

Department for
**Innovation,
Universities &
Skills**

THE LEARNING REVOLUTION





**Department for Innovation,
Universities and Skills**

**The Learning
Revolution**

Presented to Parliament by
The Secretary of State for Innovation, Universities and Skills
By Command of Her Majesty

March 2009

First published 03/09
Department for Innovation, Universities and Skills www.dius.gov.uk
URN 211-09-FE-b

© Crown Copyright 2009

The text in this document (excluding the Royal Arms and other departmental or agency logos) may be reproduced free of charge in any format or medium providing it is reproduced accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the document specified.

Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

For any other use of this material please write to Office of Public Sector Information, Information Policy Team, Kew, Richmond, Surrey TW9 4DU or e-mail: licensing@opsi.gov.uk

ISBN: 9780101755528

Contents

Ministerial Foreword	2
Executive Summary	4
Introduction	11
Chapter 1: Building a Culture of Learning	15
Chapter 2: Increasing access to informal adult learning	24
Chapter 3: Transforming the way people learn through technology and broadcasting	32
Chapter 4: Making it happen	42
Annex	49



Ministerial Foreword

Informal Adult Learning matters. It is human nature to seek out stimulation and enrichment, and to create social bonds through shared interests and passions. Learning for its own intrinsic value makes an enormous contribution to creating the kind of society we can be proud of.

Early in 2008 I launched a debate on the future of informal adult learning. The debate built on the country's rich tradition of adult education and asked what informal learning means in the 21st century. In part it laid out a challenge to my own department, recipients of DIUS funding and the rest of Government to broaden our horizons and embrace new and innovative ways of doing things.

Over the past few years there has been a quiet learning revolution. Many adults have been able to grasp opportunities provided by easier access to the country's best creative assets and new technology. We've witnessed a groundswell of

people and communities creating and organising learning opportunities for themselves. The challenge for all of us is to ensure we seize these new opportunities, and drive, rather than fall behind, the leading edge. To consider how Government can best support the vibrant and diverse opportunities out there for private and collective engagement. And to ensure choice and equality of access for those people who face barriers to participation.

The response to that challenge is set out in this White Paper. It is a Government-wide strategy, supported by my colleagues across DCMS, CLG, DH, DWP and DCSF. Together we can support a flourishing landscape of informal learning, engaging libraries, museums, the arts and sports, broadcasters, community organisations, healthy living centres, online communities, colleges, universities and schools and encouraging learning in all its many guises.

Over the last year, I've had invigorating discussions with a wide spectrum of people and organisations, ranging from a small voluntary-funded nature reserve to a multi-national technology company. I continue to be astounded by the contribution of partners, old and new, who are joining with us to collectively rise to this challenge.

This White Paper is the start of a new journey. The paper sets out how together we can sow the seeds of a new movement for learning. Government will spearhead this by investing

in innovative new ideas that reach out to new learners, but it will take the continued efforts of all those who've been engaged with us to date, and many more, to continue the Learning Revolution.



Mr. John Denham

Secretary of State for Innovation and Skills



Executive Summary

The Learning Revolution

The boom in book clubs, on-line research and blogging, together with the continuing popularity of museums, public lectures and adult education classes, all demonstrate that people in this country have a passion for learning. They may not call it education, but this informal adult learning makes a huge contribution to the well-being of the nation. It is a revolution this Government is proud to foster and encourage.

Informal adult learning is taken up for its own intrinsic value. It encompasses a huge variety of activities: it could be a dance class at a church hall, a book group at a local library, cookery skills learnt in a community centre, a guided visit to a nature reserve or stately home, researching the National Gallery collection on-line, writing a Wikipedia entry or taking part in a volunteer project to record the living history of particular community.

Although informal learning can support the development of work-related skills, this movement is made up of a kaleidoscope of part-time, non-vocational learning where the primary purpose isn't to gain a qualification. People participate for enjoyment and are driven by their desire for personal fulfilment or intellectual, creative and physical stimulation.

Such activity also contributes to the health and well-being of communities by building the confidence and resilience of the individuals involved. The social relationships that develop as a result of this informal learning can provide networks of support and solidarity. For the low-skilled and under-confident, informal learning can be an important stepping stone to further learning and a more skilled future.

1. **A profound contribution.** The Government recognises that informal adult learning can transform individual lives and boost our nation's well-being. At its best, it can bring people and communities together, challenge stereotypes and contribute to community cohesion. It can unite the generations and help people remain active and independent into old age. At its simplest, informal learning can help build people's confidence and add to their personal fulfilment. For the low-skilled and those with a bad personal experience of formal education, an informal approach can provide a way back. In some cases it can be an important stepping stone to further learning, qualifications and more rewarding work.
2. **Making a virtue out of necessity.** Informal learning is important at any time. But during an economic downturn it is essential. Our top priority is, of course, the practical training which can help get people back to work quickly. This country has faced recession before and it has always bounced back because of its capacity for innovation, invention and creativity. In these tough economic times, informal learning can also make its contribution. No one would choose to face our current challenges. However, in the circumstances, there is a moral imperative to find activity with purpose for those affected by the recession. Opportunities must be seized. In a downturn new resources become available. These resources may come in

the shape of premises vacated in shopping centres. With firms on short-time working there may be more time to learn. People on reduced hours or looking for work may have the capacity to teach or volunteer, as well as more time to devote to learning. There may be people who want to put something back into their communities, to share knowledge, or to gain new skills. This is not the time to delay, but to increase support for informal learning and to harness the enthusiasm and commitment it brings with it.

3. **A consistent and on-going pledge.** This strategy reaffirms the commitment to informal adult learning across Government. It sets out how we will support a learning revolution by building capacity within individuals and communities and connecting the people who can make this happen. We recognise we can do more to ensure there is a wide choice of inspiring opportunities in every community, accessible to everyone.

4. **Inspired about learning.** Departments across Government do, and will, play an active part in supporting a flourishing landscape of informal learning:

- The Department for Culture, Media and Sport (DCMS) through its sponsorship of sporting, cultural and creative sectors, all of which can reach out to people, spark new interests and fuel existing ones
- Communities and Local Government (CLG) through its work on active citizenship and community empowerment – ensuring that adults use their voice to shape the opportunities that are right for them
- The Department of Health (DH) through its work to build health literacy and support active living
- The Department for Children, Schools and Families (DCSF) through its leadership of

the extended services programme, which opens schools as community resources and engages parents in learning

- The Department for Work and Pensions (DWP) through the forthcoming strategy for an ageing society which will set out how to better engage and communicate opportunities to older people
- The Department for Innovation, Universities and Skills (DIUS) through direct funding to help support a core infrastructure of adult and family learning in each locality.

5. **Inspired about life.** Government cannot do this alone. Our role is to be a catalyst for innovation and change. We can provide the framework to support individuals, communities, the public, private and voluntary and community sectors to create opportunities for informal learning. To make the learning revolution a reality, we will need our partners in all sectors to play a role. We will work across Government, together with these partners to:

- Build a culture which values informal adult learning in all its forms, with a wide range of organisations promoting it.
- Support people to drive their own learning, in particular by making it easier for people who want to start 'self-organised' groups.
- Link up the learning provided by the public, private and third sectors to broaden choice and clarify the opportunities for learners.
- Make better use of technology to support learning and inform people about what's on offer.
- Ensure there is a wide choice of high-quality learning opportunities for everyone.

- Increase access to informal learning for disadvantaged groups.
- Recognise the leadership role of local authorities in securing a broad range of opportunities for people across the country.

1: Building a culture of learning

6. Although there is a rich tapestry of informal adult learning, more can be done to help some adults overcome the barriers they face. We need to help these adults navigate through the choices on offer to identify and access the learning opportunities they want. We will need to build a strong and diverse coalition of organisations to promote learning and point adults to new opportunities. This will help unlock choice, connect learning and develop awareness of the benefits informal learning can bring. We will do this with the help of four initiatives: an Informal Adult Learning Pledge; a Festival of Learning; an Open Space Movement and a Transformation Fund.

7. **Informal Adult Learning Pledge.** We will invite organisations to show their commitment by signing the IAL 'pledge,' kick-starting a movement owned by people and organisations that promote learning for its own sake. Organisations signing the pledge will be ambassadors for informal learning, actively promoting participation and finding new ways to get more people involved. The pledge is the first step to fostering change on the ground.

8. **A Festival of Learning.** Building on the success of Adult Learners' Week in engaging new audiences, we will support a Festival of Learning in Autumn 2009. The festival will host a wide range of events, reaching out to people who already enjoy informal adult learning and to new groups of learners. It will be supported by a national campaign to promote the benefits of informal learning for individuals, organisations and wider society. This will reinforce the message that informal learning builds communities of confident, curious and creative people. It will also

The pledge's founding members include:

Becta, British Library, BT, BUPA, Business in the Community, Campaign for Learning, Channel 4, Cheshire County Council, Church of England, Citizens Advice Bureau, City Lit, Civil Service Pensioners Association, Communities and Local Government, Community Media Association, Croydon Council, Department for Children, Schools and Families, Department for Culture, Media and Sport, Department for Innovation, Universities and Skills, Department for Work and Pensions, Digital Unite, Derbyshire County Council, Dudley Metropolitan Borough Council, Engage, English Heritage, First Bus, First Taste, Ginsters, Global Digital Broadcast, Gloucester County Council, HOLEX, Homeless Link, Kent County Council, Kew Gardens, LEAFEA, Life Academy, Local Government Association, Mars, Merseytravel, Microsoft, Museums Association, Museums, Libraries and Archives Council, National Association for Voluntary & Community Action, National Federation of Women's Institutes, National Literacy Trust, National Trust, NIACE, Norfolk County Council, Open University, Royal Horticultural Society, RSPB, RWE nPower, Scottish & Southern Energy, Southern Railway, Sport England, SS Great Britain, Stockton Borough Council, The Age and Employment Network, The Association of Science and Discovery Centres, U3A, UK Online, Unionlearn, UNISON, UNITE, Voluntary Arts Network, Westminster City Council, Workers Educational Association.

We will work across Government and with our stakeholders to expand this list.

champion choice in informal learning, bring together new and innovative partnerships to support learning and create new connections.

9. **An 'Open Space' Movement.** We want a broad choice of learning options to be available, including traditional classes, activities in museums, libraries and other settings, as well as opportunities to learn online. Self-organised learning is an important part of the mix. Many people are already doing this. We want to empower more people to organise themselves to learn, with opportunities designed by communities for communities. But we know that starting a group can be difficult: it can be particularly hard to find low cost space locally, and people need more expertise and tips on how to build a successful learning group.
10. We want to sow the seeds of an 'open space' movement where organisations throw open their facilities for informal learning at low or no cost. DIUS, DCSF, CLG, DH, and DCMS will work together with partners to open up spaces for informal learning in schools, colleges, libraries, community centres and healthy living centres, whether this learning is provided by the public, voluntary or self-organised sector. We will also develop a toolkit on how to set up, support and maintain a self-organised group.
11. **Transformation Fund.** Seizing the opportunity to connect organisations involved in informal adult learning could have a transformational effect on people's lives. Partnerships between institutions with exciting content, such as broadcasters and galleries, and groups with credibility within communities, can open up learning for whole new audiences. We want to do more to capitalise on these opportunities for innovation to increase the ways in which adults can learn. We will invest in creative new approaches to reach and engage new

learners through a £20m transformation fund. Bids to the fund will need to demonstrate how innovative ideas and new connections will address the barriers to learning some adults currently face.

2. Increasing access to Informal Adult Learning

12. Our ambition is for every adult to be able to access and benefit from a wide choice of informal adult learning. Like many services and opportunities available today, some people find them easier to access than others.
13. **Making learning accessible.** People who suffer socio-economic disadvantage may feel that learning isn't for them, or struggle to find out what is available. We will establish a national support package for Community Learning Champions to help them reach out to new learners, prioritising the most deprived areas. We will also take targeted action nationally and through our local partners to improve informal learning for older people and for families, and to increase informal learning in the workplace.
14. **Older People.** Older people can find it harder to access learning. But with an ageing population, we know that learning for leisure in later life can maintain mental and physical health, and contribute to people's sense of wellbeing. The Government's forthcoming strategy for an ageing society will ensure that older people are able to make the most of learning. In addition we will work with NIACE, BUPA and First Taste, and in partnership with the Department of Health and key sector bodies to increase opportunities for informal learning in care homes.

15. **Learning at Work.** The best employers already support informal adult learning for their staff, because they recognise the benefits it offers their employees and the organisation. Traditionally, however, learning at work is used to increase vocational skills and earning power. We believe learning through the workplace – not necessarily in work time – should be encouraged, not least because of the opportunities for teambuilding and increased productivity it provides. We want to encourage other employers to follow their lead and will work with Business in the Community to provide practical examples of successful employer approaches to informal learning.
 16. The Government funds more than 20,000 ‘union learning reps’ who make a huge contribution by encouraging people to increase their formal work skills under the Unionlearn banner. But they could also play a bigger role in encouraging informal learning. So we will work with Unionlearn to develop targeted action via the workplace, including opening 50 union learning centres to the wider community.
- 3: Transforming the way people learn through technology**
17. Digital technology is becoming central to our daily lives. The Government recently published the interim report of *Digital Britain* which sets out a plan to secure Britain’s place at the forefront of the digital world. New technologies are changing the way people learn and interact with each other. The internet allows people to come together so that distance is no barrier. Technology will continue to offer innovative new ways to learn, and bring learning opportunities to people who would otherwise not have access to them.
 18. **Digital Mentors.** We will use the transformation fund to encourage the use of broadcasting and technology to enrich learning and reach people who would otherwise not have access. We will only gain the maximum benefit if everyone can access new technologies and has the skills to use them. So tackling digital exclusion is key. We will ask UK Online to take a new role in championing informal learning as well as digital inclusion, and work with CLG to establish a network of Digital Mentors, aligning this with wider action to implement *Digital Britain* and CLG’s Digital Inclusion Plan.
 19. **The Learning Revolution: The Web Portal.** We want people to learn and engage on their own terms. Joining a group or finding out about opportunities can be difficult, because there is no single online point of access where people can find out what is available. Often people simply don’t know opportunities exist or where to go to find out about them. To help people who are looking for opportunities, we will facilitate the creation of an online bank, listing opportunities for individuals and flagging up free or low cost spaces and facilities as they become available. These sites must be owned and promoted by users and organisations themselves if they are to be successful, so Government will make available all the information it can, and run a competition (building on the Cabinet Office’s “show us a better way”) to get the best people to design and build solutions.
 20. **Broadcasting Forum.** We want to extend the development, use and sharing of exciting, inspirational content to open the doors to learning. But we know the rules on intellectual property are complex. We will set up a broadcasting forum to find solutions to these problems, with a view to encouraging broadcasters to make materials free to access and open to share.

4: Making it happen in Government and on the ground

21. The publication of this White Paper is the start of a journey. Bringing our vision for informal learning to life will take concerted and sustained effort from all partners at national and local level. To guide implementation and advise on future development, we will establish a National Advisory Group with high-level representation from our partners and Government departments. The group will have a remit to use their expertise and networks to champion informal learning and identify opportunities for new connections. The Cabinet Champion for Informal Learning, John Denham, will chair the group.
22. A national vision for informal learning needs to be translated into action that genuinely affects people's lives. We need innovative local partnerships to facilitate the provision of diverse learning opportunities. To make this happen more effectively we will expect local authorities to show clear leadership and give them the remit to do so. This will allow them to secure a broad range of opportunities for people in local areas, working with local partners to reach out to more people.
23. We expect local authorities to invest public funds smartly to complement private and third sector activity effectively, and make the most of more flexible funding. We will look to local authorities to co-ordinate related streams of funding, particularly those for areas of activity such as libraries, galleries and neighbourhood renewal. We will also empower people and communities to use their voice to influence how this money is spent. The Government will consider a new National Indicator for informal learning within the Local Government performance framework and encourage direct community representation on local informal adult learning partnerships.

Our continuing commitment to invest in adult learning across Government

24. We are spending unprecedented amounts on adult learning – £3.3bn next year, helping over 3 million learners. Overall public investment in the FE system has increased by a record 53% in real terms between 1997/2008 and 2007/2008. The Government has taken the decision to re-prioritise LSC funding on longer, more valuable accredited courses that provide real help for people to get on in work and to earn higher wages, making a real difference to individuals, to their families and their communities.
25. The priority given to vocational learning has led to an expected reduction in shorter courses funded by the LSC. Many were in areas like health and safety at work or food hygiene which are properly the responsibility of employers. Some have been in areas which, while popular, would not attract the highest priority, or where learners are willing to pay full fees. Recreational language classes used to be one of the short courses most heavily-subsidised by the LSC and many still take place, but in a different form. The Floodlight prospectus lists more than 1,100 courses in Spanish in London alone.
26. ICT courses are clearly important to prevent digital exclusion. Free courses are widely available through UK Online and over 2 million people regularly use the centres, supported by around £10m funding each year from Government. But at present we are unclear about the extent to which we are meeting the need for basic ICT skills. We have asked Baroness Estelle Morris to review provision in this important area.

27. Support from Government for informal adult learning is substantial and in many areas has increased significantly over the past ten years. DIUS has ring-fenced £210m for informal adult learning. In addition, we have continued to protect funding for specialist adult colleges and institutions such as the Workers' Education Association, Ruskin, Northern and Morley colleges and the Mary Ward Centre and City Lit to a total of around £40m in 2008/09. Funding for Unionlearn and Union Learning Representatives has increased to £21.5 million per year (a tenfold increase from 1998).
28. LSC-funded learning is just one part of the vast array of informal learning opportunities available through the private, public, voluntary and self-organised sectors and should be seen in that context. Investment from other Government departments helps secure an infrastructure which enables learning to thrive. Museums and galleries receive around £360m per year of DCMS funding. Free access has led to a public renaissance, with visits doubling since its introduction in 2001. Along with the National Lottery, DCMS will have contributed over £1 billion to the development of over 4,000 public sports facilities. Local authorities invest over £1 billion per annum in library services.
29. And learning opportunities without direct Government support continue to flourish. For example, membership organisations such as the National Trust and the RSPB offer professionally organised courses and events with experts in their chosen fields. The University of the Third Age (U3A) movement is expanding rapidly with over 700 local U3A branches established and total membership already rising to over 209,000.
30. In drafting this strategy we have been driven by what learners themselves are choosing to do. In future we need to be smarter in the use of public funds to support informal learning by joining up the different strands of Government activity, and complementing private and third sector activity more effectively. DIUS will provide an additional £30m¹ of funding in 2009–10 to support the innovation we want to see. We want to use this funding to support new ways of working and new approaches, strengthening the 'wiring' that needs to be in place for a learning revolution. We will invest it in promoting the benefits of learning, facilitating new partnerships and in funding innovative approaches to reach new and different learners. This will create a new momentum which will allow the informal adult learning revolution to blossom.

1 Within existing DIUS baselines

Introduction

Informal adult learning is learning for its own intrinsic value. It encompasses a huge variety of activity which could take place almost anywhere: it could be a dance class at a church hall, a book group at a local library, cookery skills learnt in a community centre, a guided visit to a nature reserve or stately home, researching the National Gallery collection on-line, writing a Wikipedia entry or taking part in a volunteer project to record the living history of particular community.

Although informal learning can be a good way of developing work related skills, we are talking primarily about part-time, non-vocational learning where the purpose isn't necessarily to gain a qualification. Many people participate for enjoyment and are driven by the desire for personal fulfilment and intellectual, creative or physical stimulation. Learning also improves the strength, health and well-being of communities by building confidence and resilience. The social relationships that develop can provide networks of support and solidarity. For people who are low skilled or less confident, informal learning can provide an important stepping stone towards further learning and better skills.

The value of informal learning

1. Informal learning can at its best transform people's lives. Whether it's personal fulfilment, keeping active and independent into old age, gaining increased confidence or opening a door to further opportunities, informal learning contributes hugely to the health and well-being of individuals and wider society. Government fully recognises the vital contribution informal learning makes in creating the kind of society we want to live in.
2. Informal learning is important at any time. But during an economic downturn it is essential. No one would choose to face our current challenges. However in these circumstances there is a moral imperative to find activity with purpose for those affected by the recession. Opportunities must be seized. In a downturn new resources become available. These may be premises vacated in shopping centres. With firms on short-time working there may be more time to learn. People on reduced hours or looking for work may have the capacity to teach or volunteer as well as more time to devote to learning.

They may be people who want to put something back into their communities, to share knowledge, or to gain new skills. And in hard times the enormous personal health and well-being gains from learning become even more valuable. Our top priority is, of course, the practical training which can get people back to work quickly. But this is not the time to delay support for informal learning, but to increase and to take advantage of the opportunities we now have.

Quantifying the benefits

4. We know that informal learning impacts positively on mental and physical health and well-being. The recent Foresight report on Mental Capital and Wellbeing found that to 'Keep Learning' is one of the cornerstones of maintaining positive mental health and well-being. The other four steps: 'Connect with the people around you, Be physically active, Take notice of the world around you,

Give to others' are strongly supported by informal learning activity.

5. Particularly pertinent in the economic downturn, informal learning helps individuals develop the resilience and confidence to respond to challenging circumstances. Adult education helps people cope better with stresses of daily life as well as social change. In one study 80%² of learners reported a positive impact on their self-confidence and their ability to cope. And as the Foresight report states, our mental resources are as important as our physical resources in securing a society that prospers.
6. We know that informal learning helps develop vibrant, cohesive and socially-inclusive communities. In one study, adults taking leisure courses showed an increased level of racial tolerance compared to similar adults who had not taken courses.³ And informal learning contributes to social mobility and intergenerational transfer. Research by the Centre for the Wider Benefits of Learning found a strong correlation between taking courses not leading to qualifications and eventual achievement of Level 2 qualifications in adulthood⁴.

Our continuing cross-government investment in adult learning

7. We are continuing to invest significantly in adult education, including almost £1.5 billion annually supporting learning below level 2. In recent years we've rightly prioritised DIUS investment from a high number of short courses into longer courses that offer the greatest opportunity to gain skills for employability and further progression in learning. Planned investment in Train to Gain is £925m for 2009–10 and is planned to increase to over £1 billion by 2010–11, supporting over 1 million people get on at work. Government will also be investing over £1bn in apprenticeships, of which over £366m will go to funding apprenticeships for over 19s.
8. The priority given to vocational learning has led to an expected reduction in shorter courses funded by the LSC. Many of these are in areas where employers have a statutory duty to provide training, such as health and safety, first aid at work and food hygiene courses. Some have been in areas which, while popular, would not attract the highest priority or where learners are willing to pay full fees. Recreational language classes used to be one of the short courses most heavily subsidised by the LSC and many still take place, but in a different form. The Floodlight prospectus lists more than 1,000 Spanish courses in London alone. ICT courses are clearly important to prevent digital exclusion. Free courses are widely available through UK Online, but at present we are unclear about the extent to which we are meeting basic ICT skills needs. We have asked Baroness Estelle Morris to review provisions in this important area.
9. By prioritising funding in this way we have enabled record numbers of learners to achieve full level 2 and 3 qualifications and basic literacy and numeracy skills. We continue to safeguard £210m specifically for informal adult learning and provide around £40m each year for Specialist Designated Institutions – providers who offer regional and national expertise in informal learning.
10. LSC-funded learning is just one part of the vast array of informal learning opportunities available and should be seen in that context. Investment from other Government departments helps secure an infrastructure

2 Dench and Regan (2000) – a study of learners aged 50-71

3 Feinstein and Hammond (2006)

4 Sabates et al (2007)

which enables learning to thrive. DCMS-sponsored museums and galleries receive around £360m per year. Along with the National Lottery, DCMS will have contributed over £1 billion to the development of over 4,000 public sports facilities. Local authorities invest over £1 billion per annum in library services. The People's Network provides 65 million hours of free or very low cost (90% free) internet access every year through the public library network in the UK. Arts Council England will invest £1.3 billion between 2008 and 2011 in nearly 900 arts organisations. DCMS's Community Club Development programme has provided £100m to help community sports clubs increase participation and widen access.

11. Moving forward, we need to be smarter in the use of public funds to support informal learning, providing better join-up between the different strands of Government activity, and complementing private and third sector activity more effectively. DIUS will provide an additional £30m⁵ of funding in 2009–10, to support the innovation we want to see. We will invest this in facilitating partnerships and supporting innovative new approaches, reaching new and different learners.

Informal Learning – a rich tapestry

12. Informal learning is flourishing, with people seeking out opportunities for stimulation and enrichment in a huge array of settings. This process is not necessarily linear – people dip in and out of learning. Many different experiences can start a learning journey that deepens an interest or develops a passion. A key aim of this strategy is make it easier for people to navigate their way to new learning opportunities and get more engaged.

13. Learning is often stimulated by watching a TV programme or visiting an inspiring place. Following the TV programme 'Strictly Come Dancing' the number of people going to ballroom dancing classes more than doubled. Two million people watch Open University TV programmes every year. Visits to DCMS sponsored museums in England have doubled since the introduction of free access for all in December 2001. Most of the sponsored museums offer talks, lectures, courses, demonstrations and guided tours which enrich and support informal adult learning.

14. People are learning through sport, with over 53% of adults in England participating in active sport and 1.2 million individuals involved in coaching. Many are involved in grassroots sports funded through Sport England or in the cross-Government 'Free Swimming' programme. DH's *Change4Life* campaign, the London 2012 Olympics and lottery funded Healthy Living Centres are inspiring more and more people to take part. And many professional football clubs have adult and community learning programmes.

15. People are taking opportunities to learn from the built, historic and natural environment, and science centres:

- around 11 million people per year visit an English Heritage site. English Heritage also organises the annual Festival of History and sponsors Heritage Open Days and Festival of Archaeology events which attract thousands of people.
- the National Trust has 3.5 million members, and a year-round events programme to facilitate informal learning at the historic houses, coastline, woodland and gardens in its care. And it's not just about iconic sites, or great buildings. Our history and culture

are written in our buildings, public spaces, towns and cities. Using and experiencing the built environment helps people learn and appreciate what is special about our societies and communities.

- Science and Discovery Centres, which introduce the non-specialist public to science in engaging, interactive ways, attract over 11 million visits each year.

16. Taught courses continue to be a vital part of the mix. The range on offer is testament to their continuing popularity. These courses are not just the preserve of colleges. People are learning in faith spaces, for example the London Muslim Centre in Whitechapel holds classes in Islam and Muslim culture, exhibitions of Islamic art and interfaith discussions. The Jewish Community Centre of London holds creative writing and play-writing workshops. The Churches Conservation Trust hosts significant numbers of informal learning visits including from University of The Third Age (U3A) groups. As part of efforts to make church buildings more sustainable, congregations across the country are looking at what more their buildings can bring to communities including as a resource for informal learning.

17. Increasingly, people are getting together with others to organise their own groups for learning, meeting in school buildings as part of DCSF's *Extended Services* offer, public libraries, bookstores, cafes and online. There are an estimated 50,000 book groups in the UK and 709 active University of the Third Age groups with more than 209,000 members. And new technologies are opening up more ways to learn, participate and create.

The strategy – A learning revolution

18. There is a rich mix of informal learning activity taking place across the country, but some individuals and communities are not well-

placed to make the most of the opportunities available and disadvantaged groups risk losing out. We recognise we can do more to ensure there is a wide choice of inspiring opportunities in every community, accessible to everyone. This strategy sets out how we will facilitate and encourage a learning movement by building capacity within individuals and communities and connecting the people who can make this happen.

19. Government cannot do this alone. Our role is to be a catalyst for innovation and change. We can provide the framework to support individuals, communities, the public sector and the voluntary and community sector to create opportunities for informal learning. To make our vision a reality, we will need our partners in all sectors to play a role. We will work across Government, together with these partners to:

- Build a culture which values informal adult learning in all its forms, with a wide range of organisations promoting it.
- Support people to drive their own learning, in particular by making it easier for people who want to start 'self-organised' groups.
- Link up the learning provided by the public, private and third sectors to broaden choice and clarify the opportunities for learners.
- Make better use of technology to support learning and inform people about what's on offer.
- Ensure there is a wide choice of high-quality learning opportunities for everyone.
- Increase access to informal learning for disadvantaged groups.
- Recognise the leadership role of local authorities in securing a broad range of opportunities for people across the country.



Chapter 1: Building a Culture of Learning

We need to build a strong and diverse coalition of organisations to promote learning and point adults to new opportunities. This will help unlock choice, connect learning and develop awareness of the benefits informal learning can bring.

We will do this with the help of four initiatives: a Learning Pledge; a Festival of Learning; an Open Space Movement and a Transformation Fund.

A richer tapestry

- 1.1 This country benefits from a long and rich history of adult education. Responses to our consultation: *Informal Adult Learning: Shaping the Way Ahead* showed just how highly people value their reading group, evening class, sports coaching session or U3A membership. The explosion of interest in ballroom dancing, heritage and genealogy following popular TV programmes shows what's possible if we seize opportunities. And while there is already a rich tapestry of learning, we could help more adults take part. We need to help people navigate through the choices on offer to identify and access the learning opportunities they want.

1.2 To capitalise on the vast array of opportunities to foster a love of learning, we must address three systemic weaknesses in our current system. These weaknesses, identified by consultation respondents, prevent us from exploiting the full, exciting potential of informal learning:

- The role and benefits of informal adult learning are not always clearly understood by policy makers, stakeholders and potential learners
- Government departments, and our partners, need to be better joined up to maximise the impact of public investment in learning
- Adults, providers and facilitators of learning need more information in order to make connections, signpost potential linkages and progression routes.

Building a shared purpose

1.3 The full breadth of informal adult learning is not yet underpinned by a common identity, a shared 'purpose' or a mutual understanding of the potential benefits. The many adults who take part in informal learning experiences - in libraries, museums, colleges, theatres, offices, pubs or online – often don't recognise themselves as participating in learning at all. The same goes for providers. Many organisations contribute directly or indirectly to the wealth of informal learning experiences on offer. But lots of them do not recognise, or receive recognition for, the part they play in learning. It is harder to create synergies, unlock opportunities, and better connect learning opportunities without this common identity and shared purpose.

1.4 The debate started by our consultation last year has already started to build this shared purpose. Organisations that might not

previously have seen themselves as partners are now actively collaborating in order to bring new ideas to life. But we must go further. We believe that Government should now take on the challenge to create the conditions that enable informal learning to thrive – promoting a culture in which learning is seen as an intrinsic part of daily life and a key to well being. To build this shared purpose, we need to:

- **establish a clearer identity for informal learning** and make more people aware of what this kind of learning can do for us
- **raise the profile, visibility and connectivity** of informal learning across central Government and stakeholder organisations
- **engage all those organisations and groups who deliver or facilitate learning** so that they know they are part of the informal learning movement.

Core principles

1.5 Our definition of informal learning is broad and the boundaries are sometimes unclear. We consider this breadth to be a strength. So we don't want to narrow the scope of what constitutes informal learning. Instead, we believe the first step towards a clearer identity is to develop core principles for informal adult learning. We asked NIACE to develop the first version of the principles in November 2008. Organisations who attended the consultative policy roundtables in December then helped to edit the draft principles through an online wiki. We will launch the final version during Adult Learners Week 2009.

INFORMAL ADULT LEARNING IN THE 21st CENTURY

Informal Adult Learning: a working definition

Informal learning is learning for its intrinsic value. It encompasses a huge variety of activities: it could be a dance class at a church hall, a book group at a local library, cookery skills learnt in a community centre, a guided visit to a nature reserve or stately home, researching the National Gallery collection on-line, writing a Wikipedia entry or taking part in a volunteer project to record the living history of particular community.

Although informal learning can be a good way of developing work-related skills, this movement is made up of a kaleidoscope of part-time, non-vocational learning where the primary purpose isn't to gain a qualification. People participate for enjoyment and are driven by their desire for personal fulfilment or intellectual, creative and physical stimulation.

Such activity also contributes to the health and well-being of communities by building the confidence and resilience of the individuals involved. The social relationships that develop as a result of this informal learning can provide networks of support and solidarity. For the low-skilled and under-confident, informal learning can be an important stepping stone to further learning and a more skilled future.

Overarching principles

Informal adult learning is about:

- Learning to know – becoming inspired, discovering and exploring, developing a passion for learning, acquiring knowledge and understanding of ourselves, our immediate world and beyond
- Learning to do – gaining skills, confidence, competence and practical abilities
- Learning to live together – learning tolerance, mutual understanding and interdependence, sharing the experience of learning with family and friends
- Learning to be – developing our selves, our mental and physical capacity, wellbeing and autonomy, and our ability to take control of our lives and influence the world around us.*

Principles for implementing informal adult learning policy

1. Developing shared values and a shared vision of informal learning across the public, voluntary and private sectors
2. Implementing the principles of inclusion, equality and diversity
3. Building on good practice and welcoming innovation
4. Engaging everyone, including people who are on low incomes and/or have had the fewest opportunities
5. Increasing access to, and use of, information technology, digital communication and new ways of learning
6. Consulting, respecting and celebrating the success of individuals and organisations with a passion for adult learning
7. Maximising the use of public and private resources, including spaces for learning
8. Encouraging sustainability and building it into the learning offer
9. Joining up with other relevant agendas, including formal learning, creative arts, sporting, environmental and cultural.

Informal learning benefits individuals, families and communities by:

1. Building communities of active, confident, enthusiastic, critical, creative people, who also help others to learn
2. Promoting empowerment, civic participation and engagement
3. Contributing to mental and physical well being
4. Enabling individuals and groups to prepare for, and respond, to change
5. Supporting choice and diversity
6. Supporting social contact and independent living for older people and people with learning difficulties or disabilities
7. Stimulating all aspects of people's lives, promoting intergenerational learning and improving employment prospects.

* Principles based on 'Learning: the Treasure Within' report to UNESCO of the International Commission on Education for the 21st Century

A Learning Pledge

1.6 We need to go further to put these principles into practice, and build on the momentum started by the consultation. We will invite organisations to show their commitment by signing a learning revolution pledge, kick-starting a movement owned by the people and organisations that promote learning for its own sake. The pledge invites a wide range of organisations - Government departments, local authorities, the cultural sector, sports bodies, national membership organisations, broadcasters and technology companies, to sign up to the core principles and make

a practical, individual contribution to implementing the strategy

1.7 The pledge is the first step to fostering change on the ground. We will create a network of ambassadors from organisations who have signed the pledge in order to spread good practice and help achieve pledge aims, supported by an innovative pledge web-space. We will review and celebrate progress against the commitments as part of our Festival of Learning.

A Festival of Learning

1.8 An enormous number of organisations participated actively in our 2008

A Pledge for Learning

We pledge to play our part in the movement to bring informal learning to life.

We will be an ambassador for learning. We will use our resources and influence to create and sustain an informal learning culture.

By making this pledge, we will:

- Support the core principles of informal learning and encourage others to sign up
- Advocate wider participation, especially for those who have benefited least from learning
- Find flexible ways of using our existing spaces, or opening up new spaces, for learning
- Encourage and support learning organised by people for themselves
- Embrace new ways of learning, including the use of technology and broadcasting
- Find and work with new partners to increase learning opportunities
- Celebrate our successes

Becta, British Library, BT, BUPA, Business in the Community, Campaign for Learning, Channel 4, Cheshire County Council, Church of England, Citizens Advice Bureau, City Lit, Civil Service Pensioners Association, Communities and Local Government, Community Media Association, Croydon Council, Department for Children, Schools and Families, Department for Culture, Media and Sport, Department for Innovation, Universities and Skills, Department for Work and Pensions, Digital Unite, Derbyshire County Council, Dudley Metropolitan Borough Council, Engage, English Heritage, First Bus, First Taste, Ginsters, Global Digital Broadcast, Gloucester County Council, HOLEX, Homeless Link, Kent County Council, Kew Gardens, LEAFA, Life Academy, Local Government Association, Mars, Merseytravel, Microsoft, Museums Association, Museums, Libraries and Archives Council, National Association for Voluntary & Community Action, National Federation of Women's Institutes, National Literacy Trust, National Trust, NIACE, Norfolk County Council, Open University, Royal Horticultural Society, RSPB, RWE nPower, Scottish & Southern Energy, Southern Railway, Sport England, SS Great Britain, Stockton Borough Council, The Age and Employment Network, The Association of Science and Discovery Centres, U3A, UK Online, Unionlearn, UNISON, UNITE, Voluntary Arts Network, Westminster City Council, Workers Educational Association.

consultation. New partnerships are building links and widening choice, creating more opportunities for adults to join in. Positive developments have already come about, including plans to establish a nationwide network of U3A volunteers who can help fledgling U3A technology users, as a result of collaboration between UK Online and the Third Age Trust. To build on this momentum and successful approaches such as Adult Learners Week and Older People's Day, we will support a Festival of Learning in Autumn 2009. The Festival will host a wide range of national, local and virtual events focused on engaging more and different groups of learners. We will work closely with partners to design and deliver this festival, encouraging everyone from national broadcasting organisations and grassroots community groups to get involved. The Festival will be supported by a national campaign to promote the benefits of informal learning, reinforcing the message that informal learning builds communities of confident, curious, critical and creative people.

1.9 Having brought together a much wider range of informal adult learning partners, we need to give organisations the opportunity to get together and continue to share ideas. So we will sponsor an annual informal adult learning EXPO event which will bring together all organisations with an interest in informal learning to:

- develop new informal learning opportunities
- celebrate successful partnerships and new delivery models
- discuss emerging trends in informal learning

A transformation fund

1.10 We want everyone to have access to a broad range of exciting informal learning opportunities. Government needs to act as an enabler, providing the resources that allow organisations to come together to test new ideas and increase choice. Partnerships, for example between galleries or community broadcasters with exciting resources and third sector organisations with good reach into local communities, can open up learning for whole new audiences. In the current difficult economic conditions, empty shops and premises could offer fantastic opportunities to host learning events on the high street, engaging the community in new experiences. Vouchers, for example to enable a group of learners to organise their own courses, or choose from a range of local learning opportunities, could tempt adults to try something new. We want to maximise the opportunities for learning by supporting creative collaboration and innovation.

1.11 So we will publish a prospectus inviting bids to a new £20m transformation fund, and allocate funding to the best proposals. We will retain maximum flexibility, ranging from say, 100% grants for small community organisations to matched funding for schemes involving local government, colleges and universities and partnerships making the most of technology and broadcasting. We want to use this funding to test new ways of working and new approaches, strengthening the 'wiring' that needs to be in place for a learning revolution to succeed.

An open space movement

- 1.12 The festival and transformation fund will highlight and extend the choice of learning opportunities available. It is choice we want to encourage – so that all adults have something to entice them into learning. One choice is for adults to take control of their own learning. Over the past decade or more, adult learning has been transformed by learners themselves. Alongside the traditional evening class, more and more people have been choosing to organise their own learning, in formal or informal groups.
- 1.13 Our consultation found that many respondents would be interested in belonging to, or setting up, a self-organised group if advice and suitable free or low-cost accommodation could be made available. We will improve support for self-organised learning by developing on-line guidance on how to set up, support and maintain a self-organised group. The University of the Third Age has already started working with NIACE on a project to develop guidance to help extend the reach of the U3A model. We will also develop guidance for learners and providers on migrating from an established class to a self-organised group, including tips on finding a low cost venue, getting training for a group facilitator and selecting a private tutor.
- 1.14 As part of the learning revolution, we want to sow the seeds of an open space movement where organisations throw open their facilities for informal learning. The pledge will encourage organisations wherever possible and practical to make open space (ie free or low-cost space) available for informal learning. The Learning Revolution logo will help learners locate these spaces. We see schools, colleges, faith spaces, community centres, healthy living centres, workplaces and libraries as having a particularly important part to play in widening community access to informal learning, whether the learning is provided by the public, voluntary or self-organised sector. We will work together across Government to help make this happen.
- 1.15 DIUS will help lead the way. FE funding has rightly been prioritised towards vocational learning that leads to qualifications. Colleges have consequently focussed strongly on vocational learning in recent years. But colleges continue to provide or host a wide variety of high-quality informal courses which enrich their communities and many colleges open up their buildings for the community to use. We will insert a requirement into the Financial Memorandum for colleges to consider how they will open up their premises and facilities. Colleges will publish details of their community access policy annually and report on their progress and achievements each year. We will strongly encourage all colleges to sign the informal learning pledge, work with partners to develop guidance on overcoming barriers to access and work with the Association of Colleges to establish a beacon award for opening up spaces and offering other support for community groups.
- 1.16 Higher education institutions have a rich history of civic engagement and extramural activity. Their venues and spaces, including theatres, lecture halls, galleries, libraries, archives and places of worship, often provide engagement with learning opportunities for local and regional communities. Beacons of Public Engagement provide exemplars of good practice in working with the wider public including promoting informal learning. Often people who might benefit from these informal learning experiences may be

University of Cambridge

The University of Cambridge opened the doors of its world class facilities to over 8,000 attendees for 200 mainly free events at the 'Cambridge Festival of Ideas'. The festival offered the chance for visitors of all ages to learn more about the world, on both a global and local scale - from politics to the study of different cultures, as well as literature, languages, drama, art and beyond. The festival included talks, performances and discussions with some of the world's foremost academics and experts in the field. A key part of the festival was the opportunity to learn how to take your interests further and generate enthusiasm for learning. The festival was supported by the Higher Education Funding Council for England (HEFCE) through their Higher Education Innovation Fund and sponsorship from a number of local and multi-national companies.

unaware of the possibilities and this should be a key part of the drive for change.

- 1.17 To build on these opportunities, HEFCE will explain to HEIs how they can demonstrate their commitment and contribution through the informal learning pledge and, as part of their strategy for the social dimension of the third stream of funding, will set out how HEIs can work with others to support the wider engagement of the community through informal learning. With Guild HE and

Universities UK we will identify the extent of current activity and disseminate best practice to promote informal learning, encourage access and make more visible the work HEIs do for adult learners that could be taken up further by the communities they serve.

Other Government Departments are also working to open up spaces and places

- 1.18 Schools and Children's Centres are vital assets for the whole community. Opening school spaces, such as classrooms, sports

The Courtauld Institute of Art

The Public Programmes department aims to make the knowledge, resources and unique collections of The Courtauld Institute of Art available to those outside the formal education sector. The department delivers an exceptional range of activities that offer opportunities for members of the public to develop their understanding, knowledge and enjoyment of art and art history, whatever their age or background.

As well as offering access to the Courtauld's world renowned collection, one of the key aims of the programme is to help participants understand the role of art historical research in the transmission of ideas and cultural knowledge between generations and cultures.

"The site visits were a real treat! Very useful to be able to put things into context and be allowed access to manuscripts and photos."

"I have the bug now! The study visit was great and it was really interesting to see what I had heard about in the course."

facilities, libraries and ICT suites, for community use is already part of the core Extended Services offer. A MORI poll published in Jan 2009 shows that over 50% of all schools now open their facilities to the community. This figure rises to 86% among secondary schools. Despite that, anecdotal evidence suggests that self-organised groups can find it difficult to negotiate access to school facilities.

1.19 The Department of Children Schools and Families (DCSF) wants all schools to offer extended services by 2010, which could include promoting learning to parents and the wider community and opening their facilities for those who want to learn. DCSF will be publishing a White Paper on the 21st Century School in the spring. This will encourage schools to build further on their role within the wider community, including through informal learning. As a first step DIUS and DCSF will encourage schools to sign the informal learning pledge, and once the White Paper has been published, the Government will refresh the guidance on adult learning in schools.

1.20 Communities and Local Government (CLG) will work with the Local Government Association (LGA) to raise awareness of the pledge. CLG's *Advancing Assets* programme is opening up more local spaces for community use by encouraging the transfer of underused local authority assets to local organisations, supported by the Office of the Third Sector fund which provides grants for refurbishment. In the context of the *Advancing Assets* programme, CLG will promote informal adult learning as an example of how community assets can benefit local people. CLG's *Communitybuilders* will strengthen the resilience of organisations at local level and provide, among other things, a place for community activities.

1.21 The Department of Health (DH) strongly supports informal learning activity because it plays a central role in building healthy communities. DH's Change4Life and five-a-day campaigns are helping people to learn about nutrition and being more active. DH will encourage Primary Care Trusts (PCTs) and Healthy Living Centres to sign the informal adult learning pledge and where possible and affordable, open up their spaces so that self-organised groups can meet in local community health settings. DH will encourage the National Health Service (NHS) to have new health buildings include access to community space for meeting and learning.

1.22 DCMS supports the pledge. Three of its NDPBs, Sport England, the Museums Libraries and Archives Council (MLA) and English Heritage have already signed up. In addition, the Churches Conservation Trust and the Voluntary Arts Network have expressed support for the pledge. DCMS will work with its sponsored bodies to encourage libraries, museums, galleries, arts

Booktalk

Essex Library service supports over 400 'Booktalk' reading groups. A network of reader development 'champions' help to set up groups and recruit new members across the County. Booktalk groups can make use of extended book loans, meeting spaces and an online space called 'Ask Chris' all provided by the library service. Ask Chris brings together the knowledge and enthusiasm of Booktalk participants, library staff and other readers to share recommendations on books and reading with the whole community.

organisations and sports centres, to sign the pledge. DCMS's ambition is that these venues should have a strategy for opening up more space for learning, including self organised learning. The DCMS Library Service Modernisation Review will challenge public library services to be more efficient and more responsive to the needs of their communities, enabling traditional support for learning, such as information, study space and lending services, to be improved.

1.23 The Museums, Libraries and Archives

Council has set a target of encouraging 3,000 individual museums, libraries and archives to sign the informal learning pledge by March 2010. MLA will also set up a new challenge fund offering small grants to enable museums, libraries and archives to develop capacity and encourage innovation in supporting self-organised learning. MLA will also convene an Adult Learners Board to:

- identify a core adult learning offer that could be expected from museums, libraries and archives
- foster improved delivery of informal learning through integration and partnership between museums, libraries and archives and other organisations
- promote a mixed economy of public, private and self-organised learning communities by encouraging partnerships at national, regional and local authority level.



Chapter 2: Increasing access to informal adult learning

Our ambition is for every adult to be able to access and benefit from a wide choice of informal learning. At the moment the key to informal learning turns most easily for people who are already motivated, confident and educated. Other people may find it more difficult to access informal learning. Responses to our consultation confirmed that local solutions are likely to be most effective in removing barriers to participation. Government will act to enable this, ensuring that local partners have the resources and support they need

Working with our partners, we will take targeted action to:

- widen informal learning opportunities for older people
- reach out to people who are disadvantaged
- develop a package of support for community learning champions
- increase the availability of informal learning in the workplace.

We will ensure that our new transformation fund reaches new and different learners and widens participation by encouraging new partnerships and innovative approaches.

2.1 We want every adult to benefit from informal learning, especially those people who have had the least access to learning and are least able to fund it themselves. The benefits of informal learning are clear and it's important that everyone can learn more about the things that interest and inspire them – whether they learn simply for pleasure or as a first step into more formal learning.

2.2 Some people find it easy to participate in the many different kinds of informal learning that are available. Other people may:

- lack motivation and confidence
- find learning off-putting because of their previous experiences
- face financial barriers

- find it hard to get information about the things they want to learn
- feel they don't have enough time because of work or family commitments
- lack the additional support they need to access learning, for example if they are not very mobile, suffer mental ill health or have learning difficulties.

Widening participation and improving access

2.3 Our new transformation fund will provide additional resources to help develop the new partnerships and innovative approaches that support wider participation. The funding criteria will encourage a wide range of bids from organisations that can reach into communities and support adults who are excluded and disadvantaged.

John Litherland

John Litherland, 33, is profoundly deaf. His mother tongue is not English but British Sign Language. John works at the Royal School for the Deaf in Derby, where he manages and coaches young deaf footballers. He enrolled in the Football Association's Level 2 coaching certificate so that he could make sure that deaf children were getting the same sporting opportunities as their non-deaf peers.

"Learning gives me the opportunity to fulfil my role in society, giving me the chance to develop and further my skills," John says through an interpreter. "This then has a knock-on effect and gives the children I coach the chance to develop and further their skills."

Increasing opportunities for older people to learn

2.4 A recent Help the Aged survey⁷ revealed that nearly half a million older people in the UK leave their home only once a week or less. Nearly 300,000 have gone a full month in the last year without speaking to family or neighbours. The recent Foresight report *Mental Capital and Wellbeing: making the most of ourselves in the 21st century*⁸

identified the maintenance of mental capital among older people as a key issue for this country's future.

2.5 The United Kingdom has an ageing population. By 2030, nearly half the population will be over 50. This has implications for both re-skilling adults who remain in the workforce and for meeting the learning needs of those who are in, or approaching, retirement. People are

7 Help the Aged 2008

8 Government Office for Science, 2008

living longer, healthier lives. Whether they're working or not, older people want to continue to be active members of their families and their communities. For many older people, participation in learning is an essential social activity, an opportunity to make new friends and a chance to take an active part in life. The skills and energies of older volunteers make a huge contribution to a wide range of community projects. So improving access to informal learning for older people is a key strand of work.

2.6 We will continue to work with the Cabinet Office, the Department of Health and the Department for Work and Pensions to update our commitments from *Opportunity Age* in the new strategy for an ageing society, removing barriers to learning and opening up more opportunities for older people to learn.

2.7 The years leading up to retirement are important ones. We all need to take time to prepare for the departure from full-time work and for the major life changes to come. We will work with the Life Academy and other older people's organisations to improve the availability of pre-retirement activity. This will include:

- extending the availability of structured pre-retirement courses offered by colleges and other learning providers
- developing free online pre-retirement resources
- with DWP, working with employers and unions to promote the availability of pre-retirement activity in the workplace.

2.8 Our consultation also showed us that we need better targeted information for older people so that they can find out about local learning opportunities and ask for support and guidance about learning in later life.

So we will develop better communications with older people to inform them about all kinds of learning activities, linked to other measures to be included in the forthcoming strategy for an ageing society.

2.9 Countering discrimination on the grounds of age continues to be a priority across Government. Protection from discrimination on the grounds of age was introduced in the area of employment and vocational training through the Employment Equality (Age) Regulations 2006. We know there are concerns that action by some learning providers to withdraw age-related fee concessions, in the belief that they may be unlawful, can create a barrier to accessing learning. In fact, age-related practices like fee concessions can be objectively justified, provided they can be demonstrated to be a "proportionate response to a legitimate need." So we will continue to reassure learners and providers that age discrimination legislation does not outlaw concessionary fees, but that providers must make their own decisions in the light of local circumstances and the published guidance, taking into account their own legal advice if appropriate.

2.10 Working with NIACE, BUPA and First Taste, and in partnership with the Department of Health and key sector bodies, we will take action to improve informal learning opportunities for older people in care settings. We know that informal learning enhances the health and quality of life of people in both day care and residential settings, but too often it's missing. It's often especially important for the most vulnerable older people, including people with hearing or sight problems and in the more advanced stages of dementia.

2.11 We want to help day care and residential staff to develop the confidence and skills to encourage and support learning activity. We will promote the important role of informal learning in improving the wellbeing of older people, especially people

who are frail. We will publish guidance to support public, private and voluntary sector care providers to open up learning opportunities for people in care settings, based on the best of current practice.

Norman Mann

84-year old Norman Mann first went to Interact because he wanted to take part in activities to ease his depression and help him cope with the death of his wife of 47 years. After taking a confidence-building course he began to recognise his abilities, cared more about his appearance and felt more motivated.

An exercise class for the over-60s followed, then Norman started learning yoga. He joined an Expert Patients' Programme and subsequently became a volunteer, whilst also joining a Triumph Over Phobia group and delivering leaflets about its work to all the local surgeries.

Norman has moved from a position where he was paralysed by his grief to one where he is interacting with others and sharing his experience. He is a powerful example of the benefits of learning and a role model. Norman makes other people feel good about themselves.

Making Learning Accessible

2.12 Informal learning can make a unique contribution to the lives of people who are disadvantaged, excluded and marginalised. It helps to tackle disadvantage because it engages, stimulates and inspires, building on an individual person's passions and interests. So informal adult learning can and must reach out to people who are disadvantaged.

2.13 But first, let's make it clear. We want every adult to be able to choose from a wide range of different informal learning opportunities, whatever their circumstances. We don't want a special offer that's targeted at disadvantaged people. This may sound obvious. But sometimes there's been a tendency to assume that people who are excluded or disadvantaged in one area of their lives will only be interested in particular kinds of learning. We don't think so.

2.14 We do think that there are very important role models, mentors and foot soldiers in local communities who are supporting, befriending, encouraging – and sometimes cajoling - friends, neighbours and workmates who are experiencing poverty, depression, disability, mental ill health, exclusion and other forms of disadvantage. And there are a host of other people who work in a professional capacity with people who are experiencing disadvantage – advisers, health visitors, community health workers, counsellors, probation officers, Citizen's Advice workers, school liaison officers, and many others who work with specific groups.

2.15 We want to engage, motivate, connect and support the foot soldiers and professional workers who are closest to disadvantaged and excluded individuals in order to:

- bring informal learning activity closer to the people who will most benefit from the opportunity to learn
- help people take their first steps in learning
- signpost and support onward progression to further informal or formal learning.

2.16 Third sector organisations are often best placed to work with people who are affected by disadvantage. So the National Association for Voluntary and Community Action (NAVCA) will spearhead a new forum for third sector organisations with an interest in informal adult learning to encourage joint working, build new partnerships and develop new delivery models to widen participation and reach out to new learners.

2.17 DIUS currently invests £20 million each year for Neighbourhood Learning in Deprived Communities (NLDC). We will continue to prioritise our NLDC spending to support the development and delivery of learning opportunities for people living in disadvantaged neighbourhoods and build the capacity of voluntary and community organisations.

2.18 DCSF and DIUS funding for family learning already brings informal learning opportunities to disadvantaged families in deprived and marginalised communities, focusing on non-resident fathers, BME and ethnic minority communities, the wider extended family (especially grandparents) and carers. We are working closely with DCSF and the LSC to monitor and review the use and application of the Family

Learning Impact Funding in the light of the first year's operation. We need to ensure that family learning continues to meet local needs and priorities but also that it can focus effectively on specific aims, like encouraging greater parental engagement in their children's learning, engaging fathers and boys, tackling the culture of guns, gangs and knives, staying safe, enabling access to family learning for minority groups and supporting families who have a family member with learning difficulties and/or disabilities.

The WEA

The Workers' Educational Association (WEA) works in the heart of local communities with adults from very diverse backgrounds – particularly those who have previously missed out. Its membership scheme enables its 20,000 members to engage with WEA's democratic process. Members can play a key role in organising local courses where no other provision exists and where it would not be viable without their input. Members can be elected to governance roles locally, regionally and nationally – right up to Trustee level. The significant contribution of volunteers to the work of the WEA was identified as a strength in the recent Ofsted inspection report.

Worcester College of Technology

Worcester College of Technology provides adult and community learning at locations throughout the city as well as on its main campuses. There's a wide range of recreational subjects on offer – and 63 different community activities, including work with elderly people, Asian women, parents at home with children and low paid workers looking for a better job.

And for the unemployed there are courses to help people get back into work, offering help with confidence building, CVs, job applications and interview skills as well as optional units in work-related areas like painting and decorating, catering, finance and working with computers. All the help is completely free and offered through one-to-one or group sessions.

A support package for community learning champions

- 2.19 But we want to do more to make sure that people who experience disadvantage can benefit from informal learning. So we will introduce a new package of support for community learning champions, learning ambassadors and other foot soldiers
- 2.20 Community learning champions and learning ambassadors are part of the vital cadre of foot soldiers who can encourage peers, neighbours and friends to take up learning.
- 2.21 There are many community learning champion schemes operating around the country. A February 2008 report commissioned by NIACE estimated that there were around 985 learning champions operating across at least 44 schemes, including both paid and volunteer champions. However, there is currently

a lack of strategic leadership and co-ordination between these schemes. We need to learn from the best practice and provide more opportunities for support and development.

- 2.22 Learning from effective practice in the most successful schemes, we will invest up to £3m, engaging a national delivery partner or partners to design and implement a national support programme, to include:
- a network and national advisory group for community learning champion schemes
 - regional events and an annual conference for community learning champions
 - a light touch system for assuring quality, improving outcomes and improving data sharing to track outcomes
 - a coherent training and development framework and access to continuing professional development
 - successful and sustainable approaches to recruiting volunteer champions
- 2.23 We will ensure that learning champions are able to make strong links with the new adult advancement and careers service networks as they develop, so that adults can be referred for high quality information, advice and guidance.
- 2.24 CLG's *Take Part* local pathfinder programme is encouraging people to take part more actively in their local area. The programme will develop resources that can be adopted by local authorities to build the knowledge, skills and confidence of local people so they can participate more fully in their communities and take up civic roles. We will ensure that strong links are developed

between the *Take Part* programme and the support arrangements for community learning champions at the local level.

Increasing informal adult learning in the workplace

2.25 There are still many people in the workforce with low skill levels and low aspirations. A recent unionlearn survey demonstrated the importance of personal development learning as a complement to vocational training. Informal learning can help improve morale, promote well-being, boost confidence and build team working skills.

Hertfordshire Trade Union Learning Centre

Led by Unite and supported by unionlearn, the learning centre is a partnership with other unions and is well used by local workers, people in the local community and unemployed people referred by Job Centre Plus.

Many of the new learners lack confidence and welcome support from the friendly and professional staff who give them advice and support to find the learning that's right for them. Whether it's using a computer for the first time, getting fit at the local gym or getting help with managing their money, staff know exactly what's available locally through links with Watford Learning Partnership who, along with other community groups, use the centre for their meetings.

According to Christine Brooks, Unite's Learning Support Manager "We're delighted to provide all kinds of learning to local people and have seen now people's lives are transformed by the service we offer."

- 2.26 Union Learning Reps (ULRs) report that many learners are initially engaged in the learning process through informal adult learning opportunities in the workplace. As they develop confidence, learners progress successfully into work-based vocational pathways.
- 2.27 We spend £21m each year supporting workplace learning through TUC's unionlearn, including funding for the ULRs who already play a major role in engaging and supporting disadvantaged individuals in workplace learning. To build on this we will introduce a plan for informal learning in the workplace which will:
- open up at least 50 Union learning centres for wider community use, including for self-organised learning
 - widen the Collective Learning Fund (joint funding to support learning in the workplace) criteria to include informal adult learning in the workplace
 - develop awareness raising materials and guidance on informal learning for ULRs
 - use the Union 'Climbing Frame' tool to help ULRs understand the role of informal adult learning as part of a progression pathway
 - widen the availability of pre-retirement activity in the workplace
 - strengthen the evidence base for informal adult learning activity in the workplace
 - scope a scheme to encourage employers, as part of their corporate social responsibility, to offer premises for informal learning free or at low cost to employees and/or for local community groups.

Ginsters

Ginsters offers regular events to promote learning through their Samworth Academy. The business recently encouraged employees to share their own passions with fellow colleagues. This resulted in family history research, guitar lessons and about 40 Ginsters employees taking to Dartmoor to try letter-boxing for the first time.

Mars

Mars take associate (employee) health and wellbeing seriously, and as such have a range of initiatives in place which also support informal learning. Mars' Winning With Wellness Programme focusses on 4 key lifestyle topics: smoking cessation, diet and nutrition, stress management and physical activity. Mars offers a range of exercise classes such as Pilates, Yoga, Boxercise, Circuits, Aerobics and Salsa. Associates also get the opportunity to become 'Wellness Champions and given time within work hours to develop this interest and support the Winning with Wellness programme.

2.28 *Business in the Community* (BITC) recognises the importance of informal learning as part of responsible business practice. BITC launched Business Action on Health in October 2007 as a business-led campaign to help companies understand how to promote health and well-being in their organisations for the benefit of their people as well as their bottom line. Informal learning has a key place in improving health literacy and improving well-being, alongside more formal learning and training.

2.29 DIUS will work with BITC to provide practical examples of successful employer approaches to informal learning in a toolkit and at the WorkWell summit in May. Building on this, we will develop and trial innovative new approaches to informal learning in the workplace and showcase these to highlight the impact on employers' bottom line. The transformation fund might also support new approaches to employer supported informal learning.



Chapter 3: Transforming the way people learn through technology and broadcasting

At work and at home, digital technologies are becoming central to our daily lives. Every day broadcasters deliver inspirational content that starts people learning. Growing numbers of people are generating their own content and creating their own online communities. The web allows us to share information and communicate with other people on a scale unimaginable only a few years ago. But we are only just starting to realise the potential.

Our strategy aims to:

- help adults develop skills, confidence and access to technology so they can participate in a wider variety of learning experiences
- harness the power of technology to create more, and different, learning opportunities
- stimulate new partnerships, using broadcasting and technology as a bridge to bring learners together, cross traditional boundaries and spark new ideas or ways of doing things
- maintain momentum so informal learning is at the forefront of emerging new technologies.

Working with a wide range of partners, we will:

- launch an independent review of ICT Skills for Adults chaired by Baroness Estelle Morris
- ask UK Online to take on a stronger role in championing informal learning and supporting digital inclusion
- working with CLG, establish a network of Digital Mentors
- invite leading innovators to take part in a competition to create an online directory of informal learning activities and a directory of spaces for informal learning
- use the new transformation fund to encourage the use of broadcasting and technology to enrich learning
- establish a broadcasting forum to explore how we can make the most of all types of broadcasting for informal adult learning purposes, including making more content free to access and open to share.

3.1 Digital technologies are quickly becoming fundamental to every aspect of our daily lives - in the workplace, at home and at leisure. New technologies form the backbone of our knowledge economy and are a vital part of today's learning landscape. 65%⁹ of all households now have an internet connection and almost 90%¹⁰ of the population have at least one digital television in their homes.

3.2 These platforms offer a way into learning for many adults. Broadcasters and technology companies can popularise issues and connect entertainment with learning, helping viewers and listeners to develop an initial interest into something richer. The BBC's learning pages encourage learners to deepen their interests through partnerships with the RSPB, The Royal Horticultural Society, Kew Gardens and others. Sky Learning Explorer is a learning resource which recommends TV programmes linked to interests and passions, and signposts users to further opportunities such as Open

University taster courses and the National Trust's Discovery Programme.

3.3 New technologies are opening up different and exciting ways to learn. DVDs are a popular informal learning tool, but will in time be overtaken by direct downloading or live streaming over the web. Gaming technology offers multiplayer, online interaction and is being used to support collaborative learning. The internet can open up the rich resources held in archives, galleries and museums to a much wider audience.

3.4 Online communities offer unprecedented access to experts, discussion groups and peer to peer learning. Teachers and learners are getting together through online routes such as the *School of Everything* website which helps connect people who want to learn with passionate teachers, both qualified and 'pro-ams', in their local areas. *Meetup.com* connects self-organised groups for French conversation, political

9 National Statistics Online, August 2008

10 Digital Britain – The Interim Report, January 2009

debate, film discussions and many other kinds of learning. Adults are creating their own content - passing on knowledge and learning from others. The *Videojug* library offers free factual video content online, with bitesize tutorials across a wide range of subjects.

3.5 Technology and broadcasting are fundamental to realising our vision of joining-up informal learning provided by different sectors, in different contexts and using different media. Much is happening. Exploiting the potential will help to deliver a nationwide offer that is flexible, broad, forward-looking and innovative, and more than a sum of its parts. Government can help bring together leading innovators, technology companies and broadcasters to create new connections and widen access to opportunities so they are not the preserve of a few. Becta and its national partners already have in place initiatives to support the FE workforce. We have asked them to consider how best to support the particular training and development needs of the informal learning workforce.

3.6 Our priorities for action are to:

- help adults develop skills, confidence and access to technology so they can participate in a wider variety of learning experiences
- support teachers and leaders of informal learning to make the most effective use of digital technologies
- harness the power of technology to create more, and different, learning opportunities

- stimulate new partnerships, using broadcasting and technology as a bridge to bring learners together, cross traditional boundaries and spark new ideas or ways of doing things
- maintain momentum so informal learning is at the forefront of emerging technologies.

ICT Skills and Digital Inclusion

3.7 People will get the most out of learning if they are able to access new technologies and develop the skills to use them. We want everyone to be able to use technology to support and enrich their learning. But 17 million people in the UK still do not use computers and the internet¹¹ and are excluded from the wealth of opportunities technology presents. It's imperative that we take steps to tackle digital exclusion. The Government recently published the interim report of *Digital Britain*, which sets out a plan to secure Britain's place at the forefront as digital technologies reshape our communications, entertainment, information and knowledge industries. *Digital Britain* recognises the huge opportunities technology offers to learners and the need to ensure that everyone can participate in the digital world.

3.8 One of *Digital Britain's* five key objectives is 'fairness and access for all' in developing the skills and digital literacy to enable near-universal participation in the digital society. Free courses are widely available through UK Online but at present we are unclear about the extent to which we are meeting the need for basic ICT skills, particularly those which may be regarded as functional skills for life and employability and/or which enable people to make practical use

11 Delivering Digital Inclusion: An Action Plan for Consultation, CLG, 2008
<http://www.communities.gov.uk/publications/communities/deliveringdigitalinclusion>

of ICT for leisure and learning. To support the growing importance of digital skills at home and in work, we have asked Baroness Estelle Morris to chair an independent review of ICT Skills for Adults to provide a wider understanding of the current position. The review will address both the user skills required to participate effectively in the digital society and the best delivery mechanisms to engage and upskill adults.

3.9 We will work closely with CLG over the coming months to help implement *Delivering Digital Inclusion: An Action Plan for Consultation*. We want our strategies for tackling digital exclusion to help open up opportunities for learning. UK Online will play a vital role. The access to equipment and the ICT skills that people develop in UK Online centres open the door to many other learning opportunities. There are over 6,000 UK Online centres – on high streets, in internet cafes, libraries and community centres - offering a whole range of activities from learning how to use the internet to online courses in ‘Understanding your family history’ and ‘Managing finances.’ This trusted local service currently attracts more than more than 2 million people each year.

3.10 UK Online centres are in a very strong position to widen access to informal learning. Centres and their staff are powerful advocates for learning in marginalised and disadvantaged communities. We will therefore ask UK Online centres to take a stronger role in promoting informal learning. This will include:

- hosting a range of new courses
- offering space and support for self-organised learning

- developing new partnerships with broadcasters and 3rd sector organisations
- providing a route to advice through the new adult advancement and careers service networks.

3.11 UK Online’s ‘myguide’ is a free and easy-to-use email and internet search tool, aimed at the beginner. In a recent survey¹² nearly 60% of those who had used ‘myguide’ said they wanted to progress to an education or training course. Building on this, DCSF will develop a myguide course module to help people conduct effective web searches to find information about informal learning opportunities.

3.12 Working with CLG, we will also increase access to learning via technology for disadvantaged adults by developing a network of Digital Mentors in England’s most deprived areas. Mentors will support grassroots-led online activity in their local community. This will include support for community groups to develop websites, blogs and chatrooms, develop and publish podcasts and facilitate multimedia activity such as digital photography.

3.13 Access to IT equipment in people’s own homes can stimulate a fruitful learning experience and an onward learning journey. Families are already benefitting from DCSF’s Home Access programme, which aims to make England one of the first countries in the world where every young person can use a computer and internet at home for their education. We would like more disadvantaged adults to be able to use computers and the internet at home to support their learning. As well as making sure that Home Access supports adult and family learning, we have asked Becta

12 UK online centres: myguide pilot – bridging the digital divide, Ufl, 2007

Digital Unite

Digital Unite (DU) is a business that has concerned itself exclusively with the IT literacy of older people in the UK since 1996.

Internet usage decreases with age, with only 37 per cent of people aged over 65 having internet access at home against an all-adult average of 67 per cent, and dropping to 22 per cent for those aged 75 or older.¹³ There are still 8-10 million older adults in the UK who are not able to use modern information technology because they didn't learn these skills at school or in work. The task of upskilling older people is urgent, because new technology moves at such a fast pace that the gap between ship and shore widens daily.

DU finds large-scale ways to raise awareness UK-wide (Silver Surfers' Day is an example) and helps organisations to deliver informal, interesting, friendly, user-centred IT training programmes to older adults in all sorts of unusual community venues. It also trains specialist professional DU tutors who work in the UK regions and encourages people to help others in a volunteer capacity.

DU provides free, jargon-free resources for people to tutor themselves or others and to help them plan simple, effective IT taster events. DU provides a forum for conversation and debate so that best practice in this field is shaped publicly and becomes a shared and developing agenda throughout the UK. There's more information at www.digitalunite.com.

to undertake a proof of concept trial to explore how disadvantaged adults could be supported through Adult Access. Learners taking part in the trial are equipped with a home computer and internet access and receive support and encouragement to try out a wide range of activities online. We will consider next steps after an evaluation of the trial.

Expanding choices for adults through technology

Finding out about learning

3.14 People who want to learn need quick and easy access to relevant information so that they can make choices and take charge of their learning. During the informal adult learning consultation, people reported that it can be hard to find out about informal learning opportunities - what's available,

venue, cost, whether there's disability access and so on.

3.15 Although there's a wealth of information if you know where to look, it's all in different locations - individual providers' prospectuses, leaflets in community centres, notices in doctors' surgeries and online sites. But these are widely dispersed. Many learners find it difficult to navigate through all the information that's on offer. Often people simply don't know what opportunities exist, far less where to go to find out more about them.

3.16 We want to create sustainable, online spaces where adults can go to find out about all the different kinds of informal learning opportunities in their local area. The information needs to include public, voluntary, self-organised and private sector

learning as well as e-learning opportunities. Such a site needs to give learners the opportunity to post feedback on the quality of their learning experience and make connections with other learners. We also recognise from the large number of comments during our consultation that we need a directory of 'open spaces' - free and low-cost spaces and facilities available for self-organised groups.

3.17 But Government is not best placed to design or deliver these products. We want to harness the power and imagination of leading innovators to design solutions which help people navigate information more easily. And the thousands of people and organisations who have been engaged in the consultation and who are passionate about this kind of learning need to be engaged in the design, population and maintenance of a site if it's to be successful.

3.18 So, building on the success of the Cabinet Office's 'Show us a better way' initiative, we will run a competition to invite developers to show just what's possible. We'll offer funding to help start up the best ideas and invite some leading local authorities and their partners to work with us to share data and to test application on the ground.

3.19 We will ensure that the solutions we test and develop are able to link into the new adult advancement and careers service so that people who want to progress to more formal learning can be referred for high quality information, advice and guidance.

Sharing and using resources to enrich learning

3.20 Many cultural institutions and learning providers already make some of their learning resources and information available on the internet, as well as in more traditional ways. For example, the British Library, one of the world's great treasure houses, offers learners and teachers online resources on history, art and design, language, literature and culture.

Moving Here – 200 years of migration

This national web based project offers free online access to more than 150,000 digitised sources, including film, photographs and texts that explore the experience of migration to England. Users can add their own stories of migration to this resource which is linked to a programme of learning events delivered in museums and libraries.

"People don't realise how much material about their communities is stored away in museums and archives. When I have gone into community groups and been able to show people images of the Asian lascars in the docks and the Asian suffragettes on the Moving Here website they get really excited"

Diversity Manager, Museum of London.

3.21 Technology – the internet, email, social networking and content creation tools in particular – is making it easier than ever for individuals and teachers to develop and share their own learning content. Facebook, YouTube, Flickr, blogs and podcasts are all increasingly used by people to pursue their interest in a subject, sharing information,

ideas and sources with like-minded individuals around the world. The Open University's (OU) Openlearn site offers free resources that can be used, adapted, re-designed or translated by others, with the resulting quality assured resources shared via OU's LearningSpace. OUview pages offer resources and videos covering a full range of subjects from arts and history to science and nature. iTunes U, part of the iTunes package, offers free lectures, language lessons and audiobooks for use on iPod, iPhone, Mac and PCs, with thousands of educational audio and video files from universities, museums and public media organisations.

3.22 The impact of this movement is tremendous, with motivation sparked, friendships and communities formed and knowledge shared and secured. To ensure that these resources have the widest possible audience and are actively used, we will ask Becta to develop, maintain and promote a directory of online resources for informal learning, to signpost people to all the great national and international resources. We also urge schools, colleges, universities, broadcasters and cultural institutions to put as much of their content as possible on the internet. Sharing content offers an unparalleled opportunity to open up the world of learning to people of all ages.

Social networking and informal learning

- Social networking sites offer a huge shop-window for informal learning, with a wide range of member groups based on interests, activities, charities and social and political issues.
- Social networking websites such as Bebo, MySpace and Facebook have grown hugely in popularity. Ofcom research¹⁴ shows that just over one fifth (22%) of adult internet users aged 16+ have set up their own profile on a social networking site
- And it's not just young people who are taking part. Saga, the magazine for over-fifties, launched the 'SagaZone' social networking site in October 2007, offering online forums for over-50s on everything from gardening to world cinema. By January 2008, 30,000 people had set up profiles on the site¹⁵.

Learning through Television

3.23 Broadcasters have long offered opportunities to learn through their regular analogue TV programming and, in recent years, through the additional material made available on their websites. Indeed, the Public Service Broadcasters have a commitment and obligation to do this. The advent of digital services, with the interactivity and rich content they offer, has expanded the potential of TV itself - including the opportunities available for learning. Learning through the medium of television alone (whether analogue or digital) is of course very different from, and in some ways more limited than, learning through the internet. But it does have the advantage that it is a trusted, accessible platform found in almost every home. DIUS has talked to many organisations, including the BBC and Channel 4, who are enthusiastic about the vast potential of their current and future content for informal learning. We will continue the dialogue.

14 Social Networking: A quantitative and qualitative research report into attitudes, behaviours and use, Ofcom 2008

15 *Ibid*

3.24 We would like to make more content available to a wider audience, so we are exploring ways of increasing access for learners and providers of learning. Internet Protocol TV (IPTV) services allows on-demand access to a vast range of content, including material to support learning. However, this requires a broadband connection, which is not supported by the digital TV equipment currently installed in many homes. As announced in the Digital Britain interim report, DCMS is considering the case for the Digital Switchover Help Scheme (DSHS) to offer an enhanced set-top-box. This would enable DSHS participants, who include older people and people with disabilities, to access the internet and take advantage of online learning opportunities. Becta will explore with broadcasters and others how the standard set-top-box, including the 'red button' feature, might support informal adult learning with additional or improved information and signposting.

3.25 Global Digital Broadcasting provides Educast, a secure television content management platform and video resource archive, to all schools, colleges and universities free of charge. Kickstart TV is available on Virgin TV, Netgem, the Web and, from April 2009, Directgov. It offers users activities and hints and tips to help brush up their skills and knowledge. Becta, working with Global Digital Broadcast and Kickstart TV, will consider how a wider range of relevant content might be made available to support informal learning using the internet and digital TV platforms. For example, a U3A group leader might use a relevant TV programme about astronomy during a session. Similarly, using the equipment and technology, learners in an adult education class might broadcast a video they have created about an

environmental project that's part of their course.

A new informal adult learning web-space in the virtual world 'Second Life'

3.26 One of the fastest growing areas for e-learning and teaching is virtual world spaces or 'Multi User Virtual Environments'. Several British universities have spaces in the virtual world Second Life, as does Unionlearn, the TUC's learning and skills organisation. We want to encourage informal adult learning to develop in virtual spaces and as part of our festival of learning we will pilot a new informal adult learning web-space in Second Life, working in partnership with Open University.

Open University and Second Life

The Open University completed its first project in Second Life in 2006–2007. Cetlment Island was established as a pilot campus with collaborative shared areas in the centre of the island and alternative teaching and learning spaces around the island.

All the teaching and learning spaces had access to tools such as interactive whiteboards, chat tools, blog page links and other tools. There were laptops students could 'wear' to send emails, make blog entries, watch video material and listen to the radio. There was an area to host tutorials to build further skills in using Second Life and sandbox areas for experimentation and practice.

A new OU island, Open Life, followed the Cetlment project and built on the lessons learnt from it. Open Life Island will be used for a variety of formal teaching and learning sessions in 2009-2010, as well as for research into the community aspect of the virtual world.

Stimulating new partnerships

- 3.27 There are already good examples of organisations making links and working in partnership to make the most of technology and broadcasting for informal learning. The momentum generated by the consultation has helped to encourage collaborations such as the TV clubs project being piloted by NIACE and Channel 4.

Channel 4 and Flickr

Picture This is a highly integrated TV and web initiative by Channel 4 in collaboration with Flickr. It helps people improve their photography in the safe environment of a friendly, constructive community.

Many people find the notion of posting photographs online a bit intimidating. *Picture This* was designed to fill this gap – providing ‘a friendly place to improve your photography’ and ease your way into the world of online photography. It is driven by regular photographic challenges set by *Picture This* users. The online community is based on constructive criticism and mutual support.

In stimulating interest in the art and craft of photography, *Picture This* closely reflects Channel 4’s public service remit.

- 3.28 But there is potential to do a lot more to make these opportunities available to a wider audience, particularly for adults who are digitally excluded. The transformation fund will encourage new and exciting ways of using the power of technology and broadcasting to engage learners who currently lack the confidence and skills to make the most of technology.
- 3.29 At the local level, community radio stations (and other community media projects using different distribution platforms

such as TV, internet, mobiles and other social media) act as community hubs and attract a wide variety of people, including those who are deprived, disengaged and socially and digitally excluded. Community radio acts as a powerful magnet towards learning that can start people off on a positive lifelong learning journey. Many volunteers themselves begin with no formal educational qualifications and no training. All the stations recognise the part they can play in helping to foster social inclusion and active citizenship. The Community Media Association has adopted the informal adult learning pledge and will use its networks to extend the work of community media by facilitating new partnerships with other local learning providers.

- 3.30 We will provide a driving force for finding innovative solutions to challenging issues, such as the complexities around intellectual property rights, by setting up a new high-level broadcasting forum. The forum will bring together organisations with an interest in making the most of broadcasting for informal adult learning purposes, including making more content free to access and open to share.

Intellectual property issues – finding a way forward

Content producers create a wide range of material which is distributed using digital TV, the internet and mobile platforms. Some of this material is available on demand and free to reproduce by both learners and practitioners to enhance courses and learning opportunities. However, there are a number of issues around copyright and intellectual property rights that apply to some of this content. Creative Commons¹⁶ is a non-profit making organisation which provides useful information in this area and works to increase the volume of cultural, educational, and scientific content that is available to the public for free and legal sharing and use.

A further issue is that some material which may support informal learning produced by different broadcasting companies is not routinely available on demand. There are constraints on the extent to which Public Service Broadcasters are able to use public funding to provide on-demand access to archive content in a competitive commercial market. We will explore this further with The BBC Trust and Ofcom, which regulates the UK broadcasting market, has agreed to provide further advice and guidance where necessary.

We would like to enable learners and tutors to access content to enhance the learning experience. We will work with relevant partners and stakeholders over the next few months to explore how we might best achieve that.



Chapter 4: Making it happen

Government will act as a catalyst, investing additional funding in building the capacity and creating the wiring that enables innovative learning opportunities to flourish.

At a national level we will establish a high level advisory forum with a small but diverse membership drawn from our key partners across the public, private and third sectors. The group will advise on the future development of the strategy and identify new opportunities for partnerships that promote learning and discovery.

A national vision for informal learning needs to be translated into local action that genuinely transforms people's lives. This needs strong, innovative partnerships in each locality to secure the broadest possible choice of learning opportunities. Building on the best current partnerships, we will ask local authorities to provide the leadership to create and support vibrant local networks of informal learning.

Teachers and supporters of learning are vital to delivery. We will work with partners to ensure the people involved in the delivery and facilitation of informal learning can access appropriate training and support so that all adults experience high quality and invigorating learning opportunities.

National Leadership

- 4.1 Government's role is to be a catalyst for innovation and change. It can create the conditions and allocate resources that enable learning to thrive. It can help make the connections that build a joined-up approach to informal learning. Over the past year, as this White Paper demonstrates, Government departments have increasingly recognised the importance of informal learning to achieving our joint objectives and have come together to support this cross Government initiative. As we move forward we will continue to build on this commitment to ensure that Government policy is reflected in joined-up action on the ground.
- 4.2 To support and challenge Government in this task we will establish a National Advisory Forum. Small and nimble, with representatives from our key partners across the public, private and third sectors, the group will have a remit to advise on implementation and steer the strategy's future development. It will use its expertise and networks to champion informal learning and highlight the areas where progress lags. We will encourage the Forum to identify new opportunities for connection, transformation and investment. John Denham will chair, in his role of Cabinet Champion for Informal Learning.
- 4.3 The Forum will establish a high level group to help drive progress and maintain momentum. It will be supported in its endeavour by the organisations signed up to the pledge. In signing up, these organisations have signalled their intention to play a role in the learning revolution. They are ambassadors for learning and key drivers for innovation on the ground. We will use the network of organisations signed

up to the pledge to collect and disseminate good practice. We want this network to create a ripple effect, sparking new ideas and fostering new connections that create opportunities and widen access to learning.

Local Partnerships, Innovation and Delivery

Informal Learning in Norfolk

Many thousands of people every year get involved in informal learning in Norfolk. Coordination of this activity is led at strategic level by the Learning for Life in Norfolk Partnership, a collaboration of voluntary and community organisations and local authorities chaired by John Gretton, Norfolk County Council's cabinet member for cultural services and adult education. In 2008 the partnership held an informal learning summit at Norwich City Football Ground with over 100 organisations. The partnership is currently undertaking research to improve its understanding of the barriers to participation. The project is being conducted by adult learners trained in research skills by the County's Adult Education Service. The informal learning community shares information via an interactive website for learning providers and learners.

- 4.4 To put the national vision into practice across the country, we will ask Local Authorities to provide the local leadership and necessary infrastructure to create a joined-up, innovative and broad local learning offer. Our roundtable meetings, and citizens' juries of learners and people who are not currently learning, clearly identified LAs as the best place to co-ordinate informal learning activity. Local authorities are uniquely placed to unlock

the learning potential of many local services. Local authority leadership will ensure informal learning plays a strong role in local strategies for community cohesion, active citizenship, health and well-being. We want local authorities to build on the best of what exists now and have the autonomy and tools to drive the creation of a new culture of informal learning.

4.5 Local authorities will work with others to provide five core elements to underpin a strong local offer of informal learning:

- Innovation: public funds used flexibly, complementing private and third sector investment effectively, enabling learning opportunities to thrive by building new partnerships and connections
- Universal access: all adults able to shape and access the learning activities they want for personal development and fulfilment wherever they live, whatever their qualifications and income
- Targeted support: those in most financial need given greatest support. In relation to taught courses, most adults should contribute in part or in full to the cost of their learning wherever it is provided, and local areas should actively use fee collection to reinvest in extending the reach of what's on offer
- Collaboration: a wide range of partners and services working in partnership, aligning funds where appropriate, to maximise the scope for offering high quality, inspiring learning opportunities, increasing choice and helping adults move from one learning opportunity to another

- Promotion: the maintenance of good, up-to-date information on informal learning opportunities to be freely and openly available to local communities.

4.6 We want Local Authorities to create strong partnerships to implement their local vision of informal adult learning. A national vision for informal learning needs to be translated into local action that genuinely improves and transforms people's lives. In some places there are good existing partnerships which can be built on; in others there will need to be an imaginative approach to establishing partnerships that can embrace the challenge of the new vision. We will expect to see a join-up between local authority services and wider partners, including Primary Care Trusts and the Third Sector. We want to see informal learning more clearly visible and integrated within Local Strategic Partnerships. Informal learning can make a strong contribution to delivering Sustainable Community Strategies and Local Area Agreements, but currently its role is not always recognised.

4.7 Moving in this direction will mean a change in funding. We will expect to see a greater alignment of public funding that supports informal learning, whether it is from DIUS, other Government departments, or other local funding streams. DIUS will maintain its investment to secure a core offer in each local area. We will enable local authorities to shape the funding from Learning and Skills Council / Skills Funding Agency to facilitate the join-up we want to see. This will enable local authorities to develop a stronger leadership role and better align LSC funding with other funding, including their own substantial investment in museums, galleries and libraries, sport and schools, as well as with partners like Primary Care Trusts (PCTs). Our aim is to improve choice and opportunities through collaboration

and innovation, and reduce unnecessary bureaucracy. A number of different models will be appropriate depending on local circumstances, existing partnership arrangements and structures. There will be changes to existing arrangements for some colleges and other providers of informal learning who currently receive funds for informal learning direct from the Learning and Skills Council. In some local areas, LAs and their partners may agree a third sector consortium or a college is best placed to take the lead role in commissioning and publicising a broad learning offer.

4.8 We will encourage LAs and their partners to use public funding flexibly to increase the range and number of learning opportunities. LAs and their partners could open doors and resources and provide expertise to help self-organised learning groups, provide seed-corn funding to voluntary organisations to offer learning activities in collaboration with local museums or archives, link up with interest groups with local outlets such as the RSPB, the National Trust or the WI, or join forces with charities like Crisis or Shelter to explore ways in which adult learning can improve lives.

4.9 During 2009–10 we will move to implementation of the first stage of the policy by creating a working group with support from the LGA, a group of leading Local Authorities, the LSC and other partners to develop this approach. We will find and disseminate best practice widely, developing an interactive, online tool-kit of effective practice and partnership working. We will ask the LSC to establish detailed guidance and transition arrangements for the use of the DIUS funds for informal learning.

Specialist Designated Institutions (SDIs)

The expertise of Specialist Designated Institutions enables them to play a central role in the new informal adult learning vision. SDIs are a diverse group of distinctive institutions, recognised as centres of excellence whose reputation and reach extends beyond their local areas. They are City Lit, Mary Ward Centre, Working Men's College, Workers' Educational Association, Marine Society College of the Sea, Morley, Hillcroft, Ruskin, Fircroft and Northern College. Overall, around 80% of their provision consists of informal adult learning.

SDIs are funded directly by the Learning and Skills Council. Going forward we want to explore further the ways in which they will make a significant and demonstrable contribution to local partnerships and deliver the informal adult learning vision in return for public funding. For example, in addition to their own provision, SDIs will contribute to the new vision for informal adult learning by sharing their spaces, their expertise and their resources with other providers, including self-organised learning groups. The range of activity could include:

- leading the way in the innovative use of technology in learning and sharing content online, potentially through collaborations with technology and media providers
- sharing with others their expertise in cross subsidising between income generating activity and programmes to reach out to disadvantaged groups
- enabling self-organised group leaders to share selected CPD training opportunities
- opening up their spaces for self-organised learning

Tate Modern and City Lit

Tate Modern, five other European art collections and City Lit are working together to create an innovative online learning resource that explores modern and contemporary art via the web. EuMCAT is an EC funded initiative looking at new approaches to learning about art and culture and increasing inter-cultural dialogue through web-based learning environments. By 2011 the project aims to have involved over 30,000 users, many of whom will be exploring art for the first time, through a blend of online and museum-based activities. The online courses will initially be translated into Croatian, Czech, Polish and Portuguese, with the ambition to include more languages over time through the use of freely available software. It is an excellent example of how the educational expertise of a college, such as City Lit, working with expert partners, such as Tate Modern, can build new approaches to learning, using technology.

Fit for purpose accountability

4.10 Accountability for the use of public funds must be proportionate and aligned to the outcomes we want to achieve. Our new vision for informal learning clearly recognises its prime purpose as providing opportunities for personal fulfilment and well-being, and in doing so contributing to the well-being of communities and local areas. We do not want to create new bureaucracy or add to the burden of inspection and regulation. And we value the independence of privately funded and self-organised learning. But we will want to know how effectively local partnerships are using public funds to work together to deliver what adults and communities want. Over the next year we will work with partners on three specific areas to ensure our approach is fit for purpose:

- a. The National Indicator Set comprises the national priority outcomes for LAs working alone or in partnership. Informal learning can make a significant contribution to many of the existing indicators including health, social cohesion, social inclusion, use of public libraries, museums and galleries and participation in civic life, volunteering, sports, arts and culture. Reflecting the Government's reaffirmation of the importance of informal learning, we will consider the introduction of a new indicator for informal adult learning in future spending rounds.
- b. Ofsted will develop and pilot a new approach for the inspection of informal learning to support the new vision to be implemented from September 2010. In line with the Comprehensive Area Assessment the focus will be on assessing how well local partners are working together to provide an innovative informal learning offer, widen participation and deliver positive outcomes. Inspection will be proportionate, targeted where it can have the greatest impact for communities. It will not mean privately funded or self-organised learning opportunities will be subject to inspection.
- c. DIUS funding for informal adult learning will be freed up to meet these objectives, and local authorities will in return be asked to account for their role in their promotion and support. We will ask the LSC to take a fresh look at the targets and outcomes it requires local areas to meet in return for public funding to ensure LAs are able to use funds as flexibly as possible.

INFORMAL ADULT LEARNING can contribute to 21 National Indicators and 5 Public Service Agreements

NI 1 % of people who believe people from different backgrounds get on well together in their local area (PSA 21)

NI 2 % of people who feel that they belong to their neighbourhood (PSA 21)

NI 3 Civic participation in the local area (PSA 15)

NI 4 % of people who feel they can influence decisions in their locality (PSA 21)

NI 5 Overall/general satisfaction with local area

NI 6 Participation in regular volunteering

NI 7 Environment for a thriving third sector

NI 8 Adult participation in sport

NI 9 Use of public libraries

NI 10 Visits to museums or galleries

NI 11 Engagement in the arts

NI 119 Self-reported measure of people's overall health and wellbeing

NI 138 Satisfaction of people over 65 with both home and neighbourhood (PSA 17)

NI 139 People over 65 who say that they receive the information, assistance and support needed to exercise choice and control to live independently

NI 140 Fair treatment by local services (PSA 15)

NI 141 Number of vulnerable people achieving independent living

NI 142 Number of vulnerable people who are supported to maintain independent living (PSA 17)

NI 146 Adults with learning disabilities in employment (PSA 16)

NI 150 Adults in contact with secondary mental health services in employment (PSA 16)

NI 161 Learners achieving a Level 1 qualification in literacy (PSA 2)

NI 162 Learners achieving an Entry Level 3 qualification in numeracy (PSA 2)

Skills for teachers and other intermediaries

4.11 We continue to recognise and value the important contribution made by qualified teaching staff, trained to deliver stimulating learning in response to learners' needs and aspirations. However, a range of other volunteers and intermediaries play a vital role in supporting and developing learning. These include:

- paid staff other than teachers, whose role includes the delivery and enabling of learning, such as health workers, museum staff
- leaders and facilitators of self organised groups such as U3A, book groups, allotment societies
- outreach workers, such as learning ambassadors, community learning champions and digital mentors.

4.12 These staff and volunteers bring specific subject knowledge and skills to their roles and some will have had training in teaching, supporting learning or working in an outreach capacity. But the pattern is not consistent. Some staff and volunteers may want to further develop their skills to meet the learning needs of the wide range of adults touched by their organisations. We believe we can add value by making training and support resources more widely accessible, drawing on existing practices and offering additions where necessary. We will work with partners to map the range of current resources and development opportunities and consider how training initiatives can be aligned to maximise value and share resources across the broadest range of organisations.

The publication of this White Paper is the start of a journey not the end. Continuing the Learning Revolution will take sustained effort from Government, partners and practitioners at national and local level. Our collective aim must be for informal learning to become an explicit part of what we all do.

Here we set out the most important policy commitments announced in this White Paper. We will publish the Learning Revolution Implementation Milestones in May 2009

Action	Paragraph
Launch the final version of the informal adult learning principles	1.5
Create a network of ambassadors from organisations that have signed the pledge	1.7
Sponsor the <i>Learning Revolution Festival</i> in Autumn 2009	1.8
Establish an annual EXPO event for informal adult learning	1.9
Publish the prospectus for the £20m transformation fund	1.11
Publish online guidance about how to set up a self-organised group	1.13
FE colleges publish their strategies for opening up learning spaces for community use and report on progress	1.15
Identify the extent of current activity in HEIs and disseminate best practice, with Guild HE and Universities UK	1.17
Refresh guidance on adult learning in schools	1.19
Museums, Libraries and Archives Council set up a challenge fund and convene a new Adult Learners Board	1.23
Work crossGovernment to include informal learning in the forthcoming strategy for an ageing society	2.7
Develop better communications with older people to inform them about learning activities	2.8
Enhance learning opportunities for people in care settings	2.11
Set up a new forum for third sector organisations, led by NAVCA	2.16
Introduce a new package of support for community learning champions, learning ambassadors and other foot soldiers	2.19
Open up at least 50 union learning centres for wider community use, including for self-organised learning	2.27
Introduce a new Unionlearn plan for informal learning in the workplace	2.27
Work with BITC to publish practical examples of successful delivery of informal learning in the workplace	2.28
UK Online centres take a stronger role in promoting informal learning including hosting new courses and offering space and support for self-organised learning	3.10
DCSF develop a myguide course module to help people conduct effective web searches to find out about informal learning opportunities	3.11
Run competitions to develop an online bank listing informal adult learning opportunities and a directory of free or low cost spaces for learning	3.17
Becta develop, maintain and promote a directory of online resources for informal learning	3.21
Set up a new high-level broadcasting forum	3.29
Establish a National Advisory Forum to advise on implementation and steer the strategy's future development	4.2
Local Authorities provide the local leadership to create a joined-up, innovative and broad local learning offer	4.4
Publish an interactive, online tool-kit of effective practice and partnership working	4.9
Consider the introduction of a new indicator for informal adult learning in future spending rounds	4.10
Ofsted develop and pilot a new approach for the inspection of informal learning to support the new vision	4.10
Ask LSC to look at the targets and outcomes in local areas to ensure that local authorities can use funds as flexibly as possible	4.10
Map current training and development opportunities for teachers and facilitators in order to maximise and share resources across organisations	4.12

Annex

The historical backdrop to the White Paper – NIACE, February 2009

There is a great tradition of adult learning in Britain, forged first in the voluntary activities of people coming together in their own time, and on their own terms, to address common problems and to satisfy shared curiosities. This tradition was added to, and immensely enriched over time, by universities, and by local and national Government, colleges and adult education services, by broadcasters and more recently through new information and communications technologies.

Together they offer a rich tapestry of opportunities for people to learn skills for working life, to prepare for parenthood, to learn a language, to follow up an enthusiasm. Above all, people turn to learning at times of great change, to make sense of what is happening, to adapt to changing circumstances, and to play a role in shaping their future.

The heated debates about the future organisation of British society generated by the Levellers in the seventeenth century, by the coffee house debates of the eighteenth century, and by the temperance movement, each led to new forms of association, and were developed and used widely to enrich people's learning and their quality of life. Through the mutual improvement societies and independent lending libraries of the nineteenth century, through the women's movement and the green alliances of more recent times, people have come to new forms of organisation, new subjects for learning and refreshed relations between learning and democratic action.

Often their energies have led to the establishment of structured organisations. Trades Unions,

co-operative societies, women's institutes and non-conformist religious groups were formed first for people to address challenges their members shared in common, and grew to offer a wide range of opportunities for learning and development for the communities they served. The National Trust and the Ramblers' Association were formed to offer people living in confined city streets access to country air. The Workers' Educational Association and University of the Third Age emerged to provide stimulus and challenge for people with time and curiosity aplenty. The breadth and vibrancy of voluntary and community organisations are testament to the resilience of that tradition. All play a role in offering practical learning in democracy, as well as opportunities for people to develop skills, knowledge understanding and capacity, and to contribute to the wider welfare of society.

The rise of local government saw the consolidation of a national system of public libraries and museums in many towns and cities. It saw too the development of classes in dressmaking, boot repair, cookery and physical education as people sought to stretch tight budgets and, at institutions like Birkbeck College in London, Ruskin College in Oxford, or the Mechanics' Institutes, workers gained formal qualifications often unavailable at school. Universities developed programmes to make learning available to the wider community and with the arrival of the BBC, first radio and then television developed educational programmes with massive reach. Quite apart from the hundreds of thousands of students signed up on Open University courses or the two million people a week who eavesdropped on OU programmes on the BBC in the 1990s.

At regular intervals Government has reviewed the range and balance of programmes offered to adults or organised independently to ensure that everyone has fair access. In 1917 the Government made a strong commitment to support formal and informal learning as a key part of rebuilding society after the First World War. During the Second World War, the Army Bureau of Current Affairs developed programmes to help inform the forces about the options facing a post-war Britain in constructing a Welfare State. After that war a wide mix of publicly provided provision, made by the WEA, universities and local government, offered everything from keep fit to DIY, Egyptology to life drawing. From the early 1970s there has been an increased focus on making sure that publicly funded provision should be accessible to people who had benefited least from formal education. University settlements and voluntary centres, supported by the BBC, had started a campaign to teach adults literacy and numeracy skills which persuaded Government to launch a national initiative, expanded massively following the Skills for Life Strategy in 2000. Migration from East Africa and South Asia led to the development of classes in English for Speakers of Other Languages. There was a major

expansion of adult participation in the 1980s and 1990s supported by college based Access courses. More recently trade unions have been at the forefront of offering their members peer advice and support in returning to learning, and there has been an increasing focus in public provision on the challenges posed by globalisation and the need to strengthen the skills of the working population.

Last January the Government published its consultation paper *Informal Learning – Shaping the Way Ahead*. It has been received with enthusiasm and has stimulated a vibrant and engaged debate on how best public money can be spent to support a learning society where the combination of public, voluntary and private sector provision guarantees the widest choice of learning to all, and where the state guarantees access and opportunity for those in greatest need. This White Paper is a direct descendant of all our history of adult learning, and the Government should be proud to carry its torch forward with a renewed vision of adult learning for the 21st century.

This White Paper follows an extensive consultation. We are grateful to the many organisations (and the thousands of individual learners) who responded

- 157 Group
1st Framework Theatre
ACL Strategic Group / Greater Nottingham Partnership
ACRE (Action with Communities in Rural England)
Action for Pensioners
Action for Prisoners' Families
Adult College of Barking & Dagenham
Adult Community Learning, Shropshire County Council
Adult Education College Bexley
Adult Learning, Chester County Council
Age Concern (Southborough and High Brooms)
Age Concern England
Anglican Adult Education Network
AOSEC (Association of South East Colleges)
Arts Council England
Association for Education and Ageing
Association for Language Learning
ALT (Association for Learning Technology)
Association of Colleges
Bassac
Bath & North East Somerset Older Learners' Forum
BBC
BECTA
Better Government for Older People
BIAZA (British and Irish Association of Zoos and Aquariums)
BIG Lottery fund
Birmingham Library & Archive Services
Black History Month (Well Placed Consultancy)
Blackpool Council
Bolton Adult Learners Week Group
Book Trust
Bradford Metropolitan District Council
Brighton & Hove Learning Partnership Adult Learning Group
Brighton and Hove City Council
Brighton and Hove's Older People's Council
Bristol Community Learning Board
Bromley Adult Education College
Bromley Cross Area Community Group
BSkyB
BT
BTCV
Buckinghamshire County Council
Channel 4
Cabinet Office
Cambridgeshire County Council
Campaign for Learning
National Workplace Learning Network
Careers England
CCPR
CFE (Centre for Enterprise)
Centre for Research into the Older Workforce
Cheshire County Council
Chipping Barnet Constituency
Church of England Education Council
CILIP (Chartered Institute of Library & Information Professionals)
CILT (National Centre for Languages)
CISCO
City & Guilds, Centre for Skills Development
City and Islington College
City Library Sunderland
City Lit
City of York Council, Adult and Community Education
Civil Service Pensioners Alliance / Unite
Colchester Adult Education Continuing Access Group
College of Continuing Education Walsall
Communication Workers Union
Community Connections
Community Learning Trafford, Trafford Council
Community Sector Coalition
ContinuYou
Cornerstone Benwell Christian Shop
Council for British Archaeology
Crisis
CRWBL (Centre for Research on the Wider Benefits of Learning)
Cumbria Adult Education Service
DEFRA (Department for Environment, Food and Rural Affairs)
Department of Health
Derby Adult Learning Service
Derby City Partnership
Derbyshire County Council
Derbyshire County Council (Adult Community Education Service)
Derbyshire Learning & Development Consortium
Devon Community Learning (PCDL) Partnership
Digital Unite
Dorset Adult Learning
Dudley Metropolitan Borough Council Adult & Community Learning Team
East Riding of Yorkshire Adult Education Service
East Sussex Adult Learning and Skills Partnership Board
Educational Centres Association
Elcena Jeffers Foundation
enCompass Culture
English Heritage
Esmée Fairbairn Foundation
Essex Adult Community Learning
ETEC
U3A (Evesham & District)
Executive Committee of East Kent Federation of WI's
Family Learning Network
Federation for Community Development Learning
Fircroft College
First Taste
Friends Centre
Friends of Putney School of Art and Design
Informal Adult Learning Consultation 2008
Galatea Trust
Genesis Community/ Genesis Housing
Grove Park User Group Committee
Guildhall / Hull Branch, British Labour Party
Hampshire County Federation of Women's Institutes
Hampshire Libraries
Harrow PCDL Partnership
Help the Aged
Heritage Link
Heritage Lottery Fund
Hertfordshire County Council
Housebound Learners
Improvement & Development Agency for Local Government
Inquiry into the Future of Lifelong Learning
Institute of Historical Research
Intel
Inverteign Family Learning Centre
Investors in People UK
Jazz Services
JISC
Kent Adult Education Service
Kickstart TV
Kirklees Council
Knowsley Family & Community Education Learning Platform
Lancashire Adult Learning
LEAFEA (Local Education Authorities Forum for the Education of Adults)
Learner Generated Contexts Research Group
Learning and Skills Network
Learning for the Fourth Age
Learning Links

Learning Together Cheshire and Warrington	Northern College	Suffolk County Council
Learning, Skills and Employment Network (LSEN) Manchester	Northumberland Strategic Partnership, Northumberland County Council	Surrey County Council / Adult and Community Learning
Leeds Thomas Danby	Nottinghamshire County Council	Surrey Lifelong Learning Partnership
Leicester College	Novas Scarman Group	Sussex Downs College
Leicester Libraries	Oaklands College	Swarthmore Education Centre
Libraries and Information East Midlands	Ofsted	TAEN (The Age and Employment Network)
Libraries, Learning and Inclusion, Lincolnshire County Council	Open Age	Tate
Lifelong Learning UK	Open College of the Arts	The Reading Agency
Lincolnshire Accessibility Partnership	Open University	TUC (Trades Union Congress)
Liverpool Senior Citizens Forum	Oxfordshire Learning Network	U Can Do I.T.
London Borough of Lewisham	PCDL Partnership Suffolk	U3A Trust
London Borough of Tower Hamlets Lifelong Learning Service	Prisoners' Education Trust	Ubuntu Network for Black Community Development Workers and Activists
London LEAFA	Prospect	Ufi (University for Industry) / Learndirect
London Wildlife Trust	Public and Commercial Services Union	UK Online Centres
LSC (Learning and Skills Council)	Regional Skills Partnership (Yorkshire & Humber)	Unionlearn
Manchester City Council	Retired & Senior Volunteer Programme	Unison
Mary Ward Centre	Right to Learn	Unison / TGWU (Transport and General Workers' Union)
MCIN (Manchester Community Information Network)	Riverside Community Health Project	Unite (the union group representing staff groups in the WEA)
Medway Adult Learning Service	RNIB	Unite / University College Union
Metropolitan Borough of Bury Council, Arts, Libraries and Adult Learning	ROWA!	Unite the Union
Microsoft	Royal Horticultural Society	Universities Association for Lifelong Learning
MLA (Museums Libraries Archives) Council	Rural Needs Initiative	University and College Union
Morley College	RYA (Royal Yachting Association)	University of Bristol, Faculty of Arts
Museums Association	Save Adult Education	University of Cambridge
Muswell High & Highgate Pensioners Action Group	Save Adult Further Education (SAFE), Liverpool	University of Manchester, Teaching Learning & Assessment Office
NAFAS (The National Association of Flower Arranging Societies)	SCOLA (Sutton College of Learning for Adults)	University of the Third Age / Third Age Trust
National Association of Writers in Education	SCOPE	University of York Centre for Medieval Studies
National Campaign for the Arts	Scout Association	UnLtd
National Coordinating Centre for Public Engagement	Share the Vision (STV)	Vodafone
National Federation of Women's Institutes	Sheffield City Council / Lifelong learning and Skills Service	Voluntary Arts Network
National Literacy Trust	Skill - National Bureau for Students with Disabilities	Volunteering England
National Open College Network	Skills Active	Wandsworth Borough Council
National Trust	Slough Borough Council	Warrington Borough Council
National Union of Students	Social Market Foundation	WEA
National Year of Reading	Socialist Educational Association	West Berkshire Council Adult & Community Learning Team
National Year of Reading	Somerset Association of Secondary Headteachers	West Sussex County Council
Natural England	Somerset Skills and Learning (including responses from Somerset County Council,	West Sussex Learning Network
NCT (National Childbirth Trust)	Somerset Strategic Partnership and Somerset County Adult Learning Forum)	WI
NIACE	South Devon College	Wikipedia
Norfolk Learning Partnership	South West Opportunities for Older People	Winchester Community Learning Forum
North Prospect Community Learning Ltd. a partner of The Neighbourhood Learning Consortium Ltd.	South Western Regional Library System	Windsor and Maidenhead PCDL Partnership
North Yorkshire County Council	SSAT (Specialist Schools and Academies Trust)	Wirral Metropolitan Borough Council
North Yorkshire Learning Partnership	Sport England	WMC (Working Men's College)
Northamptonshire County Council	St.Helens Council Adult and Community Learning	Wolverhampton Adult Education Service
	Standish Lipreading Society	YMCA (Young Men's Christian Association)
	Student Representative Group, Centre for Lifelong Learning. Uni of Sunderland	Yorkshire & Humber Regional VCS Forum
		Yorkshire and Humber Local Authorities Adult Learning Service



Published by TSO (The Stationery Office) and available from:

Online

www.tsoshop.co.uk

Mail, Telephone Fax & E-Mail

TSO

PO Box 29, Norwich, NR3 1GN

Telephone orders/General enquiries 0870 600 5522

Order through the Parliamentary Hotline Lo-Call 0845 7 023474

Fax orders: 0870 600 5533

E-mail: customer.services@tso.co.uk

Textphone: 0870 240 3701

The Parliamentary Bookshop

12 Bridge Street, Parliament Square,

London SW1A 2JX

Telephone orders/ General enquiries: 020 7219 3890

Fax orders: 020 7219 3866

Email: bookshop@parliament.uk

Internet: <http://www.bookshop.parliament.uk>

TSO@Blackwell and other Accredited Agents

Customers can also order publications from

TSO Ireland

16 Arthur Street, Belfast BT1 4GD

028 9023 8451 Fax 028 9023 5401

ISBN 978-0-10-175552-8

