunities.

Examples of how projects have:

- Worked with employers to help integrate people with disabilities and ethnic minorities into the workplace.
- Improved the access of women into employment and increased the sustainable participation and progress of women in employment.
- Helped men and women access occupations or sectors where they are underrepresented.
- Increased the participation by people from ethnic minorities in employment.
- Developed the employability and skills of offenders and ex-offenders to facilitate labour market entry and, thus, contribute to reduced re-offending.
- Been specifically designed to respond to the specific needs of participants with disabilities or health conditions, older workers, participants from ethnic minorities and women.
- Increased the diversity of a workforce by successfully working with employers to change their recruitment practices and as a result diversified their workforce.

Health

Examples of:

- How projects have improved the health of individuals by improving their education and skills and their access to employment.
- Any activities which have been undertaken to support the health and social care sector, including how projects have increased skills within the health and social care sector; increasing access to such employment for people from ESF target groups, especially the harder to reach groups.

Innovation and Best Practice with Employers

Examples of how projects have developed innovative approaches and identified good practice in their work with employers; for example:

- New approaches to employer engagement, especially with micro enterprises or in working with hard to reach sectors with a poor track record of training.
- Recruitment of employers and identification of training needs.
- New approaches to the delivery of training.
- How projects have been designed so that they are demand-led, i.e. how employers have been engaged to ensure provision both matches the skills needs of businesses (current and future skills needs) and enables individuals to access, and make progress in the labour market.

Innovation and Best Practice with Beneficiaries

Examples of how projects have developed innovative approaches and identified good practice in their work with beneficiaries; for example:

- Innovative approaches to engagement, recruitment and retention.
- Skills provision to tackle barriers to work and improve the employability of unemployed and inactive people.
- Initiatives to reform vocational routes for, and develop vocational skills among, 14 to 19 year olds, including developing the vocational curriculum to improve employability.
- Improving job brokerage to enable a better match between supply and demand.
- Activities to support access to and provision of apprenticeships.
- Activities to engage 14 to 19 year olds not in education, employment or training, tackle their barriers to learning, and help them access mainstream provision.
- Activities, including vocational training and preventative work, for young people at risk of becoming NEET to provide pathways to employment.
- Activities to reduce youth unemployment by developing the employability and skills of young people.

Partnership Working and Complementarity

Examples of how projects have:

- Supported city and other area-based strategies and initiatives to tackle worklessness in urban areas.
- Supported ERDF funded projects.
- Complemented other activities funded by the LSC or JCP.
- Demonstrated good partnership working particularly with 3rd sector organisations.

Community Grants Funded Activity

Examples of how Grant Co-ordinating Bodies have worked within a regional forum to identify common capacity development needs and then arranged for these to be delivered by regional/sub-regional provision or by referral and signposting.

Examples of how small third sector organisations have used Community Grants funding to deliver:

- Initial help with basic skills.
- Taster work experience including voluntary work.
- Training, advice and counselling.
- Job search assistance including the provision of equipment and other assistance necessary to secure employment.
- Confidence building.
- First contact engagement activities, for example to provide support to engage individuals with barriers in a non-threatening environment.

Examples of how:

- Staff and volunteers from the third sector organisations have benefited from training on mainstream routes to employment and training.
- Projects have supported the development of delivery and accreditation arrangements in-house.

