The Government's response to the report
of the Library and Information Commission -

empowering
the
learning
community

March 2001

The Government's Response to

Empowering the Learning Community,

A Report from the Library and Information Commission's

Education and Libraries Task Group

March 2001

Foreword

Our vision is a 'learning society' in which everyone is able to learn and upgrade their skills throughout life. Since we first set our plans out in the Green Paper, *The Learning Age* (Cm 3790) (The Stationery Office, February 1998), we have made excellent progress. For example:
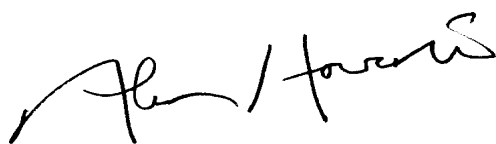
- our new Learning and Skills Council has been set up and will integrate the planning and funding of all post-16 learning below higher education level;
- there are already over 900 local **learndirect** learning centres, offering over 400 courses; and
- we have launched a national strategy to tackle poor literacy and numeracy among adults, with funding rising from £241 million this year to £400 million in 2004.

We welcome *Empowering the Learning Community* as an important contribution towards the realisation of our vision. *The Learning Age* sets out a number of principles including: investing in learning to benefit everyone; lifting barriers to learning; putting people first; and working together. *Empowering the Learning Community* strongly supports these principles. Greater and more effective collaboration between libraries and education and training providers can help open up access to learning and to remove the barriers which often prevent people from

participating.   Libraries have a vital role to play in underpinning education in the broadest sense, and that is why we must ensure that both the institutions and the individuals who work in or with them (whether they are librarians, resource managers, teachers, archivists or museum educators):
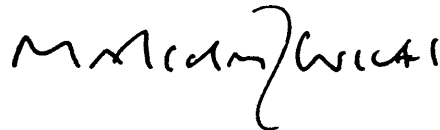
* have a good understanding of their local communities and of the available resources;
* are aware of, and can adapt, good practice to suit the needs of their communities; and
* are properly trained in the art of information handling and can actively assist people to learn.

In this response, we have set out an agenda for early action by Government and its partners within the library and education sectors.   We urge all interested parties to work with us in delivering this agenda – and, ultimately, the learning society itself.

Rt Hon Alan Howarth CBE MP   **Malcolm Wicks MP**

Minister for the Arts   **Minister for Lifelong Learning**

Contents

Introduction

The Library and Information Commission (LIC) was asked to advise the Secretaries of State for Culture, Media and Sport and for Education and Employment[1] on how to improve and stimulate co-operation between the education and public library sectors in order to support lifelong learning.   In its report, *Empowering the Learning Community* (LIC, March 2000) the Commission's Education and Libraries Task Group argued strongly that closer collaboration between libraries and educational institutions would mean greater and more effective support for learners and potential learners throughout the community.

Empowering the Learning Community highlighted a number of important ways in which co-operation between the education and public library sectors could be stimulated and improved to support lifelong learning.   The report produced much food for thought and attracted considerable interest, both within Government and more widely.   It is clear that discussions on the issues raised within the report are set to continue for some time.   This formal response to the Task Group is intended as a contribution to the debate.

We should like to take this opportunity to thank Mark Wood, the chairman of the Task Group, and his colleagues (whose details are set out in Annex A) for the valuable contribution they have made to our lifelong learning agenda.

We also acknowledge the excellent work which the Library and Information Commission undertook before it was subsumed within Resource: The Council for Museums, Archives and Libraries.

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[1] The devolved administrations in Northern Ireland, Scotland and Wales are also invited to consider the issues raised by the Task Group as part of their own cultural agenda.

The Task Group made four specific recommendations:

1.   public and educational libraries in communities or defined geographic areas should establish co-operative arrangements to improve services to their users;

2.   cross-sectoral funding arrangements should be established. Funding for libraries in all sectors should include an element which is measured against progress towards closer cross-sectoral community partnerships;

3.   public and educational libraries in any community or region should draw up 'access maps' to enable users and learners to reach resources or assistance in other libraries on a managed basis. Consideration should also be given to making provision of school library and information services a statutory responsibility; and

4.   training of librarians, resource managers and teachers should be co-ordinated and should include ways of developing mutual support. Objective and quantifiable performance measures should be set for all these collaborative strategies.

The Task Group also suggested that the Departments for Culture, Media and Sport (DCMS) and Education and Employment (DfEE) should set up a working group to take its ideas forward.   The two Departments created:

- an external working group made up of people with a professional interest in the Task Group's report. (Membership details are set out at Annex B.) This group met on two occasions to consider the implications and practicalities of implementing the Task Group's recommendations. We are grateful for the valuable insights, thoughts and suggestions which flowed from their discussions; and

- an internal working group made up of DfEE, DCMS and Resource. (A list of the members is set out at Annex C.) This group shadowed the work of the external group.

The Government's Response: Key Principles

The central message of *Empowering the Learning Community* is that greater collaboration is needed between institutions in the library and education sectors in order to secure better value for money and support our national agenda for lifelong learning.   The lack of such institutional collaboration can result in a barrier to participation in learning. In addressing the Task Group's recommendations, we have been mindful of the legislative, administrative and financial constraints within which the library community currently has to operate.   However, we believe that the focus for all action must be learners - and potential learners – themselves.   Their needs and wishes should drive the system.

The Library and Information Commission's report argues forcibly that collaborative working can improve the quality of people's learning experiences. However, there are a number of factors to take into account in considering collaboration. For example, the needs of different groups (for example, families, school students, young people seeking work, adults in work and community groups) vary widely. The particular circumstances of individual institutions will also dictate how they might work together. Finally, geographical location can also have an effect. Our aim in responding to the Task Group is, therefore, to go with the grain of initiatives which reflect local needs and to encourage institutions at national and local level to take account of best practice.   We do not wish to impose 'top-down solutions'.

There is already a good deal of collaboration between the library and education community at both national and local level. For example:

- the British Library has an annual programme of financial support to higher education and local authority libraries; and the Higher Education Funding Council for England encourages collaborative working with its sector and

funds the loan of research books to other institutions.   Both bodies have recently formed a Task Force to support the needs of research libraries.

- Where a school decides to site Information and Communication Technology (ICT) equipment funded by the National Grid for Learning in its library, consideration should be given to allowing community access to these facilities out of school hours, where practical.

- the National Lottery's New Opportunities Fund supports Community Grids for Learning;

- local education authorities are encouraged to work closely with other sectors, including libraries, as part of the Regional Broadband initiative (which aims to deliver vfm broadband connectivity for schools); and

- in areas such as Sunderland, Sheffield, Shropshire and Norfolk, public libraries and educational institutions are collaborating in imaginative ways to support learners in their communities.

It is clear to us that there is a great deal of potential for developing and expanding such practices - to the mutual benefit of institutions and the wider community.   But we believe that, to achieve this, potential partners need greater knowledge and understanding of:

- what learning resources are available locally and how they can be accessed;

- what learning resources local people want and/or need; and

- how effective different collaborative arrangements are.

In order to take forward the ideas set out in *Empowering the Learning Community*, the Government has identified several priorities for action:

- to identify best practice in collaborative working;

- to evaluate and disseminate the effectiveness of different approaches;

- to identify the perceived and actual barriers to participation in learning and to consider options for removing them;

- to devise tools to identify user needs and to monitor and benchmark collaborative projects;

- to encourage publicly-funded organisations to work across sectors in support of lifelong learning; and

- to encourage debate in the English regions on how to develop local collaborative working.

In acting on these priorities, DfEE and DCMS will work with Resource: The Council for Museums, Archives and Libraries, the successor to the Library and Information Commission.

The Recommendations

We turn now to the detailed recommendations of *Empowering the Learning Community* and to the specific actions which we propose to take in response to those recommendations. An action plan is set out in Annex D.

Recommendation 1

Public and educational libraries in communities or defined geographic areas should establish co-operative arrangements to improve services to their users.

Libraries have a key role to play in underpinning learning in its broadest sense. The information they supply promotes a wider understanding of the world, offers individuals of all ages the opportunity to acquire new knowledge and skills and gives everyone the opportunity to enjoy a rich and varied cultural life. At their best they are a focal point for the local community, improving self-confidence and stimulating learning at all levels.

At the heart of this recommendation lies the concern, which we share with the Task Group, to see greater collaboration between library and information services in delivering services to support lifelong learning. Local Learning Partnerships can play a key role in facilitating the collaborative process by linking the education and public library sectors, and providing national co-ordination. There is also scope to develop the role of public libraries in widening participation in learning through the co-ordination of the Learning Partnership learning plans[2] and Local Authority Annual Library Plans[3].

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[2] Learning Partnerships have developed local plans for effective provision, wider participation, quality etc.
[3] LEA Annual Library Plans consist of 2 sections: a) the Planning Platform which is produced every three years and contains standing information about the Local Authority, its community and its Library Service; b) a Review produced annually containing an action plan for the immediate future and a review of local performance against targets.

The Task Group reported in March 2000 and great strides have been made in the past 12 months in creating the necessary pre-conditions for taking this recommendation forward. The Learning and Skills Council (LSC) became a legal entity on 1 September 2000 and becomes operational on 1 April 2001. It is a unitary body, with a national office in Coventry, and will operate through 47 local LSCs which have been organised to reflect travel-to-work and travel-to-learn areas. The role of the 101 existing Learning Partnerships has been further developed. Government is investing considerable resources – for example £365m extra in further education for 2001-2002 and £74m on the development of the Ufi in 2000-2001 - to make ours a nation of learners.

The LSC will play a key role in opening up access to learning, by providing a much wider range of learning opportunities. Many of these will be available in a wide range of settings, including libraries, shopping malls, sports centres, and through the greater use of on-line learning facilities.

As well as pursuing their own local objectives, Learning Partnerships will also have a distinct role to work alongside local LSCs to maximise the learning opportunities available to communities. They will:

- deliver greater provider collaboration on the range of provision, its delivery and its standards so learning becomes more coherent, relevant and accessible to local people and employers;

- encourage providers to work collectively, with users, to identify local learner, community and employer needs and to respond to them through their own actions and by influencing local LSCs;

- help to combat social exclusion; and

- help ensure that effective mechanisms are in place to provide feedback on the quality and accessibility of learning to providers and the LSC from both young people and adults, especially through learner forums.

Working in partnership will be key to the effective performance of the LSC, and partners in public and educational libraries will have an important part to play in this process.

The next few years will see the rapid expansion of on-line learning provision, particularly through the Ufi, and the network of learning centres in which libraries play a key role. The LSC will be responsible for developing a co-ordinated strategy for securing delivery of this new form of learning at local, regional and national level, and it will work closely with the Ufi and other partners to achieve this. They will map and analyse provision of learning centres locally and nationally to ensure that it is accessible to disadvantaged communities and it helps meet skill needs eg of small business.

At the same time, Ufi and libraries are strengthening their links through the establishment of a 'Ufi Libraries Cluster', to be administered by representatives from all library sectors, Resource and Ufi. Its first activity will be to carry out a mapping exercise of library-based **learndirect** provision, in order to identify examples of good practice and to identify any trends which might inform their future agenda.

The 75 Information, Advice and Guidance (IAG) partnerships deliver high quality information, advice and guidance to adults. Libraries are key members of these partnerships and play a crucial role in the delivery of information. There are already a number of good practices being undertaken by libraries in supporting and delivering information services relating to learning and work.

As full members of IAG partnerships, libraries do have access to funds for specific activities and initiatives, through the funding made available to the partnership by the DfEE. An additional £52 million over current planned expenditure will be made available over the next 3 years for IAG services, including £5 million allocated to the piloting of free in-depth guidance services to help the most disadvantaged.

Local authorities are developing Local Cultural Strategies which seek to draw together the synergy between the various local authority services to ensure that they can play a full role in contributing to the economic, social and environmental well being of the community. Local Strategic Partnerships and Local Neighbourhood Strategies present an important opportunity for library and education services to combine with other services to achieve maximum benefit for communities.

Alongside and linked to these activities, DfEE will fund a small number of more broadly focused demonstration projects between libraries, learning providers and others, to develop co-operative arrangements and to improve and expand their services to users (including both learners and potential learners). DCMS will be involved in developing strategy here. This follows work carried out during 00-01 with the museums and galleries sector. Learning Partnerships, local authorities, the LSC at national and local level, Ufi, the Higher Education Funding Council for England and the library authorities will be among those invited to participate. As part of this exercise, consideration will be given to the practicality and value of bringing together and co-ordinating the various library and learning related plans produced by local partners, including the learning plans of Learning Partnership and Local Authority Annual Library Plans. The exercise will also inform the further consideration of what might be done to encourage providers of library services to establish co-ordinated purchasing arrangements within a community. The overall demonstration projects initiative will be developed and steered by a group led by DfEE and DCMS and including representatives of both the library and learning sectors.

Recommendation 2

Cross-sectoral funding arrangements should be established. Funding for libraries in all sectors should include an element which is measured against progress towards closer cross-sectoral community partnerships.

Driving this recommendation was the Task Group's wish to see a greater opening up of libraries in all sectors so that individuals of all ages and levels of learning could make effective use of them in their locality. They recognised that increasing access could place a heavy demand on library services. Greater co-operation and co-ordination between libraries and learning institutions could, however, help make for more effective use of resources, as the Task Group acknowledged. For example, the British Library has set up a 3 year £1.25m Co-operation and Partnership Programme to support co-ordinated action amongst research libraries (including public libraries and others). This programme will fund cross-sectoral projects that aim to streamline collection development and access provision and will simplify research routes for all users. But it was also felt the various funding streams through which libraries and learning institutions were funded should be looked at to see what scope existed to remove the barriers to joint working and to encourage greater flexibility in responding to learners' needs.

From April 2001, the new Learning and Skills Council will take responsibility for funding all post-16 learning, up to higher education level, including further education, and adult and community education.

The vast bulk of the LSC's funding will be routed through its 47 local LSCs, for them to determine how resources can best be used to raise participation and attainment, in learning within the areas they serve. In addition to the traditional academic and vocational learning routes, the LSC will work with learning providers to develop a wide range of new and flexible opportunities, which will be available at a place and time to suit the lifestyle of each individual.

In parallel with the development of the LSC, we have seen the national rollout of Individual Learning Accounts. Accounts are part of the government's strategy to create a more skilled workforce by encouraging people to take more responsibility for their own development and make them more aware of the benefits of learning. The big advantage of Accounts, which route public support for learning through individuals rather than through institutions, is that they help people overcome one of the most significant barriers to learning - the financial barrier - by making it easier for them to manage, plan and invest in their own learning.

Over 750,000 Individual Learning Accounts have been opened so far, well on the way to achieving the objective of 1 million accounts by April 2002.

The discounts and incentives available under the national framework of Individual Learning Accounts (ILAs) offer a new way to help people pay for their learning. They provide financial support to people whom the Government most wants to help into learning, helping them improve their work prospects, earning power and quality of life. Although anyone aged 19 or over can open an ILA, they can be of particular benefit to people who have been out of learning for some time. Particular target groups therefore include young people with low skills or qualifications, women seeking to return to work and small firm owner managers/self-employed people.

These discounts and incentives include:

- the first million Individual Learning Account holders to book learning can get £150 off the cost of a wide range of learning, providing the individual contributes £25 of their own money;

- thereafter, ILA holders can get 20% off the cost of a wide range of learning, worth up to a maximum of £100 in any one year. This excludes some kinds of leisure and sport activities that do not lead to a recognised qualification;

- 80% off the cost of specified learning in computer literacy skills and basic maths, worth up to a maximum of £200 in any one year.

Our aim is to build on the successful introduction of Individual Learning Accounts by ensuring that they become mainstreamed across the entire workforce, and by developing new and innovative ways of encouraging employers, unions and individuals to contribute towards the cost of learning purchased using Accounts so that all who receive the benefits of learning can take more responsibility in terms of purchasing it.

We will also consider the National Skills Task Force's recommendation that there should be an extension in the entitlement for young people and adults to free education and skills training. This recommendation builds on the existing right to study for 16 and 17 year olds, as well as lessons learned from the Education Maintenance Allowance pilots, which measured the extent to which young people from lower-income families were encouraged to stay on in education if they were given additional financial support.

These key developments take us some way towards an effective response to the Task Group recommendations in terms of the funding of learning provision. But we recognise that more needs to be done if we are to achieve greater flexibility in the funding of the library and learning sectors.

DfEE and DCMS will therefore invite representatives of Local Authorities, the LSC at national and local level, UfI, the Higher Education Funding Council, the library authorities and others to participate in a working group. The group's purpose will be to consider appropriate flexibility of funding, taking into account the financial regime within which the library community operates and the new framework for post-16 learning encompassing, for example, the Learning and Skills Council and Individual Learning Accounts. It will also look at establishing co-ordinated purchasing arrangements between providers of library service within a community.

Recommendation 3

> *Public and educational libraries in any community or region should draw up 'access maps' to enable users and learners to reach resources or assistance in other libraries on a managed basis. Consideration should also be given to making provision of school library and information services a statutory responsibility.*

This recommendation continues the key Task Group theme of seeking to increase access and improve quality of service to library users and learners through greater co-ordination and co-operation between local partners. It was thought that the `access maps' for a locality should include an overview of the sources and services available through, for example:

- public libraries, and the libraries of schools, colleges, further and higher education institutions;
- learndirect and UK online learning centres;
- careers education and adult information and guidance services;
- existing co-operative schemes involving Regional Library Systems, Library & Information Plans, collaboration between local colleges or universities, community Information; Communication Technology networks, community-wide access schemes etc;
- national provision relevant to the community - eg Open University, the People's Network, national libraries, Community Grids for Learning, or other open learning opportunities;
- Culture Online;
- museums, galleries and archives.

Again, we have good progress to report in taking this recommendation forward. Our aim is to build on the excellent work on mapping services that is already being taken forward by partners in a number of localities, and to link with Resource: the Council for Museums, Archives and Libraries, and their partners who are already looking at the impact of increasing access on library services. As

the Task Group has suggested, alongside library and learning services, we propose to include the wider cultural sector in these mapping exercises.

We shall achieve this by including mapping activity as a part of the DfEE funded demonstration projects mentioned in relation to earlier recommendations. Their purpose will be to build on and develop existing good practice in increasing access and improving quality of service through the establishment of co-operative arrangements between local and other partners concerned with learning. Some of the mapping might be focused, initially at least, on a single sector, while others might look across sectors or concentrate specifically on issues such as family or work place learning. The demonstration project working group will advise on the criteria for the projects and help select the areas in which they would be based.

In relation to school libraries, we do recognise the important role played by high quality school library services in supporting teaching and learning within schools.   In this recommendation the Task Force was aware of the discrepancy that local authorities are under a statutory duty to provide public libraries but no such requirement exists, in England, in respect of school library services.

Most schools do have library provision of some sort; this may be supported by a non-statutory LEA School Library Service.   At their best school libraries are an invaluable asset to teachers and a source of great enjoyment, and learning, for children. Frequently, librarians working in a school are amongst the most competent staff in terms of ICT and the library is seen as a powerful resource centre for the whole school. Whilst the Library Association and School Library Association do publish guidelines for school libraries, the quality of provision between schools is variable.   The Task Force felt greater consistency would be achieved if the provision of school library services was a statutory requirement.

Whilst we recognise the value of centrally managed learning resources, we are not convinced that introducing a new statutory burden on schools or local

authorities would be the best way to raise standards. It is also counter to our policy of devolving responsibility for spending to local level. We want to investigate ways of sharing good practice between school libraries, so that overall standards rise and demand from teachers is stimulated.

As a first step, we will review what UK-based research exists on the links between educational attainment and school library use.

Secondly, working with key partners like OFSTED, the Library Association, the School Library Association and the Association of Senior Children's and Educational Librarians, we will consider what levers exist to support the development of school libraries; for example, a quality assurance framework linked to peer review, and models of co-operative working between school libraries and LEA School Library Services. Subject to resources becoming available, we will fund some pilots to raise awareness of what works best.

Recommendation 4

Training of librarians, resource managers and teachers should be co-ordinated and should include ways of developing mutual support. Objective and quantifiable performance measures should be set for all these collaborative strategies.

While there is no shortage of training courses and informal learning opportunities for those who wish to pursue them, there is very little cross disciplinary training to allow people from different professions to learn alongside one another and to exchange skills.

There are, of course, a number of formal training courses available to individuals working within the library and information field which focus on information handling and assisting people to learn. The Library Association (LA) and the Institute of Information Scientists (IIS) are the two largest professional bodies for information professionals and have a shared responsibility for professional education and training. The two bodies jointly administer accreditation procedures for courses at undergraduate and postgraduate level and some 57 programmes from 17 institutions within the UK are accredited at present. Recently steps have been taken to incorporate archives, records management, science and electronic communication within the benchmark for Librarianship and Information Management thereby extending the links across the cultural heritage sectors.

The Society of Archivists runs courses leading to the Diploma in Archive Administration and the Certificate in Archive Conservation and also organises short courses, lectures and seminars on matters of interest to the profession. While most of these activities are open to individuals who work outside the archive profession, the level of take-up is low.

At present there is no specific provision for individuals entering the teaching

profession to be given training on information handling.   Over the past year, however, the Teacher Training Agency (TTA) has been reviewing DfEE Circular 4/98 which sets out the requirements for Initial Teacher Training (ITT). DCMS and several of its sponsored bodies have contributed to the review and suggested that trainee teachers should spend some time outside the classroom working with children in a library, museum, gallery or historic property.   The TTA is actively considering this proposal and if it is taken forward, it would help to open up some of the issues surrounding information handling skills in the teacher training agenda.   A consultation document on ITT will be issued in June 2001 and the intention is to promulgate new requirements and key guidance by February 2002.

We know that cross-sectoral learning has an important role to play in this area. The SAILS Project (Staff development for Access to Information and Learning in Sunderland) looked at the experience gained from the development of the Libraries Access Sunderland Scheme (LASh), which formalised cross-sectoral co-operation between the City of Sunderland's three major providers of library services in order to offer enhanced support for lifelong learning.   The SAILS research looked at staff development and training and found that cross-sectoral co-operative staff training and development can increase the availability, quality and timeliness of training within a region. It can also reduce costs and reduce the time staff spend away from their work in order to participate.

The Task Group's recommendation that training programmes for librarians, resource managers and teachers should be co-ordinated and include ways of developing mutual support is warmly welcomed.   We believe however, that the recommendation may be too narrowly focussed and that there could be merit in developing training programmes which extend beyond the library and teaching communities to encompass individuals working within the museums and archives sectors.

We propose that a working group should be established to define the nature of

the training that is required, and to explore the scope for developing common training modules and skills sharing arrangements both at initial entry level and as part of career development planning.   The working group should have regard to the work which Resource: The Council for Museums, Archives and Libraries is undertaking to develop a cross-sectoral education and access standard. Work on education and training will be carried out in liaison with Cultural Heritage NTO and Information Services NTO.

Should the working group conclude that common training modules represent the way forward, a system would need to be established to provide quality assurance and steps would be taken to identify a suitable vehicle for delivering the training programmes on the ground. One possibility here might be to use the Regional Learning Development Units which Resource is proposing to develop in each English region from 2002-3.

We accept the Task Group's recommendation that objective and quantifiable performance measures should be set for all collaborative strategies. Performance measures will be looked at as part of the mapping exercise. We expect best practice information to flow from this work and hope to be able to develop methodologies for establishing benchmarks based on this information.

Library and Information Commission Task Group

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Action Plan

Empowering recommendation	Action
Public and educational libraries in communities or defined geographic areas should establish co-operative arrangements to improve services to their users.	*DfEE will fund a small number of more broadly focused demonstration projects between libraries, learning providers and others, to develop co-operative arrangements and to improve and expand their services to users (including both earners and potential learners). Learning Partnerships, local authorities, the LSC at national and local level, Ufi, the Higher Education Funding Council for England and the library authorities will be among those invited to participate. As part of this exercise, consideration will be given to the practicality and value of bringing together and co-ordinating the various library and learning related plans produced by local partners, including the learning plans of Learning Partnership and Local Authority Annual Library Plans.* *The exercise will also inform the further consideration of what might be done to encourage providers of library services to establish co-ordinated purchasing arrangements within a community. The overall demonstration projects initiative will be developed and steered by a group led by DfEE and DCMS and including representatives of both the library and learning sectors.*

Empowering recommendation	Action
Cross-sectoral funding arrangements should be established. Funding for libraries in all sectors should include an element which is measured against progress towards closer cross-sectoral community partnerships.	*DfEE and DCMS will invite representatives of Local Authorities, the LSC at national and local level, Ufi, the Higher Education Funding Council, the library authorities and others to participate in a working group. The group's purpose will be to consider appropriate flexibility of funding, taking into account the financial regime within which the library community operates and the new framework for post-16 learning encompassing, for example, the Learning and Skills Council and Individual Learning Accounts. It will also to look at establishing co-ordinated purchasing arrangements between providers of library services within a community.* *The demonstration projects mentioned earlier, to build on and develop good practice in the establishment of co-operative arrangements and to improve services to users between local partners concerned with libraries and learning, will inform this process.*

Empowering recommendation	Action
Public and educational libraries in any community or region should draw up 'access maps' to enable users and learners to reach resources or assistance in other libraries on a managed basis. Consideration should also be given to making provision of school library and information services a statutory responsibility.	*We will review what UK-based research exists on the links between educational attainment and school library use.* *Working with key partners like OFSTED, the Library Association, the School Library Association and the Association of Senior Children's and Educational Librarians, we will consider what levers exist to support the development of school libraries; for example, a quality assurance framework linked to peer review, and models of co-operative working between school libraries and LEA School Library Services. Subject to resources becoming available, we will fund some pilots to raise awareness of what works best.*

Empowering recommendation	Action
Training of librarians, resource managers and teachers should be co-ordinated and should include ways of developing mutual support. Objective and quantifiable performance measures should be set for all these collaborative strategies.	*DCMS propose to establish a working group to define the nature of the training that is required, and to explore the scope for developing common training modules and skill sharing arrangements, both at initial entry level and as part of career development planning. The working group should have regard to the work which Resource is undertaking to develop a cross-sectoral education and access standard. With regard to education and training, work will be carried out in liaison with Cultural Heritage NTO and Information Services NTO.* *Should the working group conclude that common training modules represent the way forward, DCMS would need to establish a system to provide quality assurance, and steps would be taken to identify a suitable vehicle for delivering the training programmes on the ground.*