

Current Awareness – Recent Journal Articles: October to December 2007

The listed journal articles and resources have recently been added to the NIACE library. They can be consulted in the Library but are not available for loan to external users.

Adult Education	1
Basic Skills	3
Community Development	4
Development Education	5
Disabilities	5
Educational Technology	6
Employee Development	7
ESOL	7
Ethnic Minorities	8
Experiential Learning	9
Family Education	9
Libraries	9
Lifelong Learning	9
Mental Health	10
Offenders	10
Postcompulsory Education	11
Social History	13
Sustainable Development	13
Vocational Education and Training	13
Widening Participation	14
Young People	14

Adult Education

1. **Lawson, Liz. 2007. Developing an adult progression strategy. Basic skills bulletin. No 52, April 2007, 7.**
Sketches out various strands of policy and practice involving Learndirect, the LSC, the QIA, Unionlearn, NRDC etc that the government is drawing together in the course of developing an overarching strategy for adult progression in response to the ambitious proposals of the Leitch Review (HM Treasury, 2006) for Skills for Life and Full Level 2.
2. **Eldred, Jan. 2007. A new year begins at NIACE. Basic skills bulletin. No 56, September 2007, 7.**
In this article Jan Eldred sets out NIACE's priorities for the coming year under the following headings: progression; social cohesion; numeracy; ESOL; integrated/embedded provision; the workplace; speaking and listening (i.e. communication skills) and young adults. She also refers to NIACE's intention to develop a policy on offender education.
3. **Rees, Gareth. 2007. The view from 'outer Britain'. Adults learning. Vol 19 No 1, September 2007, 20-21.**
This article highlights the extent to which the predominant New Labour analysis of adult learning is narrowly aimed at meeting the needs of the knowledge-based economy concentrated in the South East at the expense of 'outer Britain'. It goes on to explain how devolution has facilitated the emergence of diverging approaches to adult learning in Scotland and Wales, which reflect a continuing commitment to traditional social and democratic values.

- 4. Hayes, Dennis. 2007. Education for its own sake - and no buts. Adults learning. Vol 19 No 1, September 2007, 28.**

In this article, the Head of the Centre for Professional Learning, Canterbury Christ Church University, reflects on his observation that none of the respondents to NIACE's big conversation, including teachers and educationalists, offered a non-instrumental defence of education. Dismayed by the extent to which those trying to save adult education have adopted the utilitarian outlook of government officials, he emphasises the intrinsic value of education as an end in itself, not as a means to extrinsic ends, including social inclusion and psychological well being.

- 5. Flint, Colin. 2007. It's not just the economy, stupid. Adults learning. Vol 19 No 2, October 2007, 8-11.**

Public value is an emerging framework for public service reform. Its application to the learning and skills sector was the focus of a NIACE conference on 26 October 2007 and a collection of essays, 'Not just the economy: public value in adult education' will be published by NIACE in 2008. In this article, the book's co-editor, Colin Flint, criticises the complete lack of public involvement in policy making in further and adult education, highlighting the widespread disaffection in which the reshaping of the sector in accordance with a narrow skills agenda has resulted. He goes on to offer a detailed critique of reforms dictated by that agenda and calls for a new educational vision for post-compulsory education, with the learner at the heart of it, as the only way of achieving an adult education system that the public would value.

Link to conference information on NIACE website:

<http://www.niace.org.uk/Conferences/public-value.htm>

Link to info about forthcoming publication on NIACE website:

<http://www.niace.org.uk/publications/N/Not-economy.asp>

- 6. Sherlock, David. 2007. Beyond standards. Adults learning. Vol 19 No 2, October 2007, 30**

The former Chief Inspector of the Adult Learning Inspectorate (ALI) reflects on the ethos that informed his work and explains how he is building a business and has written a book (to be published by Kogan Page in 2008), both entitled 'Beyond standards', to take forward the core ideas of the ALI.

- 7. Parrott, Allen. 2007. Testing times. Adults learning. Vol 19 No 3, November 2007, 24-27.**

While the funding for basic skills and for work-related learning have vastly increased in the last decade, the small public subsidy that for half a century maintained general adult education provision has been slashed. The author of this article reflects on the destruction of what Jack Straw in 1991 called 'one of the finest adult education services in the world'. He highlights the educational and social values that underpinned a more comprehensive and generous approach to adult learning and draws both on Aristotle's Nicomachean Ethics and the cutting-edge concept of 'emergence' in critiquing the prevalent assumption that everything worth funding can be measured.

- 8. Flude, Ray; Grogan, Sue and Richards, Neville. 2007. Coming up with the evidence. Adults learning. Vol 19 No 3, November 2007, 28-29.**

Adult education providers are now required to demonstrate how provision supports the targets established by funders. Two areas where it is especially difficult to provide hard evidence are in progression tracking and in showing the impact of a combination of providers working in one geographical area. In the absence of such evidence it can be difficult to sustain arguments, for example, about the way that non-accredited learning can help people move towards level 2 achievement or the way that Skills for Life work impacts on deprived communities. This article reports on how Leicestershire and Leicester City Learning Partnership (LLCLP) have produced this kind of evidence by using more effective analysis of existing data.

- 9. Macleod, Flora and Lambe, Paul. 2007. Patterns and trends in part-time adult education participation in the UK : nation, class, place of participation, gender, age and disability, 1998-2003. International journal of lifelong education. Vol 26 No 4, July-August 2007, 399-418.**

Analysis of data from six years of the British Household Panel Survey (1998-2003) has been used to look at variations in take-up of part-time learning opportunities by adults over time in the UK, and separately, by its four constituent nations. Apart from a substantial increase in the take-up of home-based learning amongst women, a persistent finding was how little changed over the first six years of Labour government in terms of removing barriers that position some sections of the adult population as educationally disadvantaged.

- 10. Armstrong, Liz. 2007. The significance of interpersonal skills and tutor behaviour in determining quality of teaching and learning in adult education. Journal of adult and continuing education. Vol 13 No 2, 2007, 231-248.**

Over the last six years, the UK government has focused on inspection as a means to drive improvement in the adult education sector. Drawing on a qualitative case study from a local authority adult education service, this study focuses on factors that have been omitted from the Common Inspection Framework, thereby drawing attention to the latter's limitations as a quality improvement tool. It concludes that tutors' interpersonal skills and behaviour are significant to learners in determining quality and that the voice of learners can make a meaningful contribution towards quality improvement.

- 11. Brookfield, Stephen. 2007. Adult educators, adult education and progressive social movements. Concept : the journal of contemporary community education practice theory. Vol 17 No 2, 2007, 26-29.**

An edited extract from an interview with Stephen Brookfield, one of the pre-eminent writers and thinkers in the field of adult and continuing education, in which he talks about his involvement with progressive social movements. His latest publication is 'The power of critical theory for adult teaching and learning' (OUP, 2005).

Basic Skills

- 12. Ivanic, Roz; Edwards, Richard; Satchwell, Candice and Smith, June. 2007. Possibilities for pedagogy in further education: harnessing the abundance of literacy. British educational research journal. Vol 33 No 5, October 2007, 703-722.**

This report outlines the conceptual underpinnings of the ESRC funded Literacy for Learning in Further Education project (2004-2007), involving collaboration between several Scottish and English universities and FE colleges, in a social view of literacy and the associated research design, methodology and analytical framework. Challenging crisis narratives about the decline of literacy, based on simplistic interpretations of test results, the report elaborates on the notion of the abundance of literacies in students' everyday lives and on the potential for harnessing these as resources for the enhancement of learning. It provides case studies of pedagogical approaches aimed at transforming everyday literacy practices into the stuff of FE qualifications in the context of Travel and Tourism and Multimedia courses and discusses the wider implications of the research findings.

- 13. Hodgson, Ann; Edward, Sheila and Gregson, Maggie. 2007. Riding the waves of policy? : the case of basic skills in adult and community learning in England. Journal of vocational education and training. Vol 59 No 2, 2007, 213-230.**

This paper draws on data from secondary sources and in-depth interviews with teachers, learners and managers in London and the North East to explore the question: What is the impact of policy on teaching, learning, assessment and inclusion in Adult and Community Learning (ACL) Skills for Life (SfL) provision? In particular, it focuses on the government's use of five policy steering mechanisms - funding, inspection, planning, targets and policy initiatives. The authors argue that while the combined effects of targets and funding have the most powerful influence on tutor and manager actions, their own professional values also have a significant role in shaping the teaching of literacy and numeracy in ACL sites. In conclusion the authors make the case for giving professionals at the local level a greater role in SfL policy making.

- 14. Southwood, Sue and Southwood, Sue. 2007. Made-to-measure rather than one-size fits all. Reflect : the magazine of NRDC. No 9, 4-5.**

In this article, part of a special report on workplace learning (pp. 4-12), Sue Southwood argues that learning providers must heed the wishes of employers and their workforce if the ambitious targets for adult literacy and numeracy set in the Leitch review are to be met. On

the following page (p. 6) she talks to Natasha Robertson, a train driver for Transport for London, who was diagnosed as dyslexic as an adult, about her learning journey.

15. Eldred, Jan. 2007. More, better but different: literacy, language, numeracy and Leitch. Basic skills bulletin. No 52, April 2007, 6.

A critical examination of the implications of the Leitch Review for language, literacy and numeracy (LLN) provision, arguing that while Leitch was commissioned to review skills not only for economic prosperity but also for improved social justice, he has failed to pay sufficient attention to the latter.

Link to web version of Leitch Review (HM Treasury, 2006):

http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf

16. Smith, Barry. 2007. The Embedding Project delivers. Basic skills bulletin. No 55, July 2007, 5.

Reports on the Embedding Skills for Life and Key Skills in Vocational Qualifications Project led by QCA and completed in 2007, which worked with 12 awarding bodies and 4 Sector Skills Councils to develop ways to raise the profile of the Skills for Life and Key Skills agendas at a time when both types of organisation were engaged in writing or working with National Occupational Standards and Qualifications and supporting employer and centre needs.

Link to Embedding Project website:

<http://www.totallyskilled.org.uk/>

17. Tuckett, Alan. 2007. A new alliance. Basic skills bulletin. No 56, September 2007, 4

In this article Alan Tuckett reports on the Basic Skills Agency's reincorporation into NIACE, from which it originated, and on NIACE's alliance with Tribal, which is aimed at taking forward the all-age strategy developed by the BSA. He also outlines the likely implications of the Leitch review for the next stage of the Skills for Life strategy, including an increased focus on progression.

18. Taylor, Carol. 2007. Learning, Leitch and jobs. Basic skills bulletin. No 58, November 2007, 9.

While welcoming the broad direction of the Leitch Review with its emphasis on enabling people to access the skills needed for employability, the Director of the BSA at NIACE argues that for many people, especially in rural areas, upskilling does not automatically lead to employment. To illustrate this point, she reports on her visit to an estate built in the Derbyshire countryside in the 1970s to house what was called the 'Manchester overspill'. In spite of impressive community based LLN activities that have reached adults, young people and children alike, many people have still been unable to find jobs. They have, however, learnt to value education for its power to bring communities together and enrich lives.

19. Goss, Richard. 2007. Building on strengths. t magazine : training education employment. October 2007, 22-23.

As the Skills for Life Improvement Programme goes into its second year, its Assistant Director outlines what support providers can expect from it.

Community Development

20. Crowther, Jim; Tett, Lyn and Edwards, Vivien. 2007. Better together?. Adults learning. Vol 19 No 1, September 2007, 24-26.

Developing social capital with a view to regenerating communities has been one of the big ideas of recent policy interventions, one that involves a welcome widening of concerns from the narrow focus on human capital underpinning much lifelong learning policy discourse. However, there are doubts about the meaning of social capital and its contribution to social change. This article considers a small Scottish study exploring what difference social capital made to community groups in terms of the distribution of power, based on the assumption that if regeneration is to become a reality, marginalised groups will need to develop the capacity to act in their own interests.

- 21. Davies, Jonathan. 2007. Mutiny in New Labour's little platoons. Concept : the journal of contemporary community education practice theory. Vol 17 No 2, 2007, 17-21.**
 In the UK and elsewhere partnership is very much in vogue. Across Britain institutions have sprung up bringing community politicians into cooperation with public managers and local politicians. Many on the centre-left saw New Labour's promise of a 'stakeholder' partnership (minus the unions!) as a welcome development after Margaret Thatcher's brutal assault on local democracy. The New Deal for Communities (NDC) programme established in 1999 was in many ways the acme of the new partnership culture, yet commentators agree that any early democratic impetus was snuffed out in the remorseless advance of the neoliberal technocracy. This article argues that NDC is only the tip of the iceberg and that the reality of partnership is a state-society 'anschluss' where community organisations are expected to implement government agendas. It explores the synthesis of partnership and neoliberalism, arguing that collaborative politics is a dead end in the struggle for social justice.
- 22. Ledwith, Margaret. 2007. Reclaiming the radical agenda : a critical approach to community development. Concept : the journal of contemporary community education practice theory. Vol 17 No 2, 2007, 8-12.**
 Whereas critical education, designed to encourage questioning and action for change, is rooted in the worldview of participatory democracy, the skills-driven approach to education in which community development work is now embedded is founded on the worldview of western capitalism. This article argues that unless community development practitioners are very vigilant about changes in the political context and weave theory into their practice, they run the risk of reinforcing discrimination while continuing to wave the banner of social justice.

Development Education

- 23. Wickens, Corrine M. and Sandlin, Jennifer A.. 2007. Literacy for what? Literacy for whom? The politics of literacy education and neocolonialism in UNESCO- and World Bank-sponsored literacy programs. Adult education quarterly : a journal of research and theory. Vol 57 No 4, August 2007, 275-292.**
 This article explores literacy education, as promoted by organizations such as the World Bank and the UNESCO, as a form of neocolonialism. Drawing on postcolonial theory and Thomas and Postlethwaite's framework for analyzing neocolonialism in educational systems, the authors present findings from a textual analysis of UNESCO- and World Bank-sponsored publicity and policy documents with particular reference to a) the purposes of Literacy and b) the funding of programmes. While acknowledging that there has been a gradual shift from Western control to local governance in the way literacy education is defined and practised, they argue that financial structures have yet to be reorganized accordingly.
- 24. Dela torre, Edicio. 2007. How to make education for all. Adults learning. Vol 19 No 3, November 2007, 18-20.**
 In this article, the President of the Education for Life Foundation reflects on his life in education and on the factors that have resulted in adult education receiving even less attention than previously in his homeland, the Philippines, and other developing countries.

Link to web page of Education for Life Foundation:

<http://www.educ4life.org/>

Disabilities

- 25. Piggott, Linda and Houghton, Ann-Marie. 2007. Transition experiences of disabled young people. International journal of lifelong education. Vol 26 No 5, September-October 2007, 573-587.**
 This paper explores the implications of the changing employment climate and the shift in attitudes towards disabled people who are increasingly expected to become economically active in order to fulfil their role as responsible citizens. It provides a summary of two research projects, Disability Effective Inclusive Policies (DEIP) funded by the European Social Fund, which is connected with the EU equity and employability agenda, and the Lancashire Aimhigher Disability (LAD) project designed to support the government's aim of

widening participation. The authors also discuss aspects of the transition process, drawing explicitly on interviews with disabled people, policy makers and practitioners involved in developing or implementing policy and providing support services designed to aid the transition process.

26. Montague, Denise. 2007. Supporting dyslexic learners. t magazine : training education employment. November 2007, 20-21.

Reports on an interactive distance learning course developed by the Skills for Life Improvement Programme which raises awareness of dyslexia among staff, as well as providing teaching and learning materials.

27. Davies, Rachel. 2007. The experience of dyslexia : some personal accounts. Reflect : the magazine of NRDC. No 8, 8.

Rachel Davies highlights concerns of learners with dyslexia expressed in interviews carried out as part of the 'Say what you like' campaign (NIACE, 2006), emphasising that it is only through learners' own words that we can begin to understand the complexity of the personal stories that lie behind the statistics and how best to respond to them. (Her article is part of a special report on learners with learning difficulties, pp. 4-9.)

Link to 'Say what you like' campaign (2006) pages on NIACE website:

<http://www.niace.org.uk/saywhatyoulike/Default.htm>

28. Harriman, Jenny. 2007. Do you mean us, Mr Brown?. Adults learning. Vol 19 No 1, September 2007, 27.

In Summer 2007, Chris Wardley, Chair of Access to Community Education (ACE), a small charity run by and for disabled people in Torbay, Devon, wrote to Gordon Brown, asking him whether his mission to 'fulfil the potential and realise the talents of all our people' included those who are disabled. In this article the founder of ACE, whose future is now under threat after its failure to secure further Lottery funding, highlights the difference the charity has made to the lives of disabled people and the devastating impact closure would have on learners.

29. Somerton, Michael. 2007. Teaching with a disability. Adults learning. Vol 19 No 3, November 2007, 16-17.

The author of this article, a part-time university lecturer, describes how, with the right kind of personal and professional support, he was able to return to teaching after a stroke left him partially disabled.

30. Moni, Karen B.; Jobling, Anne and van Kraayenoord, Christina E.. 2007. 'They're a lot cleverer than I thought' : challenging perceptions of disability support staff as they tutor in an adult literacy program. International journal of lifelong education. Vol 26 No 4, July-August 2007, 439-460.

Being literate empowers individuals to be effective consumers, to be informed about lifestyle options, to read fiction for enjoyment and to further their knowledge of people and places that can enable them to participate more fully in their communities. However, there are limited literacy opportunities and programmes specifically designed to meet the needs of individuals with intellectual disabilities across their lifespan. This article reports on the experiences of tutors involved in an Australian National Training Authority funded project to develop and implement a training, teaching and resource package for the development of literacy for adults with learning disabilities. The project was undertaken with two community-based disability-service programmes using an applied action research approach.

Educational Technology

31. Lee, Mark J.W. and Chan, Anthony. 2007. Pervasive, lifestyle-integrated mobile learning for distance learners : an analysis and unexpected results from a podcasting study. Open learning:the journal of open and distance learning. Vol 22 No 3, 201-218.

This article begins with a discussion of why mobile learning (m-learning) is being hailed as the next step in the evolution of distance education before looking at various perspectives on what m-learning constitutes. It critically examines the extent to which 'true' m-learning has been achieved, by offering pedagogical value beyond the mere use of mobile devices to deliver e-learning content. The authors argue that podcasting can offer a higher degree of lifestyle integration than many other m-learning applications, despite not being as technically

complex. They present a study in which podcasts were used to deliver supplementary listening material to distance learners (undergraduates and postgraduates) undertaking an information technology subject. While an end-of-semester survey yielded extremely positive feedback, the authors argue that students' unexpected avoidance of multi-tasking may have broader implications for the still nascent field of e-learning.

32. Jennings-Bramley, Anne. 2007. ePortfolios for employability. t magazine : training education employment. November 2007, 16-17.

An EQUAL project has developed an electronic portfolio system to help individuals improve their employability by identifying and reflecting on skills that are valued by today's employers.

33. Swingler, Chris. 2007. Using technology motivates learners!. t magazine : training education employment. November 2007, 24-25.

Evidence emerging from the Learning Innovation Grant programme shows that using technology and e-learning to motivate learners is having a significant impact on improving retention rates and achievement in work-based learning.

Employee Development

34. Hansen, Anne. 2007. Unfinished business. Adults learning. Vol 19 No 2, October 2007, 12-13.

Anne Hansen reviews the aims and achievements of trade union education services from their origins in the mid 19th century onwards, focusing on recent milestones: the training of union learning representatives (ULRs) since 1996, the establishment of the Union Learning Fund in 1998 and the rise of Unionlearn. She argues that in spite of the high profile role of Unionlearn, the Government continues to put employer demand for skills training above employee aspiration and learning needs. And despite of years of campaigning, there is still no entitlement for workers to collective bargaining rights on learning and training at work, or to have time off for training.

35. Stanistreet, Paul. 2007. Partnership is the name of the game. Adults learning. Vol 19 No 2, October 2007, 14-15.

Five years ago Liz Chandler was appointed Learning and Development Officer at the public sector business Merseytravel, tasked with creating a learning culture throughout the organisation. In this article, Paul Stanistreet reports on how partnership between management and union learning representatives (ULRs) has been the key to the success of the pioneering Merseylearn project where workforce development and personal development go hand in hand.

36. Finlay, Ian; Hodgson, Ann and Steer, Richard. 2007. Flowers in the desert : the impact of policy on basic skills provision in the workplace. Journal of vocational education and training. Vol 59 No 2, 2007, 231-248.

In this paper the authors argue that learning in the workplace can bring considerable benefits both for employees and employers, drawing on data from in-depth interviews and secondary sources as part of wider research into the effects of five national policy mechanisms within the learning and skills sector. While providing positive evidence of the impact of policy initiatives such as Skills for Life, Union Learning Representatives and Employer Training Pilots, the authors argue that without more sustained, longer-term funding, workplace basic skills provision that has grown and blossomed like 'flowers in the desert' could wither just as quickly as it grew.

ESOL

37. Eldred, Jan. 2006. Catching confidence : implications for learners for whom English is another language. Language issues. Vol 18 No 1, Spring/Summer 2006, 25-28.

In this article Jan Eldred discusses how strategies for building confidence through learning activities, identified by the NIACE research project Catching Confidence (2003-2005), can be applied in the context of ESOL provision.

Link to Catching Confidence key findings on NIACE website:

<http://www.niace.org.uk/Research/keyfindings/PDF/catching-confidence.pdf>

Link to Catching Confidence project pages on NIACE website:

<http://www.niace.org.uk/Research/BasicSkills/Projects/Catching-confidence.htm>

38. Reilly, Justine. 2007. 'I didn't know you could do that!' : opening the doors to ESOL students. Journal of education in museums. No 28, 2007, 14-18.

Current approaches to teaching ESOL emphasise the importance of enabling students to gain an understanding of what it is to British. Museums and galleries offer the perfect vehicle to inform this agenda. This article reports on a pilot project in Leeds based on an action research model developed by the author with the aim of demonstrating the value of museums and galleries in developing and enriching ESOL provision, creating meaningful learning resources and building partnerships with course providers in the Skills for Life sector. A strategic partnership led by Leeds Library Service, which was already engaged with the SfL sector, and involving Leeds Museum Service, enabled collections to be linked to specific areas of the curriculum. The Leeds Skills for Life Partnership worked with eight tutor groups across the city and employed two freelance tutors to develop and write resource packs in conjunction with library and gallery staff. The project, evaluated using Generic Learning Outcomes, identified key areas for involvement in ESOL teaching, direct matches to the ESOL curriculum, and achieved positive outcomes for learners, SfL tutors and library and gallery staff. In conclusion, the author outlines a model for developing ESOL provision based on the research carried out in Leeds.

Link to MLA Yorkshire website:

<http://www.mlayorkshire.org.uk/>

39. Taylor, Chris. 2007. Citizenship and ESOL learners - an update. Basic skills bulletin. No 53, May 2007, 8.

In this article Chris Taylor briefly outlines the current requirements regarding ESOL and citizenship/naturalisation for applicants at or above Entry level 3 and those below that level respectively. She highlights the extension of these requirements to those seeking Indefinite Leave to Remain (ILR) from April 2007 and the additional pressure that this will put on provision. She also draws attention to changes to the Life in the UK Test - obligatory for applicants at or above Entry level 3 - and various other developments.

40. Smith, Terry. 2007. ESOL for Work: 'the next generation' of ESOL qualifications. Basic skills bulletin. No 55, July 2007, 4.

Introduces the new ESOL for Work Qualifications - a suite of high quality, flexible qualifications placing greater emphasis on reading, speaking and listening than on writing, that are currently being developed by the following nine awarding bodies: Cambridge ESOL, City & Guilds, ESB, NOCN, OCNW, Pearson Language Assessments, SQA, Trinity College London and NCFE. The article lists headline features common to all the qualifications followed by brief sections on the approach adopted by each of the awarding bodies.

41. Stanistreet, Paul. 2007. After the flood. Adults learning. Vol 19 No 1, September 2007, 22-23.

Reports on how the refurbishment of the McVities biscuit factory, damaged by the Carlisle floods of 2005, provided an opportunity to revamp the factory's learning centre and greatly expand provision of ESOL. In response to increased demand from migrant workers from outside McVities,, the site has since become a national test centre with a 100% success rate.

Ethnic Minorities

42. Smith, Rhona. 2007. Religion and education : a human rights dilemma illustrated by the recent 'headscarf cases'. Globalisation, societies and education. Vol 5 No 3, November 2007, 303-314.

Education and religion are inextricably linked: cultural precepts underpin education policies within the formal State education system, while education has an important role to play in promoting tolerance. That clashes between religious beliefs and secular education pose problems for states is evidenced by the current array of jurisprudence, particularly on Islamic dress in educational institutions. This article discusses the 'headscarf cases' in an international context, citing examples from the UK, France, Turkey and Uzbekistan. These

have been largely decided on on a case-by-case basis and the interpretation of the law has been influenced by political considerations. It is argued that human rights bodies (UN and regional) could and should provide more guidance for states when seeking to reconcile diverse religious practices and education.

Experiential Learning

- 43. Watts, Jacqueline H.. 2007. Locating the 'I' in the teaching of death and dying : challenges of the open distance learning model. Open learning : the journal of open and distance learning. Vol 22 No 3, 263-272.**

The UK Open University's second-level undergraduate course, 'Death and Dying' (K260) draws on both personal and professional experience to explore issues of loss, care, ethical practice, communication and grief. While K260 is undertaken by nurses, social workers and medical practitioners, many also study it for purely personal reasons. This article considers the specific challenges which this diversity poses to educators, and discusses how the curriculum can accommodate personal narrative to enhance academic learning. A reflective research methodology is used to explore the integration of the 'personal' and the 'situated' as learning tools.

Family Education

- 44. Lamb, Penny. 2007. More than a curriculum area. Adults learning. Vol 19 No 2, October 2007, 16-17.**

In this article Penny Lamb argues that the varied outcomes of family learning mean that it can be a catalyst for wide-ranging changes across different policy areas. She introduces a number of resources produced by NIACE with expert practitioners in the field to support the development of a more joined-up approach at policy level and to enable managers and practitioners to share best practice.

Libraries

- 45. Novitzky, Jan. 2007. Libraries and learning. Basic skills bulletin. No 55, July 2007, 10.**

In this article NIACE Regional Development Officer for Yorkshire, Humberside and the North East, Jan Novitzky, highlights the contribution of the Museums, Libraries & Archives Council to adult learning, focusing on their recent action learning programme based on the MLA framework, 'Inspiring Learning for All', which offers a refreshing articulation of the potential generic learning outcomes across five broad domains: knowledge and understanding; attitudes and values; enjoyment, inspiration and creativity; activity, behaviour and progression.

Link to web version of MLA framework, 'Inspiring learning for all'.

<http://www.inspiringlearningforall.gov.uk/>

Lifelong Learning

- 46. Watson, David. 2007. The future of lifelong learning. Adults learning. Vol 19 No 3, November 2007, 21-23.**

The Chair of the independent Commission of Inquiry into the Future of Lifelong Learning established by NIACE outlines its aims and proposed agenda. He sets out four initial big questions that the Commission will address, taking into account previous work: What kind of support for adult learning is needed by a changing society and what is the role of the state and other public bodies in addressing it? Who are the principal beneficiaries and how? What kinds of knowledge need to be valued? How should support for learning be organised and who should pay for it? More broadly, the Commission will begin by probing themes of globalisation and interdependence and of demographic and technological change. In phase two he anticipates that the focus will include issues such as poverty reduction, innovation and

economic competitiveness, social cohesion, citizenship and belonging in a diverse society, and the interrelationship of public, private and voluntary sectors.

Link to Inquiry into the Future of Lifelong Learning (IFLL) web pages:
<http://www.niace.org.uk/lifelonglearninginquiry/Evidence-technology.htm>

Mental Health

47. James, Kathryn. 2007. Our learning journey. Adults learning. Vol 19 No 3, November 2007, 8-11.

In this article Kathryn James reflects on the learning journey that providers and practitioners have themselves undertaken in the course of developing support services for adult learners with mental health problems. She discusses the way in which attitudes and approaches have evolved, citing examples of emerging good practice. She also highlights the role of the regional networks created by the NIACE/NIMHE/LSC Improving Services for Learners with Mental Health Difficulties Partnership Programme in providing welcome opportunities for the sharing of experiences, insights and resources.

Link to NIACE/NIMHE/LSC Partnership Programme web pages:
<http://www.niace.org.uk/mentalhealth/>

48. Ringland, Pam. 2007. Getting back on track. Adults learning. Vol 19 No 3, November 2007, 12-13.

Reports on 'Back on Track', a pioneering pilot course for young people with mental health problems who are keen to return to learning or work. The course is run by FE colleges in Portsmouth in collaboration with Headspace, the Portsmouth City Mental Health Early Intervention for Psychosis (EIS).

49. Stanistreet, Paul. 2007. 'I walk with my head up'. Adults learning. Vol 19 No 3, November 2007, 14-15.

Paul Stanistreet reports on the positive impact of Hackney Community College's Mental Health Education Project, which is celebrating a decade of support for students with mental health problems.

50. Stickley, Theo; Merryweather, Willow and Leighton, Paul. 2007. With art in mind. A life in the day. Vol 11 No 4, November 2007, 22-24.

Reports on Art in Mind, a broad ranging programme to improve mental health by encouraging self-expression in the arts and participation in community activities, based in a deprived inner city area of Nottingham. The project lies at the intersection of the arts, community regeneration and mental health promotion, capturing current ways of thinking about a number of social issues.

51. Di Francesco, Franco and Gourlay, Tom. 2007. Opportunities for transformation. A life in the day. Vol 11 No 4, November 2007, 25-29.

Describes how Hastings Resource Centre in St. Leonards-on-Sea changed from a traditional mental health day centre to a modernised community resource centre, and explores the ongoing challenges involved in promoting well-being more generally within the local community.

Offenders

52. Parkinson, Deirdre. 2007. Let me tell you a story. Adults learning. Vol 19 No 2, October 2007, 18-20.

Reports on the Storybook Mums Project at HMP Cornton Vale, Stirlingshire, Scotland's only female prison, based on the successful Storybook Dads project at Dartmoor Prison, which uses digital technology to facilitate learning through the medium of storytelling and aims to strengthen ties between prisoners and their families. Storybook Mums began in 2005 and is currently available to all sentenced women. With the assistance of a Family Contact Development Officer and another prisoner trained to use the software, prisoners write (or edit) and then record personalised stories for their children, resulting in the production of a

CD and an accompanying booklet, which they can send home. Storybook Mums provides an excellent example of successful non-formal education that is making a positive impact on prisoners' lives.

Link to Storybook Dads website:

<http://www.storybookdads.co.uk/>

53. Clifford, Hilary. 2007. Prisoners log on to learn!. Basic skills bulletin. No 53, May 2007, 6.

Reports on the ground breaking Pathways to Progression project (January 2005 to December 2006), which introduced Learndirect courses into 20 prisons with the aim of enabling offenders serving a sentence of less than two years to increase their employability by taking level 2 qualifications during sentence and providing opportunities to continue their learning after their release. Learning in the prisons was delivered by local Learndirect centres using a secure system for restricted access to the internet by prisoners. Efforts are currently being made by Ufi to build on the project and make Learndirect resources available in more of the prison network.

54. McNeil, Bethia and James, Nalita. 2007. "I don't think you can change how you speak". Basic skills bulletin. No 54, June 2007, 7.

Reports on a unique ten-week drama programme offered to young men at the Glen Parva Young Offenders Institute on a voluntary basis in 2006 as part of their educational provision. The pilot project was funded by the DfES and the Arts Council England and run by a partnership involving researchers from YALP, the Centre for Labour Market Studies at the University of Leicester and tutors from Leicester College. The project was underpinned by the application of Forum Theatre theory and methodology, which focuses on the exploration of personal change. Particular emphasis was placed on the development of oral communication skills, including listening to and respecting the opinions of others. The drama programme not only gave the young men new skills and self-confidence, but also impacted on their social development, leading to shifts in behaviours and attitudes that had led them into offending.

Postcompulsory Education

55. Rammell, Bill; Teather, Sarah and Hayes, John. 2007. Fit for the future?. Adults learning. Vol 19 No 1, September 2007, 9-11.

In this article, Bill Rammell, Minister of State for Lifelong Learning, Further and Higher Education outlines the government's plan for implementing the recommendations of the Leitch Review (HM Treasury, 2006). Representatives of the two main political parties also give their response to the government's plan.

Link to the web version of the Leitch Review:

http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf

Link to web version of Government response to Leitch (DfES/LSC, 2007):

<http://readingroom.lsc.gov.uk/lsc/national/nat-deliveringworldclassskills-jan07.pdf>

56. Barber, Brendan; O'Leary, Duncan; Humphries, Chris; Burford, Fiona and Keep, Ewart. 2007. You say you want a revolution... Adults learning. Vol 19 No 1, September 2007, 12-15.

A series of key players give their verdict on 'Delivering world-class skills in a demand-led system' (DfES/LSC, 2007), the government's response to the Leitch Review of Skills, 'Prosperity for all in the global economy' (HM Treasury, 2006).

Link to the web version of the Leitch Review:

http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf

Link to web version of Government response to Leitch (DfES/LSC, 2007):

<http://readingroom.lsc.gov.uk/lsc/national/nat-deliveringworldclassskills-jan07.pdf>

57. Fletcher, Mick. 2007. Do the brokers know best?. Adults learning. Vol 19 No 1, September 2007, 16-18.

This article provides a stinging critique of the Government's plans to reform the funding and planning of the learning and skills sector in response to the Leitch Review, outlined in 'Delivering world class skills in a demand-led system' (DfES, 2007). The author argues that it is an abuse of language to call the new approach demand-led, as funding and programmes will be delivered through two mechanisms determined by the government, one of which (Employer Training Pilots, rebranded as Train to Gain) has a poor track record, while the other (Learner Accounts) is an unknown quantity. He goes on to argue that in this prescriptive and patronising new system, demand will be shaped by brokers employed by Train to Gain and the new Adult Guidance Service and that both education providers (FE colleges and adult education centres) and individual learners will be disempowered as a result.

Link to web version of Government response to Leitch (DfES/LSC, 2007):

<http://readingroom.lsc.gov.uk/lsc/national/nat-deliveringworldclassskills-jan07.pdf>

58. Schuller, Tom. 2007. Innovation, innovation, innovation. Adults learning. Vol 19 No 1, September 2007, 19.

Prompted by the recent rebranding of (part of) the DfES as the Department for Innovation, Universities and Skills, the Head of the OECD's Centre for Educational Research and Innovation reflects on possible interpretations and implications of the concept of innovation in the educational domain.

59. Davis, Sam. 2007. It ain't what you do...Adults learning. Vol 19 No 2, October 2007, 21.

When developing partnership work, the members of Wakefield Skills for Life Group drew up a protocol setting out what each partner expected of the others. This process helped create one of the most cohesive partnerships in the region. This article takes a closer look at that journey, reflecting on the nature of partnerships in general, and in particular on what makes a successful one.

60. Wolf, Alison. 2007. Round and round the houses. Adults learning. Vol 19 No 2, October 2007, 22-25.

Exposes the many contradictions at the heart of the Leitch Review of Skills (also known as the Leitch report), which states that future skills needs cannot be predicted, then goes on to predict them, and promises a 'demand-led' skills system, while its recommendations will inevitably result in even more central planning and unwarranted micro-management.

61. Dhillon, Jaswinder K.. 2007. Trust, shared goals and participation in partnerships : reflections of post-16 education and training providers in England. Journal of vocational education and training. Vol 59 No 4, 2007, 503-516.

This paper discusses the role of trust in relation to participation in inter-organisational and multi-agency partnerships, drawing on a qualitative case study of sub-regional partnership working in England and focusing in particular on the perspectives of senior managers of post-16 education and training providers. The findings presented in the paper emanate principally from interview data; they reveal the differentiated nature of trust in partnership working and underline the importance of both trust and shared goals in effective and sustained partnerships.

62. Edward, Sheila and Coffield, Frank. 2007. Policy and practice in the learning and skills sector : setting the scene. Journal of vocational education and training. Vol 59 No 2, 2007, 121-135.

Introduction to a special issue on the impact of policy on the English learning and skills sector, which brings together papers based on a research project (January 2004 - July 2007) funded by the UK ESRC as part of their Teaching and Learning Research Programme (TLRP). It raises some general issues about researching the impact of policy, offers a brief description of the learning and skills sector in England, outlines the scope of the research project and the methodology used and, finally, introduces the six other papers produced by members of the project team.

63. Finlay, Ian; Spours, Ken; Steer, Richard; Coffield, Frank; Gregson, Maggie and Hodgson, Ann. 2007. 'The heart of what we do' : policies on learning, teaching and assessment in the new learning and skills sector. Journal of vocational education and training. Vol 59 No 2, 2007, 137-154.

This paper provides a critical review of government policies on teaching, learning and assessment in the learning and skills sector over the last five years, drawing on data

collected and analysed in the early stages of an ESRC-funded Teaching and Learning Research programme project (2004-2007). Using evidence from policy sources, the authors argue that despite the rhetoric about devolving more responsibility to practitioners, government policy has been characterised by a narrow concept of learning and skills, an idealization of learner agency that fails to recognise the pivotal role of the learner-tutor relationship and a top-down approach to improving educational standards that puts central government agencies in the driving seat.

- 64. Steer, Richard; Spours, Ken; Hodgson, Ann; Finlay, Ian; Coffield, Frank; Edward, Sheila and Gregson, Maggie. 2007. 'Modernisation' and the role of policy levers in the learning and skills sector. Journal of vocational education and training. Vol 59 No 2, 2007, 175-192.**

This paper examines the changing use of policy levers in the English postcompulsory education and training system (focussing in particular on the role of targets, funding, inspection, planning and initiatives) over three historical phases from the 1990s to the present. Particular attention is paid to developments since the formation of the Learning and Skills Council (LSC) in 2001. The authors conclude by considering the range of responses adopted by education professionals in this era of 'modernisation'.

Social History

- 65. Stanistreet, Paul. 2007. Coming up for air. Adults learning. Vol 19 No 2, October 2007, 26-29.**

The mass trespass by young, mainly unemployed working-class men on Kinder Scout in the Peak District in 1932 was a milestone in the struggle for access to Britain's countryside. 75 years on, Paul Stanistreet reflects on the achievements of the countryside access movement and on the continuing challenges that it faces.

Sustainable Development

- 66. 2006. . Convergence. Vol 39 No 4.**

This issue contains notes on lifelong learning and the environment from papers presented at the 7th World Assembly of the International Council for Adult Education, 'Adults' right to learn: convergence, solidarity and action' which was held in Nairobi, 17-19 January 2007.

- 67. 2006. Treaty on environmental education for sustainable societies and global responsibility. Convergence. Vol 39 No 4, 19-26.**

This agreement formulated in Rio de Janeiro in 1992 was the basis for the workshop on environmental education at the ICAE 7th World Assembly in 2007.

Vocational Education and Training

- 68. Reeve, Fiona; Gallacher, Jim and Ingram, Robert. 2007. A comparative study of work-based learning within Higher Nationals in Scotland and Foundation Degrees in England : contrast, complexity, continuity. Journal of education and work. Vol 20 No 4, September 2007, 305-318.**

Scotland and England now have markedly different systems of work-related higher education. While Scotland is modernising its existing system of Higher National Certificates and Diplomas, in England there has been a shift away from this sort of provision to towards Foundation Degrees. Nevertheless, providers in both countries are being encouraged to work ever more closely with employers. Drawing on empirical work with programme organisers, this article explores the nature of work-based and work-related learning in England and Scotland. In spite of the differences between the two systems, the authors identify significant continuity between practices in both countries as well as considerable variety in the forms of work-based and work-related learning within each of them. This variety has emerged as a pragmatic response to the challenges of engaging employers and the authors suggest that it is associated with valuable learning experiences for students.

- 69. Bailey, Bill; Silver, Harold; Field, John; Vickerstaff, Sarah; Goodwin, John; O'Connor, Henrietta; Ainley, Patrick and Richardson, William. 2007. Special issue : perspectives on vocational educational training in post-war England. Journal of vocational education and training. Vol 59 No 3, 2007.**

This special issue brings together seven articles drawing on historical research into diverse aspects of the development of vocational education and training in the 20th century, including teacher training (1933-1950), higher technological education (1945-1969), the programmed instruction movement (1940-1975), apprenticeships (1944-1982), learning for work (1960s) and the further education of young people (since 1945).

- 70. 2007. Holding to account. t magazine : training education employment. October 2007, 24-25.**

Views about the way forward for skills in the UK, as heard at the CBI Skills Summit in September 2007.

Widening Participation

- 71. Holtom, Duncan; Gass, Jeremy and Bowen, Rhodri. 2007. Partnership and progression to higher learning in the South Wales valleys. Journal of access policy and practice. Vol 5 No 1, Autumn 2007, 41-56.**

The Progression through Partnership project brings together the Workers' Educational Association South Wales (WEA) with the Universities of Glamorgan and Newport, in order to enable progression from and through community-based further and higher education (FE and HE) provision into campus-based HE provision. This article reviews findings from an external evaluation of the project, to assess its impact on learners, their communities and the partner institutions themselves. It uses the concepts of human, social and cultural capital to assess individual and community-level effects. The evidence suggests positive impacts upon each and the article considers the reasons for this, including the way the project has helped embed HE in communities where it was previously both culturally and physically distant.

- 72. Pratt, John. 2007. The Flexible Learning Project - a case study in widening participation. Basic skills bulletin. No 57, October 2007, 6.**

Reports on the Flexible Learning Project, a Skills for Life partnership project involving Lincoln College and the NOMAD Trust, a local charity which helps homeless and vulnerable people. In view of the fact that homeless people are rarely able to commit themselves to a set programme of study, the aim of the project was to produce flexible learning packs (Literacy and Numeracy), which they could use independently, with or without the support of a tutor. The materials, which are contextualised and include topics such as finding accommodation and eating healthily on a limited budget, were piloted with NOMAD Trust clients and participation and progression rates were carefully monitored using Lincoln College's EBS system and a pro-forma included in the packs. The project team has been asked by Homeless Link, a national charity working with the homeless, to provide copies of the packs to other providers, both regionally and nationally.

- 73. O'Donnell, Victoria L. and Tobbell, Jane. 2007. The transition of adult students to higher education : legitimate peripheral participation in a community of practice?. Adult education quarterly : a journal of research and theory. Vol 57 No 4, August 2007, 312-328.**

This study draws on the findings of empirical research exploring adult students' transition to higher education through an access programme at a UK university designed to enable that transition. Using a framework based on Wenger's Communities of Practice theory, the adults' transition is explored in terms of learning, participation in practices and identity. Their experiences are discussed in terms of the power of a community's practices to include or exclude, and the concomitant identity shifts which may lead to fuller participation. Implications for the design of access programmes for mature students are also discussed.

Young People

- 74. Aylward, Nicola. 2007. Young parents...high aspirations - fresh guidance in literacy and numeracy. Basic skills bulletin. No 52, April 2007, 10.**

Reports on the Young Parents National Development Project (September 2006-March 2007) undertaken by YALP and the Basic Skills Agency, which involved a research and mapping exercise to explore existing LLN provision for young parents and parents-to-be and the development of guidance to support practitioners working with this group. The resulting framework contains statistics, information about government strategy and approaches, sample resources, tips, contacts and case studies.

Link to project information on NIACE website:

<http://www.niace.org.uk/research/YALP/Projects/YPP.htm>

75. 2007. Special issue : transitions from education to work. International journal of lifelong education. Vol 26 No 5, September-October 2007.

This special issue provides new insights into the experiences of young people in Europe, Russia and Australia as they engage with the world of work, drawing on detailed empirical research and comparative policy analysis. It also considers whether the term 'transition' is now redundant in view of the increasing prevalence of paid employment during periods of full-time education and pressures on workers to pursue further learning in order to remain flexible within a globalised economy.

76. Shildrick, Tracy. 2007. Biographies of exclusion : poor work and poor transitions. International journal of lifelong education. Vol 26 No 5, September-October 2007, 589-604.

The concept of transition has been hotly contested in youth studies over the past decade. A variety of criticisms have been ranged against it, including that it presumes the continuing predominance of linear, obvious, mainstream pathways to adulthood; focuses too narrowly on educational and employment encounters; prioritises policy-focused assumptions and de-prioritises the actual lived experiences of young people etc. This paper tests these arguments on the basis of qualitative, longitudinal studies with socially excluded young adults: 186 'hard to reach' young men and women growing up in some of England's poorest neighbourhoods, some of whom were followed into their mid to late twenties. The studies confirmed many of the specific criticisms lodged against the concept of transition.

77. Pohl, Axel and Walther, Andreas. 2007. Activating the disadvantaged : variations in addressing youth transitions across Europe. International journal of lifelong education. Vol 26 No 5, September-October 2007, 533-554.

The term activation has recently gained currency in social policy; it refers to approaches by which individuals are given more responsibility for their own social inclusion. Drawing on the findings of an EU-funded 'Thematic Study on Policy Measures for Disadvantaged Youth' carried out in 13 EU member states and accession countries, this article provides a comparative analysis of the different ways in which different countries interpret and implement the concept of activation by addressing transitions of disadvantaged young people from school to work.