

# THE LEARNING REVOLUTION

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Department for  
**Innovation,  
Universities &  
Skills**

## TRANSFORMATION FUND PROSPECTUS 2009-10



## Ministerial foreword



*The Learning Revolution* White Paper drew on the support and creative contributions of a very large number of organisations and individuals. The informal adult learning consultation and policy roundtables sparked a wealth of ideas just by bringing together people who had never really had a chance to talk about the things they hold dearest – exploration, discovery, creativity, human interaction, wellbeing, confidence, inclusion, tolerance and mutual understanding.

*The Learning Revolution* describes how, by working in co-operation, Government and a multitude of partner organisations can create a new movement for informal learning. At the start of the consultation process, a lot of people said this kind of co-operation would be impossible to achieve. We proved between us that it is possible.

So the White Paper has sown the seeds of the movement. Now we want to help it grow. We want to build new partnerships, help to open up access to resources, explore new delivery mechanisms and find new ways of getting people learning and connecting different learning experiences so that people can pursue their interests and deepen their passion for learning.

That's why we've committed £20m to this new Transformation Fund. It's there to help strengthen the wiring that connects an enormous diversity of learning opportunities and organisations. It's there to breathe life into those ideas you've been nursing and allow them to come to life. It's there to help release untapped potential.

It can fund the kinds of fruitful collaboration and innovative development we saw during the recent consultation and policy development roundtables.

I'll be taking a personal interest in seeing your ideas come to life. I encourage you to be bold and creative in your bidding.

A handwritten signature in black ink that reads "John Denham". The signature is written in a cursive, slightly stylized font.

**Mr. John Denham**

Secretary of State for Innovation and Skills

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## Section 1: Setting the Scene

### 1. What's *The Learning Revolution*?

The *Learning Revolution* is a Government White Paper, published in March 2009. It was preceded by a wide-ranging consultation and a series of policy roundtable meetings involving many different organisations – including plenty that did not initially see themselves as being involved in adult learning. *The Learning Revolution* describes a new vision for informal learning for the 21st Century and sets out what Government will do to help informal adult learning flourish. It can be downloaded at [www.dius.gov.uk/learningrevolution](http://www.dius.gov.uk/learningrevolution)

### 2. What does the term 'informal adult learning' mean?

It means learning for its own intrinsic value. The term covers a huge variety of activities: it could be a dance class in a community centre, a self organised reading group in a village hall, a music class in an FE college, a guided visit to a nature reserve or stately home, researching the National Gallery collection on-line, writing a Wikipedia entry or taking part in a volunteer project to record the living history of particular community. Although informal learning can be a good way of developing work-related skills, the Transformation Fund is there to support innovative work in developing part-time, non-vocational learning. The primary purpose isn't to gain a qualification but to pursue an interest, have fun or develop a new skill for your own personal reasons.

### 3. What are the benefits and why is Government interested?

Government supports informal adult learning because it brings great benefits – for individual people and for their communities. It contributes to health and well-being by building confidence, resilience and good social relationships. For some people informal learning can be an important stepping stone towards further learning, qualifications and employment.

The Department of Innovation, Universities and Skills (DIUS) has ring-fenced £210m per year for informal adult learning. In addition, DIUS funds Unionlearn, the TUC's learning and skills organisation, and specialist designated institutions like City Lit. It also helps support UK online centres in libraries and community venues. Other Government departments commit funding for many other places that provide or stimulate learning. DCMS spends £360m per year to support free access to museums and galleries and around £1 billion per year on public library services.

### 4. Why is this a revolution?

During 2008, hundreds of organisations joined with us as we first consulted on a new vision for informal learning and then developed the policy proposals in *The Learning Revolution*. These organisations helped develop the informal adult learning pledge and core principles (see Appendix B: Core Principles and Appendix C: The Pledge).

The organisations we worked with, whether they had education, health, broadcasting, cultural, community, artistic, technology, heritage or sporting interests, agreed that the learning revolution is about seizing:

- **opportunities to signpost and connect different experiences**, for example a TV programme, video clip or one-off event can lead people to a face to face course, a volunteering opportunity, a self organised group or a personal project like a neighbourhood history project;
- **opportunities to learn in a much wider variety of ways**, for example through broadcasting, technology and self organised groups as well as adult education classes; and
- **opportunities to bring informal learning closer to all groups in society**, for example through digital switchover, community learning champions schemes, *the Delivering Digital Inclusion Action Plan*, the forthcoming strategy for an Aging Society and other Government initiatives such as community empowerment.

We want to make the most of these opportunities. We want people to have easier access to new technology and the country's best creative assets. We want to help people to create and organise learning opportunities for themselves. We want to join up different learning experiences so that people can pursue and deepen their interests.

We want to strengthen the wiring that connects an enormous diversity of learning opportunities and learning organisations in order to release the untapped potential of every adult to participate, develop and enjoy.

## 5. What's the purpose of the Transformation Fund?

This prospectus launches a new £20m fund to support our collective challenge – how to make the best use of all that's on offer and join up what's currently disconnected.

Through the Transformation Fund we want to:

- build partnerships, strengthen capacity and encourage knowledge transfer between sectors;
- improve connections between different kinds of learning experiences, to encourage people to broaden and deepen their interests;
- encourage more and different people into learning, especially those who would not usually participate;
- open up access to learning in new places, in new ways and at more flexible times;
- support people to drive their own learning through self organised groups and learning clubs;
- widen choice, by developing and sharing innovative content;
- make better use of broadcasting and technology to stimulate and support learning; and
- support the new culture of informal adult learning, including sign-up to the Learning Revolution principles, pledge and Open Space Movement.

## 6. What sort of projects can be funded?

The Transformation Fund can support a very wide range of projects and activities – and not just projects that deliver learning directly. Although it's not an absolute requirement, we will look favourably on bids that involve partnership working, especially between organisations that haven't worked together before and/or come from different sectors – such as a public provider working with local self organised learning groups. Partnerships can be local, regional or national.

So.....

... we're looking to fund **creative projects that will develop strong, on-going partnerships across the private, public and third sectors.**

... we're looking for proposals that **add value and address one, or ideally more than one, of the broad goals set out in paragraph 5.**

... we're looking to leave a permanent legacy. Proposals should preferably **have local support and a strategy for becoming sustainable if the activity proves to be successful.**

The list below isn't exhaustive, but it gives a good overview of the kinds of activity we want to encourage:

- development of the informal adult learning infrastructure, organisational capacity, knowledge transfer and information sharing (such as collaborations between organisations with good resources/facilities and third sector organisations with good reach into local communities);
- development and trialling of innovative ways of engaging new learners, particularly people from disadvantaged groups (such as a voucher scheme for taster activity sessions at local venues);
- development and trialling of innovative delivery methods (such as collaborations between community media organisations and adult education services);

- planning and implementation of local strategies for increasing access to spaces for learning (such as a ward or borough-wide strategy for sharing local spaces and encouraging self organised learning, working across public, private and third sector organisations);
- research and development to produce, and widely share, learning content, programmes or resources, particularly learner or community-generated materials (such as engaging learners in community website development, or in researching, recording and editing oral histories);
- collaborations designed to develop better linkages between different kinds of informal learning experience (such as a TV broadcaster or local radio station working with third sector organisations to signpost potential learners from a passive learning experience towards an interactive one);
- innovative use of broadcasting and/or technology to support learning (such as developing new open access blended learning content);
- demonstration projects (such as the development of guidance or toolkits on peer to peer learning, or on working with specific learner groups e.g. learners with autism, *providing these resources do not already exist*); or
- support for the new culture of learning and sign-up to the Learning Revolution principles, pledge and Open Space Movement (such as Learning Revolution community fairs showcasing local learning opportunities).

## 7. What can the funding be used for?

Funding can be used for full cost recovery for all the eligible, direct costs of the project, including:

- salaries and other costs e.g. NI or expenses of project managers, project workers and volunteers;
- overhead costs directly related to project delivery;
- staff training directly related to the project;
- monitoring and evaluation of the project;
- marketing and publicity for the project;
- professional and legal fees associated with expenditure on the project; and
- capital, though we would not normally expect capital purchases to exceed 20% of the overall project cost.

## 8. What can't the funding be used for?

The Transformation Fund grants can only be used to fund **additional activity**. We won't be able to fund:

- projects which have the development of literacy, numeracy or English language skills as their primary purpose;
- existing infrastructure, projects, provision or posts, even if they are running out of funding;
- activity that doesn't demonstrate how, if successful, it could be sustained;
- costs incurred before we award a grant;
- items that benefit an individual rather than delivering project outcomes;
- travel outside the UK;
- funds to build up a profit or surplus, or loan repayments;
- routine repairs or maintenance or any other general improvements unless essential to project delivery; or
- major building works.

## 9. Who can apply?

The funding is only available to organisations in **England**. The devolved administrations (DAs) in Scotland, Wales and Northern Ireland have their own strategies for informal learning.

We welcome bids from the public, private and third sectors, including organisations from all backgrounds including culture, heritage, nature, sport, health, community regeneration, broadcasting and technology. We particularly welcome collaborations, especially between organisations that haven't worked together before (see paragraph 6).

If newer organisations haven't yet got the financial and/or administrative requirements for receiving public money, they can partner with other organisations that have these systems in place. Potential applicants will need to set up these arrangements themselves.

**If your organisation is involved in more than one bid, please flag this in each bid that you submit.**

## 10. How much can we bid for?

The Transformation Fund is divided into 3 discrete funding pots:

- a) Small grants below £10,000 aimed at supporting innovative ideas from smaller organisations and partnerships.
- b) Medium grants of £10,000 – £100,000 aimed at more substantial projects.
- c) Showcase projects above £100,000, aimed at making a substantial contribution to the development of a new infrastructure for informal learning and leaving a permanent legacy which will drive forward the Learning Revolution objectives. These projects will be expected to bring a significant financial or 'in-kind' contribution (such as free staff time, resources, spaces etc) to add value to the Transformation Fund grant. A national panel will judge the entries.

## 11. How long can the activity last?

All activity needs to be completed by 31st March 2010.

## 12. Do we need to match DIUS funding with other money?

You don't **have** to bring a contribution unless you are bidding for a showcase grant. However, we will look very positively at bids that add value by bringing a financial or 'in-kind' contribution from another source such as a public sector, private or charitable body.

## 13. How will the project activity be monitored and evaluated?

We want to keep the administrative burden as light as possible. But we need to know what the fund is paying for and account for the use of public money. Successful projects will need to prepare a workplan so that progress can be monitored and payments authorised. Projects will need to:

- retain evidence of all project activities and outcomes;
- evaluate the effectiveness of the project and lessons learned;
- be prepared to share all materials and resources with others; and
- be involved in the dissemination and celebration of successes.

We will discuss monitoring and evaluation processes in more detail with successful partnerships.

#### 14. What's the application process?

If your organisation wants to become part of the Learning Revolution movement and submit a bid, you need to:

- sign up to the core values and informal adult learning pledge by going to [www.dius.gov.uk/learningrevolution](http://www.dius.gov.uk/learningrevolution);
- work up your proposal in line with the guidance in the earlier paragraphs of this prospectus;
- read the guidance notes in the boxes on the right hand side of the application form; and
- describe the project in the application form:
  - what the project is about and how will it help deliver the Learning Revolution objectives;
  - the expected outcomes;
  - the legacy – how the outcomes will be embedded, sustained, disseminated;
  - the organisation/s and the partnership; and
  - budget, including volunteer costs, activity costs, overheads, capital costs, publicity costs, VAT.
- send your bid to [learningrevolution@dius.gsi.gov.uk](mailto:learningrevolution@dius.gsi.gov.uk) by 12th July.

#### 15. What's the Early Bird Scheme?

The Early Bird bidding round will enable bidders **who already have their ideas well-developed and their partners in place** to submit their proposal by **12th June** instead of 12th July.

Please don't submit your bid before it's ready! We would much rather receive a high quality bid in July than a hastily conceived proposal in June. The Early Bird funding pot is cash-limited to £1m, so you don't need to feel rushed.

Send your proposal to [learningrevolution@dius.gsi.gov.uk](mailto:learningrevolution@dius.gsi.gov.uk)

**All bids received by noon 12th June will be considered. Please clearly mark your application Early Bird Scheme.**

## Appendix A

# Application to the Learning Revolution Transformation Fund

**Please note that this fund is open to organisations in England only. Projects should be designed to support informal learning for people aged 19+**

Application forms must be typed using Arial font at 12 pt type size. We will not accept hand written forms. If you need more space to answer any of these questions please use no more than one additional page and include it when you return this form. Remember to clearly identify your response to each question.

**FOR EARLY BIRD GRANTS, SEND YOUR PROPOSAL TO [learningrevolution@dius.gsi.gov.uk](mailto:learningrevolution@dius.gsi.gov.uk) BY 12TH JUNE**  
**FOR ALL OTHER GRANTS, SEND YOUR PROPOSAL TO [learningrevolution@dius.gsi.gov.uk](mailto:learningrevolution@dius.gsi.gov.uk) BY 12TH JULY**

### A. About the organisation

<b>01. Name and address of organisation:</b>			
		<p>We encourage you to submit bids that involve partnership working.</p> <p>Give details of the lead organisation followed by other organisations in the partnership.</p>	
<b>02. Contact person for this application:</b>			
Name	<input type="text"/>	<p>This should be completed by the person completing and signing the form on behalf of the partnership. S/he must have the authority to do so.</p> <p>S/he should be able to discuss the bid with DIUS and its representatives.</p>	
Position	<input type="text"/>		
Telephone:	<input type="text"/> Fax: <input type="text"/>		
e-mail:	<input type="text"/>		
<b>03. Type of organisation:</b>			
Community Group	<input type="checkbox"/>	FE College	<p>Tick <b>all</b> the boxes that apply to the members of your partnership.</p> <p>*Partnerships between organisations from different sectors (like public, private and third) are particularly welcome.</p>
Voluntary Organisation	<input type="checkbox"/>	Local Authority	
HE institution	<input type="checkbox"/>	Other	
		<p>please specify below</p> <input type="text"/>	

**04. Legal status:**

Do you have a legal identity for contracting purposes?

Yes

No

If **no**, who will hold the contract for the project and administer the finances?

please use space below

Funding can only be transferred to organisations with a legal identity.

If you do not have a legal identity, one of your partner organisations can hold the contract.

**05. If yours is a partnership bid, what does each organisation in the partnership do?**

Describe briefly:  
i) the aims  
ii) the main activities of each organisation within your partnership.

## B. About the project

### 06. Aim of the project:

Describe briefly the overall aim of the project.

What do you want to achieve through the activities you want to run or the products you want to develop?

How will the activity or the products improve the informal adult learning infrastructure?

**07. Target group/s (if applicable):**

Describe your target group/s.

Why have you decided to focus on these groups?

If applicable, how many adult learners do you intend to work with?

If applicable, what will your product or service do to widen participation among the target group/s?

**08. Project Objectives:**

Describe the objectives of your project. Please be specific about intended outcomes.

## 09. Project Activity:

What will happen during the project?

Say how the product will be developed or the programme will be organised.

Describe any learning activities you will be offering – broadly what, how, where and when.

## 10. The partners' contributions:

List each partner organisation, briefly stating the role and contribution that each organisation will make to **this project**. Please indicate how you will use partners' resources.

11. Project Outcomes:

What will be tangible outcomes of your project?

## 12. Innovation:

This is a particularly important area.

What makes your project innovative?

In what way are the outputs or outcomes different from what's currently available?

**13. Fit or overlap with other provision locally:**

What links have you made with existing providers, resources and facilities in the area?

How does your project enhance/complement other provision?

Please explain any overlap.

## 14. Learner satisfaction

If your project involves the teaching of learners please state how you will measure and evaluate learner satisfaction.

## 15. Practical support for learners

If your project involves the teaching of learners, what kinds of practical support will you offer participants to enable them to access the learning opportunity e.g. childcare, transport, study support etc?

## 16. Signposting, advice and progression

If your project involves the teaching of learners, will there be advice and guidance for participants when they join the programme, during the programme and when the programme is finished?

How will you help participants think about longer term informal or formal learning goals?

Are there bridges between this project and other local learning opportunities?

## C. Quality assurance

### 17. Monitoring and evaluation

How will you know whether you have achieved the objectives identified for the project?

How will you monitor and evaluate outcomes for individual learners, the organisations involved and the wider community?

How will you use what you find out?

## 18. Equal opportunities

Describe the arrangements you will make to ensure equal opportunities and health and safety for staff and participants in this project.

## 19. Exit strategy and sustainability beyond lifespan of funding

The activity to be funded must be completed by March 2010.

Describe how you will sustain this activity after March 2010.

Explain how you will embed lessons learned from the project into your future practice.

## 20. Risk factors and contingency planning

What are the key factors which might make it difficult for you to deliver your proposed project?

What contingency plans do you have?

## D. Your budgetary requirements

Please tell us about the funding required to achieve your project's objectives.

Be reasonable about the amount of funding you apply for. Do not expect us to pay for costs that should rightly be funded by yourselves or another member of the partnership. For example, do not claim for notional percentage of salaries for existing full time staff, unless their time is directly related to this project.

The maximum funding for small grants is £10,000, for medium grants £100,000 and for showcase grants £500,000. **Please refer to prospectus paragraph 10 for a description of the three types of grants. Please remember you don't have to apply for the maximum.**

All activity and expenditure for your project must be completed by 31st March 2010, after which date no further expenditure can be incurred. Explain how you have calculated all of your 'headline' figures.

All figures must include VAT where this applies.

Please be sure your partnership/ organisation can cope with the amount of money you're bidding for. Don't apply for more than you can manage efficiently and effectively.

### About the grant you're seeking

Small <input type="checkbox"/>	Medium <input type="checkbox"/>	Showcase projects <input type="checkbox"/>	Tick the type of grant you are applying for and state the total amount of funding you're bidding for.
Up to £10,000	Up to £100,000	Above £100,000	

Are you bringing a financial or 'in-kind' contribution (such as free staff time, resources, spaces etc)?  
This is essential for a Showcase project grant and desirable for other grants

Yes £  No

Please use space below to explain to explain the contribution your partnership will bring.

Project start date:  Project end date:

## Detailed budget breakdown

<b>Project Budget</b> Please detail below and provide figures in the column on the right	<b>September 09/ March 2010</b>	<b>Total</b>	<b>Other contributions</b> e.g. Matched or partially matched funding (Please specify source and amount)
Publicity and requirement costs			
Support for participants e.g. child care transport, study support etc			
<b>Capital</b> Please indicate how you will use the capital element			
Equipment			
Learning resources			
Premises			
<b>Staff salaries</b> For teaching staff  For non teaching staff			
Staff Travel and Subsistence			
Administration and office expenses			
<b>Totals</b>			

### Declaration

I declare that all information given in this application is for new work which could not be funded from other sources available to us.

Signature:

Date:

Print name:

## Appendix B

# Core Principles – Informal Adult Learning in the 21st Century

### Informal Adult Learning: a working definition

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

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

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

### Overarching principles

Informal adult learning is about:

- Learning to know – becoming inspired, discovering and exploring, developing a passion for learning, acquiring knowledge and understanding of ourselves, our immediate world and beyond.
- Learning to do – gaining skills, confidence, competence and practical abilities.
- Learning to live together – learning tolerance, mutual understanding and interdependence, sharing the experience of learning with family and friends.
- Learning to be – developing our selves, our mental and physical capacity, wellbeing and autonomy, and our ability to take control of our lives and influence the world around us.<sup>1</sup>

### Principles for implementing informal adult learning policy

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

### Informal learning benefits individuals, families and communities by

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

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

## Appendix C

# The Pledge

### Definition of The Pledge?

The Pledge is a commitment by organisations signalling their intention to play a role in bringing the vision for informal learning to life. They will be important ambassadors for learning and key drivers for change on the ground.

### Why have The Pledge?

Informal adult learning helps to build communities of confident, curious, critical and creative people.

In pledging, your organisation becomes part of a wider movement and an ambassador for informal adult learning.

### What does The Pledge involve?

There are 7 overarching commitments that organisations signing up to The Pledge agree to support.

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

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