building learning communities:
the role of museums, libraries and archives in supporting individuals and families through the effects of recession
Acknowledgements

We pass on our thanks to colleagues in museums, libraries, archives and adult learning who have shared information to support this publication.
## contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>foreword</td>
<td>4</td>
</tr>
<tr>
<td>introduction</td>
<td>5</td>
</tr>
<tr>
<td>section one: the adult learning context</td>
<td>6</td>
</tr>
<tr>
<td>section two: making it happen</td>
<td>8</td>
</tr>
<tr>
<td>section three: effective leadership in a changing world</td>
<td>19</td>
</tr>
<tr>
<td>section four: conclusions and opportunities for the future</td>
<td>23</td>
</tr>
</tbody>
</table>
The damaging impact of the recession is all too clear to see in many of our communities and, as we climb into a fragile recovery, individuals and families need support.

*Building Learning Communities* identifies how the informal adult learning opportunities available from museums, libraries and archives can support communities through these difficult times. Qualifications are, of course, important but so too are confidence and self-esteem. There is a need to lift spirits and build self-reliance.

We have to work differently and more effectively as we respond to public spending pressures – we need to join up our services with others and to achieve more with less.

Rather than seeing these challenges as a threat we should identify opportunities to consider a different vision. The new focus on joining-up informal adult learning opportunities driven by the White Paper, *The Learning Revolution*, has given us an opportunity to re-consider the role of our cultural and learning services. The new flexibilities in planning and evaluating informal adult learning provision provides local authorities with much greater potential to respond to the needs of local communities.

Much imaginative practice exists to inspire policy-makers and practitioners. Examples of this are shared in this publication, which we hope will help to:

1. make sure that the well-being that adults experience from learning in museums, libraries and archives is recognised and integrated into local strategic plans;
2. highlight the social value of investment in all types of adult learning and to support the building of new partnerships and alliances.

We hope you will join the Local Government Association and the Museums, Libraries and Archive Council in making these aspirations a reality.

Sir Andrew Motion,
Chair of Museums, Libraries and Archives Council

Cllr Chris White,
Chair of the Culture, Tourism and Sport Board, Local Government Association
We are now officially out of recession and into a fragile recovery but the impact and effects on communities will remain for sometime. Supporting communities to cope with the consequences of recession is a priority for every local authority in the country.

In thinking about the role of learning in the context of the recession there has been a tendency to focus narrowly on skills for employment - we take a broader view and look at the role of all types of adult learning in building self-reliant, strong communities that can help themselves to overcome these challenges.

We believe that the contribution of museums, libraries and archives in supporting communities to thrive has been largely overlooked. Now is the time to recognise these as a vital part of any local learning infrastructure and include them in the new planning mechanism for informal adult learning. Local authorities in their new role as lead accountable bodies will have the opportunity to commission a broader range of learning opportunities for their local communities linked to local priorities.

Museums, libraries and archives, working alongside other learning providers, can play a clear role in opening up access to broader learning opportunities.

Museums, libraries and archives:
• are engaging local spaces that are not linked to formal learning and are successful at re-engaging people in learning opportunities;
• are actively supporting The Learning Revolution – over 3,000 individual museums, libraries and archives committing to do what they can to open up space and resource to support people to learn throughout life;
• libraries play a significant role in supporting people who would not otherwise be able to participate in online learning opportunities by offering a community internet service;
• library services are experts in handling information and are well placed to support people to find out about all the local learning opportunities on offer.

In this short publication we share examples of what is possible when we start to take a wider view of making the links between the sector and learning, in all its forms. We hope they spark a debate with policy makers, managers and practitioners and those thinking about opening up new possibilities in their area.
The Learning and Skills Council (LSC) has prioritised the development of skills-based learning leading to employment in recent years. This has had an impact on the amount of non-accredited learning opportunities available to communities.

The National Institute for Adult Continuing Education (NIACE) has identified that there had been a reduction of 1.4 million funded adult learning places since 2004\(^1\) and that this figure is likely to increase. However, this figure relates only to LSC-funded activity and does not include all the informal adult learning opportunities in museums, libraries and archives.

The pressure on public funding, as a result of recession, increases the need to work together to maximise the resources and support available to communities. Museums, libraries and archives are largely local authority services that can play an important role in providing additional opportunities for individuals to a) gain new skills b) access information, including support with job searching and c) take part in local activities that can help to build self-confidence and community spirit.

**The new vision**

The *Learning Revolution* White Paper aims to build a culture which values learning through life by connecting up the wide range of partners across the public, private and third sector who have a key role to play. It promotes a joined-up approach that will extend adult learning opportunities for everyone and ensures that disadvantaged communities are reached.

Informal adult learning is defined in the White Paper as not only the learning opportunities currently funded through the adult safeguarded learning budget\(^2\) but also the opportunities in other locations, such as those offered through libraries, community settings and self-organised groups of learners.

In 2009-2010 additional funding has been made available to kick-start this broader approach. A £20 million Transformation Fund\(^3\) has supported 317 local partnerships. A network of community learning champions is being funded between 2009-2011 and a Learning Revolution Festival, in October 2009, provided a burst of activity to bring the new movement to life.

Local authorities have a crucial role in leading the new vision. They have been invited to become the lead accountable body (LAB) for informal adult learning in the area with funding transferring to them from the Skills Funding Agency in 2011, including the £33 million which currently flows directly to FE colleges and other providers. Local Authorities will be asked to consult local communities on the development of the LAB plan during 2010-2011 in preparation for the transfer. These plans will bring together a broad coalition of partners offering informal adult learning opportunities and reflect local need.

---


\(^2\) Adult Safeguarded Learning is a national ring-fenced budget which incorporates Personal and Community Development Learning; Neighbourhood Learning for Deprived Communities; Family Literacy, Numeracy and Language and Wider Family Learning. It has been frozen at £210 million for several years.

\(^3\) For more information see www.transformationfund.org.uk
The responsibilities of Lead Accountable Bodies are still being shaped but greater flexibility on how the funding is used will allow greater responsiveness to local need. There is an expectation that the number of learners will be increased and better value for money achieved through joining-up funding streams and resources, for example, opening up new spaces for self-organised learning groups.
section two – making it happen

A role for museums, libraries and archives

The role of museums, libraries and archives in supporting informal adult learning and community well-being is part of the new vision. We now have the opportunity to make closer links locally between cultural services and other learning providers by opening up inspiring collections and bringing new opportunities.

With a rapidly ageing demographic there is an urgent need to provide a joined-up lifelong learning service that specifically considers the needs of the 50-75 age group to gain new skills as working lives extend, and also support to older people to remain independent.

New, more flexible, learning opportunities could be created. The home library service, for example, which currently offers a highly-valued book and chat service could be extended under the new vision to offer additional learning opportunities to some of the most vulnerable older people.

Museums, libraries and archives open access to an extensive network that supports individuals, families and communities to learn throughout life. They offer:

1 Engaging local spaces:

• learning environments that are not linked to formal learning and are successful at re-engaging people in learning opportunities;

• intergenerational learning opportunities;

• choice about what, where and when people are able to learn, including online.

2 Support for the Learning Revolution:

• over 3,000 individual museums, libraries and archives have signed up to the Learning Revolution pledge and committed to do what they can to open up space and resources to support people to learn throughout life;

• many of the successful Transformation Fund projects involve museums, libraries and archives along with other wider partners;

• these provide models of local collaboration that could act as a starting point of partnerships to link with the Lead Accountable Bodies;

• museums, libraries and archives work increasingly with volunteers. MLA is exploring the potential to re-badge some of these volunteers as community learning champions with a remit to inspire and encourage wider participation.

3 Support for digital participation:

• libraries play a significant role in supporting people who would not otherwise be able to participate in online learning opportunities by offering a community internet service;

• thirty-seven per cent of adults still do not have regular access to the internet and thirty-two per cent do not have access to a computer\(^4\).

• libraries provide an average of 762 hours of free internet access a week across all libraries in each local authority\(^5\).

---


\(^5\) MLA (2010) Role of public libraries in supporting digital participation
• 91 per cent of library authorities offer people support to get online with 121 hours a week available, on average, across all libraries in a library authority.

4 Direct Gov on the high street

• Library services are experts in handling information and are well placed to support people to find out about all the local learning opportunities on offer.

case study one:  
**The Leap project in Suffolk**

Suffolk historically suffers from low participation rates in learning and a low-skilled workforce. It also faces real difficulties from rural isolation and lack of public transport. LEAP (Learning and Enterprise Access Points) was developed to help raise aspirations in the county and increase participation by making information about formal and informal learning opportunities as local as possible. LEAP is now a free, impartial and high-quality information service provided by LEAP centres, a network of LEAP information points based in libraries and childrens’ centres and the LEAP website.

The LEAP project is the result of collaboration between further education and higher education sectors and Suffolk County Council, across a defined geographical area. Early achievements include the adoption of the LEAP brand as the basis for county-wide activities. Importantly this has led to a strong and helpful identification of the project with Suffolk: people have begun to recognise LEAP and take pride in its success.

The programme has developed rapidly. Initial plans were to begin the development of LEAP centres in 2010, but seven centres are already in place, supported by an operating network of information points. Six more are planned to complete the current development programme in 2010.

Results are impressive. Between March and September 2009, seven centres received 18,500 enquiries. In the same period 744 contacts were assisted and were successful in obtaining a job, 10 business were helped, 2472 people participated in skills development, 442 people engaged in Skills for Life training, and 2,286 adults were supported to achieve level 2.

For more information contact Kate Bourne, LEAP marketing officer, 01473 338335 or visit www.leap.ac.uk

---

6 ibid
case study two:  
**Our Tyneside, Past Present and Future**

Designed by and for adults with learning difficulties, this is an experimental project based on an exploration of Tyneside’s local history and musical traditions. The course extends over twelve sessions and learners have the opportunity to visit places of interest, use of photographic and research materials in the library and to explore music and drama at the Sage Gateshead.

Personal creativity is encouraged. Learners are encouraged to put their impressions about the heritage of Tyneside into words, pictures and songs. The plan is to close the course with an exhibition and performance in both the Sage and the library. Learning is designed around the particular needs of the learners: learning sessions take place over an extended period beginning at 10:30 in the morning; food and refreshments are provided and learners are able to choose their preferred activity and location. The learning spaces are fully accessible and can accommodate learners, their carers and one-to-one tutor support.

The partners in the project want to make their resources more accessible, while the participants are gaining confidence alongside new skills in photography, research, music and drama.

Local contacts and funding from the Transformation fund made the course possible – but the learners are already expressing an interest in developing some of the themes in new courses including a study of Cullercoats and personal family history research.

For more information contact: Sheila Naughton, sheila.naughton@newcastle.gov.uk
case study three:

Use of IT with informal carers in Gloucestershire

Contact with local ‘informal’ carers showed that the learning opportunities being offered were not tailored to their needs: courses distinguished between paid and informal carers and often contained an unwelcome vocational element. A project has now been developed offering informal carers the opportunity to develop skills in the use of new technology and, with support, be able to access information, create social networks and develop training content to meet their needs. A core will be encouraged to become IT champions in their own right offering training and support to other carers.

Informal carers have different learning needs to paid care workers. While there is some skills training – lifting and handling for example – which is valued, carers also look for opportunities for personal development. Some anticipate going back into work and want opportunities to prepare themselves. However they are often isolated and unable to attend traditional classroom-based courses.

Gloucestershire County Council responded to these needs by connecting different strands of work to create the new project. Experience had already been gained through the establishment of a network of ‘village agents’: local people supported to provide information and put people in touch with service providers. This was complemented by the promotion of new technology through ‘rookie packs’ – described as ‘small suitcases stuffed with technology’ – that were loaned through libraries with the training and support needed to help people use the IT, develop local content and begin to train others. Both elements have been combined to develop and support this new carer’s network.

For more information contact: Jim Austin, Head of Adult Education, Gloucestershire County Council - Jim.austin@gloucestershire.gov.uk
case study four:  
**Stepping Stones into Work**

The East of England Renaissance project explores how museums can develop volunteering, work placement and apprenticeship opportunities to meet the needs of those who are unemployed and keen to join or re-enter the workplace. It develops the potential of museums as a stepping-stone to employment by providing experience in a work environment, building confidence and developing transferrable skills. The project has several strands: sharing the social enterprise model developed at the Museum of East Anglian Life, developing volunteering placements, creating 30 jobs for young people through the Future Jobs Fund and brokering 10 pilot apprenticeships across the region.

The project is delivered by a partnership of 23 museums across the region, and offers a range of job opportunities in front of house, retail, catering, learning and outreach, collections care, marketing, design, events and site maintenance. Match funding by the MLA will enable at least 10 of the 30 jobs to be offered as a one-year apprenticeship linked to a local college so that young people can work towards a formal qualification such as the new Creative Apprenticeship in museums.

Jobcentre Plus are closely involved in the project and refer eligible young people for interview. The museums will mentor the young employees and identify development opportunities, ensure they keep learning logs and support them to update their CVs.

For more information contact: Hazel Courtley, partnership manager, Renaissance East of England, Hazel.Courtley@norfolk.gov.uk
case study five:

**East Sussex County Council: financial capabilities**

The council has a clear recession strategy that engages businesses, communities and voluntary and community sector organisations. A recent recession survey highlights that for local residents a key challenge is balancing income with expenditure, particularly in relation to growing household and food bills. This is particularly challenging for those on fixed incomes and those who had planned for their retirement and are now affected by low interest rates.

The council has an on-going campaign to improve the financial inclusion of its residents, including supporting a fair credit programme through support for credit unions and addressing issues of loan sharks in some areas of the county through Fun and Finance days. This work is enhanced with initiatives delivered in libraries where residents can learn how to access and take up services such as debt advice, saving and affordable credit and joining credit unions. In one district, the library service is working in partnership with a young mothers’ group, the town council and Jobcentre Plus to provide open workshops on financial planning and debt.

For more information contact: Kiernan McNamara, head of strategic economic development and skills. kieran.mcnamara@eastsussex.gov.uk
case study six:  
**Strategic approaches in Derbyshire**

Derbyshire County Council’s Local Public Service Agreement, which has just completed its three-year programme, integrated libraries and adult learning strategies. A key objective has been to increase participation in learning, especially from under-represented communities.

The Adult and Community Education service, working closely with the Libraries Service agreed a ‘stretch’ target with the Learning and Skills Council of 1,000 new learners to be recruited through libraries. Sixty per cent of participants would achieve a qualification at Level 2. All of these have been more than exceeded.

Derbyshire’s 46 libraries house around 400 public access computers, and three large mobile libraries offer satellite broadband access to the Internet. Last year, library users booked almost 700,000 sessions on computers in static and mobile libraries. In addition, partnership funding has been used to transform six library meeting rooms into state-of-the-art learning centres. With a suite of PCs, laptop, data projection and interactive whiteboard, each centre offers an unrivalled opportunity for adult learning services to reach out to new learners in an environment where they already feel comfortable and familiar.

The project has cemented a strong and sustainable partnership between libraries and adult education, which is reflected at the strategic and policy level and in local service delivery. For 2009/10 Derbyshire County Council has made provision in the library service’s base budget to ensure that libraries and the education service can continue to offer learning opportunities to those who might otherwise miss out.

For more information contact Maurice Neville, Maurice.Neville@derbyshire.gov.uk
case study seven:

Our Lives

Croydon Libraries and Croydon Adult Learning and Training (CALAT) literacy tutors have a longstanding working relationship which has led to a number of collaborative informal learning initiatives. Students for whom English is not their first language have taken part in story-sharing workshops, celebrating Croydon’s diverse community and promoting local cohesion. Many exciting initiatives have led from the partnership, including students producing a series of Our Lives publications, sharing their journeys of life in the UK.

Apart from the Get London Reading grant, the project has been entirely self-funding. The teachers give up their time on a voluntary basis, and all other publishing costs are covered through sales of the books – largely to English language schools across the country. Sales even allow the writers to be paid a small royalty for their work.

One of the volunteers, Jacky McLaughlin (MBE), said of the project: “It’s also fantastic to be able to pay these writers – even if it is only a small sum. It gives affirmation and encouragement to them that their stories have been heard and recognised and that they have something of value to give to others.”

For more information contact Fiona Tarn, information services and adult learning manager, Fiona. Tarn@croydon.gov.uk
case study eight:

**Dudley: economic and community well-being**

“As the recession escalated it became clear that more facilities were needed to support the newly-unemployed to look for work. Adult Learning tutors deliver one-stop job clubs in a number of the borough’s libraries.” Cllr David Simms, Dudley Metropolitan Borough Council, Cabinet Member for libraries, archives and adult learning.

Dudley Metropolitan Borough Council takes a holistic view of the needs of its communities in the recession by providing informal learning opportunities that support family and community cohesion as well as addressing immediate skills needs. Partnership work with key employers in the borough offers learners a pathway into growth areas of work via a programme of non-accredited learning. Job clubs have been established in a number of libraries linked to the council’s local area agreement priorities. Over 400 learners have been supported since April 2009 with 114 going into employment.

The job clubs are one element in a range of activities including generations working together to share cultural activities and work with employers and learners on mental health and well-being through a happy and healthy lottery-funded programme. In many cases progress into skills and work programmes happens after learners have undertaken learning in a safe non-threatening environment. This range of learning activities supports health, well-being, community cohesion through arts, cultures and sports in addition to the skills agenda in tackling the effects of the recession on communities.

For more information contact: Ros Partridge, head of adult and community learning teams, ros.partridge@dudley.gov.uk
case study nine:
Digital Transformations in Bournemouth

"We now have 12 new spaces in our libraries, right in the heart of communities, where people can learn digital skills. The staff are local people who are connected into the community and its priorities." Cllr Nicola Green, Cabinet Member for Culture and School Development, Bournemouth Borough Council.

Digital Transformations is a collaborative partnership between The Information Culture and Community Learning Business Unit which includes Bournemouth Adult Learning, Bournemouth Libraries and Arts Development and SCAN, a digital media agency based at Bournemouth University. It aims to create informal learning portals in the heart of communities where digital literacy can be nurtured. It does this by utilising social networking, new forms of broadcast and digital tools to enable communities with little access to digital media to increase awareness and knowledge of its use. Through creative learning linked to local issues there will be a transformation of people’s perceptions of communities with historically negative reputations. Collaborations with leading digital artists will encourage local people to explore ideas about their neighbourhoods and express themselves in new ways.

For more information contact:
Heather Young, Children’s and Learning Services Manager, heather.young@bournemouthlibraries.org.uk
Tel: 01202 454827
case study ten:

Access to careers information, advice and guidance for employability provision through public libraries in the North East

The development of an integrated employment and skills service drawing together Jobcentre Plus with a new adult advancement and careers service was the imperative for a piece of research on the extent of information advice and guidance (IAG) for employability offered through local authority public libraries in the North East of England.

The research identified that libraries in the North East offered three main models of information, advice and guidance support that could be integrated into the new service.

- **Model one** nextstep advisers delivering some information, advice and guidance (IAG) sessions in libraries;
- **Model two** librarians trained in IAG to level 3 or 4 delivering information, advice and guidance sessions from selected libraries;
- **Model three** all libraries respond to requests for information and advice about learning and work, and signpost people to where they can get more help.

The research identified the key role that libraries play in supporting priority groups to get the support they need. Libraries offer a range of services that support learning and job-searching including literacy and numeracy support; digital skills; informal learning opportunities as well as hosting a range of other advice and guidance services.

---

“Having signed up to the Informal Adult Learning Pledge we welcome our enhanced role to promote the best use of the resources of the county council and its partners in delivering adult learning. We believe in strong local partnership working, and will use this to offer choice and the opportunity to meet local needs in the most efficient way.”

Cllr Andrew Lewer, Leader of Derbyshire County Council

The combination of reduced spend on public services, increasing demand and less income in receipts means that it is vital to make more effective use of the spaces and resources available, including those in museums, libraries and archives.

section three – effective leadership in a changing world

TellyTalk – connecting with the public

The TellyTalk initiative at Lancashire County Council addresses the challenges that some people face in accessing council services.

Twelve video conferencing facilities will be provided in each Lancashire district, to help local people to contact the county council. Ten of these are set up in libraries and two are in health centres.

Using TellyTalk’s touch screen facilities, people can easily access a range of council services such as ordering and renewing disabled parking badges.

People can get support from trained library staff who are on hand to help with using the equipment. This introduces people to new technology such as how to set up an email address, encourages people to learn new skills and introduces them to IT resources.

For more information contact John Taylor, TellyTalk Project Manager: john.taylor@lancashire.gov.uk. Tel: 01772 537301.
The recent LGA briefing for elected members\(^9\) identifies a number of key questions which members may wish to consider to gain most local strategic benefit when developing the long-term adult learning vision for their area:

1. Have you chosen an elected member and a chief officer who are going to discharge the lead role?

2. What planning processes do you plan to have in place to take on the role of Lead Accountable Body?

3. What is your vision for adult learning and skills in your area and how does informal learning feature and contribute to your ambitions? Can you use it to shape your plans for engaging more people in democratic processes and community activity? Can you and partners benefit from opening up new spaces for learning in your buildings? How does it link to your wider long-term vision for adult learning in the area?

4. Are you confident that your plans include all the adult and family learning in departments and services across the local authority area, such as libraries, museums, community centres, adult learning, extended services, archives, health centres?

5. Who are your new partners? Do your plans make the most of the local voluntary organisations and groups who can introduce those most excluded to new learning opportunities as well as Further Education colleges? Are there any sensitive relationships with organisations whose funding will be channelled through the LAB in future?

6. Have you examined how the benefits of learning can save spending on other budgets, such as health and care? Do you have enough examples of what happens locally to make the case for the public value of learning? Are the agencies where the savings are made contributing to the local learning budget?

7. Is it clear to all that the local authority can both commission and deliver learning as appropriate to local needs and the decision on what constitutes the right mix rests with each local authority?

Strong local leadership will create the new vision and link the benefits of learning to the priorities in the local area agreements. Museums, libraries and archives can contribute significantly to this vision.

**The public value or social productivity of learning**

We are developing our understanding of the benefits and savings that adult learning can contribute to inform investment decision-making and support effective governance. In Portsmouth, for example, they have calculated that it costs the local public services £30,000 every time an older person has a fall that requires a stay in hospital. To reduce this burden an investment has been made in adult learning exercise classes as a preventative activity to improve older people’s balance.

---

\(^9\) The councillors’ concise guide to Informal Adult Learning and Lead Accountable Body status, www.lga.gov.uk/adultlearning
An independent inquiry into the future of lifelong learning, funded by NIACE, reported in 2009. It argues that our current system of funding for lifelong learning fails to respond to the major demographic challenge of an ageing society or changes in employment patterns. It examines the total expenditure on lifelong learning and highlights the beneficial gains and long-term savings that could be achieved by making the link between learning and improved well-being. It concludes that the current system for lifelong learning is over-centralised and insufficiently linked to local and regional needs.

**Open spaces**

4,500 organisations have signed the Learning Revolution pledge including 3,000 museums, libraries and archives. Archives play a particularly strong role in supporting older learners engaged in self-organised learning to gain access to compelling records and resources.

MLA launched a Learning Revolution Challenge Fund in September 2009 which offered grants of up to £5,000 to museums, libraries and archives to encourage them to open up their spaces and resources in new ways to self-organised learning groups. 18 museums, libraries and archives are currently working in this new way and recording their experiences in evaluation diaries.

MLA will share the experiences of the 18 challenge fund recipients with the wider museum, library or archive community to encourage them to open up additional capacity by recognising that not all the learning opportunities in their spaces need to be run by museum, library or archive staff.

The Potteries Museum in Stoke, for example, is working in new ways with the local craft community. The museum has invested in a bank of equipment, including sewing machines, so that the craft groups cannot only be inspired by their textile collection but can also use the gallery space and new equipment to make craft too. This approach has widened participation and built relationships between communities and generations with older women sharing their knitting skills, for example, with younger women and men.

---

Pollards Hill Community Engagement Plan

Big Lottery funding has helped Pollards Hill Library extend to create new community learning spaces. Supported by a group of active partners – and with community help in the design of services – the centre opened in August 2009. Since then there have been successful family learning events alongside embedded basic skills fashion and media courses as well as health-related activities.

Pollards Hill Library is based in the east of Merton – an area of high unemployment, low qualifications and significant health problems. The east is the focus area for Merton Council’s Local Area Agreement (Bridging the Gap).

Targets for the centre include the delivery of improved basic skills, increased engagement of local BME communities and improvements in knowledge of health-related issues. The involvement of local people is a central principle and the library is working to ensure that the community feels a sense of ownership and are actively engaged in the development, delivery and management of library services.

The value of the library space is its location in the community and its availability to partner organisations. There is already evidence of the benefit of what is being provided. Participation in family learning events is growing and course participants have begun to express an interest in volunteering and attending other courses to extend their learning.

For more information see: http://www.merton.gov.uk/phlib-2.html
section four – conclusion and opportunities for the future

In this short publication, we have shown how the learning in museums, libraries and archives can become part of a wider local vision that joins with formal courses, the skills agenda, advice and information services and links more closely with other local learning services. The Learning Revolution might have started the journey, but real sustainable progress relies on local choice and local plans to meet local strategic needs, not about a government-driven initiative. We hope that the examples from colleagues in local authorities and their partners support your new developments.

We have opportunities to take advantage of the integrated working to not only make efficiencies but also to avoid duplication and waste.

For the future

**MLA:**
- will promote the information, role of public libraries to ensure people are supported to get on in work and in life;
- will develop the digital participation role of public libraries;
- will encourage greater join-up of local learning opportunities by auditing partnerships between museums, libraries and archives and the third sector to identify gaps and broker new alliances;
- will support the re-branding of some of the volunteer workforce in museums, libraries and archives as Community Learning Champions.

For more information contact www.mla.gov.uk/staff.

**LGA group:**
- will continue to support the local leadership agenda and, in partnership with NIACE and IDeA, will be launching a new discussion community of practice for all practitioners involved in informal adult learning;
- will continue to promote the social value of adult learning;
- will post developments and briefings at www.lga.gov.uk/adultlearning.

**NIACE:**
- with support from LGA, and working with colleagues in local authorities will be further developing the evidence base for the public value and social productivity of learning.

For more information contact: www.niace.org.uk.
For further information please contact
the Local Government Association at:
Local Government House
Smith Square,
London SW1P 3HZ

or telephone LGconnect, for all your LGA
queries on 020 7664 3131
Fax: 020 7664 3030
E:mail info@lga.gov.uk