



the branches pack

wea |

workers' educational association south wales
cymdeithas addysg y gweithwyr de cymru



CONTENTS

Foreword.....	1
Who, What, Where?.....	2
How the WEA South Wales is structured.....	3
Mission Aims and Vision.....	4
WEA South Wales Regional Provision (<i>Map Illustration</i>).....	5
The WEA Year(<i>Illustration</i>).....	6
First Came the Branches.....	7
What Are The Main Functions of a Branch?.....	7
How Often Should a Branch Meet?.....	7
Who Does What?.....	8
A Guide To Running Your Branch Meeting.....	8
The Responsibilities Of The Committee	
Chair.....	9
Secretary.....	9
Treasurer.....	10
What is an Annual General Meeting? (AGM).....	11
Why do we need an Annual General Meeting?.....	11
Organising Your AGM - A Checklist.....	11
Making the Most of Your AGM.....	11
The Agenda.....	11
Chair's Report.....	12
Linking In With Your Community.....	13
Attracting Learners.....	13
Choosing Courses.....	14
Course Details - When and Where?.....	14
Publicity.....	14
Health and Safety.....	15
Crèche Health and Safety.....	15
Learning Venue Checklist.....	15
Insurance.....	15
Fire Safety.....	15
Smoking.....	15
Learner Support.....	15
Funding For Childcare.....	15
WEA Policy List.....	16
WEA Contacts.....	17
Appendix 1.....	18
Appendix 2.....	19-22
Appendix 3.....	23-24

*This pack is the result of requests from many new and/or existing members of the WEA South Wales.
It has been updated to assist in the running of WEA branches throughout South Wales.
No two branches operate in the same way and therefore the branches pack is a guide to help branch officers and
members to promote good practice throughout the branch movement.
Please let us know if you think some parts can be improved upon or if you require additional information to be included.*

WEA SOUTH WALES BRANCHES PACK

Foreword

Dear fellow Members,

It's a pleasure to greet you at the beginning of this new Branches Handbook. If you're new to a branch, congratulations and best wishes for the future. If you're a member of an established branch, keep up the good work.

This pack is the result of many requests from new and/or existing members of the WEA South Wales. It is therefore available for all members who have little knowledge of the movement. Please let us know if you think some parts can be improved upon or if you require additional information to be included.

If any of you need help or advice on any matter, you should contact your Development Worker or regional office. As Chair of WEA South Wales, I'm happy to help you in any way I can.

2007 will be a time of celebration as it is the WEA's centenary and I appeal to you to show people power in celebrating our notable history in the field of adult education and voice the need for lifelong learning that's worthy for the future.

Before closing, may I appeal to you to promote the principles and ideals of the WEA by persuading members of the branch to become individual members of WEA South Wales, as well as taking part in activities which enhance the democracy of our voluntary movement?

Jenni Jones - Annetts

Jenni Jones-Annetts, WEA Chair

Who, what, where?

WHAT IS THE WEA?

The WEA is a voluntary movement working for Adult Education which will enrich and strengthen our society, as well as stimulate individual development. Our objective is nothing less than the creation of an educated democracy in which participation in public affairs, and the knowledge that it requires, are widely spread throughout the community.

WHY IS THE WEA DIFFERENT?

It is different because WEA students are considered members of the Association and can form local branches. Through the Branch they can develop their own education programme and learn the things which they feel are important to them. Classes may include anything from Basic Literacy to Philosophy, from Assertiveness to Welfare Rights.

HOW DID IT START?

The WEA was established in 1903 by Albert and Francis Mansbridge, at a time when there was no secondary education for working class people after the age of 13. Most left school with education in the 3 'R's only. Many working people sought further education through church groups, political parties, trade unions etc.

The idea of the WEA was to make education more widely available to working people. This Mansbridge did by encouraging WEA students to be involved in planning their own learning to suit their own educational needs. In alliance with the lecturer, members made this possible, enabling working people for the first time to gain access to subjects such as Philosophy and the Arts.

WHAT DO WE DO TODAY?

Despite expansion of Further Education and Higher Education, many ordinary people are still excluded. WEA creates new opportunities for people to get back to learning in ways that suit them best.

We still follow the same philosophy of involving students in their own learning. We acknowledge the importance of students' life experiences as a basis for learning. We believe in learning for life - lifelong and enhancing.

WHO CAN BE INVOLVED?

Anyone who feels they would like to be part of the learning process. It may be a second chance to learn, perhaps something that wasn't on offer at school or the opportunity to find out more on a subject that interests you.

How the WEA South Wales is structured

The WEA South Wales is governed by a Council of Voluntary members elected by the members of the Association, representing Branches, Affiliated Organisations and Individual (subscribing) Members who meet throughout the year. The Council also has a number of committees that meet at additional times to discuss specific issues such as finance, quality etc and report back to the Full Council.

The General Secretary and Deputy General Secretary are accountable to the Council and are based in Cardiff. The Central Office deals with staffing, recruitment, finances, funding, statistics, information and helping to maintain the courses.

The WEA South Wales is divided into four geographical areas with a Regional Education Manager responsible for the provision in their area. Each area also has Learning Managers and Development Worker support to help with the delivery of provision.

The WEA is largely funded and monitored by The Welsh Assembly and in this respect is similar to further education colleges. We are also funded at a basic rate, for our general education and branch programmes. We receive a small amount of additional funding from local authorities, and our own voluntary members. We currently supplement our income from the Welsh Assembly through outside organisations such as the European Social Fund and the Big Lottery Fund, which support our work in areas of particular deprivation or need.

Mission Aims

The WEA is a voluntary movement committed to the promotion and provision of educational opportunities in the widest sense, with due regard to Welsh language and culture, and the diversity of communities in Wales and is concerned particularly with those outside traditional education provision.

WEA seeks to empower students in and through their learning. The Association recognises the tensions between and the interdependence of personal, social and career goals in education.

WEA is committed to providing education for participation, whether in local communities, workplaces or in a wider democratic sense. It is responsive to the needs of individuals and their communities for liberal and other education.

Vision

“Shaping the future through democratic learning”

Which means:

Using the traditional values of the WEA based on negotiation and empowerment of learners and involving like-minded partnerships and the technology of the new century, the WEA plans to be a key player in the National Assembly’s inclusiveness strategy for Wales. It aims to support the learning and skills development and prosperity of the population of South Wales in order to promote citizenship, cultural enrichment, social justice, health and well-being.

WEA SOUTH WALES REGIONAL PROVISION

COMMUNITY EDUCATION IN WALES SINCE 1907

"Shaping the future through democratic learning"



East Region



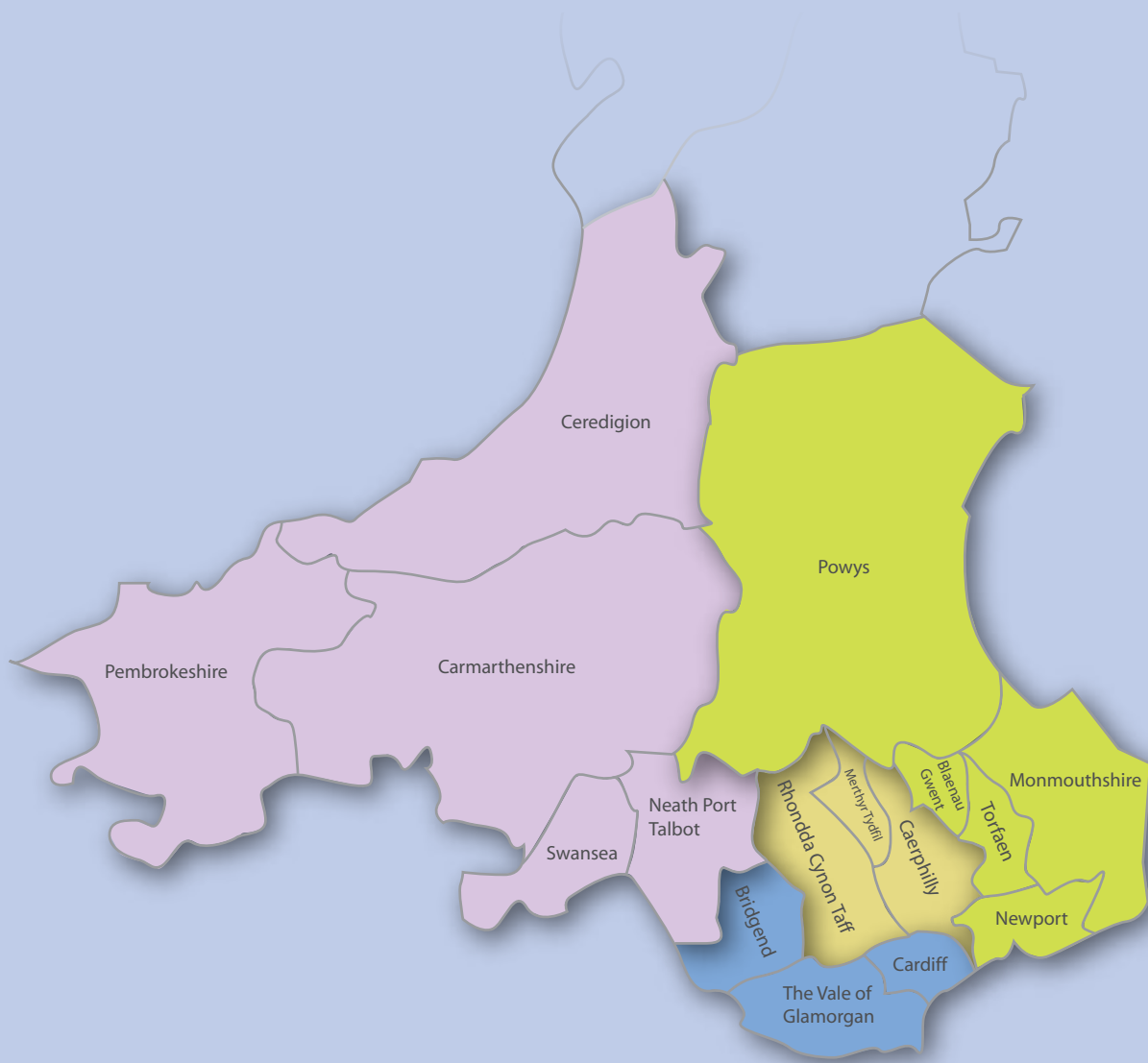
South Region



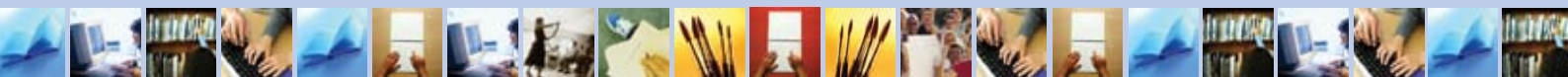
Valleys Region



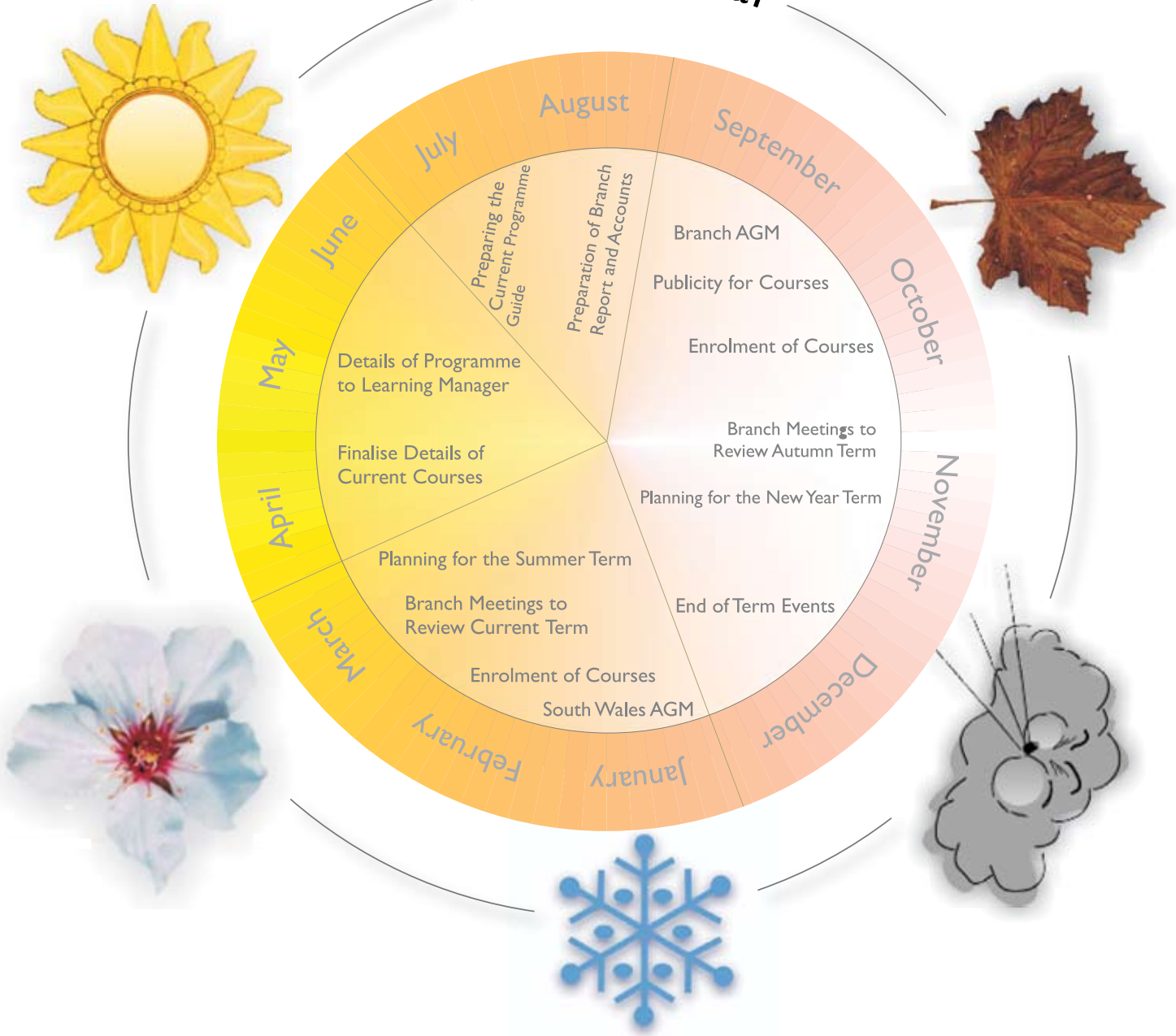
West Region



wea



The WEA Year



WEA SOUTH WALES CALENDAR
 COMMUNITY EDUCATION IN WALES SINCE 1907
"Shaping the future through democratic learning"

wea

First came the Branches

The WEA could not run without the enthusiasm and voluntary efforts of its members. We encourage students and part-time tutors to participate in the running of the organisation at all levels. Working this way can be a pleasure and education in itself. The WEA has a democratic structure and the Association is free of any political or religious ties.

What Are The Main Functions Of A Branch?

A branch can take on a wide variety of educational and social functions in its local area, but its main functions are as follows:

- Planning your course programme
- Recruiting and supporting learners
- Collecting and recording learners views on the provision
- Actively contributing to the WEA voluntary movement
- Represent the needs and concerns of local learners
- Helping to arrange accommodation and equipment for your classes
- Publicising and advertising, including press coverage to promote the WEA in your community
- Administration including the collection of fees
- Fundraising to support your branch
- Liaising with your regional office and other WEA branches
- Nominating 2 representatives to the Annual General Meeting (AGM)
- Promoting discussions on community learning

How Often Should A Branch Meet?

This will vary from branch to branch, depending on the size of your programme and the number of people involved in your branch. Your branch will find its own rhythm but to assist you to organise your activities, we would encourage you to meet at least four times a year to plan your programme and hold your AGM. An example of a calendar used by some WEA branches has been included.

Who Does What?

The organisational tasks of a WEA branch are shared responsibilities. Jobs can and should be rotated around the members. This allows for democratic participation in the organisation of classes. The minimum structure of a branch committee should consist of a Chair, a Secretary and a Treasurer. It is entirely up to your branch how many additional posts you create, if any. If you wish to consider additional posts, these are ones you might consider:

- Vice-chair for those occasions when the Chair is absent
- Press and Publicity Representative
- Class Representatives
- Minutes Secretary

These are only suggestions and every branch after electing its three officers is free to create the particular posts that members think useful. Whether tasks are allocated through a formal system of designated posts, or through an informal system of dividing tasks amongst those present at a meeting, the important thing is to ensure that everyone knows what they are supposed to be doing.

A Guide To Running Your Branch Meeting

An action list should be made at the committee meeting of who has agreed to do what. This list should be circulated to all members together with contact telephone numbers to allow for the co-ordination of activities between members.

Don't undertake a task and fail to carry it out without letting your colleagues know of the possible difficulties that might arise. There will be times when people cannot fulfil particular responsibilities for which they have volunteered. Unnecessary problems can be avoided if colleagues are alerted in time for someone else to take on the task.

The Responsibilities Of The Committee

Chair

The main functions of the branch chair are to:

- Conduct meetings, opening and closing them on time
- Make sure everyone knows each other and feels comfortable
- Make sure that everyone (including the least confident member) has an opportunity to speak and that no-one dominates the discussion
- See that decisions are taken, agreed and acted upon
- Ensure the branch members are aware of any decisions or policy issues coming from the meetings of Council and Council Committees (this information will be sent directly from the WEA central office)
- Prepare an annual report for the branch AGM, and send a copy to the WEA central office in Cardiff
- Liaise with your regional office responsible for the branch

In addition the chair will be expected to:

- Be familiar with the framework of the WEA
- Be aware of the branch's entitlements
- Be familiar with the South Wales WEA's current policies, even if the branch is unable to send a delegate to meetings
- Work closely with the Branch secretary on all matters relating to the operation of the branch

Secretary

The main functions of the branch secretary are to:

- Draw up an agenda in consultation with the chair,
- Organise the meeting place
- Send out notice of meetings to all members of the committee giving time, date, place and enclosing an agenda
- Take the minutes at branch meetings (unless a minutes secretary has been appointed or a rotation system agreed)
- Take responsibility for all correspondence to and from the branch, and inform members at a branch of all letters received
- Send letters of thanks and appreciation to those who help the branch e.g. guest speakers, fund raisers etc
- Act as the focal point for receiving and passing-on information from Cardiff and your regional office
- File all correspondence
- Liaise with your regional office responsible for the branch
- Be familiar with the framework of the WEA
- Be aware of the branch's entitlements
- Be familiar with the South Wales WEA's current policies, even if the branch is unable to send a delegate to meetings

Treasurer

Below is an overview of the role of the treasurer.

The main functions of the treasurer are to:

- Have oversight of all finances of the branch
- Operate a current account in the name of the branch at a local bank or building society in order to deposit all moneys received by the branch, and to make payments on behalf of the branch
- Operate an appropriate account at a local bank or building society whenever a branch holds a significant balance of funds thereby taking advantage of a better interest rate
- If applicable to your branch, ensure all student fees collected at courses run by the branch are paid into the branch account and send to the WEA central office in Cardiff all the dues arising from the same courses
- Receive membership subscriptions to the branch from individuals and affiliations to the branch from local organisations such as women's groups, local history societies, local political parties
- Keep a clear and accurate account of all financial transactions of the branch, prepare financial reports to all meetings of the branch committee and advise the committee on the financial implications of all its decisions
- Prepare an annual statement of accounts for the branch AGM and to forward to the head office in Cardiff. The accounts must be audited and therefore the branch must appoint an auditor. This could be a member of the branch itself or a member of WEA staff. WEA is a registered company by guarantee, and by law the Association's accounts must be included.
- Work with the branch committee on all matters of fund raising and applications for grants.

What Is An Annual General Meeting (AGM)?

It is:

- An essential meeting of branch members held once a year
- It is when committee members are elected
- When the previous years reports are read out
- When accounts are approved
- An opportunity for members to get-together.

Why Do We Need An Annual General Meeting?

- The WEA is funded by public money and must be publicly accountable
- An AGM is essential to promote healthy participation and proper democracy
- It provides an opportunity to involve new people and to encourage a passing on of responsibilities.

Organising Your AGM – A Checklist

- Every branch should hold an AGM in the autumn of each year.
- The secretary should put a notice of meeting in a local paper twenty one days prior to the AGM, this is a legal requirement for registered charities
- The secretary should notify all members, (including all learners in your courses) of the AGM arrangements
- Invitations should also be sent to your regional office
- The treasurer should ensure that a set of accounts has been prepared well in advance of meeting
- Ensure that the Annual Report is also ready well in advance of meeting
- The Chair and the other committee members should discuss the agenda in advance, particularly the election of new committee members
- Book the venue and organise the refreshments
- If you want guest speakers arrange them well in advance and decide what topics you would like them to discuss
- If required arrange transport and crèche facilities.

Making The Most Of Your AGM

With proper planning an AGM can become a lively and enjoyable social event.

- Consider somewhere different than your usual meeting place, or at least arrange for another venue to be available for later socialising
- Make sure refreshments are provided
- Invite an outside speaker, and possibly musicians or entertainers
- Your speaker could be a distinguished visitor, or it might be a tutor and/or a group of learners from one of your classes talking about the subject they have been studying.
- Invite as many other community contacts as you choose. There's nothing so enlivening for a branch as seeing new faces.

The Agenda

Suggestions for a basic agenda should include the following:

- Welcome and Introductions
- Apologies for absence
- Minutes of the previous AGM
- Reports from: Branch Chair, Secretary and Treasurer
- Finance reports on Branch accounts by Treasurer
- Election of committee
- Nomination of candidates for election to the governing body of WEA South Wales
- Election of 2 branch members to represent the branch at the AGM of WEA South Wales
- Election of auditor
- Any Other Business.

Chair's Report

Your Chair's Annual Report is a great opportunity to tell people what you are doing in the community. You can use it to attract new volunteers, tutors and funding

He or she may seek the assistance of the other committee members in its preparation. The report does not need to be more than one side of an A4 sheet of paper, but it should provide an account of:

- The number of classes organized and the number of those that ran.
- A review of the classes held during the year
- The activities of the branch in the local area.

The chair's report should be kept on file. You will find that as the years pass these reports make a fascinating chronicle of the life of the branch.

Finally the report should also be forwarded to your regional office together with the approved annual accounts.

Linking In With Your Community

You are trying to serve your community. But do you really know it?

In order to be sure of its educational needs you need to be aware of its population make-up; for example the numbers of young and elderly people, single parents, young, unemployed and disabled.

You do not need to be an expert in statistics, but are encouraged to make sure that you are in contact with the network of voluntary organizations, community groups, and statutory bodies in the area. A sample list may include:

- Age Concern
- Learning networks e.g. RISE, Community First
- Mother and Toddler Clubs
- Local Societies
- Community Associations
- Local Advice Centres
- Parent Teacher Associations

While this is not a definitive list, it is a network of contacts representing the concerns and interests of the community; each area will be different. The network will be pleased to hear from you and to learn how WEA might be able to work in partnership. You could invite representatives to attend one of your branch meetings, possibly the AGM, and discuss with them how the WEA might be able to help them with their learning needs. You might even wish to invite representatives of local organizations to join your committee; there is no better way to ensure that you are in touch with your community.

Attracting Learners

Some hints:

- Think about the area your branch covers and the issues which concern local people. Is there a basis for a course here?
- Who are the key people or organizations to consult about whether a WEA course would be of help?
- Where are the gaps, the courses which no-one else is offering?
- What subjects are of topical interest: environmental issues? Garden design? Sociology? Politics?
- How can the branch work to overcome some of the barriers to learning?

Another way to discover the educational interests of your community is to complete a questionnaire. A sample sheet is shown in Appendix I. A sample of this kind can be distributed and collected on a door to door basis or alternatively you can enlist the support of the local community bodies who may assist you by surveying their own members.

Remember this is only a suggested format – you may wish to change it substantially to make it more relevant to your own area. (Please see Appendix I).

Choosing Courses

While courses are chosen as part of the democratic planning process, before implementation the programme needs to be discussed with your Learning Manager or Development Worker.

Course Details – When and Where?

You know your own neighbourhood best and you must decide with your Learning Manager or Development Worker what venue and times will best suit those you are trying to reach. Equally you must feel free to vary the format to suit the learning experience you wish to offer. It could be a series of seminars, a one-day school, a residential weekend, or a combination of lectures and field trips.

Publicity

- It needs to be clear, attractive and uncluttered.
- Share the load and recruit lots of help to distribute publicity. Keep a list of who goes where.
- Keep a list of shops, churches and community centres willing to display posters. Will they take posters or A4/A5 size leaflets?
- Plan an eye-catching display in a community building e.g. health centre. Include leaflets about courses.
- Work with local groups and join in with their publicity if possible. Develop a relationship.
- Target publicity to people who may be interested in a particular course.
- Don't be discouraged by initial lack of response on any of these fronts. Keep trying.
- Use community and local newspapers and local radio. Remember that they thrive on local human-interest stories, so try to angle your copy this way. Using the Who, When, Where, What and Why format helps cover essential information.
- If your Branch does not have the resources for a permanent display, keep a Branch scrapbook or photo album.

For further guidance on publicity, such as making contact with the media, radio interviews, news releases, please refer to Appendix 2.

Health & Safety

We all want to be sure the WEA is a safe and pleasant place to study. The WEA will ensure that its facilities and practices meet the appropriate Health and Safety regulations. To help us with this, we seek the co-operation of all our learners and branch members by ensuring everyone acts responsibly by maintaining good practice.

Health and Safety is always important, drawing attention to uneven floors, removing unsafe chairs and generally being aware of possible hazards. If you think there are problems at any place where classes are held, you should make sure that the tutor and person in charge of that place are aware of the problem.

Crèche Health & Safety

All crèches provided by the WEA are expected to adhere to the WEA crèche policies and procedures in order to ensure the Health & Safety of the children, parents and staff. If you think there are any issues that may affect the Health & Safety of the children, parents or staff please contact the Crèche supervisor, development worker or learning manager as soon as possible.

Learning Venue Checklist

Please see Appendix 3.

Insurance

The WEA South Wales holds a public liability policy, which covers all WEA activities, including the provision of crèches, and other insurances covering WEA equipment.

There is always a duty of care - that is, you take adequate precautions, as with any insurance. Such things as locking equipment in cupboards or storerooms, or out of sight at home and in the boot of the car would help prevent possible theft.

Providing you take care, all normal WEA activities are covered. However, please contact your local regional office and/or Development Worker if your branch is planning anything unusual, as it may require a risk assessment prior to the event.

Fire Safety

All learning venues should have safety notices telling you what to do on discovering a fire. You should ensure that you are familiar with the fire notice and in particular where you should assemble.

Smoking

The WEA operates a no smoking policy in all venues.

Learner Support

WEA South Wales actively encourages members to run classes providing creche facilities alongside their programme, therefore enabling learners with pre-school children to attend.

However, before any childcare provision can be put into place, you should contact your Development Worker and/or Learning Manager, who will advise you on the availability of funding and the national minimum standards for creches and the use of childminders.

Funding For Childcare

In the event of creche provision not being available, there is a possibility of access funding for private childcare provision. Please contact the Development Worker and/or Learning Manager for eligibility details.

WEA Policies

- Bullying and Harassment Policy
- CRB Procedures Appendices I
- CRB Disclosure Procedure Policy
- Disability Scheme
- Disciplinary Procedure
- Environmental Policy
- Equal Opportunities Policy
- Grievance Procedure
- Health and Safety Policy
- H&S Appendix for Specific Issues
- Learner Grievance Procedure
- Quality Policy
- Staff Support
- Use of E-mail and Internet policy
- Volunteering policy
- Vulnerable Adults Policy
- Whistleblowing Procedure

Copies of all policies are available from your regional office.

WEA South Wales Contacts

East Region -

WEA South Wales (East Region), 2, Church View, Blaenavon, NP4 9NA
- tel: 01495 791128 fax: 01495 792569

Regional Education Manager: **Sharon Reader**
- e-mail: s.reader@swales.wea.org.uk

Learning Manager: **James Fleming**
- e-mail: j.fleming@swales.wea.org.uk
Tracy Garnett
- e-mail: t.garnett@swales.wea.org.uk

Valleys Region -

WEA South Wales (Valleys Region), 8/9, Perrott Street, Treharris, Merthyr County Borough CF46 5ET
- tel: 01443 411960 fax: 01443 412045

Regional Education Manager: **Lynne Hayes**
- e-mail: l.hayes@swales.wea.org.uk

Learning Manager: **David Ashman**
- e-mail: d.ashman@swales.wea.org.uk

West Region -

WEA South Wales (West Region), WEA Centre, Orchard Street, Swansea SAI 5AU
- tel: 01792 467791 fax: 01792 462450

Regional Education Manager: **Gareth Morris**
- e-mail: g.morris@swales.wea.org.uk

Learning Manager: **Elaine Topping**
- e-mail: e.topping@swales.wea.org.uk

Central Office -

WEA South Wales (Central Office), 7 Coopers Yard, Curran Road, Cardiff CF10 5NB
- tel: 029 20 235277 fax: 029 20 233986
- e-mail: weasw@swales.wea.org.uk

South Region -

WEA South Wales (South Region), WEA Centre, Station Terrace, Cardiff CF5 4AA
- tel: 029 20 552277 fax: 029 20 578829

Regional Education Manager: **Felicity Furlong**
- e-mail: f.furlong@swales.wea.org.uk

Learning Manager: **Chris Franks**
- e-mail: c.franks@swales.wea.org.uk
Jayne Ireland
- e-mail: j.ireland@swales.wea.org.uk

WEA ICT Centre -

WEA South Wales (ICT Centre), 1a Tredegar Street, Risca NP11 6BU
- tel: 01633 613680 fax: 01633 613533
- e-mail: wea.learnirectrisca@swales.wea.org.uk

Workplace Learning -

WEA South Wales (Workplace Learning), 8/9, Perrott Street, Treharris, Merthyr County Borough CF46 5ET
- tel: 01443 412412 fax: 01443 412045

Workplace Learning Coordinator: **Katrina Taylor**
- e-mail: k.taylor@swales.wea.org.uk

Appendix I - Questionnaire

What courses would you like in your community?

We are planning to run courses in your community and would be very grateful for your ideas. Would you please help us by filling in this questionnaire. If you are not happy to fill in everything then don't worry, but the more we know, the more we can cater for your needs.

Tick the boxes of subjects that you might be interested in learning about.

- | | |
|---|--|
| <input type="checkbox"/> Confidence Building | <input type="checkbox"/> Painting and drawing |
| <input type="checkbox"/> Welsh | <input type="checkbox"/> Community Development |
| <input type="checkbox"/> Other language (please state)
..... | <input type="checkbox"/> Creative Writing |
| <input type="checkbox"/> Local History | <input type="checkbox"/> Current Affairs |
| <input type="checkbox"/> Basic Skills – Maths | <input type="checkbox"/> Globalization |
| <input type="checkbox"/> Basic Skills – Reading & Writing | <input type="checkbox"/> Environmental Studies |
| <input type="checkbox"/> Digital Photography | <input type="checkbox"/> IT (please state – beginners or advanced) |

If there is anything else that might interest you please tell us.

.....
.....

What time of day would suit you best? Mornings Afternoons Evenings

Would you need support with childcare? Yes No

Is there any other support you might need?.....

.....

Thank you for taking the time to complete the questionnaire.

If you would like us to contact you with course information please leave your contact details.

Name.....Telephone.....

Address.....

.....

E-mail

Please return to:.....

Appendix 2 - Additional Publicity Guidance

Getting Your Message Across - Media Making Contact with the Media

- News organisations don't have crystal balls. They don't know what is happening unless someone tells them.
- Most journalists are only too pleased when someone contacts them with a good story.
- They also like to add people or organisations to their Contacts Book that they can go to for a comment or a quote on an issue.

How do you make contact with a news organisation?

The golden rule is read the publication, watch or listen to the programme first.

You need to be familiar with the paper or the programme. If you are not interested in them why should they be interested in you? By getting to know their style and content you can avoid offering inappropriate material to the wrong publication.

If you are phoning up it's always easier to have a name to ask for. Most newspapers have an 'About Us' section that lists telephone numbers and key contact names. Stories often carry 'by lines' – the name of the person that has written it. Look for the names of reporters who have written stories in your area of interest – for example it could be the Education or Council Correspondent. Note the names of reporters on radio and television news programmes.

The first time you call, introduce yourself and ask whether it is a good time, or if it would be better for you to call another time.

Once you have them listening ask about their deadlines - when do they go to press, when would they like to be contacted.

Ask how they would like to receive information - fax, email, phone?

Ask what kind of stories they are interested in - and listen.

Make sure you get their direct phone line if they have one, their fax number, email address and any other relevant details.

Keep a note of the journalist's responses - it might be worth making a file.

Then, each time you call them make a note of when it was and what was discussed.

When you call again, remind the journalist what you discussed before, e.g. "you might remember we spoke about the opening of our new headquarters a couple of months ago". This helps build the relationship.

Invite them to any event your organisation might have - once you meet face-to-face they are more likely to remember you.

Call and thank them after an article has appeared – even if it's not all you might have hoped for. *(Ensure that the WEA Marketing and Publicity designate and/or REM sees it and a copy for WEA records is kept).* Journalists are used to getting complaints but rarely thanks, so it all helps build a relationship and goodwill.

Keep the effort going!

Don't forget - you are not going to get every story you suggest into the publication.

Don't take it personally!

Remember the factors competing for their attention:

Bulk: Journalists are sent huge numbers of press releases most of which are irrelevant and go straight in the bin.

Time: Journalists will be worrying about their deadlines, their editors, and their colleagues - sometimes they might have to compete for space.

Mess: The newsroom is rarely an ordered place. It is very easy for press releases and pictures to get lost or mislaid.

Luck: The journalist may just be in a good mood, have an interest in your kind of organisation for personal reasons, or they may not be as busy as usual.

Giving a Radio Interview

Don't Panic.....

The unwritten rule of radio is 'make sure the joins don't show.' Generally the interviewer will be on your side and as concerned as you to make sure things go smoothly. Usually you will have an opportunity to discuss the interview in advance. This is your chance to give the interviewer an idea of what you have to say and what you want to say. If the interview is part of a features programme, your contribution will be like a photograph in a newspaper article. It will be used to add 'colour' and to illustrate a point.

Before the interview:

- Ask the interviewer why they want to interview you, establish how much they know about the subject and what more they want to find out. Try to identify who else they might be interviewing on the subject and find out what you can about the programme they are working for.
- The better you know your interviewer, the more relaxed you'll be and the better you'll perform.
- Don't go into an interview before you've prepared some notes on the subject you will be talking about.

During the interview - remember the 3C's principle:

Confidence

Have confidence in your own knowledge. You know your story better than the journalist.

Clarity

Use a clear, conversational style. Establish a maximum of three key messages and illustrate your points with anecdotal examples for colour and credibility. Avoid jargon.

Control

Take charge of the interview. Preparation is the key. There is no such thing as a wrong question, only wrong answers.

Other tips:

- **Give examples**
A good example can be worth a thousand words. People love stories so identify a graphic example or anecdote to back up your point.
- **Anticipate questions**
Don't worry too much about being asked a surprise question. There's a finite number of questions that can be asked on your subject and you're in a better position to know them than the journalist.
- **It's your show**
Every interview presents a golden opportunity to communicate your position to a large number of people. In thoroughly preparing your brief you are preparing the messages you are going to get across to the audience.

Writing a News Release

Use A4 letterhead and an agreed format, double-spacing or one-and-a-half line spacing, all on one page, or two at the most. 'News release' and date in large print at the top. If appropriate include the name and title of the person for whose attention the release is intended – eg Attn: News desk or Education Correspondent. The style throughout must be concise, journalistic, as catchy and intriguing as possible. Imagine the reader knows nothing about your organisation. Does this story stand out? Is it clearly of interest to readers, viewers and listeners? In short, is it tempting to an editor deluged with news releases?

Heading

This should be a catchy, short title giving a sense of the story in very few words. Use headings for subsequent paragraphs if appropriate although they are not essential.

First paragraph

It is absolutely vital that this is short, to the point and newsworthy. It must clearly state the 'five W's': Who, What, Where, When and Why (in any order). This paragraph must be able to stand on its own as a concise piece of information.

Second paragraph

This should provide the next piece of information: either more details about the above, or new information.

Third paragraph / additional paragraphs

Use these only if you have more new information. This paragraph could be a quote from someone involved who is willing to talk to the press if requested. The quote must add a new dimension, such as the personal side of the story. Alternatively it could be a quote from your spokesperson explaining the importance of the story in strong, authoritative language, e.g.:

“There are now 350 young people living rough in this borough, a vast increase since this time last year”, said Janine Pearce of Trentby Youth Housing Help. “Such figures dispel once and for all the myth that there are no homeless people in our area. They have nowhere to turn and urgently need our support.”

Contact details

Your name, title, telephone number and home or mobile phone should be included in clear, bold print at the bottom of the document. Provide a contact number for when you are out of the office. This can make the difference between your story being covered or not.

Additional information for editors

Describe your organisation in a few words. Give any relevant basic information and statistics. Include your website address if you have one.

Appendix 3 - Learning Venue Checklist

WEA South Wales Teaching Premises Checklist

Please use the following checklist to make an initial inspection of teaching premises where WEA hold regular classes and identify any concerns that you may have about health, safety and welfare. Please bear in mind any special needs or requirements of people with a disability.

Where:		When:	
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1	External issues:	Concerns
a)	Are the premises easily accessed?	
b)	Do the premises have adequate outside lighting?	
c)	Are there any concerns about personal safety?	

2	Fire and emergency:	Concerns
a)	Is there a system for raising the alarm in case of emergency?	
b)	Are all emergency exits clearly marked?	
c)	Are all fire escapes and routes to emergency exits free from obstacles?	
d)	Is there an emergency evacuation procedure on display?	
e)	Is there a identified assembly point for emergency evacuation?	
f)	Are there any changes in level or steps that might inhibit or prevent easy escape from the premises?	
g)	Has fire-fighting equipment been checked/ serviced within the past year?	
h)	Is there access to a telephone in case of emergency?	
i)	Is there a first aid box provided in the venue?	
j)	Is there a qualified first aid person in the vicinity during teaching hours?	

3	Internal issues:	Concerns
a)	Is the venue suitable for the tasks and activities that you want to undertake?	
b)	Is the teaching area clean and tidy?	
c)	Is the teaching area too hot or too cold?	
d)	Are internal areas adequately lit?	
e)	Are there sufficient toilet facilities?	
f)	Are toilet facilities clean and in a sanitary condition?	
g)	Is there an adequate supply of hot water, soap and hand cleaners?	
h)	Are electrical and gas services regularly maintained?	

4	Other things to consider:	Concerns
a)	Electrical safety: (damaged, worn or frayed wires, plugs and sockets and/or PAT tested equipment)	
b)	Housekeeping: (general tidiness, storage and waste facilities)	
c)	Hazardous substances: (storage and waste disposal)	
d)	Lifting and carrying: (manual handling of equipment & materials)	
e)	Tools and equipment: (handling, storage and use of)	
f)	Smoking policy: (local and WEA)	

If you identify any concerns please raise them with your Outreach Worker, Learning Manager or Regional Education Manager.



wea

workers' educational association south wales
cymdeithas addysg y gweithwyr de cymru