

BIS | Department for Business
Innovation & Skills

**REVIEW OF INFORMAL ADULT
AND COMMUNITY LEARNING**

Equality Impact Assessment,
Revised Screening Document

SEPTEMBER 2011

Contents

Contents	2
Introduction	3
The policy context	3
About this Equality Impact Assessment	5
The market context	7
Information and evidence	8
Older learners	9
Learners with learning difficulties and/or disabilities	10
Male learners	10
The results of the consultation	11
Summary and conclusion	12
Declaration	12
ANNEX A	13
ANNEX B	15

Introduction

1. This revised screening Equality Impact Assessment (EQIA) updates the initial screening document published on 15 August 2011. It supports the 2011 consultation on proposals to reform informal adult and community learning and takes account of the completion of the consultation process and the announcement of headline policy proposals. These form part of the Department's overarching FE Reform update covering policy developments since the publication of *Investing in Skills for Sustainable Growth* (November 2010) and *New Challenges, New Chances* (August 2011).
2. Our spring 2012 informal adult and community learning policy document will set out the arrangements in more detail. Based on the outcomes of this updated screening and as set out below, we will develop a full Equality Impact Assessment to accompany and support the detailed policy document.

The policy context

3. The term informal adult and community learning (IACL) describes a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children.
4. Learning of this kind forms an important part of the wider learning continuum. This is learning undertaken for its own value to the individual or as a step towards further learning or training. It covers structured adult education courses taught by professionally qualified teachers, independent study including online, and self-organised study groups. It can be enjoyed by people in urban, suburban and rural areas, and take place in classrooms or village halls, libraries and other shared public spaces. It can be in short episodes or longer and is delivered by public, private or civil society providers or is organised by people for themselves through groups, clubs or societies.
5. The Department for Business Innovation and Skills (BIS) supports informal adult learning in England through the annual £210 million Adult Safeguarded Learning (ASL) budget. Historically, this budget funded four separate types of learning:
 - Personal and Community Development Learning (£153m)
 - Family Literacy, Language and Numeracy (£25m)
 - Wider Family Learning (£12m)
 - Neighbourhood Learning in Deprived Areas (£20m)
6. The Government's 2010 skills strategy¹ announced that from 2011, providers would receive a single Adult Safeguarded Learning budget, allowing them greater flexibility to meet local needs across these four components. Providers are responsible for continuing to deliver a balanced offer that is responsive to the needs of the local

¹ Skills for Sustainable Growth, November 2010

communities. BIS also supports ten Specialist Designated Institutions (SDIs) and Unionlearn, both of which support unaccredited learning opportunities for disadvantaged adults.

7. The Coalition Government is committed to IACL. Skills for Sustainable Growth (November 2010) announced that the BIS Adult Safeguarded Learning Budget of £210m per annum for IACL would be protected and reformed to ensure that it supports the Big Society and motivates the most disadvantaged people to learn and progress.
8. The New Challenges, New Chances consultation (August 2011) took this strategy a stage further by making detailed proposals that set out the Government's main aims for adult learning and skills:
 - to promote high-quality teaching and learning at all levels of the adult education system;
 - to free colleges and other skills providers from as many bureaucratic restrictions as possible in order to allow them to respond more effectively to the needs of their local communities; and
 - to secure a fairer balance of investment in skills between the taxpayer, individual learners and employers.
9. Through the Adult Safeguarded Learning budget, we want to develop and support social inclusion by providing more attractive and worthwhile opportunities for people who need help to get on, including those who:
 - are disengaged, homeless or living on the fringes of our communities
 - are older, unemployed, offenders or offenders' families
 - spend time in care settings or have disabilities
 - derived little from statutory education or face cultural barriers to undertaking further learning.

We are also keen to ensure that opportunities are open to people who live in rural communities and may face particular challenges – including transport difficulties and a lack of local services – in locating and accessing suitable provision.
10. We know that learning for many people in these categories can be at its most effective when it is delivered through informal adult learning and non-formal environments. It is especially effective in engaging those who are not motivated by classroom-based learning. We do not want people's personal aspirations to be limited or blocked simply because their starting point is different. Through the process of consultation and review we have been seeking views and ideas to help develop our thinking on how the Adult Safeguarded Learning budget can be directed to policy reform and development that will:
 - maximise access to informal learning for adults in every part of England, bringing new opportunities and improving lives, whatever people's circumstances
 - promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement
 - maximise the impact of informal learning on the social and economic well-being of individuals, families and communities.

An outline of our key policy proposals and objectives for the funding of this type of learning is given in Annex A.

11. Our overall aim is to secure a better deal for the most disadvantaged people in every community, based on the key principles of the Coalition Government: freedom, fairness and responsibility. Our intervention must be proportionate, transparent and targeted. This means that we must pay due regard to the potential impact of our reforms on any protected group.
12. During a series of 8 policy round tables that preceded the consultation, we worked with stakeholders to establish some key underpinning principles for the development of BIS policy in this territory, including the need to:
 - develop clearer objectives for the use of the Adult Safeguarded Learning budget
 - make a more robust commitment to using public funding to support access and progression for people who are disadvantaged and least likely to participate
 - consider whether the distribution of Adult Safeguarded Learning funding should be reviewed to make allocations more equitable
 - develop local infrastructure models that bring together key providers and relevant local agencies and services, including voluntary organisations
 - ensure that policies reflect the wider move towards localism, for example by increasing local decision-making about provision and making providers more accountable to their communities
 - establish a robust evidence base for informal learning, demonstrating its impacts for individuals, families and communities.

About this Equality Impact Assessment

13. On 5 April 2011 the new public sector Equality Duty came into force. The Equality Duty replaces the three previous duties on race, disability and gender, bringing them together into a single duty, and extends it to cover age, sexual orientation, religion or belief, pregnancy and maternity, and gender reassignment (as a whole these are called protected characteristics or protected groups). Based on a proportional analysis we will outline the impacts, both positive and negative, on these protected groups.
14. Equality Impact Assessments are an important framework for demonstrating due regard through considering evidence and analysis to help identify the likely positive and negative impacts that policy proposals may have on certain protected groups of consumers / service users and to estimate whether such impacts disproportionately affect such groups.
15. During the review, we have actively engaged with a wide range of external stakeholders and policy officials across relevant Government departments through:
 - an IACL Stakeholder Reference Group, with representation from key stakeholders and representative organisations
 - 8 stakeholder policy roundtables held spring 2011

- a series of cross-departmental meetings with relevant other Government departments
- a project to develop new approaches to engaging a diverse range of individual citizens in policy consultations.

During the formal public consultation period in summer 2011 we continued to engage with stakeholders and citizens through:

- four stakeholder consultation events in different locations across England
- easy-read resources, intermediary support, group discussions and citizens' events in communities and workplaces to support a parallel citizens' survey focusing on the key questions in the main policy consultation.

We will continue to consider equality issues as our proposals are fine-tuned, piloted and implemented.

16. We have been conscious, however, that we did not have all the evidence and information needed to reach a final view on the impact of all the policy options in a proportionate manner. We therefore commissioned the following additional pieces of research and analysis in order to strengthen our evidence base:
 - analysis, down to household as opposed to postcode level, of the detailed characteristics of learners currently supported by the Adult Safeguarded Learning (ASL) budget
 - research to understand the extent to which providers set and use fee income strategies, and how they work at a local level
 - wider evidence on the benefits of adult learning (including evidence from a national call for evidence issued by the National Institute of Adult Continuing Education)

We are currently commissioning a longitudinal learner survey to assess the short and longer term impacts of BIS-funded informal adult and community learning.

17. Through the Individual Learner Record, the Skills Funding Agency gathers information about participation in informal adult and community learning by age, gender, learning difficulties/disabilities, ethnicity and disadvantaged areas. This is supported by a range of independent research projects by organisations such as AgeUK, NIACE and the Centre for the Wider Benefits of Learning. There is much less information about participation among the newer protected characteristics of sexual orientation, religion or belief, gender reassignment and maternity and pregnancy. However, we presently have no specific evidence or information that these groups are under-represented or in any other way disadvantaged in IACL.
18. The development of appropriate local systems for data collection and analysis is an issue for the consultation and reform process and will require a proportionate response. It will need to take into account the traditionally low declaration rate for some of these groups.
19. As we fine-tune our policies over the next few months, we will continue to build our evidence base and we will take into account any evidence of under-participation among members of protected groups, along with evidence that the reform process might disadvantage particular groups of learners, as well as any other specific

equality issues that we need to consider. We already have evidence from an external analysis of consultation responses from representative bodies and will conduct further discussions with those and other relevant organisations.

20. It will be important that partners and stakeholders assuming responsibility for local planning and delivery of this provision are able to demonstrate compliance with all relevant legislation relating to race, disability, gender, age, sexual orientation, religion or belief, pregnancy and maternity, and gender reassignment. As we develop our policy proposals, we will work with partners and stakeholders to ensure that these obligations and responsibilities are clearly set out and explained in commissioning guidelines for local planners and providers, and are supported by an appropriate system of compliance monitoring within the wider monitoring and quality assurance arrangements.

The market context

21. This important stage in our reforms has involved consultation with partners about key issues around funding allocations, building the local infrastructure, whom we should prioritise for public funding and how we can create progression pathways to further learning, skills training and employment. We want to encourage and support community-based programme delivery built on sustainable partnerships which can engage the most vulnerable people in their communities.
22. We want to concentrate our resources on those who most need our help while ensuring that those who are able to contribute to the costs of their courses should do so. There is a risk that targeting funding solely on the most disadvantaged groups of learners, including those who would otherwise not engage in learning, would mean that there would be no publicly-supported offer for learners who are able to pay.
23. Focussing investment on learning that only supports disadvantaged learners may risk marginalising them and losing the wider benefits of interaction between different groups in society. This may disadvantage other groups, including those for whom cultural barriers can be an impediment.
24. The Coalition Government's commitment to encourage people to make local decisions about the needs and priorities of their communities may mean that the needs of some vulnerable and under-represented groups might be overlooked. The localist approach needs to ensure that a balanced offer is available across the community and is both inclusive and supportive of equality and diversity. As we develop our policy proposals and move towards implementation, we will work with relevant partners to develop an approach that ensures fair consideration of the needs of all groups in the community while maintaining the principles of local ownership and accountability.
25. Our reforms in this area will make a major contribution to the Coalition Government's values of freedom, fairness and responsibility. We will give full consideration to the information and ideas that we have been able to collect – through our round-table discussions, our Stakeholder Reference Group and our consultations with a wide spectrum of partners and stakeholders, learners' representatives and individuals who responded to the Citizens' Survey.

26. We have sought through our consultation to assemble best practice, ideas and suggestions for improving the effectiveness of publicly funded, voluntary sector and self-organised learning to overcome barriers, improve social cohesion and progression, focus on disadvantage and engage new learners.
27. We intend to ensure that local partners and delivery agents not only understand the importance of equal access and equality of opportunity to suitable learning opportunities but properly consider how best to meet learners' needs when planning the local mix of provision.

Information and evidence

28. A clear aim of our developing policy is to concentrate scarce resources on those who need the most help and this means engaging and motivating more of the most disadvantaged adults as determined locally. Over the coming months, we will work with representative organisations, partners and stakeholders to ensure that our policies avoid, as far as possible, an unjustifiable adverse impact on any particular group. For the benefit of local commissioners, providers and supporters, we will develop and incorporate appropriate advice and guidance in the commissioning guidelines. Potential approaches might include local Equality Impact Assessments, including self-assessments, maximising local data and research, local consultation, adopting measures that have the potential to mitigate adverse impact, and developing alternative ways of achieving equality and inclusion.
29. For the purposes of this revised screening Equality Impact Assessment, we are taking a proportionate view of the impact of new policies or functions in IACL on people or groups who are protected by the Equality Act 2010 using the relevant information and evidence we have. In particular we are focusing on those on whom we think these policies will have the greatest impacts: older learners, learners with learning difficulties and/or disabilities and male learners. Although evidence available does not suggest widespread under-representation in this type of learning by females and Black and Ethnic Minorities (BAME), we believe it would be appropriate to include certain categories in our considerations, including single mothers, women living in communities where cultural factors might disadvantage female family members, and adults in certain ethnic groups aged 65 and over.
30. Additionally we know that the acquisition of basic digital skills in an informal setting can be the first step along the road to more formal learning and sustainable employment for those who lack confidence and qualifications. However, the latest ONS statistics² for Internet Access show that 8.43 million people (16.8%) across the UK have never used the internet, either because they have no access or because they see no benefit in using it. This means that they cannot access public services online and are unable to take advantage of the potential cost savings of online shopping. The largest proportion of Internet users was in the 16 to 24 age group, at 98.6%, with 95.6% for adults aged 35 to 44. The proportion of Internet users declined with each successive older age group: while 58.7% of those aged 65 to 74

² http://www.ons.gov.uk/ons/dcp171766_242415.pdf

had used the Internet, only 27.3% of those aged 75 or more had done so.

Older learners

31. Although total household wealth is highest for those in their late fifties and early 60s, with those in the age group 45 to 54 in second place and those 65 to 74 in third, there can be very considerable differences in wealth within each group.³ This includes, for example, poorer retirees, who are characterised by low incomes and very little in the way of savings or investments, meaning finances are often difficult.⁴ For people in these categories, purchasing learning opportunities may not be an option.
32. Older people's participation in informal learning may also be hindered by difficulties in socialising, or they may have the simple conviction that learning is for younger people. In rural communities, older people in particular may face additional problems of mobility and a lack of local services.
33. The evidence shows that those who engage in some form of learning activity keep mentally and physically active and can live longer and healthier lives and preserve their independence, meeting head-on the challenges of deprivation, disability and isolation. It can help to promote wellbeing, and protect against normal cognitive decline with age.⁵
 - one in five pensioners in the UK lives below the poverty line.⁶
 - many people over 80 face social exclusion, especially those who are single, divorced or widowed and those on low incomes.⁷
 - although formal engagement in education and training declines at older ages, especially on retirement, this does not necessarily point to a decline in learning per se, but the probability of participation at older ages is likely to be greater among those who already have qualifications. Lower levels of participation among adults aged 65 and over in some ethnic groups, for example among Pakistani and Bangladeshi communities, may be attributable to a range of attitudinal, cultural and economic factors.⁸
 - 92% of learners on provision funded through the Adult Safeguarded Learning budget are aged 25 or over. Around 40% are 50 or over.⁹
 - research by NIACE shows that participation by age drops steadily eg 41% for those aged 45-54 to just over 11% for those over 75. Those who expressed an intention to learn fell from 26% at 50-74 to 8% for those over 75.
 - fewer than 20% of the workforce receive any pre-retirement advice or support.¹⁰

³ An anatomy of economic inequality in the UK, Government Equalities Office, 2010

⁴ Report to the Skills Funding Agency, Experian 2011

⁵ Feinstein et al. Learning through life: Future challenges; and Dewe and Kompier. Wellbeing and work: Future challenges;

⁶ Centre for Social Justice, 2011, based on UK Gov definition.

⁷ ELSA, 2006

⁸ Older people inside and outside the labour market - Equality and Human Rights Commission, 2009

⁹ Statistical First Release DS/SFR12

¹⁰ Life Academy, 2008

- nearly one quarter of the rural population is over the current retirement age (65+ for men, 60+ for women), compared to only 18% of the urban population. This greater proportion of older people in rural areas has implications for the local availability of IACL and presents access problems, e.g. in terms of transport, even for those who want to participate.

Learners with learning difficulties and/or disabilities

34. People with learning difficulties or disabilities may face similar problems to older people and may also be seeking to develop the skills and confidence that support independent living.
35. People with learning difficulties or disabilities may be discouraged from participating in informal learning for many reasons such as inaccessibility of buildings and lack of reasonable adjustments to learning materials. They may also have attitudinal barriers such as low expectations and the fear or prejudice of others. All this can lead to isolation and social exclusion.
 - research in 2007 by the former DRC found that 23% of disabled people lacked functional literacy compared with the national average of 16%. 31% lack functional numeracy compared to the national average of 20%.¹¹
 - about 1 million people in England (2% of the population) have a learning disability, of whom 796,000 are aged 20 or over. 12% (87,400) of IACL participants declared that they had a learning disability against 76% (582,100) who do not.¹³
 - the NIACE participation survey 2011 examined potential barriers to older learners, one of which was a perceived lack of provision for those with disabilities.¹⁴

Male learners

36. Only 25% (192,200) of participants in IACL are male. Generally male participation in Further Education is on a par with that of women.¹⁵
37. For the more disadvantaged, the financial barriers may be complicated by poor experiences of statutory education, family fragmentation, cycles of offending behaviour and homelessness.
38. Studies show that informal learning can be used as a strategy to avoid social problems such as excessive drinking and helps to address the effects of disadvantage, particularly social exclusion, unemployment, stress, substance abuse and underdeveloped literacy skills.¹⁶

¹¹ Social Market Foundation /DRC 2007

¹² Institute for Health Research, Lancaster University, 2004

¹³ Statistical First Release DS/SFR12 (balance represented by those who failed to declare)

¹⁴ NIACE, Adult and Community Learning survey 2011

¹⁵ Statistical First Release DS/SFR12

¹⁶ Golding et al, 2009

39. 2007 research¹⁷ found a strong correlation between taking informal courses and eventual achievement of Level 2 qualifications. Informal learning provides a way back into formal, skills-based learning and more rewarding work for people with low skills and negative personal experiences of formal education, by engaging them through their interests and building their self confidence.

The results of the consultation

40. The BIS consultation was part of the wider consultation *New Challenges, New Chances: next steps in implementing the further education reform programme* and was aimed primarily at organisations. There were 185 respondents, ranging from local authorities, voluntary organisations, FE colleges and representative bodies to religious organisations, Trade unions, private providers and employers. A list of organisations which responded to the consultation is provided at Annex B.
41. The BIS-funded IACL citizens survey and national consultation was managed and undertaken by the National Institute of Adult Continuing Education (NIACE). Responses were received from a total of 6,306 individuals and 227 groups from all areas of England.
42. Headline policy proposals were published on 1 December 2011. The consultation responses endorsed a new, clearer commitment to using the public funding subsidy to support access, and progression in its widest sense, for the disadvantaged and those furthest from learning and least likely to participate.
43. We will continue to work closely with frontline practitioners, partners and stakeholders, and other Government Departments, to take forward our public commitment to review BIS-funded IACL, and to develop policy proposals from a wide range of perspectives.
44. In line with the Government's Localism Agenda, we will consider how to create the local conditions for policy objectives to be met rather than prescribing these from the centre. We will look to:
- remove barriers so that local people can make local decisions about the needs and priorities of their communities
 - build the capacity for local action
 - strengthen local accountability
 - enable a wider, more diverse choice of providers where needed.
45. In the coming months, we will work towards detailed policy proposals which we will publish in spring 2012. A full Equality Impact Assessment will be developed in tandem with those proposals. As we announced on 1 December 2011, a key feature of those proposals will be the development of a new community learning trust (CLT)

¹⁷ Sabates, Feinstein & Skaliotis (2007), 'Determinants and Pathways of Progression to Level 2 Qualifications: Evidence from the NCDS and BHPS'. *Centre for the Wider Benefits of Learning*

model to support the local planning and funding of provision in cities, towns and rural settings. We propose to pilot different CLT models in selected local areas in the 2012/13 academic year. If the CLT proves to be an effective model, we will roll out community learning trusts across England to begin operation from summer 2013.

Summary and Conclusion

Our overarching aim is to:

- Support flexible, innovative informal adult learning that develops social and economic capital at an individual, family and community level and supports the development of the Big Society.

Our objectives are to:

- Align the content, commissioning and delivery of BIS-funded informal adult and community learning to support social cohesion, digital inclusion, stronger families, democratic involvement and active citizenship. (“Big Society”)
- Maximise the amount of informal learning taking place and the numbers of adults participating, particularly attracting more new learners.
- Engage and motivate disadvantaged groups to access learning, creating pathways to support onward progression that is relevant to each person.
- Focus public funding on supporting the most disadvantaged adults to access learning opportunities and secure fee income from those who are able to pay in order to encourage inclusive participation in learning.

Declaration

We are satisfied that proper consideration has been given to the needs of equality groups in the completion of this revised screening document and that we have given due regard to the impact of policy or practices on particular communities, or on groups within communities. A full Equality Impact Assessment is required and should be completed by 31 March 2012.

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Date: 09/12/2011

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Date: 09/12/2011

ANNEX A

Purpose of the Community Learning budget:

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

Objectives:

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services
 - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - involving volunteers and Voluntary and Community Sector groups,

shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace

- supporting the wide use of online information and learning resources
- minimising overheads, bureaucracy & administration

ANNEX B

List of organisations responding to the public consultation

NB This list does not include individual respondents or organisations who requested that their response be kept confidential, nor does it include those many and diverse organisations and individuals who contributed to our roundtable discussions and consultation events.

157 Group

ACRE (Action with Communities in Rural England)

Action on Hearing Loss - RNID

Adult College of Barking and Dagenham

Age UK

Arts Council

Association of College

Association of East Midlands U3As

Association of Employment and Learning Providers

Association of National Specialist Colleges

Association of School and College Leaders

Barnsley Metropolitan Council

Big Lottery Fund

Birmingham Adult Education Service

Blackburn with Darwen Borough Council

Blackpool Council

Bolton College

Bracknell Forest Council

Bradford College

Brighton and Hove Adult Learning Group

Bristol City Council

British Red Cross

Buckinghamshire County Council

Cambridge Regional College

Cambridgeshire County Council Adult Learning and Skills

Capacity Ltd

Carlisle College

Catholic Education Service for England and Wales

Changes UK

Cheshire East Council Lifelong Learning Service

Cheshire West and Chester Council

Church of England

City & Guilds Centre for Skills Development

City Lit

Community Learning Forum - AFCL

Cornwall Council

Council of the Isles of Scilly

Council Partnership for Informal Adult Learning

Crisis

Cumbria County Council

Derby City Council

Derbyshire County Council

Derbyshire Learning and Development Consortium

Different Strokes North London Group

Digital Unite

Disability Alliance

Dudley Metropolitan Borough Council

Durham County Council

East Riding College

Educational Centres Association

Equality 2025

Federation for Community Development Learning

Federation of Awarding Bodies

First Taste

Foyer Federation

Friends Centre Brighton

Friends of Putney School of Art and Design

Greater Manchester Combined Authority

Hampshire County Council

Hastings & Rother Adult & Community Learning Forum

Hastings Furniture Service

HBC

Heritage Lottery Fund

Hertfordshire County Council

HOLEX (National Network of Learning Providers)

Homeless Link

Hull City Council Adult Education Service

Huntingdonshire and Fenland Informal Adult Learning Partnerships

Inova Consultancy

Inroads

Institute for Learning

Isle of Wight Council

Kent County Council Community Learning and Skills

Kirklees Adult Learning Partnership

Kirklees College

Knowsley MBC

Lache Lifelong Learning Association

Lambeth Adult Learning Service

Lancashire County Council

Leap

LearnDirect

Learning Curve

Learning Trust, Hackney

Leeds City College

Leicester College

Lesbian & Gay Foundation

Lincolnshire County Council

Liverpool Adult Learning Service

Liverpool City Council Adult Learning Service PCDL Partnership Group

Local Education Authority Forum for the Education of Adults (LEAFEA)

Local Government Association

London Borough of Camden Adult and Community Learning Service

London Borough of Camden Adult Learning Partnership

London Borough of Haringey

London Borough of Harrow

London Borough of Hounslow

London Borough of Lewisham

LSEN

Mary Ward Centre

Merseyside Colleges Association

Milton Keynes College

Milton Keynes Council

Morley College

National Association of Educational Guidance for Adults

National Council for Voluntary Youth Services

National Older Learners Group

National Open College Network

NAVCA

Newcastle City Council

NIACE

North Tyneside Employment and Learning Strategy group

Northern College

Nottinghamshire County Council

NW LEA FEA

Ofsted

Open University

Participatory Budgeting Unit

Plymouth City Council

Portsmouth City Council

Prison Reading Groups project (Roehampton University in partnership with the Prisoners' Education

Trust)

Prisoners Education Trust

Public and Commercial Services Union

Reading Agency

Redcar & Cleveland Borough Council

Richmond Adult Community College

Rotherham Adult Learning Partnership

Rotherham Metropolitan Borough Council

Royal Borough of Windsor and Maidenhead

Rural Community Services (West Cheshire)

Share the Vision

Sheffield City Council Lifelong Learning Skills and Communities

Skills – Third Sector

Slough Borough Council

South Cheshire College

South Gloucestershire Council

South Leicestershire College

St Antony's Centre

St Helens College

St Mungo's

Stockport Continuing Education Service

Surrey Lifelong Learning Partnership Ltd

Sutton College

Swarthmore Centre

Tata Consultancy Services

The U - a citizens university, a venture of the Young Foundation

Third Age Trust

Third Sector National Learning Alliance

TUC

UCU

UK Onlin

Unison

Voluntary Arts England

Voluntary Sector North West

Wakefield College

Wandsworth Council Lifelong Learning Development Group

Warrington Borough Council Lifelong Learning

West Berkshire Adult and Family Learning Partnership

Weston College

Wirral Metropolitan Borough Council

Wolverhampton City Council

Workers Educational Association

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