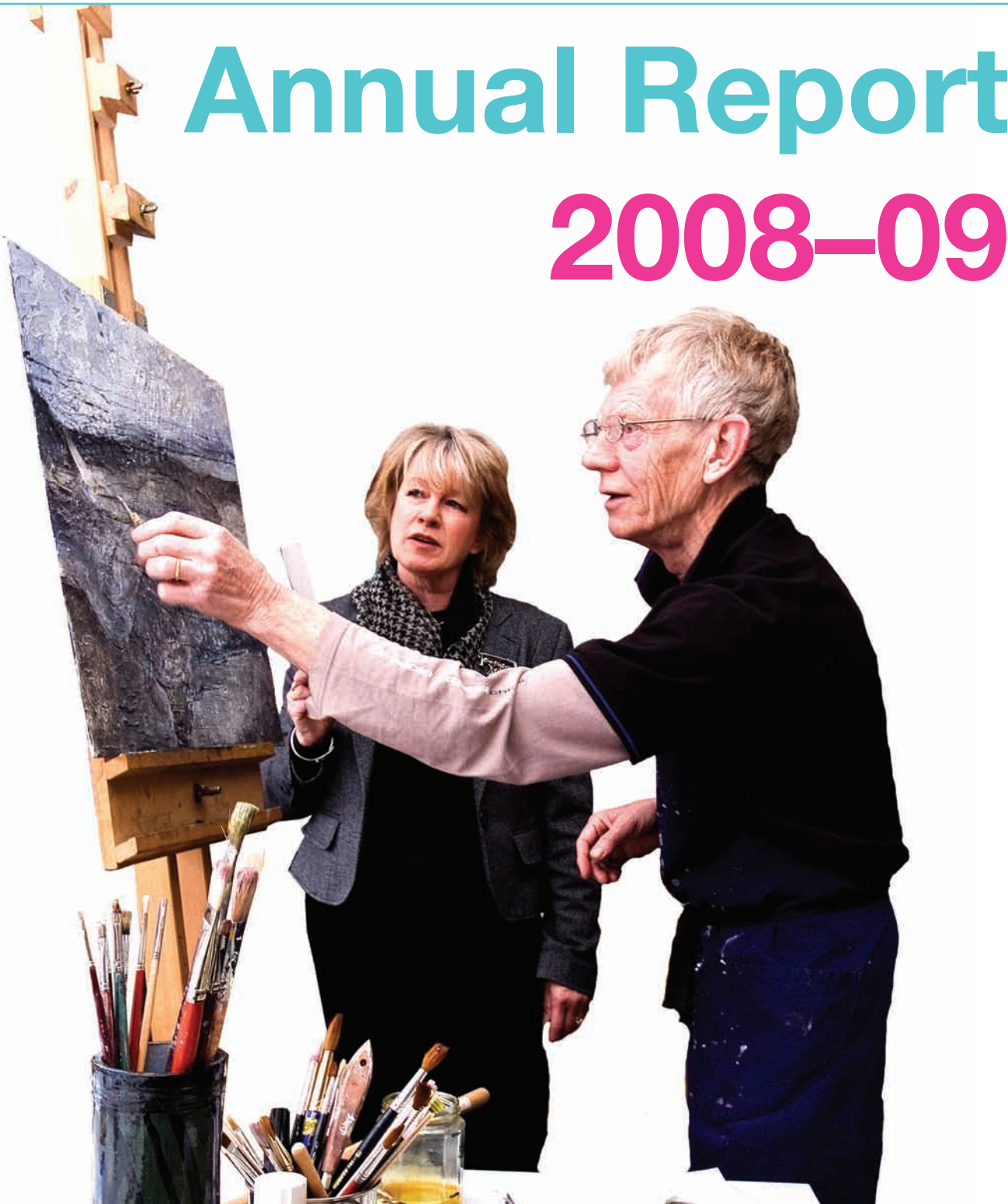


Annual Report

2008–09





Her Royal Highness The Princess Royal, Patron of NIACE, at this year's Adult Learners' Week National Awards Ceremony.

Annual Report

2008–09

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Introduction by the Chief Executive



This was a challenging year for the National Institute of Adult Continuing Education, for adult learners and for those who make provision for them, and for the wider economy, as the early impact of a global economic downturn was experienced across the full range of public, private and third-sector agencies.

NIACE spent a great deal of time in undertaking a radical programme of restructuring, to structure itself better for the changing external climate. It is, as a result, a leaner, fitter organisation, with a renewed clarity of focus on its core values and objectives. This exercise was prudent and timely – not least when a quarter of the Institute’s financial reserves – £1.9 million – was frozen as the Icelandic bank Kaupthing, Singer & Friedlander collapsed, plunging a number of charities and public sector organisations in the UK into financial turmoil.

The challenges facing learners derived from the overall reduction in the number and range of publicly funded adult learning opportunities available as result of a radical re-balancing of Government investment, as qualification-bearing programmes in the further education sector shrank. They were affected, too, by the Government decision to withdraw public funding from any higher education course at the same or lower level of qualification than that already held by learners.

For organisations, the stop-start arising from changing funding routes was only the latest example of the challenges faced in an environment top-heavy with new initiatives, and changes of priority.

The wider downturn led to major short-term fiscal stimulus from Government, which sought to limit the damage to firms and jobs arising from the banking crisis. The resulting increase in public debt will, inevitably, have an impact on services for adult learners in the years ahead.

Despite the challenges NIACE can report a robust and productive year’s work. Whilst we emerge from the year with more modest reserves (despite trading positively), we feel can be proud of achievements across a wide range of activity where adults learn – from family learning to mental health. We have commissioned major research, galvanised public debate, supported the development of helpful new policy, and continued to promote learner engagement in policy development and institutional management of lifelong learning. In that work I am grateful to our Board and Committees, our Patron HRH The Princess Royal, and to my colleagues for sustained and impassioned effort.

Alan Tuckett

Alan Tuckett

Overview

Responding to the downturn

The scale and speed of the economic downturn created an urgent need to rethink the contribution of adult learning in mitigating the worst short- and long-term effects of recession, on both individuals and employers. This was as true for ministers as it was for NIACE and its members. As businesses shifted focus to matters of survival the 'demand-led' approach set out in the Leitch report began to look badly out of date. A NIACE 'blue skies' paper sought to remind government of the contribution that community-based adult learning can make to the challenges of recession, drawing on the lessons of the REPLAN programme and the Adult and Community Learning Fund. It was no longer sufficient simply to train people for known vacancies and allow employers to dictate the agenda, we argued – we had to prepare for the economy that would emerge from recession. As Tony Uden argued forcibly in *Adults Learning* in February, we need '[t]raining for today's jobs, by all means, but education for tomorrow's also'.

Volatile conditions

NIACE offered support to both government and opposition politicians on recession-proofing education and skills policies for new and volatile economic conditions. We assisted the Department for Innovation, Universities and Skills in preparing *The Learning Revolution*, the informal adult learning White Paper, and continued to report on the negative impact of the Government's decision to withdraw funding for students who already have a qualification of equal status, covering the issue thoroughly in *Adults Learning*, and talking to ministers to offer them a way out of what fast became a public policy debacle. In Wales, NIACE Dysgu Cymru worked to persuade policymakers and funders that expenditure on adult learning should be considered an investment rather than a cost. It disseminated research on the wider benefits of learning and responded to Assembly Government consultations on adult community learning; young people not in education, employment or training; community cohesion; and financial inclusion.

NIACE also supported the process of reimagining the way adult learning is organised and funded through our ongoing sponsorship of the independent Inquiry into the Future for Lifelong Learning, which reports in September 2009, and through public events like the inaugural Naomi Sargent Memorial Debate – on technology and lifelong learning – hosted at



Channel 4 by Melvyn Bragg, with contributions from David Puttnam, David Blunkett and our former president Christine King, among others. This was accompanied by NIACE's publication of Naomi Sargant's *Lifelong Learning: A Brave and Proper Vision*. At the same time we continued to campaign for the reinstatement of the 1.4 million adult learning places lost to publicly funded provision, through the influential Campaigning Alliance for Lifelong Learning (CALL). NIACE was one of CALL's five co-founding organisations and our recently retired Associate Director Paul Mackney was its principal coordinator. The campaign culminated in a lobby of Parliament, attended by more than 500 supporters, in February. Hundreds of organisations, from a group of Devon lace teachers to the Community and Youth Workers' Union and the TUC, joined the campaign, while nearly 200 MPs signed an Early Day Motion in support of it.

Right to a Voice

Building on our previous campaigning leadership on ESOL (English for speakers of other languages), in December 2008 NIACE launched a campaign called *A Right to a Voice*, to overturn the Government's decision, in 2007, to withdraw the right for asylum seekers to access free ESOL courses in their first six months in the country. The campaign sought to alert policymakers and the public to the injustice of the decision and made practical arrangements to support voluntary action to meet the learning needs of asylum seekers until the policy can be reversed. More than 100 organisations now support the campaign, alongside high-profile individuals such as the Archbishop of Canterbury and Baroness Glenys Kinnock. In October, NIACE published *Dare to Dream*, Jane Ward's account of the dramatic impact learning can have on the lives of the most disadvantaged women in society. The book examined the learning lives of Bangladeshi, Pakistani and Somali women, considered the barriers they faced, and urged government to do more to help them participate in learning.

In the previous financial year NIACE had grown significantly as an organisation, with the merger with the Basic Skills Agency (BSA) bringing to the organisation 30 years' experience of innovation in basic skills teaching and learning – creating the strongest concentration of language, literacy and numeracy expertise in the country. This year saw staff from both organisations working together successfully on a number of high-profile projects, from our influential work on family learning to our innovative and timely promotion of financial learning, as NIACE embedded the work of the BSA in its core activity. Her Royal Highness The Princess



Overview

Royal had been Patron of the BSA since 1991 and we were delighted when, last year, she agreed to accept the same role for NIACE. She has since appeared for NIACE at a number of events, including a conference on the learning needs of young adults leaving care, a united services seminar and a conference examining the educational challenges facing adults with poor mental health. We were particularly pleased when the Princess Royal agreed to present awards at Adult Learners' Week 2009.

Who we are

NIACE is the National Institute of Adult Continuing Education. It is a membership-led, non-governmental organisation that both represents and advances the interests of adult learners and potential learners at all levels and wherever they learn in England and Wales – especially those who have benefited least from their initial education and training. We believe that adult learning is essential not only to create and maintain a more skilled and knowledgeable workforce, but also for personal development, and for a just, inclusive and democratic society. NIACE works to secure high-quality education and training systems that are responsive to the diversity and complexity of adults' needs and aspirations as learners.

Three words sum up NIACE's core goals:

More

To secure an increase in the volume of learning opportunities for adults and in the number of adults who are active learners.

Different

To extend opportunities to different groups of adult learners – especially those under-represented in existing participation profiles; and to promote the private and public benefits of a wide range of learning opportunities undertaken for different purposes.

Better

To identify and disseminate ways of improving the quality, effectiveness and efficiency of learning opportunities for adults.

NIACE has more than 500 individual and corporate members drawn from all sectors of post-compulsory education and training, ranging from universities, colleges and local authorities to the BBC, the National Federation of Women's Institutes, the Trades Union Congress and the Ministry of Defence. Our 220-plus staff work with adult learners, local authorities, government departments and agencies, voluntary bodies, charitable trusts, adult education providers, trade unions, employers and European funders.

What we do

NIACE's staff and members undertake a range of activities to deliver the organisation's core goals. The most significant combine:

Influencing policy

Advancing the case for adult learning in public policy and debate at all levels lies at the heart of NIACE's purpose. We seek to influence and persuade others that improving, increasing and extending opportunities for adults to learn throughout their lives has both public and private benefits.

Development and research

NIACE carries out development, research and consultancy activities in a wide range of areas in adult learning. Some are developed pro actively, while other work is commissioned by public authorities or private organisations. Activities may be qualitative or quantitative and focus on particular:

- groups of adults – in or out of learning;
- types of learning provider or provision;
- quality issues;
- curricula or assessment methods; and
- geographical areas (including international and EU-wide) or types of area.

Campaigning and communications

NIACE's communications and dissemination activities contribute not only to its broader policy, development and research agendas but also lead in raising demand among individuals and organisations for education and training. The work may involve:

- campaigns promoting change (whether individual, organisational or governmental, or to raise awareness);
- publication of books, periodicals – including our flagship journal *Adults Learning* – pamphlets and training materials derived from NIACE work or that of others concerned with adult learning; and
- online communications.

Our activities are tailored towards a number of different audiences, among them: learners and potential learners; public opinion; teachers and other front-line staff; managers of institutions and organisations; sectoral leaders; funders; and policymakers.

Making a difference

NIACE's aim of securing more, better and different opportunities for adults is, necessarily, pursued in range of different ways, all focused on achieving clear, demonstrable public benefits. Different parts of NIACE will function, simultaneously, as a centre for research and development, a national and international campaigner, a policy think-tank, a source of technical expertise and a representative voice for existing and prospective adult learners and those who make provision for them. This array of activities coalesce around four main advocacy goals, essential to the achievement of NIACE's charitable objectives:

- leading cultural change towards the creation of a lifelong learning society;
- shaping and informing policy and practice;
- empowering individuals and communities through adult learning; and
- becoming a beacon of knowledge and innovation in adult learning policy and practice.

In pursuing our objective of securing an increase in the volume and quality of learning opportunities for different groups of adults we have developed major programmes of work in the following areas: literacy, language and numeracy; information and communication technologies (ICT) and learning; digital and media literacy; community and family learning; financial learning; workplace learning; further and higher education; equalities and migration; learner voice; and international development. What follows is a selection of highlights from this activity during 2008–09, intended to give a sense of the breadth of the work, and the positive impact it has on people's lives.

Leading cultural change

NIACE has run Adult Learners' Week for 18 years. The original funding proposal, written by Alan Tuckett, highlighted the need to change public attitudes to learning, widening recognition of the 'increasing importance of adult learning to the personal and economic well-being of people living in Britain'. Today it is the UK's largest festival of learning, copied in over 50 other countries around the world. It remains the centrepiece of NIACE's work to raise the profile of adult learners in both public and political spheres. More than 100 press releases were distributed to local, regional and specialist press in England, resulting in almost 2,000 different articles, features and mentions for Adult Learners' Week. The high-profile coverage included coverage in *The Sun*, the *Daily Mirror*, the *Daily Mail*, the *Daily Express*, the *Daily Telegraph*, *The Guardian* and the *Times Educational Supplement*, as well as on national radio and television, and online. NIACE Dysgu Cymru reported a 50 per cent rise in press coverage during Adult Learners' Week 2008. Nearly 30,000 people participated in more than 3,000 events and taster

Much of my education was sheer bloody-mindedness. My Dad told me I was thick, and that education was wasted on women; I proved him wrong.

Maria Gough



Making a difference

I was given a second chance through the trade union learning opportunities. Since then I've embraced learning. ... I wanted a degree for my self-worth, self-confidence and to prove I could succeed.

Ged Bretherton

sessions in England; while in Wales a record-breaking 20,282 people attended 890 events, a rise of 14.9 per cent on 2007. There were 27,851 visits to the main campaign website during May 2008 (a 37 per cent increase on May 2007) and nearly 25,000 calls to the campaign helpline during the week. Two-thirds of callers had enrolled on or enquired about a course within two months of Adult Learners' Week.

The NIACE press office and campaign and development staff work to tailor messages to meet the specialist requirements of the print and broadcast media. Adult Learners' Week apart, there were 708 mentions of NIACE in the mass market press during 2008, as well as nine letters and columns from Alan Tuckett in *The Guardian* and the *TES*, 30 broadcast appearances (including features on demography on CNN and *Quick Reads* on GMTV), 159 mentions and appearances on local and national radio (excluding *Quick Reads*) and 175 stories on non-NIACE websites.

Though it is more difficult to measure, the impact NIACE has through the relationships it builds with key stakeholders and decision-makers is also significant. NIACE's experts have gained a reputation as an authoritative voice that is repeatedly sought after as a source of advice and analysis. The UK and Welsh Assembly governments commissioned significant programmes of research and development work from NIACE, while responses to consultation helped shape the thinking of policymakers in both administrations. A large proportion of NIACE staff have advisory roles with other stakeholder groups and advising bodies. They are also frequently invited to participate as speakers and panellists at local, national and international events. By voicing the imperative need for adult learning in these forums we have influenced the thinking of powerful audiences.

Shaping policy and practice

NIACE's analysis of figures released by the Learning and Skills Council in 2008 identified a drop in adult learner numbers in England of 1.4 million over two years. The figures were widely circulated to the press, politicians and other affected stakeholders, resulting in significant media coverage, mentions in Parliament, commitments by opposition parties to reverse the loss, and a mass campaign, organised by the Campaigning Alliance for Lifelong Learning (CALL). NIACE co-founded the campaign with the National Union of Students, the University and College Union, Unison and the Workers' Educational Association. They were joined by more than 200 supporting organisations, ranging from the Friends of Puddletown Library to the Muslim Council of Britain. 184 MPs from all sides of the political spectrum signed the CALL Early Day Motion and a packed lobby of Parliament, addressed by speakers from the three main political parties, gave around 500 CALL campaigners the chance to have their say about the state of adult education.

Quick Reads

NIACE promotes *Quick Reads* in England, involving tutors who work with adults with low literacy skills in the hugely successful, award-winning campaign. A unique collaboration led by the publishing industry, *Quick Reads* uses short, fast-paced books by best-selling authors and celebrities to encourage reading among adults who are new to books or who have fallen out of the habit. For World Book Day in March 2009, ten new *Quick Reads* were published for the fourth consecutive year, including original titles by the likes of Ian Rankin and Sherrie Hewson.

The campaign has had a tremendous impact on the lives and learning habits of many adults. NIACE's evaluations show that 90 per cent of adults who have been introduced to *Quick Reads* say they are more self-confident since using the books; 82 per cent say they are now more likely to read other kinds of books; and 59 per cent say their job prospects have improved. 98 per cent of tutors said that *Quick Reads* had helped their learners to progress, while the data indicate that there are now 16 per cent more adults at literacy Level 1 as a result of *Quick Reads*.

In 2009 NIACE ran an outreach campaign for *Quick Reads*, in collaboration with all of the major publishing houses, unionlearn, the Department for Innovation, Universities and Skills and the Arts Council, engaging around 350,000 adults through tutors, union learning reps and other trusted intermediaries. One of the learners reached by the campaign got in touch with NIACE to say, 'I would like to thank you for the *Quick Reads* books ... Two years ago when I started to read the *Quick Reads* it took me about five days to read one book. Now I'm reading one a day!' Another told us, 'I was given a *Quick Read* and was really reluctant to begin with. I'm 65 and it was the first book I'd ever completed ... I love the books and have read 17 or 18 in the last year'.



Making a difference

NIACE advocated for inclusive and equitable policies, structures and practices that best serve adult learners' needs, across a broad range of fronts. We provided specialist advice to the Qualifications and Curriculum Authority and the Learning and Skills Council as they developed the newly launched Qualifications and Credit Framework. Our proposals on unit funding and the 'credit success rate' measure had a major impact on the final outcome of the framework. NIACE also developed a successful partnership with the Learning and Skills Council (LSC) and the National Institute of Mental Health in England that will implement a strategy to make England an international exemplar in providing high-quality post-16 learning provision for learners with learning difficulties and/or disabilities. The strategy itself was heavily influenced by NIACE, with staff writing parts of the document. As ever, much of our work was at the chalkface, and we continued to support providers in seeking to increase opportunities for adults.

NIACE continued its opposition to the withdrawal of institutional funding for equivalent and lower qualifications in English higher education, a policy which has resulted in the closure of lifelong learning courses across England. While respecting the Government's right to re-balance its spending to reflect the prioritisation of 'first-chance' HE above that of continuing education, we were unequivocal in stating that the policy proposals announced were dysfunctional, counter-productive and flawed. We supported the Department for Innovation, Universities and Skills in preparing *The Learning Revolution*, the informal adult learning White Paper, and provided in-depth comment on the 'refresh' of the Skills for Life strategy.

Internationally, NIACE drafted the UK submission for CONFINTEA VI, the sixth UNESCO world conference on the education of adults. We remain an active member of the International Council of Adult Education and work with many other relevant bodies, including the European Commission, the British Council, the Commonwealth Association for the Education and Training of Adults, the European Association for the Education of Adults and UNESCO. Recent international projects and consultancy work have involved NIACE with adult learning in 25 countries worldwide.

NIACE continues to offer support to both government and opposition parties on how best to ensure adult learning and training make an effective contribution to mitigating the effects of recession. NIACE staff in England and Wales worked hard to ensure that, as the recession bites, adult learning does not slip down the agenda of education ministers. Keen also to help re-shape the system to prepare for the economy that will emerge from the downturn, we provided the UK Government with a 'blue skies' policy paper setting out the contribution adult learning, in all its forms, can make to meeting the long-term challenges posed by recession.

I wanted to learn because I wanted to better myself. Now I enjoy a more responsible and interesting job. ... Learning has given me a career rather than just a job.

Mary Jarvis

The role of NIACE Dysgu Cymru is to serve the needs of adult learners in Wales by maintaining a positive dialogue with the Welsh Assembly Government while advocating for real advancements within the sector. Despite the apparent divergence of education policy between Wales and England, the challenges faced by NIACE Dysgu Cymru often mirror those faced by NIACE in England, for example, in responding to the drop in the number of adults participating in publicly funded learning. The main focus of our work in Wales has been to persuade policy makers and funders that expenditure on adult learning should be considered an investment rather than a cost.

To achieve this, NIACE Dysgu Cymru has successfully lobbied the Assembly Government on a number of issues. By disseminating research on the wider benefits of learning, we demonstrated the importance of giving post-19 learners the same amount of support available to the 16–18 cohort; and by working in partnership with fforwm, we contributed to the development of the Quality and Effectiveness Framework for post-16 provision in Wales.

Throughout the year, NIACE Dysgu Cymru influenced policy by responding to a number of Assembly Government consultations, including: A New Approach to Adult Community Learning; Reducing the Proportion of Young People not in Education, Employment or Training; the Community Cohesion Strategy; and the Financial Inclusion Strategy.

We also worked to influence practice. The Older and Bolder team's research on global family learning projects in rural areas was disseminated at the annual Family and Intergenerational Learning conference, providing participants with a raft of new ideas for recruitment. The conclusion of the team's *Digital Storytelling* project in North-West Wales saw many older learners putting newly acquired skills to use in activities that supported the local economy and put them on the path to full digital inclusion. Research into the voluntary sector's delivery of ESOL to excluded groups highlighted the positive impact of informal learning, the benefits of supporting volunteers and the importance of working in partnership.

Working with Niace Dysgu Cymru is crucial for us in the BBC, because we're able to work effectively in collaboration to support those people who need to be empowered in our most deprived communities across Wales.

NDG

Making a difference

Empowering individuals and communities

On 10 December 2008, as the world marked the sixtieth anniversary of the Declaration of Human Rights, NIACE launched *A Right to a Voice*, a campaign to highlight the injustice of the Government's decision to withdraw the right of asylum seekers to attend English language courses during their first six months in the country. More than 100 organisations and individuals, including Oxfam, the Refugee Council and the Archbishop of Canterbury, have joined the campaign. In addition to the national campaign, NIACE has sought to engage civil society to work with small groups of asylum seekers to offer a six-month programme of activities relevant to new arrivals, called *Welcome to Britain*. The programme is being piloted, using course materials produced by NIACE.

Learning is the main feed to the brain and soul. It's what gives me a meaning and purpose to life.

Anis Bakir

From January 2007 until June 2008, NIACE's regions team managed a project to establish 13 local learning networks across the South East of England. The networks brought together colleges, universities, local authorities, voluntary organisations and public services, into an effective partnership framework that took forward LSC objectives to support adults to learn in their communities. NIACE built the capacity of the learning networks to enable them to respond to local economic and social priorities and to make the most of the resources available. Although funding for the project has ceased, many of the networks continue to work successfully and have, through funding learning opportunities outside mainstream provision, made significant impacts in their communities.

NIACE's family learning activity continued to grow in scope and influence. In October 2007 the Learning and Skills Council commissioned NIACE to review methods of measuring progression from family learning programmes. NIACE identified a need for a broader definition of what constitutes progression that would include not only economic benefits but also the educational, personal, social and collective progression outcomes of the programmes. The LSC has adopted the definition and now measures the success of programmes funded through Family Learning Impact Funding in terms of a more inclusive definition of progression that reflects adults' numerous needs and benefits of learning.

Most adults say that the workplace is the best place for them to learn and one of NIACE's key strategic priorities is to support the development of expansive learning workplaces and adult learning opportunities at work. We have supported a wide range of organisations in developing and implementing strategies for literacy, language and numeracy in the workplace – including the British Army, the Police, the Prison Service and the National Health Service – designing and delivering courses and producing resources where appropriate.



As the Army's literacy, language and numeracy partner, NIACE is managing a three-year Armed Forces Basic Skills Longitudinal Study to examine the impact of improving the basic skills of service personnel on their professional and personal development and, collectively, on organisational performance. The study, which is tracking the basic skills progress of 1,600 army recruits, will give the three armed services a vital insight into how best to direct basic skills funding.

In 2008, NIACE published *Dare to Dream: Learning journeys of Bangladeshi, Pakistani and Somali women*, a study of the factors that affect participation in learning by women in these groups. Bangladeshi, Pakistani and Somali women have fewer English language skills, are less likely to secure sustainable employment, have lower incomes and have fewer opportunities to participate in social society than women from other ethnic groups. *Dare to Dream* addressed this huge equality and inclusion challenge by investigating the hindrances to learning these women face – including factors such as poverty, the burden of domestic labour and gender oppression, as well as lack of accessible learning provision and affordable childcare – and pointing ways forward that could help them progress. It urged government to do more to help women from these groups take part in learning and set out a community outreach framework to support providers to identify need and develop strategies in response.

The research also prompted *A Woman's Place*, a six-month government-funded NIACE project to identify the learning needs of 160 women from Bangladeshi, Pakistani and Somali communities in London, and to help them access different types of learning. The project targeted women who have lower levels of English language skills and who are at risk of social exclusion. Ten further pilot programmes are now in place to test the *Dare to Dream* Community Planning and Outreach Framework, engaging women in a range of learning activities, including ESOL.

Knowledge and innovation

The NIACE-sponsored independent Inquiry into the Future for Lifelong Learning was set up in September 2007 and is due to report in September 2009. This year saw the inquiry build up a serious head of steam as it worked towards its final recommendations, producing a string of major publications and much food for thought besides, not least through Tom Schuller's *Inquiring Minds* weblog. Its findings have been covered extensively in the *TES*, *The Guardian* and *Adults Learning*.

I don't believe in saying 'I can't', and my thirst to learn more is what's kept me going, even when I've been in pain. Learning makes me feel better both mentally and physically.

Brenda Cumming

Faith community development

In 2007–08 NIACE was funded by the departments for Innovation, Universities and Skills and Communities and Local Government to develop and pilot a qualification for faith leaders, workers and volunteers. The aim was to develop the communication, representation, safeguarding and other skills of faith leaders, workers and volunteers so that they could operate more effectively within their communities. Following consultation, development and piloting, the qualification began to be delivered this year, through NIACE’s Faith Community Development project.

To ensure positive outcomes for all stakeholders, the project convened an independent advisory group, including members of all major faith communities and NIACE staff. The project’s work was underpinned by a number of core principles, committing it to develop a transparent, ‘learner-centred’ approach involving all faith groups.

NIACE devised a programme of targeted pilots which would deliver the new qualification in partnership with a variety of providers, including colleges, local authorities and community adult education providers. The pilots ran between October 2008 and March 2009, offering participants a stimulating short course of accredited learning in settings that provided an opportunity to develop relationships with people from a wide variety of backgrounds. The course gave participants the opportunity to: learn and develop their own skills; involve those who are excluded or disadvantaged; create organisations to tackle community need; work to promote interfaith dialogue; and promote shared values through community leadership.

The pilots were offered in a range of delivery models, including modular sessions, blended learning and residential, so the impact on learner take-up and retention could be evaluated. Accreditation of the course through the National Open College Network demonstrated that it can offer a flexible range of qualifications which will allow participants to undertake a shared learning experience and select from a range of available accredited outcomes.

The inquiry's first thematic paper – *Demography and Lifelong Learning* – was published in January 2009. It reviewed the evidence on demographic change and argued that the current focus on skills for work and younger people was inadequate to meet the challenges of an ageing Britain. Older people would need more opportunities to learn if they were to actively contribute – rather than being a cost to society – during the 20 or more years they can expect to spend in retirement.

Further thematic papers have followed, on technological change; migration, communities and lifelong learning; and well-being and happiness; with sectoral papers published on schools as a foundation for lifelong learning; the private training market in the UK; and poverty reduction (the first of a suite of public value papers). The overall goal of the inquiry is to offer an authoritative and coherent strategic framework for lifelong learning in the UK. Among other things, it will propose a new intergenerational model of the education life-course and recommend a framework of entitlements to enable individuals and employers to make decisions about their own learning needs (see www.lifelonglearninginquiry.org.uk).

NIACE's Digital Learning team continued to combine the maintenance of long-standing large projects – such as the outstandingly successful *E-Guides* teacher training programme, which has helped more than 2,500 people in the use of technology in learning – with shorter-term initiatives that break new ground, such as the development, with Becta, of the new ITQ national vocational award for learning and skills. The team's research into incentives for online learning highlighted the funding and organisational barriers to exploiting this opportunity; while its surveys of organisational e-maturity in offender learning and local authority provision created a credible national picture which informed the *Harnessing Technology* delivery plan, led by Becta. Research work on technology and informal adult learning raised the level of debate on these issues and informed the preparation of the *Learning Revolution* White Paper.

A number of important pieces of research commissioned by the Welsh Assembly Government were published by NIACE Dysgu Cymru. One study identified the approaches adopted by a wide range of learning providers and organisations within Wales to meeting the needs of adults with multiple barriers to learning. It found that organisations in Wales are often not aware of one another's work and that a huge range and diversity of provision exists, with each sector having expertise in particular areas. A second study explored the innovative and effective approaches used in the voluntary sector to deliver ESOL to marginalised and excluded groups and individuals. It illustrated the diversity of ESOL learners and their motivations for participating and highlighted the wide-ranging impacts of ESOL in terms of individual aspirations, improved health, increased access to services, and in creating opportunities for civic, democratic and

When I lost my job I really thought that was it for me as I didn't know about anything else. But now I've realised that it's never too late to learn.

Malcolm Apperley



Making a difference (cont.)

community participation. NIACE Dysgu Cymru produced a report which analysed the role of lifelong learning within Assembly Government policies and strategies across departments. It also identified potential synergies in relation to adult education and training, and made constructive recommendations for improving service delivery and quality.

In 2008–09 NIACE published some 154 new publications – many, such as the popular *E-Guidelines* and *Lifelines* series, directed towards front-line teachers. NIACE organised 267 events during 2008–09, attracting more than 8,000 participants, 94 per cent of whom rated the event they attended ‘good’ or ‘excellent’. To ensure its message reaches more people, more effectively, in January 2009 NIACE launched a new website, with increased usability and improved navigation, as part of the implementation of its e-strategy. In the past year there have been nearly 1.7 million visits to NIACE’s websites.

My learning has empowered me and given me the belief that my future is in my hands ... I now feel liberated and free from the fear of prison and addiction.

Frank Harris

20 years of *Adults Learning*

The September 2008 edition of *Adults Learning* was the first of the twentieth volume of NIACE's long-established and influential flagship journal. It remains one of the most important ways in which NIACE communicates its message to a wider audience while offering individuals and organisations in the field a vital public forum for debate.

The latest volume included topical articles on the impact of the withdrawal of funding for students studying for an equivalent or lower qualification; wide-ranging responses to the informal adult learning White Paper; reports and views on the CALL lobby of Parliament; reflections on the fortieth anniversary of the Open University; an interview with Tory shadow minister John Hayes; and an extended consideration of the role of adult learning in surviving – and emerging strongly from – recession.

Contributors to the volume have included: Irish President Mary McAleese, Demos Director Richard Reeves, United Kingdom Commission for Employment and Skills (UKCES) Chief Executive Chris Humphries, European Commissioner Jan Figel and various UK government ministers and shadow ministers; alongside an array of leading academics and writers on adult learning, including Stephen Gorard, Alison Wolf, Lorna Unwin, Frank Coffield, John Field, Gert Biesta, Richard Taylor and Tom Schuller. Each issue also featured articles by or about practitioners working at the chalk-face of adult learning, reflecting some of the best and most innovative practice in the sector.

Respondents to the 2008 *Adults Learning* readership survey were asked to rate the magazine on a number of factors: 97 per cent of readers rated the magazine 'good' or 'excellent' for accessibility of articles; 94 per cent rated it 'good' or 'excellent' in terms of relevance; 90 per cent found the quality of writing either 'good' or 'excellent'; 95 per cent thought we were 'good' or excellent' at informing on current issues; and 89 per cent found our articles on good practice 'good' or 'excellent'.

Asked to sum up *Adults Learning* in a short phrase, readers described it as 'essential reading for workers in adult education'; 'informative and invaluable in recognising good practice and informing debate'; 'a must-read, interesting and informative journal for those involved in adult learning'; and 'an important alternative to government rhetoric'.

Challenges and opportunities

The year 2008–09 was a mixed and, in some respects, difficult and uncertain period for the provision of adult learning opportunities. The CALL lobby of Parliament in February gave campaigners a chance to vent their frustration at the loss of 1.4 million adult places from publicly funded provision over the preceding two years. They left then Secretary of State for Innovation, Universities and Skills John Denham in no doubt as to the strength of their feelings, as they objected strongly to his use of the phrase ‘holiday Spanish’ to capture the range of learning aspirations so well described in the rich and enduring promise of David Blunkett’s 1998 Green Paper, *The Learning Age*. His reception at the February lobby was in marked contrast to the warmth that greeted his launch in March of the informal adult learning White Paper, *The Learning Revolution*.

There was real promise in the new money secured to support ‘innovative approaches to reach and engage new learners’ and in the move to open up public spaces to learning. Many of the founding organisations to sign the Government’s new informal learning pledge and become ‘ambassadors for informal learning’ were also supporters of CALL, including NIACE, the Church of England, Unison and the Workers’ Educational Association.

Fresh approach

Reaction to the White Paper was generally positive and there was genuine enthusiasm for the sort of innovative partnership-working it promised. But while the new investment is welcome it is plainly modest when contrasted with the scale of reductions in adult education provision over the last three years. Only time will tell whether or not *The Learning Revolution* signals a real shift in ministerial thinking about adult learning; but there can be no doubt that the time is ripe for a fresh approach – and there is welcome recognition of the fact in the White Paper.

The Prime Minister’s June reshuffle after year-end merged the departments for Innovation, Universities and Skills and for Business, Enterprise and Regulatory Reform, creating a new Department for Business, Innovation and Skills under the leadership of First Secretary, Lord Mandelson. For NIACE, this represents a challenging opportunity to place adult learning firmly at the heart of government. The key role of the new department will be to develop Britain’s capabilities to compete in the global economy, helping the UK emerge from recession and build a sustainable, resilient and knowledge-based economy. This will, of course, include learning at and for work, but NIACE believes that this must be within a sophisticated analysis of how the contribution of education and training to economic and social change can be maximised.

Clearly, government policy needs to change substantially if it is to reflect the wider contribution adult learning makes to creating a more secure and prosperous society. NIACE’s 2009 survey

At times it was really difficult to remain motivated when my problems threatened to overwhelm me, but I knew that education was a way to survive.

Najib Rasooli



of adult participation in learning suggests that the proportion of adults learning is at its lowest point since Labour was elected in 1997 and participation among people who have benefited least from education is in sharp decline. It is clear that a high price has been paid for the Government's skills strategy, and that the opportunity to gain a first qualification for a small cohort of the least qualified has been bought at the expense of engagement by large numbers of others from the same communities. Both inside and outside the paid workforce, all adults want better lives and want to contribute to society. Learning can help them do this.

Economic downturn

Education can make an imaginative and effective contribution to mitigating the effects of economic downturn. We expect the publication of the final report of the Inquiry into the Future for Lifelong Learning to be a milestone in re-thinking the role of adult learning in our rapidly changing world. NIACE will continue to argue that policies must not ignore the vulnerable and marginalised – and that the UK cannot afford to neglect the capacity and talents of any of its citizens. Learning that helps adults develop confidence and capability can be taken back to the workplace and is no less important than qualifications. There is an opportunity for the new department to re-frame policies for learning, work and wider civic activity in later life in the light of Britain's changing demographic profile and also to re-examine how best to encourage and motivate people to use learning to change their lives for the better.

We will press the new department to take an expansive and inclusive perspective which balances the needs of businesses with those of individual adults and balances regional agendas alongside those of industrial sectors. We support UKCES's call for a transformation of the relationship between employers and their workforce, with employers demanding more of their staff in terms of skills and innovation – and investing more in their talents. Increasing employer investment in workplace learning would, we believe, release public funding for investment in learning for community cohesion, well-being, intergenerational solidarity and active ageing – all as important as economic skills in times of recession. All will be essential if we are to develop UKCES's 'high-skill, people-driven economy of the future', a society which, in Lord Mandelson's words, is good at 'being smarter and more innovative and creative and more flexible and adaptive and confident and entrepreneurial than the competition'.

NIACE, of course, recognises that there is a risk that the wider benefits of learning could lose visibility with the focus of education narrowing sharply on workplace skills. It is critical that the new department acknowledges that education of all sorts can act as a catalyst for the range of social and economic changes needed for success beyond the recession. NIACE is looking forward to the challenge.

Financial summary

General statement

The financial summary has been agreed by haysmacintyre as being consistent with the full financial statements for the year ended 31 March 2009. These were prepared in accordance with the Statement of Recommended Practice Accounting by Charities (SORP 2005) and received an unqualified audit opinion.

These summarised accounts may not contain sufficient information to allow for a full understanding of the financial affairs of the charity. For further information, the full accounts, the auditor's report on these accounts and the Trustees' annual report should be consulted. Copies of these can be obtained from NIACE, 21 De Montfort Street, Leicester LE1 7GE.

The full accounts were approved on 9 July 2009 and have been submitted to the Charity Commissioners and the Registrar of Companies.

Financial Review for the year ended 31 March 2009

NIACE anticipated a deficit in 2008–2009 when setting the budget. In previous years, reserves had been built up substantially to be close to the target in the Reserves Policy. The Trustees agreed that NIACE should sponsor the Inquiry into the Future of Lifelong Learning, and also to substantially upgrade the IT facilities. These are recognised purposes specified in the Reserves Policy. Expenditure on these items was £1m.

NIACE had a difficult year in 2008–2009, generating an operating deficit of £2,003,000, compared to a surplus of £2,104,000 in 2007–2008. Total incoming resources were £25,049,000, and expenditure was £27,052,000. Income was significantly lower than 2007–2008, with a corresponding decrease in expenditure, mainly as a result of the cessation of the Wales' activities of the Basic Skills Agency. Investments fell overall, with losses of £935,000 being partly mitigated by capital injections, as well as dividend income, and after providing £1,130,000 in respect of the impairment in the value of deposits held with an Icelandic bank. NIACE has reviewed its structure in the light of current economic conditions and to reduce its cost base going forward, and has made provision of £636,000 in respect of one-off restructuring costs. There was an increase in the deficit on the pension scheme of £2,302,000 on the FRS17 calculation basis, due mainly to changes in asset values. After adjusting for the movement in pension liabilities the overall call upon reserves was £6,285,000.

The activities of the Basic Skills Agency were fully integrated into NIACE. There was some ongoing funding from DIUS, but the basic skills activities in Wales formerly managed by the



BSA ceased, accounting for much of the reduction of income in the year. Income relating to ongoing work in England is now shown under the appropriate income heading, mainly development and research.

NIACE receives income from a range of activities and funders. The major funders include the Department for Innovation, Universities and Skills, who provide a core grant under a three year Compact agreement. The Learning and Skills Council continued to commission NIACE to manage the LSC's e-learning strategy, commissioned work around mental health, equality and diversity, commissioned project work under a Memorandum of Understanding as well as a range of smaller contracts. Work continued on the Skills for Life Programme with CfBT. The Welsh Assembly Government and the Local Government Association provide ongoing funding under a grant arrangement. The Department for Children, Education, Lifelong Learning and Skills in Wales (DCELLS) also match funds for Adult Learners' Week. The European Social Fund continues to support Adult Learners' Week and Sign Up Now in both England and Wales, and has also contracted NIACE for work under the Equal programme, and Action for Communities in the South-East. Other significant funders, for which we are grateful, include the Esmée Fairbairn Foundation, Prudential, the John Lyon's Charity, the Nuffield Foundation, the Army, the Quality Improvement Agency and the Department of Health. NIACE also raises income from conference and publication sales and membership subscriptions. Any surplus generated from these and other sources is used to fund NIACE advocacy and information work, to fund initiatives of importance to adult learning which cannot be funded elsewhere, and to strengthen the reserves as specified in the Reserves Policy.

NIACE Trustees agreed that, in order to secure the independence of the Inquiry into the Future of Lifelong Learning, costs should be met from its reserves, although it was anticipated that some funding would be received from charitable trusts.

The largest item of ongoing expenditure is salaries and associated costs, with an overall increase in costs of 3 per cent. Staff are appointed with a range of specialist skills which support the particular charity activities in their areas of work, and other staff support this. NIACE committed £500,000 from reserves at the start of the financial year as part of its e-strategy to strengthen its information systems, mainly through upgrading the website and implementing a new customer relationship management system; £450,000 was expended in 2008–2009, comprising systems development, staff time and training.

Expenditure supporting each activity is a combination of direct costs, salary costs for staff directly employed on that activity, and support costs which are allocated to all activities. Direct costs are incurred as part of contracts, or are specific to event organisation, publication

Without learning I wouldn't be the person I am and I am proud of who I am. Learning stimulated me and is exciting; it makes me feel alive.

Chrissy Jane Hedge



Financial summary (cont.)

Learning... gave me the opportunity to change things. It has transformed my life and benefited the lives of my son, my family and my friends. ... I saw no future, but now I know I have a great life with a good future ahead of me.

Tanya Powell

productions, campaigns and such like. Overall costs in each area have moved in line with income.

Reserves Policy

The Trustees reviewed the Reserves Policy in April 2008. The overriding principle is that NIACE should use its reserves to maintain the financial stability of the organisation and to meet the needs of adult learners both current and in the future. The Trustees have determined that NIACE requires reserves for the following specific purposes.

- to cover statutory obligations and to wind up its own affairs in an orderly way;
- to cover fixed expenditure commitments in the event of loss of income on a temporary basis, and to provide the Company with time to plan its future strategy;
- to provide working capital for projects with late payment dates;
- to fund initiatives of importance to adult learning which do not meet their costs;
- to meet any potential deficit in the pension scheme;
- to meet the costs of planned major capital expenditure.

All these calls on reserves are interrelated, so that reserves ultimately held to cover statutory obligations may be used as working capital in the short term, where it is known that funding will eventually be received. The long term objective is that separate sums should be designated to meet statutory obligations and for working capital needs.

Required level of reserves

The required level of reserves is calculated as follows:

- 25 per cent of annual expenditure should be held to cover potential loss of income;
- ring-fenced reserves should be retained to cover the pension deficit as it appears on the balance sheet;
- there is a long term target of nine months of net working capital in addition to the pension deficit.

The difficult year meant that the Institute's reserves were reduced. Planned expenditure from reserves included the commitment to the Inquiry into the Future of Lifelong Learning, and also a major upgrade to the organisation's website and contact management system. This was further compounded by reductions in the value of the investments, and the loss in value of the deposits with Kaupthing, Singer & Friedlander.

The minimum free reserves target, which is reviewed annually, was set at £8.4m in July 2008 (including the pension liability). Free reserves at the end of March 2009 were £3.8m (reduced by the pension liability to £0.7m). The Board has determined that the reserves target should comprise nine months of net working capital and sufficient funds to cover the pensions deficit. The minimum reserve target is therefore £8.7m. In 2009–2010, a proportion of the reserves will be utilised to fund the Inquiry into the Future of Lifelong Learning, and also to upgrade NIACE information technology systems.

NIACE operates two pension schemes: the Teachers' Pension Scheme and (as an admitted member) the London Pensions Fund Authority local government pension scheme, which is a funded, defined-benefit pension scheme. The most recent triennial valuation of the defined-benefit scheme, as at 31 March 2007, calculated the scheme deficit to be £0.895m (2004:1.472m). However, FRS17 rules require inclusion of the year end valuation calculated on the basis defined in that standard. The deficit, using this method of calculation, is significantly higher than the actuarial valuation and at the end of March 2009 was a deficit of £3.085m (2007–2008: £0.783m). Note 15 to the financial statements gives further details. Full incorporation of the FRS17 fund deficit calculation into the NIACE balance sheet shows a pension liability which significantly reduces reserves. Although the fund deficit poses a serious issue for NIACE, the Trustees recognise that FRS 17 does not, of itself, affect cash flows because NIACE makes employer contributions to the pension fund on the basis of advice from actuaries as part of their report on the triennial valuation. The contribution rate recommended is designed to fund the deficit over the future working life of employees, or 20 years whichever is the lower. The Teachers' Pension Scheme, is accounted for as a defined-contribution scheme, as the Company is unable to identify its share of the underlying assets and liabilities of the scheme (see note 15b of the accounts for further details).

Risk

The most significant risk affecting NIACE achieving its objectives is considered to be changes in the external environment, including changing patterns of adult participation in learning and changes in government priorities and funding, affecting NIACE advocacy work and our ability to sustain our current work. This is mitigated by regular review of the external environment and forward planning. Other key risks include organisation risks such as the risks of insufficient income being generated to cover costs. This is mitigated by regular review of the forecast financial position and action taken as appropriate. There are risks with the development of new work, as investment may be made without sufficient income or influence being generated.

Financial summary

Each key risk is allocated to a member of the senior management team who develops strategies to mitigate the risk.

During the year, the Trustees identified a significant risk in relation to potential income streams in the forthcoming years, following the economic downturn and associated reductions in public expenditure. While there may also be opportunities for NIACE in relation to promoting adult skills in this scenario, the Trustees agreed that the organisation should be restructured to better fit it to face the future. This involved the loss of 40 posts within the organisation.



Statement of the auditors to the members of the National Institute of Adult Continuing Education (England and Wales) (NIACE)

We have examined the summary financial statement of NIACE for the year ended 31 March 2009 which comprises the balance sheet and the statement of financial activities set out on pages 28 to 29.

This report is made solely to NIACE members, as a body. Our audit work has been undertaken so that we might state to the members those matters we are required to state to them in an auditors' statement on Summary Financial Statements and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the members as a body, for our audit work, for this statement, or for the opinions we have formed.

Respective responsibilities of Trustees and auditors

The Trustees (who are also the directors of NIACE for the purposes of company law) are responsible for preparing the *Annual Report* in accordance with applicable law. Our responsibility is to report to you our opinion on the consistency of the summary financial statement within the Annual Report with the full annual accounts and the directors' report. We also read the other information contained in the *Annual Report* and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the summary financial statement. Our responsibilities do not extend to any other information.

Basis of opinion

We conducted our work in accordance with Bulletin 1999/6 'The Auditors' Statement on the Summary Financial Statement' issued by the Auditing Practices Board for use in the United Kingdom.

Opinion

In our opinion the summary financial statement is consistent with the full annual accounts and the directors' report for the year ended 31 March 2009.

We have not considered the effects of any events between the date on which we signed our report on the annual accounts (31 July 2009) and the date of this statement.

haysmacintyre

haysmacintyre
Registered Auditors
Chartered Accountants
17 September 2009

It's good to be able to speak a language which is used in this country as it gives me an opportunity to advance at work.

**Tomas
Michalowski**

NIACE Balance Sheet as at 31 March 2008

	Y/E 31 March 2009		Y/E 31 March 2008	
	£'000s	£'000s	£'000s	£'000s
Fixed assets				
Tangible Assets		25		37
Investments		4,568		6,919
Total fixed assets		4,593		6,956
Current assets				
Stocks	212		403	
Debtors	4,316		11,105	
Cash at bank and in hand	2,868		7,214	
Current assets	7,396		18,722	
Current liabilities				
Creditors falling due within one year	7,371		17,413	
Net current assets		25		1,309
Provisions		(607)		(271)
Net assets excluding pension liabilities		4,011		7,994
Defined benefit pension scheme liability		(3,085)		(783)
Net assets including pension liability		926		7,211
Capital and reserves				
Financed by:				
Restricted funds		0		0
Unrestricted funds excluding pension liability	4,011		7,994	
Pension reserve	(3,085)		(783)	
Total unrestricted funds		926		7,211
Total charity funds		926		7,211

The financial statements on pages 26–29 are not the statutory accounts but a summary of information relating to both the Statement of Financial Activities and the Balance Sheet. The full accounts from which the summarised financial statements are derived, which were approved on 9 July 2009, have been externally audited and an unqualified audit opinion given.

The full Annual Accounts, Trustees' Annual Report and independent auditors' report can be obtained from the Registered Office and will also be lodged with the Charity Commission.

On behalf of the Trustees

Alan Tuckett

Alan Tuckett
Company Secretary

Statement of financial activities

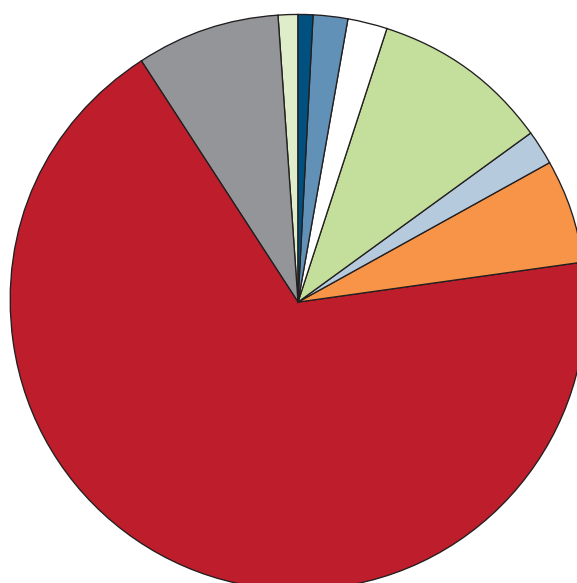
	Total 2008-09 £'000s	Total 2007-08 £'000s
Incoming resources		
<i>Incoming resources from generated funds</i>		
<i>Voluntary income:</i>		
Members' subscriptions	101	117
Investment income	402	490
Donation: net assets transferred from BSA	0	380
	503	987
<i>Incoming resources from charitable activities</i>		
NIACE Dysgu Cymru	1,860	1,266
Conferences, seminars and courses	1,519	1,769
Publications	596	938
Research projects and consultancy	17,076	15,277
Campaigns and promotions	2,588	2,578
Information, policy and advocacy	574	465
Basic Skills: work in England	333	4,224
Basic Skills: work in Wales	0	9,274
Total charitable activities	24,546	35,791
Total incoming resources	25,049	36,778
Resources expended		
<i>Cost of generating funds</i>		
Investment management costs	13	13
<i>Charitable activities</i>		
Total direct charitable	26,146	34,420
Restructuring costs	636	0
<i>Governance costs</i>	257	241
Total resources expended	27,052	34,674
Net (outgoing)/incoming resources for the year	(2,003)	2,104
Realised (losses)/gains on investment assets	(221)	5
Net (outgoing)/incoming resources and surplus of income over expenditure	(2,224)	2,109
Impairment losses on investments	(1,130)	0
Unrealised losses on investment assets	(714)	(155)
Actuarial losses on defined benefit pension scheme	(2,217)	1,065
Net movement in funds	(6,285)	3,019
Total funds brought forward	7,211	4,192
Total funds carried forward	926	7,211

Income sources

	2008-09	2007-08
	£'000s	£'000s
Basic Skills: Work in Wales	0	9,274
Basic Skills: Work in England	333	4,224
Information/policy/advocacy services	574	465
Campaigns and promotions	2,588	2,578
Publications	596	938
Conferences, seminars and courses	1,519	1,769
Research projects and consultancy	17,076	15,277
NIACE Dysgu Cymru	1,860	1,266
Members' subscriptions	101	117
Investment income	402	490
Donation: net assets transferred from BSA	0	380
Total income	25,049	36,778

Income received 2008-09

- Basic skills: work in England (1%)
- Investment income (2%)
- Information/policy/advocacy services (2%)
- Campaigns and promotions (10%)
- Publications (2%)
- Conferences, seminars and courses (6%)
- Research projects and consultancy (68%)
- NIACE Dysgu Cymru (8%)
- Members' subscriptions (1%)



Learning means I can be independent. I can write letters. I can go out there and achieve something.

Caroline Haddock

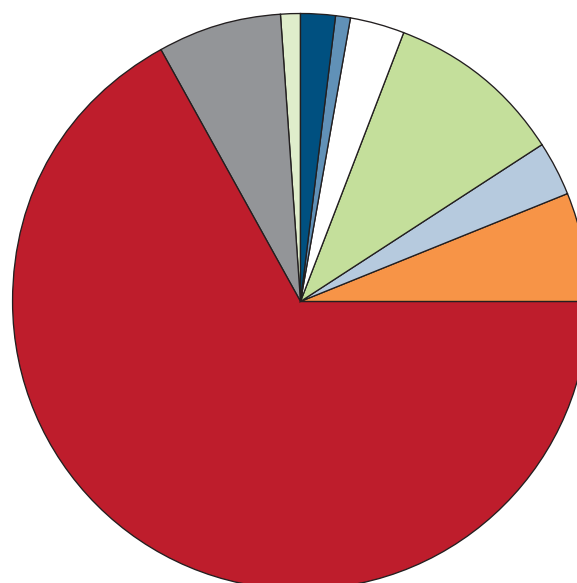


Charitable expenditure

	2008-09	2007-08
	£'000s	£'000s
Basic Skills: Work in Wales	0	9,255
Basic Skills: Work in England	330	3,871
Information/policy/advocacy Services	693	607
Campaigns and promotions	2,639	2,474
Publications	867	1,273
Conferences, seminars and courses	1,548	1,694
Research projects and consultancy	18,103	13,992
NIACE Dysgu Cymru	1,966	1,254
Governance costs	257	241
Investment management	13	13
Restructuring costs	636	0
Total expenditure	27,052	34,674

NIACE expenditure 2008-09

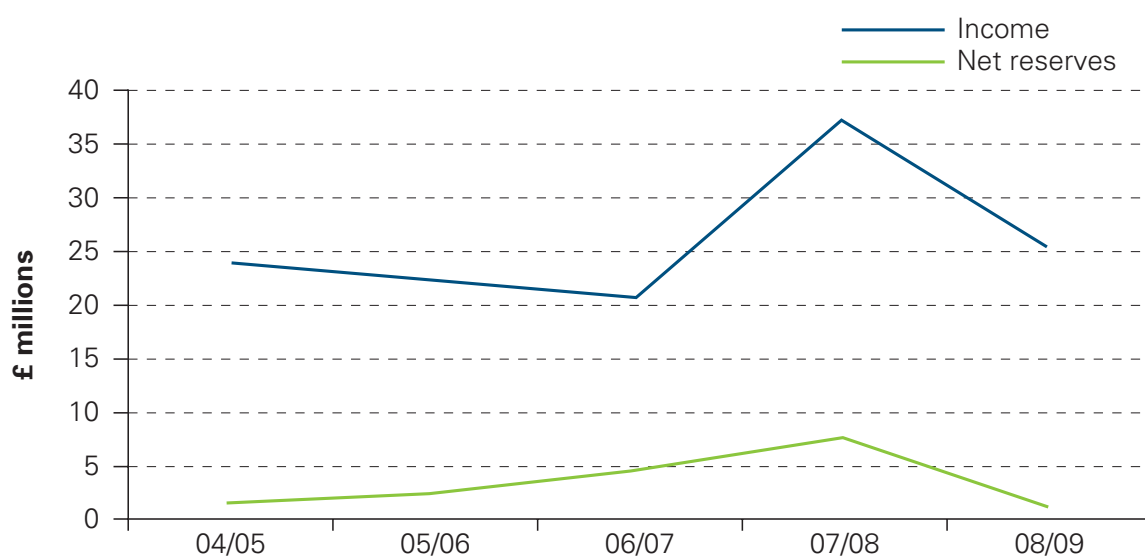
- Restructuring costs (2%)
- Basic skills: work in England (1%)
- Information/policy/advocacy services (3%)
- Campaigns and promotions (10%)
- Publications (3%)
- Conferences, seminars and courses (6%)
- Research projects and consultancy (67%)
- NIACE Dysgu Cymru (7%)
- Governance costs (1%)



Income and expenditure trends

(£'000s)	Actual 2004-05	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09
Total income	23,486	21,913	20,291	36,778	25,049
Total expenditure	22,628	21,231	19,143	34,674	27,052
Net incoming/(outgoing) resources for the year	858	682	1,148	2,104	(2,003)
Reserves excluding pension liability	3,693	4,815	6,178	7,994	4,011
Pension deficit	(2,496)	(2,757)	(1,986)	(783)	(3,085)
Net reserves	1,197	2,058	4,192	7,211	926
Net reserves as % of income	5%	9%	21%	20%	4%

Income and reserves over time



Note: incoming and outgoing resources are before the inclusion of gains/losses on investment assets and the defined benefit pension scheme.

Appendix



Company Board

President: David Sherlock
Chair: Nick Stuart
Graeme Allinson
Deborah Cooper
Margaret Davey
Bryn Davies
Richard Ely
John Field
Maggie Galliers
Graham Lane
Mike Langhorn
Judith Summers
Judith Swift
Nick Wilson

Finance and General Purposes Committee

Chair: Mike Langhorn
Deborah Cooper
Margaret Davey
Michael Davis
Anthony Lawton
Judith Norrington
Eddie Playfair
David Sherlock
Nick Stuart
Dan Taubman
Annie Williams
Nick Wilson

Policy Committee

Chair: Deborah Cooper
Margaret Davey
Peter Davies
Sue Dutton
Bob Fryer
Leisha Fullick
Jeff Greenidge
Richard Hart
Paul Head
Sue Hinde
Susan Howlett
Anne Jamieson
Graham Lane
Mike Langhorn
Jill Lanning
Bethan Norfor
David Sherlock
Nick Stuart
Carole Stott
Judith Summers
Dan Taubman
Richard Taylor
Peter Templeton
Martin Tolhurst
Lorna Unwin
Beth Walker
Nick Wilson

NIACE Dysgu Cymru Management Group

Chair: Bryn Davies
Vice Chair: Annie Williams
Sian Cartwright
Vivian Davies
Jayne Dingle
John Gates
John Graystone
Jeff Greenidge
Gerry Jenson
Carol Revell
Danny Saunders
Joan Smith
Joanne Thomas
Alan Watkin
Arwyn Watkins
Jane Williams

Audit Committee

Chair: Graeme Allinson
Richard Ely
Graham Lane
Ann Risman
Gordon Stokes

Learning has given me everything. It has been a means of escape from a dark hole. It has opened up my life, brought me new friends, improved my family life and bolstered my self-respect.

Ian Padgett

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Registered charity number: **1002775**

Registered company number: **2603322**



INVESTOR IN PEOPLE

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