

Thinking about...

Learning

February 2009

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1 Introduction

The Heritage Lottery Fund (HLF) was set up in 1994 to distribute money raised by the National Lottery to heritage projects throughout the UK. In our first 12 years we awarded over £4 billion in grants to over 26,000 projects, from multi-million-pound investments in well-known sites and buildings to small grants making a big difference to community groups. We have a range of grant programmes for projects of different types and sizes – see Appendix B for more information.

We have designed this guidance to help you think about planning events, activities and resources to help people learn about heritage.

We can offer advice **before you apply**, but first please use our website www.hlf.org.uk to:

- read the guidance in the application materials for the grant programme you are interested in;
- decide broadly what you want to do and roughly how much money you are likely to ask us for;
- fill in a pre-application enquiry form online or in hard copy; and
- send it through our website or send it to your country or regional HLF team who will then contact you to offer advice on your project.

2 Our aims

HLF gives grants to support a wide range of projects involving the local, regional and national heritage of the United Kingdom.

We have three main aims which relate to learning, conservation and participation.

To receive a grant your project must:

- help people to learn about their own and other people's heritage.

Your project must also do either or both of the following:

- conserve the UK's diverse heritage for present and future generations to experience and enjoy;
- help more people, and a wider range of people, to take an active part in and make decisions about heritage.

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2.1 Meeting our aims

There are a number of ways you can meet the two aims that focus on people. We have described these below with a reference to the guidance on each.

Help people to learn about their own and other people's heritage

We call this our **Learning** aim. There are three main ways you can meet this aim:

- provide information about your heritage and interpret it for people – for further information see *Thinking about interpretation*;
- create opportunities for people to gain new or increased skills – for further information see *Thinking about training*; and
- hold events or activities to help the general public or particular groups of people learn about your heritage – this guidance will help you think about this kind of learning.

Your project might do one of these things or a combination of them depending on its size and scope.

Help more people, and a wider range of people, to take an active part in and make decisions about heritage

We call this our **Participation** aim. There are three main ways you can meet this aim:

- create opportunities for people to volunteer in your project – for further information see *Thinking about volunteering*;
- help your community to take an active part in your project, including helping people make decisions about heritage – for further information see *Thinking about community participation*; and
- develop new or wider audiences for your heritage – for further information see *Thinking about audience development*.

Your project might do one of these things or a combination of them depending on its size and scope.

Although you do not have to meet our Participation aim if you are carrying out conservation work to your heritage, we encourage you to think about how the public can take an active part in your project, for example in the conservation itself.

3 What do we mean by learning?

'Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge or understanding, a deepening of values or the capacity to reflect. Effective learning will lead to change, development and a desire to learn more.'

Adapted from *The Campaign for Learning*

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Learning is not just about schools, or children; it is about offering opportunities for everyone to develop their understanding of heritage in an active way appropriate to their needs, interests and background. We understand learning to include formal and informal education. Here are some examples:

Informal learning

Organised programmes and events which help people understand heritage.

Examples:

- open days and special events to encourage families to learn together;
- a series of workshops giving adults with disabilities a safe environment in which to learn about an art collection with materials in the right formats to meet their needs;
- a programme of activity leading to a youth award.

Formal learning

Usually linked to a taught curriculum in schools, colleges or universities, including adult education courses.

Examples:

- a school/college visit programme organised by a heritage organisation;
- support and development for teachers to do Continuing Professional Development at a heritage site;
- the creation of learning resources and outreach activities for delivery to further education students;
- a museum collection-inspired programme of activities for adults learning English as a foreign language;
- curriculum-linked short work experience placements for Year 10 pupils.

We use the word learning to cover these and many other opportunities for people to discover their heritage.

Your application should include the costs of providing these learning opportunities. If you are applying under our Heritage Grants programme, we will ask you to outline your proposed activities and estimate your costs in your first-round application. If you are successful, you will need to provide a detailed breakdown of the learning activities you will deliver, together with firm costs, in your Activity Plan, as part of your second-round application.

The level of learning activity you are planning should be commensurate with the size of grant you are requesting: the greater the investment from us, the higher the level of activity and the greater the impact we expect to see from your

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project. The level and type of learning activity should also reflect the size and nature of your organisation: we expect more of you if you have a national remit or if you are supported by a much bigger organisation (for example, you are part of a local authority). We also expect more of you if you are experienced and have a successful track-record.

4 Putting the learner at the heart of your project

Before you can plan a heritage learning programme you need to be clear about who you are planning it for. Projects that deliver the highest quality learning are those where the needs of the learner are put first, with a bespoke programme designed to meet these needs. Such projects build on good practice tested in other heritage and cultural settings. And they are planned in consultation with partners such as teachers or play specialists, or with representatives of the learner group, to make sure the activities and resources will be appropriate.

Different audiences will have their own needs and the activities and resources you provide will vary depending on who you are trying to reach with your project. For school children, for example, you will need to ensure your activities link to national curricula and that the language you use is age-appropriate. In organising events that will be accessible to people with hearing impairments you might need to fit an induction loop in the room you will use and consider providing some events with British Sign Language interpretation. For more on meeting the needs of audiences see our guidance *Thinking about audience development*.

In planning your project it is useful to bear in mind that different people learn in different ways. For example, some people have a preference for visual learning. They often think in pictures and learn best from visual displays including diagrams, illustrated text books, videos, flipcharts and hand-outs. Others learn best through verbal interactions – talking things through and listening to what others have to say. For these people, written information may have little meaning until it is heard and they often benefit from reading text aloud and using audio guides. Some people prefer tactile or ‘kinaesthetic’ learning: they learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. In larger projects it should be possible to offer a range of learning activities and resources to appeal to different learning styles.

In planning your learning activities you should think about:

- Who is the target audience and how do they like to learn?
- What do they need and want in order to have a positive learning experience?
- What will you provide to meet their needs?
- What help do you need to deliver your learning activities?
- How will you know if you have met the needs of your learners and provided them with a positive experience?

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5 Examples of heritage learning events, activities and resources

Our funding can help organisations explore innovative and creative ways of providing learning opportunities about heritage. It can help organisations develop learning programmes and resources which meet the needs of new audiences. The following section gives some examples of the kind of activities you could do in your heritage project for a range of audience. See Section 6 for ideas on working with schools.

For families:

- young children's activity backpacks for a museum or other collection, developed in partnership with play group leaders, parents and children;
- a trail around a church and grave yard with interesting facts for children to discover and activities such as brass rubbing to do along the route;
- a series of story-telling sessions for family groups on themes from history or the natural environment in a newly designed 'story-telling corner';
- an area inside or in the grounds of a historic building where families can 'have a go' at traditional crafts, such as pargeting (decorative plaster work), stained glass or lace making;
- the development of a play area, as part of a park conservation project, which encourages learning about the natural environment;
- a learning programme, with associated resources, at a local museum developed for children who are educated at home.

For adults:

- community workshops on historic building techniques and architecture illustrated with specially commissioned models;
- taster workshops for people to learn how to record species and habitats, including bespoke identification charts and fieldwork equipment;
- open days in archives or local studies libraries where people are given an introduction to family history research;
- community archaeological digs, where people are provided with on-site training and the right tools and equipment to take part;
- opportunities for people to learn about a newly refurbished church, for example, through bell-ringing classes or workshops to record information on deteriorating grave stones for inclusion in the parish records.

For community or special interest groups:

- a programme of talks for an adult education group such as the Workers' Educational Association or the University of the Third Age, buying in a number of specialist speakers;

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- a programme of workshops in an art gallery for elders in the Chinese community, encouraging them to learn about the collection and produce their own work in response;
- a project involving local history societies researching local dialects through talking to people and working with parish maps to record place names.

For young people outside school:

- drama activities, with costumes, to help pre-school children explore historic paintings;
- the development of a pond-dipping area and activities at a wetlands site suitable for young people with disabilities;
- a programme of activities at an archaeological site for members of a local youth group to get some hands-on digging experience;
- workshops in how to use digital photography to record historic features along a canal and create a website to document a restoration project;
- lessons in dry stone walling techniques and opportunities to repair damaged walls in the countryside;
- opportunities to research the history of modern pop music and its roots in Black and Asian culture, learning how to record interviews with people in order to make a film;
- workshops on recording marine biodiversity, providing diving lessons and the appropriate equipment to enable fieldwork to take place safely.

6 Good practice when working with schools

Research conducted by HLF and other heritage and cultural organisations has highlighted a number of common factors that lead to high quality learning in projects working with schools and colleges. The key ones are:

- a strong idea that provides both a focus for project organisers and a clear link between the heritage resource and the appropriate national curricula;
- collaborative partnerships where heritage professionals and school teachers work together to plan, develop and deliver learning activities using heritage sites and resources;
- experiential learning that involves pupils in hands-on activities and uses a range of senses and creative approaches to exploring the heritage resource;
- heritage education staff who possess high quality skills, knowledge and enthusiasm that is not readily available in schools. The role of the heritage staff member as a professional – but not as a teacher – has proved important in unlocking interest and enthusiasm in pupils;

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- continuous Professional Development (CPD) for school staff where school teachers work alongside heritage professionals learning experientially rather than attending formal CPD courses;
- support from heads of department in schools, head teachers, and local education authority staff, which encourages teachers to participate and to share their experiences with other colleagues;
- monitoring and evaluation which is undertaken jointly by teachers and heritage staff using agreed indicators of success or learning outcomes. The Museums, Libraries and Archives Council's 'Inspiring Learning for All' framework offers a useful way of measuring impact and is widely used in museums, libraries and archives settings, and increasingly in the historic environment sector.

We expect you take these factors into account when working with schools in your project. We will expect you to provide evidence in your application that you have actively involved schools in planning your activities. You will need to make links with teachers months in advance of starting your project so that they can incorporate new ideas into their curriculum planning.

Inevitably, there are lots of pressures on the school timetable and you will find it easier to work with schools if what you are offering is tailored to national curricula and meets the needs of teachers. New opportunities open up all the time for schools and heritage organisations to work together. In England, for example, the Key Stage 3 history curriculum actively encourages teachers to use museums and archives in their work, and government initiatives such as the 'Manifesto for Education Outside the Classroom' and the 'Find Your Talent' programme (which seeks to give school children a minimum of five hours of cultural activity per week) offer heritage sites further opportunities to work in partnership with schools. See Section 13 for more information on these initiatives.

The following lists give some examples of the kind of activities you could do in your heritage project for school pupils and teachers.

For pupils:

- a programme of visits to a rural museum for local schools, including transport costs;
- a programme of curriculum-linked environmental investigations for young people at a National Park, including the provision of measuring equipment;
- the development of loan boxes linked to a museum collection for use by school children;
- a work placement programme for Year 10 pupils in a historic garden, including appropriate clothing and equipment;
- opportunities for pupils to learn about social history through dressing up and role play at a historic site.

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For teachers:

- staff development activities for local teachers to help them to integrate the collections of an archive into their teaching;
- a teacher secondment to a historic site to develop learning programmes and resources.

7 Partnerships

In a heritage context, learning is often delivered through partnerships. We recognise that many heritage organisations, especially small voluntary groups, cannot draw on the expertise of in-house specialists to devise and deliver learning programmes and activities.

If you do not have someone on your team with the knowledge and confidence to develop learning activities you could consider working with a suitable partner to develop a project which meets the aims of both of your organisations. People who are trained to deliver learning are often those who are already working with the audiences you want to target with your project. These experts will often appreciate the opportunity to introduce the people they work with to new sites, collections, environments and to different expertise.

For example, you could work with the following individuals and groups to plan activities which are designed to meet the needs of their clients:

- a teacher or lecturer in your local school, college or university;
- a voluntary youth worker or Local Authority youth service;
- an adult education tutor or a Workers' Educational Association group;
- a Local Authority community or arts development officer;
- a prison or probation service;
- a subject specialist in a community group, such as a historian of British Black history or an expert weaver.

There may be opportunities for heritage organisations to work together to share resources and experience or to offer schools and other visitors the opportunity to visit two sites in one day (perhaps with joint ticketing). Such initiatives can lead to savings on marketing costs for the heritage organisations and can make travelling to the sites more cost effective and appealing for the visitors.

8 Learning in conservation projects

Even if your application is for a conservation project, you will need to think about how you will help people learn about heritage. For example, if you plan to catalogue or digitise a heritage collection, this work must be supported by activities to increase learning about the collection. Similarly, if you are conserving a building,

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you should help people to understand why it is important and why and how you have conserved it.

You can organise events and activities to take place during the conservation work and once it is complete, for example:

- 'behind the scenes' talks by conservation staff working in situ in a historic building;
- open days or workshops related to the conservation of a collection of objects or archives; or
- in-service training (INSET) days for teachers with the aim of producing learning resources and curriculum links to a newly digitised archive or restored building.

You can encourage learning about conservation by providing new interpretation or by training people to take part in conservation activities in a hands-on way – see *Thinking about interpretation* or *Thinking about training* for more information.

If you are providing learning activities linked to a newly conserved and re-opened building, the focus must be on helping people to learn about heritage, even when the heritage interest of the building is considered secondary to its main use, such as with an active place of worship. For example, the history of a building used as an arts centre could be communicated to visitors through a series of interpretation panels in the public areas.

9 Improvements to learning spaces

By learning spaces we mean classrooms, flexible workshop spaces, lecture theatres and outdoor learning facilities such as pond-dipping platforms. We will fund improvements to physical spaces to deliver learning at heritage sites and new spaces for learning as long as:

- you are already offering a programme of learning activities before applying to us;
- such improvements form part of a wider heritage project, which offers significantly increased benefits for people;
- there is evidence of real need for additional or improved learning spaces;
- the space you want to create is appropriate for the site and the proposed activities; and
- you have considered the possibility of restoring or converting existing buildings for this purpose before any proposal for a new build.

You should discuss the design of your learning space carefully with your architect. You should consider whether the size of the space can accommodate the maximum number of people you will work with. The research into learning spaces, published as *Space for Art* (see Section 13), recommends 2.8m² per person.

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For a class of 30 children and helpers this suggests a space of around 100m². You should also consider such issues as:

- Is there sufficient storage space? For example, for materials, coats and bags and for buggies, if you plan to do work with pre-school children and their parents.
- Do you have provision for a range of activities, including access to water?

You may find it helpful to read *Space for Learning* (see Section 13) which provides advice on developing effective learning spaces. It can be downloaded from our website: www.hlf.org.uk

10 Applications from educational establishments (universities, colleges, schools)

Educational establishments, both individually and in partnership with heritage organisations, are able to apply to HLF for support. Such applications should show how the project:

- is additional to the core work of the organisation; and
- provides additional public benefits, beyond staff and students.

If you are planning heritage learning events and activities you should clearly demonstrate how these are additional to the core activity of the educational establishment. We will not give funding to schools/colleges to deliver national curricula. We will not fund activities which form part of the establishment's funded programmes.

If you are planning a building conservation project, you should note that we will not support works which are part of the core responsibility of an organisation, including repair and maintenance. If you are an educational establishment in a historic building your project should provide significant and clearly defined benefits to 'second users' beyond those to 'first users'.

'First users' means the staff and students of the establishment and visiting academics, where they are using the facilities for research, teaching accommodation and administration purposes. 'First users' are not priority beneficiaries for HLF.

'Second users' means the general public, including members of the academic community, using the facilities for purposes other than research, teaching, accommodation or administration.

11 What we fund

Many organisations ask for our funding for projects whose main aim is to increase learning about heritage. Other organisations include learning as part of a wider project, for example, capital works to a historic house or a museum. Here are some examples of the things we will fund:

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- new staff posts, for example, education officers, outreach officers and youth workers;
- freelance staff working on a project, for example, crafts people and community history experts;
- materials needed as part of a learning activity programme, for example, arts and craft resources, handling objects to reflect a museum's collection or play resources;
- essential equipment, such as high visibility clothing, binoculars for use by groups at a nature reserve or tools for use at a community archaeology dig;
- transport costs for groups to visit heritage sites where the project's aims to combat social exclusion are part of a wider strategy, for example to link rural schools in deprived areas with museums and galleries;
- the production of specific learning resources, such as family activity sheets, teachers' packs, interactive web pages or DVDs, where they are developed as an extension of activity work with your chosen audience(s) and provide a lasting benefit once the project funding is over; and
- new learning spaces, as outlined in Section 9.

12 What does HLF look for in a project that delivers learning events, activities and resources?

In preparing an application to us, you should pay particular attention to the help notes in the application pack and if you are applying to our Heritage Grants programme our guidance, *Planning activities in heritage projects*. We are looking for well planned projects which are likely to deliver high quality learning. We expect you to address the following questions when planning learning activities in your project.

Your policy for learning

- Do you have a learning or education policy?
- Does your policy have clear and inclusive aims to promote learning?
- How does the proposed project help your organisation deliver its learning policy?
- How will the project make a difference or plug gaps in provision or target excluded or under-represented groups?

The quality of your project planning

- Have you consulted the groups and organisations you want to work with?
- Do you have a well thought through Activity Plan which identifies a realistic timetable and budget and states your measures of success?

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Meeting your audiences' needs

- Does your project offer content, activities and teaching and learning methods appropriate to the needs and abilities of all those at whom it is aimed?
- In planning formal education work with schools, have you provided a clear and detailed indication of how the project develops understanding of the heritage and how it links to the curriculum?
- For informal education work, can you demonstrate how your research and consultation with target groups has informed the project design?
- How will participants be involved in steering the project?
- Are the teaching and learning methods innovative (for your organisation), creative and likely to appeal to the target audience of learners?
- How will the project tackle issues of disadvantage, social exclusion, diverse cultures, or special educational needs, if appropriate?
- How will you ensure that any financial charges are not a barrier?

Educational expertise and management issues

- Are the staff who will deliver the heritage learning activity suitably qualified and experienced?
- Are staff and volunteers aware of the child protection policy and procedures of your organisation?
- If the project involves a new appointment, have you provided a job description and a person specification (including a salary range appropriate to the responsibilities of the post)?
- Who will manage the education post(s)?
- How do any new posts fit into your overall management structure?

Standards of learning

- Will you use any external standards? For example, the Inspiring Learning for All framework developed by the Museums, Libraries and Archives Council – see Section 13.

Partnerships

- How will you draw on up-to-date educational expertise? For example, through partnerships or other links with education professionals or an education advisory group.
- How will your partners be involved in the evaluation of the project?

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Educational materials

- Have you provided full details of any learning materials that will be used and/or created?

Learning spaces

- Is the accommodation large enough and 'fit for purpose'?
- If you are proposing a new or refurbished space for learning, can you show that it is necessary and that the needs of users have been taken into account in its design?

Monitoring achievements and progress

- Are there opportunities for pre- and post- visit activities, either with participants or with teachers/facilitators?
- How will participants increase their understanding of the heritage as a result of participating in the project?
- How will you monitor the targets in your Activity Plan? For example, how will you know if you have reached new audiences?

Evaluating effectiveness

- How will project outcomes be monitored? For example, how will you know if an event or workshop has been successful?
- How will you ensure that evaluation takes place throughout your project not only at the end?
- Do your evaluation strategies use an appropriate range of quantitative and qualitative methods?
- Will everyone involved in the project (participants and providers) be included in its evaluation?
- How will you ensure that the results of any evaluation are fed into future practice?

Securing lasting benefits

- Have you explained how the project will secure lasting benefits? For example, through continued partnerships, the use of learning resources, integrating work within local education or heritage strategic plans, or embedding project activities within the core work of the organisation.

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- How will people find out about the project? For example, through publication of learning materials or case studies, websites, seminars or conferences, practitioner networks, mentoring or shadowing.

Transport costs

- Have you provided a clear justification of need for transport subsidies? For example, to give access for school parties or community groups from deprived or isolated areas who would otherwise not be able to participate in the project.
- Are your plans to provide transport in line with your educational policy to improve access to sites and collections?
- How will you manage any transport subsidies?

13 Sources of advice and information

This section lists organisations, groups and websites which provide useful information and can help you plan and carry out learning projects.

13.1 Curriculum links

National Curriculum (England)

www.nc.uk.net

A site devoted to the national curriculum organised by subject and key stage and also cross-curricula themes such as citizenship.

Department for Children, Schools and Families Standards site (England)

www.standards.dcsf.gov.uk/schemes

A good way of identifying possible national curriculum links for heritage education projects is through the schemes of work for each national curriculum subject unit, which can be viewed on this site. For information on the Government's Find Your Talent programme see: **www.creative-partnerships.com/offer**

Office for Standards in Education (OFSTED; England)

www.ofsted.gov.uk

As well as the national curriculum guidelines and schemes of work, it is worth checking out the OFSTED Chief Inspector's annual subject reports, available in the publication section of this site.

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Qualifications and Curriculum Authority (England)

www.qca.org.uk

This site has an overview of the frameworks for the national curriculum and the 16–19 curriculum (i.e. the AS and A2 qualifications which replaced 'A'-levels) and vocational qualifications, including the new Diplomas to be launched in 2008. This website links to the sites of the examination boards where you will find the syllabuses for examinations.

Learning and Teaching Scotland

www.ltscotland.org.uk/5to14

Tel: 0141 337 5000

You will find information on the Scottish schools curriculum for 5–14 year olds on this site as well as links to subject-based information.

Scottish Qualifications Authority (SQA)

www.sqa.org.uk/sqa/1.html

This site had details of the National Syllabuses for national certificates in Scotland.

Plant, Addysg, Dysgu Gydol Oes a Sgilliau (Children, Education, Lifelong Learning and Skills, Welsh Assembly Government)

www.new.wales.gov.uk/topics/educationandskills

Tel: 0845 010 3300

Welsh national curriculum materials can be downloaded from this site. The former Qualifications, Assessment and Curriculum Authority for Wales has been incorporated into the Department for Children, Education, Lifelong Learning and Skills.

Northern Ireland Council for Curriculum, Examinations and Assessment

www.ccea.org.uk

Tel: 028 9026 1200

This site gives detailed information about the curriculum framework in Northern Ireland and subject-based information.

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13.2 Formal learning

ABC of Working With Schools

www.museumse.org.uk/ABC_working_with_schools/

An invaluable guide to good practice in working with school aged children developed by the South East Museum Hub in conjunction with museum professionals and volunteers across the region to address some of the barriers to teachers using museums identified in research. The resources and tips on working with schools are applicable to other heritage sectors as well.

British Educational, Communications and Technology Agency (BECTA)

www.becta.org.uk

Becta is the Government's lead agency for ICT in education. This is a good first port of call when planning an ICT-related project.

Creative Partnerships (England)

www.creative-partnerships.com

This is an initiative begun in 2002 to develop long-term partnerships between schools and creative organisations and practitioners. It has become a flagship project and influenced the government's policy on making a 'cultural offer' to school children in England of five hours activity per week (Find Your Talent).

Excellence in Cities (EiC) Action Zones (England)

www.standards.dcsf.gov.uk/sie/eic/eicactionzones

These were established by the government with the aim of directing additional funding to urban areas where there is social disadvantage. The Zones enable local partnerships, which includes the private sector, to urgently target action on areas of need and develop innovative solutions for raising educational standards. EiC Action Zones typically focus on the needs of one or two secondary schools and their associated primary schools. There are currently 134 EiCAZs in operation.

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Education Business Partnerships (EBPs)

Website for England, Wales and Northern Ireland: **www.nebpn.org**

A UK wide network of EBPs which helps schools and colleges establish good working relationships with businesses (including heritage organisations) resulting in a wide range of activities and initiatives, such as work experience placements, staff exchange and enterprise initiatives. Each area has its own education business partnership.

Learning and Skills Councils (England)

www.lsc.gov.uk

The LSC brings together the funding and planning of all post-16 education and training (except higher education).

Local Education Authorities (England)

www.dfes.gov.uk/localauthorities/index.cfm?action=home

This site gives a lists information about Local Education Authorities in England, including an address finder.

Manifesto for Learning Outside the Classroom

www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom

The Manifesto builds on the Education Outside the Classroom consultation, acting as a shared statement of intent for all who see the benefits to young people of learning outside the classroom. A new website is under development.

National Union of Teachers (NUT)

www.nut.org.uk

See this site for guidance on new education officer posts, up-to-date teacher salary scales and London weightings. For public sector jobs, see, for example:

www.jobsgopublic.com

www.unison.org.uk/online/service/localgov/index.htm

13.3 Informal learning

Campaign for Learning

www.campaign-for-learning.org.uk

Tel: 020 7930 1111

This organisation provides policy and research information on promoting learning for all ages and in all settings.

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Let's Discover

www.letsdiscover.org.uk

'Let's Discover' is a project of Eureka!, The Museum for Children in Halifax and provides materials to support curriculum driven museums and gallery visits for 3–8 year olds.

Lifelong learning portal

www.lifelonglearning.co.uk

This site provides a good range of printable resources and links to other adult learning sites. You will find information on Local Learning Partnerships, the local strategic body responsible for co-ordinating local action on post-16 education. These partnerships include local colleges, adult education, community and voluntary organisations and museums.

National Institute for Adult and Continuing Education (NIACE)
and NIACE Dysgu Cymru

www.niace.org.uk and **www.niacedc.org.uk**

Downloadable guidelines for family learning and the opportunity to join an email discussion list on various adult learning issues. It also has links to other adult learning organisations, for example:

University of the Third Age; website: **www.u3a.org.uk**

Workers' Educational Association; website: **www.wea.org.uk**

13.4 Heritage sectors information

Cadw (Welsh Historic Monument Executive)

www.cadw.wales.gov.uk

Tel: 029 2050 0200

Cadw is the historic environment agency within the Welsh Assembly Government with responsibility for protecting, conserving, and promoting an appreciation of the historic environment of Wales. A limited list of education resources is available to order from the publications section of this site.

The Campaign for Learning Through Museums and Galleries (clmg)

www.clmg.org.uk

Tel: 01288 331615

Clmg acts as an advocate for learning in museums and galleries and works to influence policy, disseminate best practice and broker learning partnerships.

Thinking about... Learning

Council for Environmental Education

www.cee.org.uk

Tel: 0118 950 2550

CEE is a national umbrella body in England. CEE's website provides a gateway to this network and the fields of environmental education and education for sustainable development.

Cyngor Cefn Gwlad Cymru (Countryside Council for Wales)

www.ccw.gov.uk

Tel: 0845 1306229

The Countryside Council for Wales is the Government's statutory adviser on sustaining natural beauty, wildlife and the opportunity for outdoor enjoyment in Wales and its inshore waters. The CCW for Kids section of this site gives useful teaching resources.

Engage

www.engage.org

Email: info@engage.org

Tel: 020 71278 8382

A professional association dedicated to promoting greater access to and enjoyment of the visual arts. It publishes regular research reports, journals and a newsletter.

English Heritage

www.english-heritage.org.uk

Tel: 020 7973 3701

English Heritage aims to encourage those involved in education at all levels to use the historic environment as a resource, right across the curriculum. The education pages of this site give details of their activities and resources for planning learning.

Natural England

www.english-nature.org.uk/science/nature_for_schools

Tel: 0114 241 8920

Natural England works for people, places and nature to conserve and enhance biodiversity, landscapes and wildlife in rural, urban, coastal and marine areas. The nature for schools section of the website links to more than 100 lesson plans meeting the requirements of the national curriculum and provides activities and information to help pupils understand nature and our impact on the natural environment.

Thinking about... Learning

Northern Ireland Environment Agency (NIEA)

www.ni-environment.gov.uk

Tel: 0845 302 0008

NIEA takes the lead in advising on, and in implementing, the Government's environmental policy and strategy in Northern Ireland. The education section gives information on resources and fact sheets produced by NIEA and the Kids zone links to other useful sites.

Historic Scotland

www.historic-scotland.gov.uk

Tel: 0131 668 8793

Historic Scotland safeguards the nation's built heritage and promotes its understanding and enjoyment on behalf of Scottish Ministers. You can download free sample resources from the education section of the site and order resource packs.

Museums, Libraries and Archives Council (MLA)

www.mla.gov.uk

Tel: 020 7273 1444

MLA is the strategic body working with and for museums, archives and libraries. Its website has materials to support the development of educational projects. In 2004 MLA launched *Inspiring Learning for All: A Vision for Accessible Learning in Museums, Archives and Libraries* to help people plan and evaluate education projects. See **www.mla.gov.uk/action/learnacc/00insplearn.asp**

The National Trust (for England, Wales and Northern Ireland)

www.nationaltrust.org.uk

Tel: 0870 609 5380

The learning and discovery section of the website has information for teachers, students and the public on visits, learning resources, vocational training and volunteering opportunities. There is an interactive section aimed at young browsers.

The National Trust for Scotland

www.nts.org.uk

Tel: 0131 243 9300

The learning section of the website has information for teachers and learners.

Thinking about... Learning

Scottish Natural Heritage

www.snh.org.uk
Tel: 0131 447 4784

This is the agency responsible for caring for Scotland's natural heritage. The Education and Training section of the site allows you to order resources aimed at all age groups and download free fact sheets on particular habitats and species.

Visitor Research

www.visitors.org.uk

The Visitor Studies Group is a national group of engaged museum professionals who support each other to achieve best practice in visitor research. The Visitor Studies Group seeks to represent opinion and expertise, to participate in debate and to impact on policy and strategy across the sector.

13.5 Help with education policies and strategies

ABC of Working With Schools

www.museumse.org.uk/ABC_working_with_schools

Includes tips on writing education policies and other planning documents.

South West Museums Libraries and Archives Council (SWMLAC)

www.swmlac.org.uk/mli/muslin.htm
Tel: 01823 259696

A useful site with introductions to topics such as learning in museums and writing an education policy, toolkits (for example, on SWOT analyses, thinking about audiences and evaluation) and links to other sites.

13.6 Practice discussion groups

Group for Education in Museums (GEM)

www.gem.org.uk
Tel: 01481 706969

This is an invaluable resource for sharing practice. GEM hosts an email network list and manages a list of freelance consultants.

Thinking about... Learning

13.7 Publications

The Big Sink

Clore Duffield Foundation, 2002

www.art-works.org.uk/research/bigsink0.shtml

A practical guide to designing spaces for learning in galleries.

Built-in not bolt-on: engaging young people in evaluation

By Madeleine Swords

New Opportunities Fund, 2002

Download from: www.nof.org.uk (evaluation and research section)

A review of considerations and best practice in engaging young people in evaluation.

Developing Accessible Play Space: A good practice guide

Office of the Deputy Prime Minister, 2003

Download from: www.communities.gov.uk

This publication explores good practice in developing play spaces which are accessible to all children. Helpful checklists and practical examples are included.

Hear By Right. Standards for the active involvement of children and young people

By Harry Wade and Bill Badham

National Youth Agency with the Local Government Association, updated 2003

Download from: www.nya.org.uk

This sets out a useful framework for those working with young people.

Learning through Culture. The DfES museums and galleries education programme: a guide to good practice

Available from the Research Centre for Museums and Galleries.

University of Leicester

105 Princess Road East

Leicester LE1 7LG

Download from:

www.teachernet.gov.uk/teachingandlearning/resourcematerials/museums/

The booklet reports on the evaluation of this programme, which encouraged teachers and museum educators to build partnerships, and the lessons to be learnt from it.

Thinking about... Learning

More than Swings and Roundabouts: planning for outdoor play

Children's Play Council, 2002

Download from the National Children's Bureau website: www.ncb.org.uk

A practical guide to creating and improving play opportunities for children and young people.

Participation – Spice It Up!

By Save the Children Fund, 2002 (ISBN 1 84187 062 5)

Available from Dynamix Ltd

Email: dynamix@seriousfun.demon.co.uk

www.seriousfun.demon.co.uk

Tel: 01792 466231

This is a practical resource book to encourage participative working with young people. It points to good resources to use in evaluation.

Partnerships for Learning.

A guide to evaluating arts education projects

By Felicity Woolf, 1999

Arts Council of England (ISBN 0 7287 0791 8), free of charge

Download from: www.artscouncil.org.uk

Tel: 020 7973 6531

Space for Art: A handbook for creative learning environments

Clore Duffield Foundation, 2003

Download from the Artworks website: www.art-works.org.uk

Tel: 020 7351 6061

A very helpful handbook for anyone commissioning or designing a learning space, including guidance on ensuring your space is the right size. A printed version is available from the Clore Duffield Foundation, price £5.

Space for Learning: A handbook for education spaces
in museums, heritage sites and discovery centres

Clore Duffield Foundation, 2004

Download from: www.hlf.org.uk

Based on case studies from around the UK, this useful booklet sets out best practice in designing a learning space. A printed version is available by sending £5 (inclusive of p+p) made payable to Education Direct, Space for Learning, PO Box 105, Rochester, Kent ME2 4BE.

Appendix A

What is a learning or education policy?

A learning or education policy is a statement of your organisation's commitment to the principles of delivering learning within your organisation. It will outline your main areas of responsibility and show how the aim of improving learning relates to your organisational aims. It should cover what you mean by learning and who you see as the priority audiences for learning in your organisation. There is no set format for an education or learning policy, however, you should consider the following areas:

- your mission statement for learning;
- the audience for learning;
- consultation and market research with users, non-users, staff and other stakeholders;
- what educational services and opportunities will be provided;
- resources for learning;
- partnerships;
- the role of your own processes in supporting high quality learning, such as staff training and recruitment;
- how you will monitor, evaluate and review the policy; and
- the relationship of the learning policy to your other policies such as access and equal opportunities.

Appendix B

Our grant programmes

General programmes

Heritage Grants (above £50,000)

This is our main programme for grants over £50,000 for all kinds of heritage, and is open to all not-for-profit organisations. All applications go through two rounds (unless you are unsuccessful at the first round) and you can apply for development funding to help develop your project to the second round. Assessment takes three months at each round and the outcome of your application will then be decided at the next available decision meeting.

Your Heritage (£3000–£50,000)

This is our general small-grants programme for all types of heritage project. It is a flexible programme, open to all not-for-profit organisations, but is particularly designed for voluntary and community groups and first-time applicants, with a much simpler application process and a shorter assessment timetable (10 weeks).

Targeted programmes

Young Roots (£3000–£25,000)

Young Roots is a targeted programme for 13–25-year-olds who want to explore their heritage and develop skills. Young Roots projects stem directly from young people's interests and ideas, harnessing their creativity and energy, building their confidence and helping them work with others.

Parks for People (£250,000–£5 million)

Parks for People supports the regeneration of existing public parks, garden squares, walks and promenades across the UK.

Townscape Heritage Initiative (£500,000–£2 million)

Through our Townscape Heritage Initiative we make grants to help communities regenerate the historic parts of their towns and cities. The programme is designed for areas of particular social and economic need throughout the UK. Partnerships are funded to carry out repairs and other works to a number of historic properties within a defined area, some of which may be in private ownership, and improve the quality of life for all those who live, work or visit there.

Appendix B

Landscape Partnerships (£250,000–£2 million)

Landscape Partnerships is our primary vehicle for promoting heritage conservation as an integral part of rural regeneration, delivered by partnerships representing a range of heritage and community interests to tackle the needs of landscape areas that may be in different ownerships. Each scheme is based round a portfolio of smaller projects, which together provide a varied package of benefits to an area, its communities and visitors.

Repair Grants for Places of Worship (£10,000 upwards)

Through this programme we help conserve and sustain heritage at risk through urgent repairs to places of worship. The UK-wide scheme is delivered through four programmes in England, Northern Ireland, Scotland and Wales. Repair Grants for Places of Worship in England and Scotland are awarded up to £250,000 and in Northern Ireland and Wales up to £100,000.

You can get more information by:

- downloading application materials from **www.hlf.org.uk**;
- emailing **enquire@hlf.org.uk**;
- phoning our helpline on **020 7591 6042**;
- contacting us by textphone on **020 7591 6255**; or
- using Text Direct **18001 020 7591 6042**.

Our offices

East of England

Terrington House
13–15 Hills Road
Cambridge CB2 1NL
Phone: 01223 224870
Fax: 01223 224871

East Midlands

Chiltern House
St Nicholas Court
25–27 Castle Gate
Nottingham NG1 7AR
Phone: 0115 934 9050
Fax: 0115 934 9051

London

7 Holbein Place
London SW1W 8NR
Phone: 020 7591 6000
Fax: 020 7591 6001

North East

St Nicholas Building
St Nicholas Street
Newcastle upon Tyne
NE1 1RF
Phone: 0191 255 7570
Fax: 0191 255 7571

North West

9th Floor
82 King Street
Manchester M2 2WQ
Phone: 0161 831 0850
Fax: 0161 831 0851

Northern Ireland

51–53 Adelaide Street
Belfast BT2 8FE
Phone: 028 9031 0120
Fax: 028 9031 0121

Scotland

28 Thistle Street
Edinburgh EH2 1EN
Phone: 0131 225 9450
Fax: 0131 225 9454

South East England

7 Holbein Place
London SW1W 8NR
Phone: 020 7591 6000
Fax: 020 7591 6001

South West

Trinity Court
Southernhay East
Exeter EX1 1PG
Phone: 01392 223950
Fax: 01392 223951

Wales

Hodge House
Guildhall Place
Cardiff CF10 1DY
Phone: 029 2034 3413
Fax: 029 2034 3427

West Midlands

Bank House
8 Cherry Street
Birmingham B2 5AL
Phone: 0121 616 6870
Fax: 0121 616 6871

Yorkshire and the Humber

4th floor
Carlton Tower
34 St Paul's Street
Leeds LS1 2QB
Phone: 0113 388 8030
Fax: 0113 388 8031

Head office

7 Holbein Place
London SW1W 8NR
Phone: 0207 591 6000
Fax: 0207 591 6001

Textphone:

020 7591 6255

www.hlf.org.uk



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