

NIACE Annual Report 2004–2005



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Introduction

NIACE is a registered charity, founded in 1921, working to promote the interests of adult learners and potential learners. On 31 March 2005 there were 286 organisations in corporate membership of NIACE from right across the spectrum of contexts where adults learn, and there were 282 individual members. Local education authorities are automatically members because of the funding NIACE receives from the Local Government Association.



Our values

We believe that adult learning is essential, not only to create and maintain a more skilled and knowledgeable workforce, but also for personal development, and for building a democratic, just and informed society. We believe that people are excluded from learning because of unfair structures and policies, and we recognise the need to fight for equality of opportunity for all learners. In all our work, the key issue is 'what does this mean for the adults most marginalised from society?'

Our objectives

We work to support an increase in the total numbers of adults participating in formal and informal learning in England and Wales, and we want their adult learning experiences to be positive ones. We try to improve opportunities to widen access to learning, especially for adults who have benefited least from previous education and training.

NIACE seeks to influence decision-makers responsible for the policies that affect adult learning. We operate across all sectors of post-compulsory education and training, and work with other agencies as much as we can to secure the interests of adult learners.

NIACE aims to achieve its objectives by:

- **influencing, monitoring and contributing to policy and practice;**
- **strengthening the voice of learners;**
- **acting in all sectors of adult education;**
- **working regionally, nationally and internationally.**

Director's Foreword

The high water mark for adult learning may perhaps have passed this year. Early warning signals, like the three per cent decline in adult enrolments on Learning and Skills Council (LSC) further education courses, or the seven per cent decline in participation by people over 65 tell their own story. And, as the year ended, with an election imminent, there were worrying signs of an emerging crisis in the funding of adult learning – in part because of the success of the system in securing increased participation rates among a larger cohort of young people; in part because of changes in the balance of public funding, and a continuing under-investment in learning by British business.



Alan Tuckett, Director

In higher education, too, uncertainties abound as universities in England stand to benefit from a £3000 increase in full-time student fees without any compensating provision to secure part-time (and overwhelmingly adult) provision. The worry is that part-timers will, as a result, be priced out of the market, or that universities will reduce markedly the places available for part-time study. A small victory was secured, however, in persuading the Government to abolish the upper age limit on access to student loans, previously denied to anyone 54 or over. In Wales a committee chaired by Teresa Rees is reviewing similar issues, including part-time learning, and will report in 2005–6.

Following Sir Howard Newby's Colin Bell memorial lecture, the Higher Education Funding Council for England has supported a number of Lifelong Learning Networks, to strengthen effective co-operation across the sectoral boundaries between higher and further education – a harbinger perhaps of the tertiary system now developing in a number of other industrialised societies.

Family learning has had an increasingly central role to play in the interface between the policies resulting from *Every Child Matters* and the expansion of school's community commitment. Intergenerational learning illustrates the importance of seeing lifelong learning as a single system but within and between departments, silos make thinking holistically a continuing challenge.

Successes have been secured in the area of learning through broadcasting. Firstly, the remit of Ofcom, the broadcasting and electronic media watchdog, included an obligation to develop media literacy – in no small measure through the work of the minister Andrew McIntosh with support from NIACE and its expert adviser. Secondly, the Green Paper on the BBC's Charter renewal included a helpful new public broadcasting duty for education of the general public through the full range of its broadcast channels and web publishing. However, all is not rosy here, either. Ofcom was given a legislative duty to review public service broadcasting including educational programming, but downgraded its demand on providers in its own guidance in respect of education.

The second Skills Strategy White Paper was published towards the end of the year, promising the roll out of a national employment training programme, built on the pilots run in 18 areas over the last 18 months. It also promised, not for the first time, an overhaul of information advice and guidance services, and new initiatives to support people on invalidity benefit to return to work. The publication was timed to coincide with the completion of the first four sector skills agreements, drawn up by the pathfinder Sector Skills Councils. Worryingly, these agreements, when taken together, involve the recruitment of twice as many young labour market entrants as exist in the whole cohort, and a further 21 agreements are to follow. This illustrates a continuing challenge to secure lifelong learning perspectives on learning at, or for, work. With the marked demographic shifts of the next decade, there has never been a more important time to recognise the importance of supporting and developing the talents of workers of all ages. That is a case as yet better understood in policy papers than in practice on the ground.

More encouraging is the establishment of Lifelong Learning UK as a sector skills council for staff working across formal and informal learning beyond school. There is a continuing need for coherent staff development and training to be available to all part-time and full-time staff across the sector, and for professional development to be a sustained commitment. The advantage of such commitment has been shown graphically in the positive outcomes secured through government investment in literacy, language and numeracy tutor training, and in the early results of the Success for All curriculum and staff support initiatives.

NIACE was involved in one dimension of curriculum development arising from the Home Office measures to require people seeking UK citizenship to pass a test. A significant number of applicants will need to strengthen their English language skills to be successful, and we have supported the Home Office in developing an ESOL citizenship curriculum and developed materials to back it.

Demographic change in the UK population has impacted most so far on pensions policy. Concerns over mis-selling of policies, coupled with a recognition that people will need confidence and understanding to take the key financial decisions affecting their later lives, have led to an upsurge of interest in financial literacy, and financial education more broadly. We were pleased that the Griffiths Report on debt and the financial services sector endorsed so many of NIACE's recommendations in this area. Demography has implications for adult learners of all ages, with a changing dependency ratio, greater longevity, and changing patterns of work and leisure. NIACE published a policy discussion document on the impact of demographic change on older learners, and contributed positively to the Department of Work and Pensions-led paper, *Age is Opportunity*, this year. It is a theme that is likely to dominate policy discussion over the next decade – not least because short-term pressures arising from an expansion of 16–19s is leading to a reduction in engagement of older people, just when economic and social demands on their flexibility and skill will be greatest.

In a curious way, the case for adult learning has been made more persuasively in other social policy arenas

than in education. The National Mental Health strategy, published during the year, recognised explicitly the role adult learning can play in positive health strategies for people recovering from, or at risk of, mental health problems. Elsewhere in the Department of Health, the National Health Service University initiative was renamed NHSU because you cannot use the name university without a public charter. That did not stop it serving more than 100,000 adult learners, including a significant number of NHS employees with basic skills needs. Nor alas did it stop the NHS from re-organising NHSU out of existence. Brave and imaginative initiatives like this need time to embed, and the challenge it was created (in part, at least) to address – that 46 per cent of NHS staff with lowest pay get less than two days' training a year – remains to be confronted.

The Trades Union Learning Fund, established in 1998, has been a striking success. So, too, have union learning representatives who act as peer group learning advisers. Taken together, they have managed something of a cultural revolution in the union movement – with support in gaining skills for employability taking its place alongside pay and conditions as key foci in unions' bargaining portfolio. In recognition of this, and with Government support, the Trades Union Congress is now planning the launch of a Union Learning Academy (not thank goodness, a 'workers' university', as one person deemed it). NIACE would welcome evidence of a similar culture shift among those employers who still do little to develop the skills and talents of their workforces.

All in all, this has been a good year for equalities legislation and the impact it has had on learners' opportunities. The extension of the Disability Discrimination Act to further education, the implementation of the Race Relations Amendment Act, and the decision of the Learning and Skills Council to establish an Equality and Diversity Committee, on a par with its statutory committees have all had a benign impact. The *Skills for Life* strategy passed its first major milestone, with the Public Service Agreement target comfortably out-performed. All good stuff. However, at the same time the LSC's commitment to widening participation wanes before our very eyes, in the face of the other pressures on budget.

This year feels like the calm before the storm likely to be generated by the funding squeeze to follow in the next three years. We shall need to make the case for adult learners, as never before. But, as this report shows, NIACE is in good heart to do just that. This has been a busy and bubbly year. The excitements and achievements of existing learners, and the challenges involved in meeting the needs of others not yet engaged provide marvellous inspiration to address the tasks ahead. And I am blessed with members and colleagues with the talent and energy to take them on.

Alan Tuckett
Director

Influencing, monitoring and contributing to policy and practice

Our key role is to help create a favourable policy environment for adult learners. We use evidence from our extensive research and development activity to lobby government, whether at local, regional or national level. We seek to consult with and advise the Government and key agencies in the field. We brief Members of Parliament from all political parties. As our membership is representative of each area of adult learning provision, our advocacy work carries a substantial body and weight of opinion. In all of this we try to highlight the perspectives of adult learners.

- In January 2005, NIACE became the very first voluntary organisation to sign a compact with the Department for Education and Skills (DfES), giving us a clear framework in which to operate, as a 'critical friend'. This formalisation of our relationship with the Department preserves our independence in our partnership work with government in making the case for adult learners.
- We worked with the Learning and Skills Council to develop a framework for describing adult learning, and we have undertaken a study to find out how much of each kind of provision is being made by organisations who receive Learning and Skills Council (LSC) funding.
- We achieved a partial success in influencing the higher education debates. After two years of negotiation and lobbying we persuaded the Government to change the laws relating to access to student loans for people over the age of 50. It was a symbolic success, implying that age discrimination is not acceptable. However, NIACE is still campaigning for fairer arrangements for part-time learners.



- We were successful in winning the tender to manage a project for the DfES Standards Unit to produce new materials for improving teaching and learning in adult and community learning.
- NIACE organised 127 conferences during the year, attracting 6,350 participants. In addition, 155 training courses were organised for 2,719 tutors and practitioners. Baroness Kennedy was the keynote speaker at a conference in June 2004 that examined policy and developments in the further education sector since the publication of her report, *Learning Works*, in 1997.
- During the year our ICT and Learning Team focussed on the development of ICT as a new *Skill for Life* and on the effective use of e-learning to overcome social exclusion. Part of our work involved helping adult education managers to incorporate technology and appropriate e-learning approaches into their programmes. NIACE has been heavily engaged in the implementation of the ICT *Skill for Life* programme, undertaking a consultation with practitioners to identify key issues. We have also been managing an action research project in this area.

“ His transformation has been extraordinary and a pleasure to witness. He is now achieving what I always believed was possible, but hardly dared to hope ”

Tutor

- Having identified financial literacy as a growing area of concern for more and more adults, we secured funding from Prudential plc for the creation a new post of Research Fellow in Financial Education to investigate the state of adult financial education and to help develop learning programmes, after collaborating over the production of a dedicated website, www.moneymatterstome.co.uk. This post is a further outcome of our creative relationship with Prudential plc. We are building our representation in national policy-making bodies so that NIACE is now becoming seen as an influential voice in the field of adult financial learning. We contributed significantly to the Griffiths report on financial literacy and our standing in this arena is very strong.
- NIACE Dysgu Cymru had a significant role in supporting the development and the launch of Community Learning Wales, in June 2004, as the new umbrella organisation for local authority providers of adult and community learning in Wales. This will help to earn the recognition by stakeholders in Wales of NIACE Dysgu Cymru's strategic position as a key and essential advocacy and development organisation.
- NIACE represents the DfES on the National Social Inclusion Implementation Board, taking forward the recommendations of the Social Exclusion Unit Report on Mental Health and Social Exclusion.
- We have been involved in the writing and production of a major resource on citizenship teaching for learners of English as a Second or Other Language, and have had a direct input on the content of the curriculum.
- NIACE Dysgu Cymru completed and published its *First Steps to Community Development Learning*, a handbook for trainers. Five hundred copies were distributed free of charge in Wales.
- The formal launch and opening awards ceremony for Adult Learners' Week on 17 May was attended by the Secretary of State for Education and Skills, Rt Hon. Charles Clarke MP, and the TV presenter Philippa Forrester, followed that evening by the John Baillie Memorial Lecture given by Ivan Lewis MP, Minister for Skills and Vocational Education, on the theme of 'The Skills Strategy and Learning Communities'.

Strengthening the voice of learners

We give a powerful voice to learners by organising and coordinating national campaigns such as Adult Learners' Week, which celebrates learners and gives recognition to their achievements, sometimes in great adversity. For the sheer passion, vigour and inspiration with which adults bring to their learning, Adult Learners' Week really is a fantastic showcase, encompassing press and TV articles and advertising, radio broadcasts, poster campaigns, conferences and seminars, award ceremonies and Parliamentary receptions. Adult Learners' Week is a breathless party which clearly demonstrates clearly the energy, variety and vitality of adult learning.

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- *Write About It* – a national writing campaign started by NIACE and supported by the European Social Fund and the Department for Education and Skills – aimed to enthuse adults to write about their lives and their interests in creative, imaginative and fun ways. In two weeks the book visited hundreds of people on its tour from Carlisle to Bournemouth. We hope that the creativity people discovered in themselves has opened up all sorts of new possibilities for them.
- NIACE produced information and guidelines for Learning Disability Partnership Boards, Learning and Skills Councils and others to improve access to education and training for adults with learning disabilities. This was the result of work done by a NIACE Development Officer on a one-year secondment with the Department of Health's Valuing People Support Team.
- Government departments' support for the EQUAL programme which we have been engaged in, gives us some hope that the aspirations of asylum-seekers and refugees can be achieved.



- During the year we published *Discovering Potential*, a practitioners' guide on supporting improved self-esteem and well-being through adult learning. We organised several training events on this theme, and an article in our magazine *Adults Learning* triggered correspondence over three editions.
- Mental health is a critical arena for future work. NIACE was the only educational body to receive recognition in the National Institute of Mental Health in England's mental health strategy. Through the Partnership Project with NIMHE we continued to develop the nine regional networks that now have nearly 600 members including practitioners, learners and local Learning and Skills Council staff. We drafted several briefing sheets on promoting access to learning and skills for people with mental health difficulties.
- We forged a strong identity for NIACE in the field of prisoner education in literacy, language and numeracy, working with the Offenders Learning and Skills Unit. This is a growing area of work for NIACE.

- A telephone survey in June of 300 adults who rang the helpline during Adult Learners' Week showed that the majority (57%) had done little (30%) or no (27%) training or learning in the last three years. Fifty-six per cent had taken some action since calling the helpline. Of these, 86% had enrolled or applied for a course. Seventy-two per cent agreed very or fairly strongly that the campaign made them think seriously about the benefits of further education.
- During the year NIACE continued to support the DfES Testbed Learning Community Initiative nationally and regionally. This supports the needs of adults living in communities with low achievement and aspirations to engage with learning for community success.
- NIACE completed the implementation phase of the ASSET UK EQUAL project. We carried out 600 skills audits with asylum seekers during the project and developed a methodology that has been recognised as good practice by the European Commission.
- We were successful in bidding to lead a new £5 million EQUAL development partnership, Progress GB, which will run until the end of 2007. It will focus on piloting new lifelong learning approaches to enable refugees and migrants to progress in the UK labour market.
- The literacy, language and numeracy pathfinder project for learners with learning difficulties and disabilities is one of the biggest projects that NIACE has led. It is a large consortium that has developed, in close consultation with the field, guidance for working in a number of settings and with different learners. The project is due to run until March 2006.
- The number of events staged during Adult Learners' Week in Wales increased by two-thirds. Colleagues working for NIACE Dysgu Cymru developed a series of Learning Festivals in major towns of Wales.

“ I was inspired by a colleague and thought 'if he can do it, so can I', and in turn, I've inspired a new colleague in the same way ”

Adult Learners' Week award winner

'Since 1992, Adult Learners' Week has been a celebration of learners – young and old, and in all their diversity. The testimonies of the learners the Week celebrates reflect the richness, challenges and sheer breadth of adults' experiences as learners and encourage others to get involved in learning too...I wish Adult Learners' Week 2004 every success and thank all of the participants for their enthusiasm, commitment and creativity. I send my sincere congratulations to the individuals, families, groups and projects who have won Adult Learners' Week awards: they are inspirations to us all.'

[Rt Hon Tony Blair MP, Prime Minister]

Working across all sectors

NIACE is concerned to promote learning in all its diversity. Our work with the voluntary and community sector provides ample evidence that good learning outcomes need not be measured by accreditation or qualifications. With local authority provision, issues of staff development have been highlighted. Our experience is that quality and resources are recurrent issues both here and in the more formal learning settings in colleges and universities.

- We produced a toolkit for Learning and Skills Council staff on working with the voluntary and community sector.
 - We undertook an extensive evaluation of LSC-funded work in the Neighbourhood Learning in Deprived Communities Fund.
 - We worked with the Learning and Skills Council to develop a framework for describing adult learning and then undertook a study to ascertain the relative proportions of the different strands of provision being made by adult learning providers in receipt of LSC funding.
 - We continued to support the national network of local authority officers, LEAFEA, in developing a more strategic voice and improved our information services to it.
 - We have secured ongoing support for adult and community learning providers on quality improvement by continuing to work in partnership with the Learning and Skills Development Agency on a new Support for Success programme. The networking among local authority adult and community learning providers facilitated by NIACE was praised in the Annual Report of the Chief Inspector of the Adult Learning Inspectorate.
- Discussion with the Higher Education Funding Council resulted in a joint project to develop Lifelong Learning Networks, which are intended to improve progression into and through higher education, including returning at various career and life-changing points. The Networks take the form of partnerships between further education and higher education institutions, employers and other agencies.





- Work continued for Action on Access to support the Government's Aimhigher programme to widen and deepen participation in higher education through aspiration- and attainment-raising, whether in schools, colleges, workplaces or elsewhere.
- We convened our own Committee of Enquiry into Further Education, to complement the Commission chaired by Sir Andrew Foster.
- Our Literacy, Language and Numeracy team has established work with the voluntary and community sector, highlighting particular strengths and developmental areas to contribute to the *Skills for Life* programme.
- Literacy, language and numeracy activity among young adults has grown in importance following the completion of the initiative jointly run by the Young Adult Learners Partnership and the National Research and Development Centre for Adult Literacy and Numeracy. Future developments in this area will be informed by our work on this programme.
- Our partnership with NHSU has been successful, although this institution will change dramatically in 2005–2006. NIACE's contribution has been acknowledged in the development of a literacy, language and numeracy strategy and the development of learning opportunities for more than 6,000 staff.

“ I left school with little in the way of qualifications. Back then I had no interest or motivation for school and tended to get left behind. Later in life I decided to prove to myself that I am capable of studying and passing exams. ”

Adult Learners' Week award winner

Working regionally, nationally and internationally

Our investment in creating a team of regionally-based development officers over the last two years made a major demand on the organisation's capital, human and technical resources. Issues of communication, core-periphery tensions, decentralisation and workload presented a huge challenge. The soundness of the strategic decision to work more regionally is amply demonstrated, not only in the networking at regional level, but also in the sharing of policy, practice and news between regions. NIACE benefits from being more acutely aware of local perceptions of and responses to national policy and from being able to draw on a greater diversity of experiences and examples to underpin our advocacy work.

- We completed a large-scale evaluation of family learning activity in Lancashire.
- NIACE has worked with the Learning and Skills Council, nationally and regionally, to set up its new Widening Adult Participation Action Fund, to support new approaches in reaching and teaching adults, with an emphasis on achievement and progression, and in ways that can be replicated and embedded in mainstream provision.
- We organised a conference with CILT, the National Centre for Languages (the Government's recognised centre of expertise on languages), to draw attention to *Destination 20/10*, the East Midlands regional economic strategy for 2003–2010, to map language acquisition in the region and to foster regional relationships to support language learners.
- We have developed new partnerships with other organisations concerned with race equality, for example, the Black Training and Enterprise Group, and have increased our presence in Europe by becoming involved in a trans-European project on intercultural competencies.
- NIACE is developing an important advocacy role in our contribution to regional strategies that affect adult learners. For example, we have contributed to LSC and local authority reviews. Our Regional Development Officers are involved in a wide range of networks across the regions.
- Working with the national Learning and Skills Council and the Valuing People Support Team, we organised nine regional events to discuss how regional networks and joint working can improve access to education for people with learning disabilities.
- Outcomes from our Regional Achievement Programme have included regional events and a national conference and the production of a pack of materials entitled *At the heart of learning*, the writing of two good practice guides in NIACE's successful *Lifelines* series, on embedded basic skills and numeracy.

“ My own 'second-chance' experience proves very useful when I need to find ways to support and motivate my students today ”

Adult Learners' Week award winner



“ If I could bottle and sell Ketan’s excitement at what the world has to offer, not only would I be a wealthy woman, but the world would be full of achievement and self-esteem ”

Tutor

- We are managing the Strengthening Participation: A Regional Comparison (SPARC) project.
- The growing regional dimension of our work has enabled us to identify worthwhile international links: our work in the South West of England has been linking with regional bodies in Denmark, the Czech Republic and Belgium.
- NIACE Dysgu Cymru is setting itself the target of working more collaboratively on projects next year with organisations in Northern Ireland and Scotland.
- The European dimension of our work continues to develop, involving new European partners, new contracts and contributions to the development of European policies and practices in lifelong learning.
- Chris Duke and Bill Jones visited Western Cape, South Africa, as part of an international comparative study of higher education widening participation.
- We are in the process of negotiating a Memorandum of Understanding with the American Association for Adult and Continuing Education.
- Peter Lavender and Jane Thompson attended the World Social Forum event in Porto Alegre, Brazil, and are seeking to work with non-governmental organisations around the world to address the contribution which adult education can make to alleviate poverty.
- Peter Lavender is an active member of the UK’s UNESCO education committee.

Meeting our goals

To meet our goals and make best use of our resources, we seek to:

- maximise our impact and deliver the highest quality of work; and,
- sustain a well-managed, sound and stable organisation

Maximising our impact and resources

- During a one-week snapshot in November/December 2004, NIACE staff took 429 enquiries.
- Our Information Team responded to over 3,000 internal and external enquiries. External users of our enquiries service included current or potential learners and staff from FE, LEA, community education, and voluntary sectors. The most frequent requests were for general NIACE information, details of our publications, adult education resources, funding and courses.
- We produced a number of new briefing sheets, available in hard copy or from our website.
- NIACE's online activities reached an important landmark last year with over one million visitors coming to browse our ever-increasing array of websites. The most popular page (after the home page) was the Adult Learners' Week online calendar of events. Pages for Conferences and Training Courses, Latest News, Projects and Research were also frequently accessed, as was NIACE's online bookshop.
- Our home page was redesigned so that it can now highlight major news items and key issues of the day. We introduced an Online Conference Reservation system to allow delegates to apply for places at our conference and training courses via the website. Early indications show that it is being used by many users and is relieving the burden on data entry in the Conferences Team.
- A four-page supplement – focussed around NIACE's numeracy campaign, 'Hands Up if You Hate Maths!' – appeared in *The Mirror*, followed on 14 May with a 16-page numeracy supplement in the *Times Educational Supplement*.
- We received evaluation forms from 204 organisations that ran Adult Learners' Week events. According to the responses received, 65,340 people took part in 2,251 events; 10,953 people signed up to a course or wanted to receive more information about courses; local organisers distributed 958,712 newspapers, flyers and course guides reaching thousands more people.
- There were 33,078 visitors to the Adult Learners' Week website in May – an increase of 24 per cent on 2003.
- We introduced the Browsealoud system on our website, enabling the site to be read aloud via speakers or headphones, making our site more accessible to people with dyslexia and people for whom English is not their first language.
- During the year NIACE Dysgu Cymru developed and launched a bilingual website (Welsh and English).

“ I wanted to improve my spoken language not only for my own benefit, but because I do not want to be left behind by my children ”

Adult Learners' Week award winner

Sustaining a well-managed and stable organisation

- During the year 72 new employees started working at NIACE, while 39 people left. By the financial year-end the total number of staff was 228, of whom two-thirds were women and one-third men.
- At 31 March 2005, NIACE's membership was almost equally divided between individual and corporate members (282 individual members; 286 corporate members). There were a further 172 members comprised of local authorities. During the year NIACE introduced an enhanced package of benefits to members, including discounts on NIACE publications and conferences, access to NIACE's specialist library, and free links to their organisations' websites from NIACE's website.
- Last year we submitted 53 funding applications – either for project-related research work or for programmes of development work. Thirty-five of these were successful, with a total value around £6 million.



“ I've regained lost self-esteem and confidence. It's given me something to aim for rather than stagnating ”

Adult Learners' Week award winner

Appendices

Senior Staff

Alan Tuckett – Director
Margaret Conner – Director for Finance
Chris Duke – Associate Director, Higher Education
Colin Flint – Associate Director, Further Education
Rhoslyn Griffiths – Director, NIACE Dysgu Cymru
Peter Lavender – Director for Research, Development and Information
Sue Meyer – Director for Policy and Programmes
Alan Clarke – Director for ICT and Learning

Company Board of Directors and Trustees

President: Professor Christine King
Chair: Nick Stuart
Margaret Davey (until November 2004)
Richard Ely
Leisha Fullick
Robert Humphreys
Cllr. Graham Lane
Mike Langhorn
Donald Rae
Professor Naomi Sargent
Dan Taubman
Professor Richard Taylor
Judith Norrington (from January 2005)

NIACE Policy Committee

Lyn Ashmore
Les August (until August 2004)
Tony Belmega (until May 2004)
Cathy Bereznicki (until June 2004)
Derek Child
Deborah Cooper
Margaret Davey (until November 2004)
Bryn Davies
Richard Ely
Ray Flude
Leisha Fullick
Winifred Hignell
Richard Hooper
Professor Christine King
Cllr. Graham Lane
Geoff Layer
Stephen McNair
Professor Naomi Sargent
Gordon Stokes
Carole Stott
Nick Stuart
Judith Summers
Dan Taubman
Professor Richard Taylor (Chair)
Peter Templeton (from November 2004)
Lorna Unwin

Policy Committee Observers

Judy Alloway (from November 2004)
John Brennan
Anne Faulkner
Tony Gallagher
Jon Gamble (from June 2004)
Brian Helsdon
Carol Taylor (from September 2004)
Neil Thomas

Finance and General Purposes Committee

Graeme Allinson (from December 2004)
Deborah Cooper
Bryn Davies
Margaret Davey (until November 2004)
Richard Ely (Treasurer and Chair)
Professor Christine King
Mike Langhorn
Alyson Malach
Eddie Playfair
Donald Rae
Nick Stuart
Dan Taubman
Professor Richard Taylor
Peter Templeton (until November 2004)

NIACE Dysgu Cymru Management Group

Pauline Atienza
Paul Croke
Bryn Davies
Vivian Davies
Wayne Feldon
Dr Heather Graham
Jeff Greenidge
Rob Humphreys
Dr Robert Payne
Graham Price
Prof. Gareth Rees
Pam Roberts
Dr Joan Smith
Alan Watkin
Annie Williams
Kevin Williams

Audit Committee

Leisha Fullick
David Gibson
Mike Langhorn (Chair)
Ann Risman
Professor Naomi Sargant

NIACE corporate members (as of 31 March 2005)

Adult College Lancaster
Adult Community College, Colchester
Adult Learning Inspectorate (ALI)
Adult Residential Colleges Association (ARCA)
Age Concern Calderdale
Alston Hall College
Amman Valley Enterprises
Art Shape
Arts Council of Wales
Association for Education and Ageing

Association of Colleges
Barking College
Basic Skills Agency
Bayle Community Learning Centre
BBC Learning
Bedford College
Bedfordshire County Council
Berkshire College of Agriculture (BCA)
Birkbeck College
Birkenhead Sixth Form College
Blackburn College
Bournemouth and Poole College
Bournemouth University
Bourneville College of Further Education
Bracknell and Wokingham College
Bradford College
Braintree College
Bridgend College
British Association for Literacy in Development
British Educational Communications and Technology Agency
British Red Cross
Bromley Adult Education College
Brooksby Melton College
Broxtowe College
Burnley College
Burton College
Campaign for Learning
Cardiff University
Careers Research and Advisory Centre (CRAC) Ltd
Centre for Enterprise
Centre for Sustainable Energy
Channel Four Television (4Learning)
Chartered Institute of Library and Information Professionals
Chichester College
Christian Care Association

Church of England Education Division
City & Guilds of London Institute
City and Islington College
City College Brighton and Hove
City College Norwich
City Lit
City of Wolverhampton College
Coleg Glan Hafren
Coleg Gwent
Coleg Harlech WEA (North Wales)
Coleg Meirion-Dwyfor
Coleg Menai
Coleg Morgannwg
Coleg Powys
Coleg Sir Gâr
College of Continuing Education
College of North West London
Comberton Village College
Communiweb Limited
Co-operative College Trust
Coventry & Warwickshire Learning Consortium
Coventry University
Crawley College
Croydon College
DC Accountancy Services Ltd.
Deeside College
Derby College
Derbyshire Learning and Development Consortium
Development Education Association (DEA)
Dewsbury College
Doncaster College
Ealing, Hammersmith and West London College
East Riding College at Beverley
East Surrey College
Education Action International
Educational Centres Association (ECA)

Employers'Forum on Age	igen	National Youth Agency
Enfield College	Inter College Ltd	Neath Port Talbot College
Exeter College	Isle College	Nelson and Colne College
Fforwm (Association Of Welsh Colleges)	Islington African Project	New College Durham
Field Studies Council	John Ruskin College	New College Telford
Filton College	Kensington and Chelsea College	Newbury College
Fircroft College	Kent Adult Education Service	Newman College of Higher Education
Flexible Learning Centre	Kent Guidance Consortium	Nextstep, London West
Foleshill Women's Training	Kenton College	NHSU
Ford EDAP	Learning and Skills Council	North Devon College
Forum on Prisoner Education	Learning and Skills Development Agency	North East Surrey College of Technology
Foundation for Community Dance	Learning Links (Southern) Ltd	North Nottinghamshire College
Franklin College	Learning Plus	North Warwickshire and Hinckley College
Future Prospects	Learning South West	Northampton College
Gloucestershire College of Arts and Technology	Leeds College of Art and Design	Northbrook College Sussex
GMB – Britain's General Union	Leeds Metropolitan University	Northern College
GMB Learning Partnerships London Region	Leicester Adult Education College	Northumbria University
Goldsmiths College	Leicester College	Oaklands College
Gorseinon College	Lewisham College	Ofcom – Office of Communication
Granada Learning	Leyton Sixth Form College	Office for Standards in Education (Ofsted)
Greater Nottingham Learning Partnership	Llandrillo College	Oldham College
Greenwich Community College	Local Government Association (LGA)	Open and Distance Learning Quality Council
Guildford College of Further and Higher Education	London Metropolitan University	Open College Network Wales
Hamara Healthy Living Centre	MacIntyre	Open College of the Arts (OCA)
Hampstead Garden Suburb Institute	Manchester Metropolitan University	Open Learning Centre International
Herefordshire College of Technology	McKenley-Simpson Ltd.	Open University Students' Association
Hereward College	Merton Adult Education	Orchard Hill College of Further Education
Hertfordshire Learning and Skills Council	Middlesbrough College	Oxford and Cherwell College
Hertsmere Worknet	Milton Keynes College	Park Lane College
Hillcroft College	Minerva Centre Limited	Peabody Trust
Home Learning Direct	Ministry of Defence (Navy)	Pembrokeshire Association of Voluntary Services (PAVS)
Huddersfield Technical College	Monkfield College	Pembrokeshire College
Hull College	Morley College	Peterborough Regional College
Huntingdonshire Regional College	NATFHE – The University and College Lecturers' Union	
	National Association for Educational Guidance for Adults	
	National Federation of Women's Institutes	

Pre-Retirement Association	Standing Conference on	University of Salford
Pre-school Learning Alliance	University Teaching and	University of Salford
Preston DISC	Research in the Education of	University of Sheffield
Public and Commercial Services	Adults	University of Sunderland
Union	Stephenson College	University of Sussex
Queen Mary, University of London	Stockton Riverside College	University of Teesside
Queen Mary's College	Stoke on Trent College	University of Wales Aberystwyth
Reading Adult and Community	Stroud College	University of Wales Swansea
College	Suffolk College	University of Wales, Bangor
Redcar and Cleveland College	Sutton College of Learning for	University of Wales, Lampeter
Residential Colleges Committee	Adults	University of Wales, Newport
Rotherham College of Arts and	Thames Valley University	University of Warwick
Technology	The Marine Society College of the	University of Wolverhampton
Ruskin College	Sea	University of York
Salford College	The National Trust	Uxbridge College
Scottish University for Industry	The Open University	Voice of the Listener & Viewer
Sheffield College	Third Age Employment Network	Walsall College of Arts and
Sheffield Hallam University	Third Age Trust	Technology
Shipley College	Thomas Danby College	Wandsworth Mencap
Skill: National Bureau for Students	Thurrock Adult Community	Warrington Collegiate
with Disabilities	College	Warwickshire College
Skillset Careers	Trades Union Congress	Waterford Institute of Technology
Solihull College	Truro College	WEA North West Region
South Birmingham College	TWICS	Welsh Centre for International
South Leicestershire College	(Training for Work in	Affairs
South Thames College	Communities)	Welsh Joint Education Committee
South Trafford College	Tynemouth College	West and North Yorkshire Open
Southend Adult Community	Ufi Ltd	College Network
College	UNISON	West Suffolk College
Southgate College	United Reformed Church	Westminster Adult Education Service
Southwark College	Universities Association for	Westminster Kingsway College
Southwark Muslim Women's	Lifelong Learning	Weston College
Association	Universities UK	Windrush Employment and
SOVA Head Office	University College Northampton	Training
SPELL	University of Bradford	Workers' Educational Association
(Supporting People into	University of Bristol	Workers' Educational Association
Employment and Lifelong	University of Derby	South Wales
Learning)	University of East Anglia	Working Men's College
St Helens College	University of Hull	Yale College
St Martin's College	University of Leicester	Ystrad Mynach College
Stafford College	University of Nottingham	
Standing Conference of Principals	University of Oxford	
(SCOP)	University of Reading	

Core Funding

Department for Education and Skills

Learning and Skills Council

Local Government Association

National Assembly for Wales

Work carried out in 2004–2005 for

Active Community Unit

Atlantic Philanthropies

Basic Skills Agency

Birmingham University

Blackburn with Darwen Borough Council

Cheshire County Council

Community Fund

Cornwall NHS

Department of Health

DfES Adult Basic Skills Strategy Unit

De Montfort University

Engage

EQUAL

European Social Fund

Esmee Fairbairn Foundation

European Commission

Ford Edap

Government Office South East

Government Office East Midlands

Government Office West Midlands

HEFCE

Herts LSC

Home Office

Lancashire County Council

LCC

Leicestershire County Council

Learning and Skills Development Agency

NHSU

National Institute for Careers Education and Counselling

National Institute for Mental Health

National Research and Development Centre

National Youth Agency

Prudential Assurance Co Ltd

Qualifications and Curriculum Authority

Socrates

Surrey University

Universities Association for Continuing Education

Wales

elwa

Esmee Fairbairn Foundation

Age Alliance

New Opportunites Fund

Equal

Adult Learners' Week 2004

Core Funding

Department for Education and Skills

European Social Fund

Learndirect

Learning and Skills Council

Broadcasters

Anglia Television

BBC

Border TV

Carlton TV

CEEFAX

4 Learning Grampian TV

Granada Media

Granada TV

Independent Television Commission

ITV 1

Meridian

Ofcom

Scottish TV

Tyne Tees TV

Ulster TV

Yorkshire TV

Learning Works Awards

European Social Fund

Learning and Skills Council

NCFE

NHSU

Qualifications and Curriculum Authority

New Learning Opportunities Awards

British Council (Socrates Grundtvig)

Department for Education and Skills/UK Online

EDAP

European Social Fund

Learning and Skills Development Agency

National Youth Agency

Open University

UNISON

Universities UK

Promotional and in-kind support

Age Concern

ARCA

Association of Colleges

Bite Size Intros

British Institute of Florence

Campaign for Learning

Chartered Institute of Library and Information Professionals

CILT, The National Centre for Languages	HarperCollins	OCR
Citizens Advice Bureau	Job Centre Plus	Offenders' Learning and Skills Unit
City and Guilds	Local Government Association	Prudential
Co-op	learnirect	Sabras Radio
CSV	Media Trust	Sainsbury's
Development Education Association	Museums and Galleries Month	Scottish Adult Learning Partnership
Disability Rights Commission	NATFHE	Thrive
Educational Guidance Service for Adults	National Association for Educational Guidance for Adults	Ufi Ltd
Hairnet	National Institute for Mental Health in England	V&A Education
	National Probation Service	waytolearn.co.uk
		Workers' Educational Association

Financial Summary

General statement

The financial summary has been agreed by Tenon Audit Limited as being consistent with the full financial statements for the year ended 31 March 2005. These were prepared in accordance with the Statement of Recommended Practice Accounting by Charities (SORP 2000) and received an unqualified audit opinion.

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

The full accounts were approved on 14 July 2005 and have been submitted to the Charity Commissioners and the Registrar of Companies.

Objectives

The overall aim of NIACE is to promote the study and general advancement of adult continuing education.

Less formally we take this to mean advancing the interests of adult learners and potential learners. Our strategic plan commits NIACE to:

"support an increase in the total numbers of adults engaged in formal and informal learning in England and Wales; and at the same time to take positive action to improve opportunities and widen access to learning opportunities for those communities under-represented in current provision."

We undertake this work through:

- advocacy to national and local government, funding bodies, industry and providers of education and training;
- collaboration with providers across all sectors of

post-compulsory education and training; and through fostering progression routes for adults seeking to develop pathways as learners;

- a commitment to supporting evaluation and monitoring and to high quality service;
- securing informed debate – through research, enquiry, publication and through arranging seminars and conferences;
- effective networking – to ensure that lessons learned in one part of the system can be drawn on elsewhere;
- ensuring that the best of international practice is available to its members and users;
- a commitment to being itself a well-managed learning organisation.

Review of activities, transactions and developments

The expansion of NIACE continued in 2004–05, with major initiatives to support the Government's *Skills for Life* strategy with development work, promotional campaigns and training programmes; its e-learning agenda; its citizenship programmes for people speaking English as second additional language and literacy, language and numeracy work notably for adults with learning difficulties and its e-learning strategy. The Institute's campaigns, Adult Learners' Week and Sign Up Now, continued to grow, and there was also a widening range of research and development projects and full programmes of publications, conferences and seminars added up to a dynamic and effective year's work.

NIACE was active in commenting on and influencing government policy, particularly around the fees debate affecting part-time learners in HE, the skills White Paper and qualifications and broadcasting changes. NIACE also commissioned a review into the state of further education for adults in colleges. The Institute expressed concern about prospects for adult learning in 2006–09 given government plans and

funding priorities. NIACE will continue to campaign in 2005–06 for the needs of adult learners to be recognised, and monitor the impact that changes in policy may have.

The Institute's work with older adults, young adult learners, family learning, learning and health, and on valuing learning outcomes all continued to develop healthily. A development officer for workplace learning was appointed who will develop work in this arena. The regional team was strengthened further, and is proving to be effective. NIACE also continues to develop work internationally, with staff attending the World and European Social Forums, assisting in the development of Adult Learners' Weeks worldwide and working with the International Council for Adult Education.

NIACE has formed a strategic alliance with the National Advisory Council for Careers Education and Guidance (the Guidance Council) to develop work in the arena of guidance.

Results for the year ended 31 March 2005

NIACE had another successful year in 2004–05, generating an operating surplus of £0.8m, compared to £0.5m in 2003–04. Total incoming resources were £23.5m and expenditure was £22.7m. Income increased by 39%, and actual expenditure increased by 35%. There was also a gain in the value of investments of £0.2m, which increased the overall surplus to just over £1m.

NIACE receives income from a range of activities. Most sectors showed substantial increases in income, reflecting the continuing growth of the organisation. The most significant growth was in project work. NIACE continued to manage the LSC's e-learning strategy, and there were major contracts working with the Adult Basic Skills Strategy Unit, particularly the learning difficulties and/or disabilities Pathfinders contract, continuing work on the *Skills for Life* Programme and work with the DfES and Home Office

on ESOL citizenship. NIACE was awarded a contract from the Equal programme to develop work with refugees and migrants, building on previous work with the Refugee Council. Many of these major work programmes will continue into 2005–06.

NIACE secured a Compact Funding arrangement with the DfES, which should give more security of funding over a three-year period for work programmes with the DfES. The Adult Learners' Week and Sign Up Now Campaigns continued to grow, and NIACE was also commissioned by the DfES to run promotional campaigns for the *Skills for Life* strategy. The National Learning and Skills Council continued to fund NIACE through grants and commissioned other work programmes. NIACE Dysgu Cymru obtained significant further funding from the European Social Fund for Adult Learners' Week.

The largest item of ongoing expenditure is salaries and associated costs. This has increased by 13% this year (against a 36% increase in activity). Staff numbers have increased from an average of 190 in 2003–2004, to 212 in 2004–05, with 227 staff at the year end. Other costs have increased in line with activity. NIACE often works in partnership with other organisations and also makes substantial use of consultants, particularly for large contracts. This accounts for much of the growth in research expenditure. There was also significant expenditure on promotional activities, fulfilling the DfES contract. 2003–2004 was the final year of the Adult and Community Learning Fund, so there was no income and expenditure associated in 2004–05. NIACE managed its successor programme the Widening Adult Participation Action Fund and received a fee for this, but did not pay out grants, reducing the overall income in this area of activity.

Reserves

The successful year meant that the Institute's reserves could be further strengthened. The Reserves Policy as set by the Trustees is stated below. The minimum target for free reserves was set at £3.5m in July 2004. Free reserves at the end of March 2005 were £3.4m, but with the ongoing growth of NIACE the target

figure will be reviewed annually. The ongoing growth in NIACE however, means that there is still a shortfall against the three monthly working capital target and there is as yet no separate allocation of reserves to meet statutory wind-up costs.

Required levels of reserves

NIACE requires reserves for the following purposes:

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

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

Reserves Policy

The reserves policy is currently as follows:

- There is a medium term policy to secure cash reserves sufficient to meet statutory wind up costs and pension payments;
- The target for readily realisable reserves is three months of working capital, after the core grants are considered;
- There is a commitment to the continued use of reserves as working capital to enable Adult Learners' Week and European-funded projects to be run efficiently.

Investments

The trustees have approved an investment policy that funds not required as working capital are invested to increase the level of reserves as required by the NIACE reserves policy. The investment approach is conservative with a diverse portfolio to minimise risk. The objective is to have portfolio with 80% equities, 20% fixed interest and no more than 5% in any one holding. NIACE also maintains substantial cash balances to form part of the reserves. £1m is designated for this purpose. Investment performance is overseen by the Investment Committee. Singer & Friedlander Investment Management Ltd. have been appointed as investment managers. The performance of the investments is benchmarked against the WM unconstrained Charity Return, and over the year the portfolio outperformed this measure. In the financial year 2004–05, there was £1.15m of long term investments at the start of the year. A further £600,000 was deposited, and with investment growth of £214,000, the balance at the yearend was £1.95m.

Risk

The trustees have introduced a risk management process to assess business risks and implement risk management strategies. This involved identifying the types of risks the charity faces, prioritising them in terms of potential impact and likelihood of occurrence, and identifying means of mitigating the risks. The overall level of risk and the risk management activities are reviewed on a regular basis by the Audit Committee. PKF have been appointed as internal auditors to advise on risk and review the adequacy of the controls in place. The internal audit plans are approved by the Audit Committee on an annual basis and the findings and conclusions are reported to the Audit Committee on a regular basis.

The trustees consider that by examining the operational and business risks faced by NIACE, ensuring controls exist of key financial and other systems, and by ensuring there are adequate levels of reserves, they have established effective systems to mitigate those risks.

AUDITORS' REPORT TO NIACE

We have examined the summary financial statements as set out on pages 27–32

Respective responsibilities of directors and auditors

The Directors are responsible for the preparation of the summary financial statements.

We have agreed to report to you our opinion on the consistency of the summarised financial statements with the full financial statements for year ended 31st March 2005 on which we reported to you on 14 July 2005.

Basis of opinion

We have carried out the procedures we considered necessary to ascertain whether the summarised financial statements are consistent with the full financial statements from which they have been prepared.

Opinion

In our opinion, the summary financial statements above are consistent with the full financial statements for the year ended 31 March 2005.

TENON AUDIT LTD
Chartered Accountants and
Registered Auditor
Nottingham
2 September 2005

NIACE BALANCE SHEET AS AT 31 MARCH 2005

	Year Ending 31/03/05		Year Ending 31/03/04	
	£000	£000	£000	£000
Fixed Assets				
Tangible Assets	181		258	
Investments	1,955		1,155	
Total Fixed Assets		2,136		1,413
Current Assets				
Stocks	128		144	
Debtors	6,498		5,128	
Cash and Bank	2,298		697	
Current Assets	8,924		5,969	
Current Liabilities				
Creditors	7,367		4,696	
Net Current Assets		1,557		1,273
Net Assets		3,693		2,686
Financed By:				
Unrestricted Funds		3,692		2,638
Restricted Funds		1		48
Total Funds		3,693		2,686

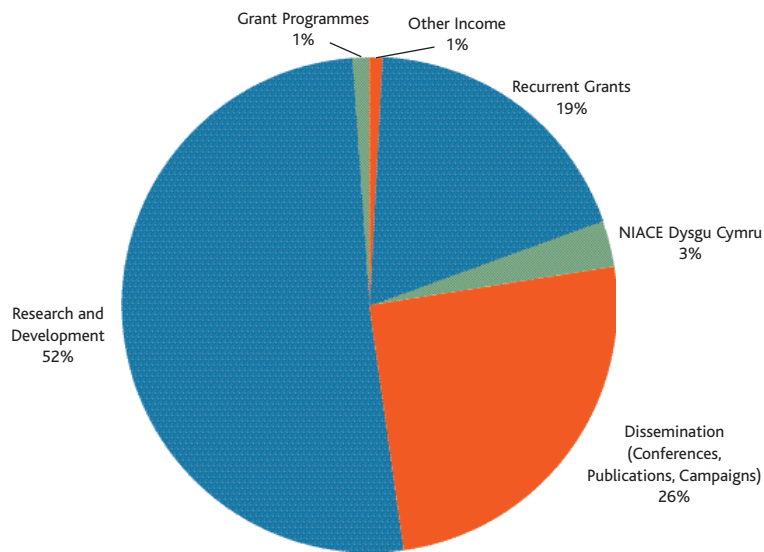
STATEMENT OF FINANCIAL ACTIVITIES

	Total funds 2004/05 £000	Total funds 2003/04 £000
Income & Expenditure		
<i>Activities in furtherance of the charities objects</i>		
Recurrent Grants	3,888	3,380
Members contributions	112	92
NIACE Dysgu Cymru	721	465
Conferences, Seminars and Courses	2,312	2,902
Publications	480	607
Research Projects/consultancy	12,164	5,976
Campaigns & Promotions	3,367	1,283
ACLF Management	72	407
ACLF Grants		1,976
Grant Programmes	229	28
Miscellaneous Income	20	62
<i>Activities for generating funds</i>		
Investments	121	83
Total Incoming Resources	23,486	17,261
<i>Costs of Generating Funds</i>		
Fund Raising Costs	178	179
<i>Charitable Expenditure</i>		
Activities in furtherance of the charities objects	19,968	14,293
Support Costs	2,327	2,049
Management and Admin	220	230
Charitable Expenditure	22,515	16,572
Total Resources Expended	22,693	16,751
Net Incoming Resources	793	510
Gains and Losses on Investments	214	69
Net Movement in funds	1,007	579
Funds b/f	2,686	2,107
Funds c/f	3,693	2,686

INCOME SOURCE

Income Source	2004/05 £000	2003/04 £000
Recurrent Grants	3,888	3,380
NIACE Dysgu Cymru	721	465
Dissemination (Confs, Pubs, Campaigns)	6,159	4,792
Research and Development	12,164	5,976
Grant Programmes	301	2,411
Other Income	253	237
Total Income	23,486	17,261

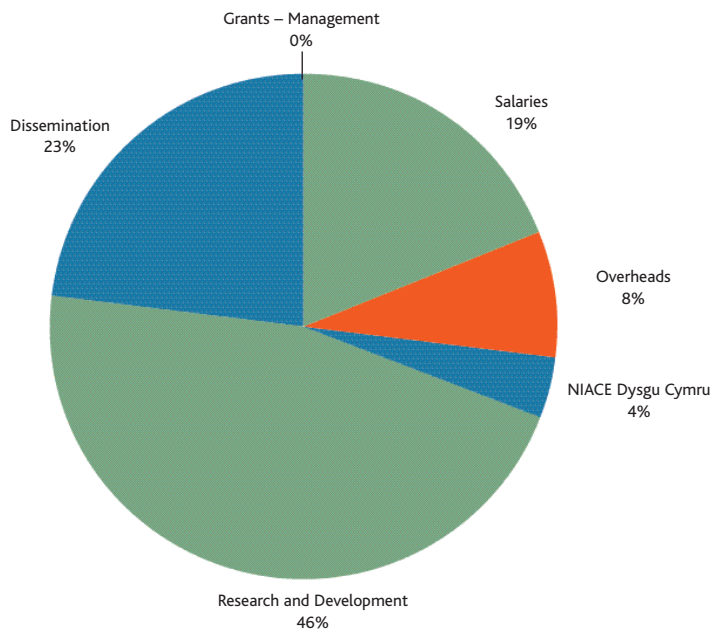
Analysis of income 2004/2005



CHARITABLE EXPENDITURE

Charitable Expenditure	2004/05 £000	2003/04 £000
Salaries	4,401	3,652
Overheads	1,723	1,773
NIACE Dysgu Cymru	905	699
Research and Development	10,486	4,823
Dissemination	5,163	3,695
Grants - Management	15	2,109
Total Charitable Expenditure	22,693	16,751

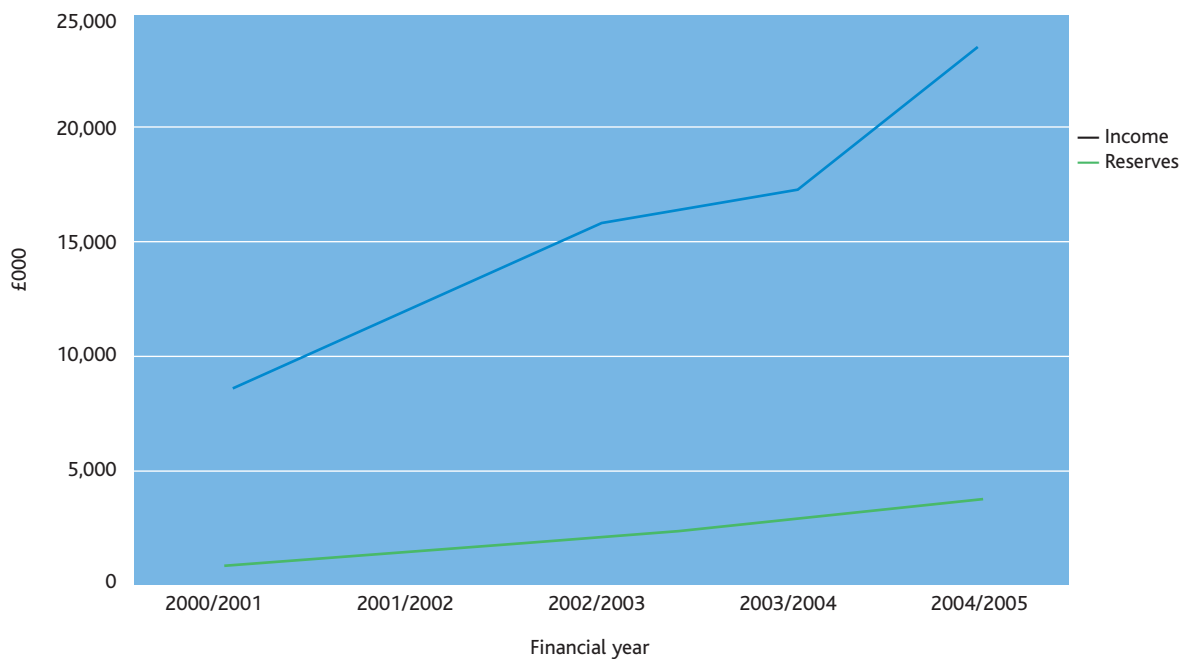
Charitable Expenditure 2004/2005



INCOME AND EXPENDITURE TRENDS – £000

	Actual 2000/2001	Actual 2001/2002	Actual 2002/2003	Actual 2003/2004	Actual 2004/2005
Income					
Income 78(1) (Local Authorities)	580	594	699	717	735
DfES	422	460	1,098	1,969	2,489
Learning and Skills Council	0	0	459	510	486
National Assembly for Wales	80	100	123	184	178
Total Recurrent Grants	1,082	1,154	2,379	3,380	3,888
NIACE Dysgu Cymru	177	316	484	465	722
Membership	95	79	97	92	112
Research, Projects and Consultancy	2,125	2,803	3,502	5,976	12,163
Campaigns & Promotions	821	1,051	1,076	1,283	3,368
Publications	299	905	385	607	480
Conferences, Seminars and Courses	332	2,980	5,267	2,902	2,311
Grant Management	317	524	450	407	301
ACLF - Grants	2,879	2,027	2,099	1,976	0
Other Grants Distributed	514	120	0	28	0
Misc	22	45	29	62	20
Investments	51	52	87	83	121
Total	8,714	12,056	15,855	17,261	23,486
Expenditure					
Salaries	1,682	2,169	2,705	3,652	4,401
Overheads	814	1,099	1,637	1,773	1,723
NIACE Dysgu Cymru	306	430	633	699	905
Research, Projects and Consultancy	1,252	1,577	2,376	4,823	10,485
Campaigns & Promotions	808	824	914	1,282	3,396
Publications	164	705	220	398	275
Conferences, Seminars and Courses	133	2,460	4,201	2,015	1,493
ACLF - Management	94	163	195	126	15
ACLF - Grants	2,884	2,091	2,098	1,981	0
Other Grants Distributed	330	106	1	2	0
Total Expenditure	8,467	11,624	14,980	16,751	22,693
Net Surplus/Deficit	247	432	875	510	793
Gain/Loss on Investments	(36)	(7)	(63)	69	214
Net Movement in Funds	211	425	812	579	1,007
Capital and Reserves	869	1,294	2,107	2,686	3,693
Reserves as % of Income	10%	11%	13%	16%	16%
Reserves as % of Core Staff Costs	52%	60%	78%	74%	84%

INCOME AND RESERVES OVER TIME





Registered office
NIACE, 21 De Montfort Street, Leicester LE1 7GE

Telephone: +44 (0) 116 204 4200 Fax: +44 (0) 116 285 4514
Email: enquiries@niace.org.uk Website: www.niace.org.uk

Registered charity number: 1002775 Company registered number: 2603322



INVESTOR IN PEOPLE

Front cover photograph by Nick Hayes