Enhancing Informal Adult Learning for Older People in Care Settings

A Guide for Activity Co-ordinators and Care Staff
NIACE, the national organisation for adult learning, has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties and disabilities, or insufficient financial resources.

You can find NIACE online at www.niace.org.uk
Who is this guide for and how do I use it?

This guide is for you if you are an activity co-ordinator or other carer who is involved with, or interested in, supporting older people to take part in learning activities.

This guide:

• explains how taking part in learning opportunities can bring benefits, both to care staff and to older people in their care; and

• offers information and advice on how to engage older people in informal learning.

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It is one of a series of resources to enhance this aspect of older people’s care. Other materials provide guidance for care managers, education providers and local authorities. All materials are available free of charge in hard copy and to download from the web at: [http://shop.niace.org.uk](http://shop.niace.org.uk)
Health, happiness and learning

The relationship between taking part in activities and keeping healthy and happy is likely to be evident to you in your work with older people in care settings. The benefits of taking part and socialising with others can hugely improve their lives.

As an activity co-ordinator or a member of care staff, it is usually your job to make this happen. It is quite a responsibility, but the rewards are great too. To see someone come out of their room because of what you are doing, and join in rather than being isolated, can be life changing. For older people, taking part in activities can improve their memory and dexterity, increase their appetite, give them greater levels of confidence, or just make them smile and enjoy life more.
Introducing learning opportunities: Getting started

What is informal adult learning?

Learning is not just about skills and qualifications that help people get on in life. Informal, unaccredited learning, which does not necessarily lead to qualifications, helps improve the lives and well-being of everyone who participates and helps us to build a better society. Informal adult learning in care settings is a mixture of fun, challenge and mental stimulus, and helps in the maintenance of social, physical and mental skills.

There are likely to be many care settings that already offer activities.

Take a moment to think about how someone you know has changed for the better since they have taken part in an activity, regardless of how big or how small this was.

Informal learning can take many forms, for example chair-based exercise, water colour painting, digital photography, reading groups, gardening, poetry, etc. It can bring massive improvements to individual’s health, well-being and confidence. All the more if their achievements can be showcased through displays and exhibitions of their work, and seen by families, friends and the wider public.

Now take another moment to think about what learning has taken place within this activity, and how you could stretch this learning a little bit further.

Here is an example of embedding learning into a regular singing session:

A regular session which involves singing familiar songs is fun, entertaining and encourages physical activity. Learning new songs also provides mental stimulation and a memory challenge. Asking participants to suggest their own favourites respects individuality and can strengthen a sense of identity. Asking older people to plan the programme of songs for the next session provokes discussion, stimulates social interaction and encourages thinking ahead – and music can provoke memories which can be an exciting gateway to shared reminiscence and valuing of the past.

For you to consider

- What activities are currently on offer for older people in your care setting?
- How might opportunities for informal learning be built into these activities?
- How can you find out what older people in your care want to learn about, and how they want to learn?
- How can you provide appropriate support for learning? Are you and other carers able to do this, or do you need to involve others, including volunteers?
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An activity co-ordinator’s experience

We asked one activity co-ordinator, working with Learning for the Fourth Age (L4A – one of the case studies featured in the companion ‘Inspirations’ booklet) about the part that he played in introducing a culture of learning into the care home in which he works, and what the benefits have been. This is what he told us…

Learning for the Fourth Age (L4A) aims to provide educational and learning services to frail, elderly people who live in social care settings. I heard about them when they got directly in touch with me about the one-to-one learning opportunities that they offered to care home residents.

We already had a packed programme of activities, some of which involved learning. These included general knowledge quizzes, music quizzes, visiting places of local interest, and art and crafts. When the care home signed up for the L4A weekly sessions, I envisaged some difficulties among those who have sight problems and dementia, and so we agreed only to an initial 12-week trial period.

All the residents were consulted about L4A and encouraged to come up with things that they were interested in. Playing the piano, poetry, musicals and social history were all suggested. In the first three months, learning was very well received by the residents. We had originally agreed that five residents would give it a go, and by the end of three months this had almost tripled. Residents learnt how to use a laptop, how to sketch and how to play the clarinet. Others were engaged in structured reminiscence, geography, had borrowed CDs, and were keen to learn languages and other new things.

Confidence has noticeably improved in some residents and they all look forward to their weekly visits from learning mentors. One resident spends over two hours each day practising the clarinet, another completes a different picture each week that requires a new drawing skill, and a third is looking into buying her own laptop so that her IT skills can develop further. At times, there has been a need for perseverance and patience. Many older people learn at a slower pace and, on occasion, some are too unwell to take part.

The manager of the care home is very supportive of the learning that is going on in the care home, and was pleased that I had identified it as an area for improvement and development within the comprehensive programme of activities that we were already providing. Other care homes in the chain have shown an interest in the idea of older people learning, and Head Office have highlighted the brilliant work carried out at the home in reports and by nominating what was taking place for internal best practice awards.

Without question, I would advise other activity co-ordinators to just do it! The possibility of learning again or developing new skills and passions is a priceless gift offered to too few elderly people who live in care homes. I am so grateful for the opportunity to provide residents with learning opportunities and all the care staff now are involved in supporting residents to follow their interests throughout the rest of the week. Whenever learning is taking place at the care home, there is a real buzz about the place and everyone is very happy.

Jaye Keightley, Activity Co-ordinator, Aigburth Residential Care Home
Introducing learning opportunities: What’s my role?

As an activity co-ordinator, or a carer with a responsibility for, or interest in, supporting learning, you are already likely to have many skills that will enable you to do the following well:

- Arranging outings and programmes
- Managing and discussing activities with older people, their families and friends, with other carers
- Supporting older people on a one-to-one basis

All of these skills and experiences can be built on to make you an effective learning facilitator – that is, someone who makes learning happen.

On a personal level, facilitators will find themselves calling on skills on a daily basis, such as the ability to do the following:

- Listen and communicate well
- Plan and structure activities
- Be diplomatic and objective
- Put people at ease
- Draw people out without embarrassing them
- Keep people to time
- Think on your feet
- Be adaptable at short notice
- Handle conflicts and disagreements
- Support but not take over
- Value and make use of experience
- Foster independence

On a professional level, facilitators also need to think about how to do the following:

- Organise content – how will you structure the learning in a clear and organised way that will help learners to understand what will be covered?
- Ensure participation – how will you help learners to understand and retain information? Perhaps by providing opportunities for group work and questions.
- Provide feedback – how will you help learners to see what they have achieved and the progress they have made? This is important in maintaining motivation.
- Evaluate learning – how will you identify how good the learning experience was and where it can be improved?

Being a successful facilitator of learning for older adults requires a range of both professional and personal skills. If you feel you need to develop your skills further you might want to consider shadowing a teacher or another activity co-ordinator with experience of working with older adults. You may also be interested in studying for a qualification such as Preparing to Teach in the Lifelong Learning Sector (PTLLS), which provides an introduction for those interested in teaching or training, and develops the abilities required to support adult learners. For further information see the Lifelong Learning UK sector skills council website at www.lluk.org

For you to consider

- How prepared are you to be a facilitator of learning for older adults?
- What relevant personal and professional skills do you have?
- Are there skills you’d like to develop further?
- How could you go about developing these skills?
Introducing learning opportunities: Should we involve others?

Designing and delivering learning opportunities for people in your care is not something that you need do alone, and there are good reasons why you shouldn’t.

- No single activity co-ordinator or carer will have all the resources to meet the needs of every older person in their care.
- To offer truly personalised learning, you need to be able to offer choice.
- It can provide opportunities for people in the community to get to know you.
- Getting involved with the community helps you to develop further contacts and networks, which in turn opens up further opportunities.

There is a range of ways of involving different kinds of people in providing learning opportunities. You could...

**Organise a residents group** to help decide what learning opportunities are offered, and give them responsibility to build a programme with you. Taking part in this group will provide opportunities to use existing skills and learn new ones.

**Learn from other activity co-ordinators and carers** in your local area. If possible, build a bank of information and resources to be shared amongst local care settings. This can save time as well as provide access to a network of other people who can share their experiences and expertise. The Activity Co-ordinators Network Community is a dedicated website for activity co-ordinators in Gloucestershire. As well as being full of local knowledge, it also features ideas and lists websites that can be used regardless of where in the country you are. For further information visit: [www.gcpaactivitynetwork.co.uk](http://www.gcpaactivitynetwork.co.uk)

**Draw on volunteers** as a way of bringing different skills and interests into your care setting. Many care homes do not have the spare staff time to be able to deliver a wide range of learning opportunities each week, and bringing in volunteers can build capacity to do this. In particular, relatives and friends as volunteers can be an extremely valuable source of support and expertise.

**Make use of the wide range of local organisations** that may be able to offer assistance:

- Arts and theatre organisations
- Carers’ organisations
- Churches and other religious bodies
- Citizens Advice Bureau (CAB)
- Local schools, colleges and other education providers
- Leisure facilities
- Museums, libraries and archives
- Older people’s organisations and groups such as Age Concern or University of the 3rd Age (U3A)
- Primary Care Trusts, GP surgeries and health visitors
- Volunteer bureaux
- Workers’ Educational Association
- Your local authority
Because Don’s voice is so weak and is increasingly affected by Parkinson’s, he struggles to converse with the other residents, many of whom have hearing impairments. As a result, Don rarely receives any stimulation at all and is unable to take part in any group activities.

Identifying a volunteer to spend time with Don meant that the care home could ensure that he was able to engage effectively each week in topics that he was interested in finding out more about. Facilitating a weekly conversation of this sort is a very simple thing to do, but as a result Don’s life and well-being has improved greatly. He spends the time in between the sessions thinking about what he has learned and reflecting on his knowledge. He feels like an individual and is given a sense of self-reliance at a time when he is relinquishing ever more independence. His voice has become stronger and during the sessions it improves each week.

Don’s major interest is in news, politics and current affairs. Don likes to be kept up to date with what is going on in the world, nationally and locally. Sadly, he is unable to follow the television, which is rarely tuned into his choice of programme. His eyesight prevents him from reading a daily newspaper and his shaking means he would be unable to hold it.

Don’s story

Don is a care home resident who suffers with increasingly severe Parkinson’s. His illness means that his voice is quite weak, his eyesight is very poor and he can shake violently at times. His mind, however, is completely intact and he misses doing many of the things that he used to do.

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For you to consider

- Do other staff have interests and skills that could be used to offer or support opportunities to learn?
- Which other individuals and organisations can you work with?
- How will you get them involved?

The best ways of finding out more about these and other local organisations include the following:

- Local directory of what’s available in the area
- Community pages in your telephone directory
- Local Citizens Advice Bureau
- Local newspapers and radio stations
- The local authority website
- Asking colleagues, older people themselves and their relatives

Identifying a volunteer to spend time with Don meant that the care home could ensure that he was able to engage effectively each week in topics that he was interested in finding out more about. Facilitating a weekly conversation of this sort is a very simple thing to do, but as a result Don’s life and well-being has improved greatly. He spends the time in between the sessions thinking about what he has learned and reflecting on his knowledge. He feels like an individual and is given a sense of self-reliance at a time when he is relinquishing ever more independence. His voice has become stronger and during the sessions it improves each week.
Introducing learning opportunities: How can we pay for it?

Providing learning opportunities for older people in your care need not cost a lot of money. Think creatively about how learning opportunities can be built into an existing activity programme as well as into everyday routines, or you can draw on the support and services of local organisations and groups.

Care homes have found that the health and well-being benefits of providing learning opportunities for their elderly residents can actually create savings in the costs of care and medicines.

Many of the activities featured within our case studies have however benefited from a small amount of additional funding. Small-scale fundraising activities can therefore provide a useful source of income from which to finance learning opportunities.

The following websites provide some creative ideas for fundraising activities:

- **www.childline.org.uk** provides an A–Z directory of fundraising ideas.
- **www.fundraising.co.uk** provides ideas, supplies, etc. in planning your own fundraising event.
- **www.thefundraisingdirectory.co.uk** supplies craft items and ready-made fundraising packs.

You can also use your local links to raise funds, for example by writing to local businesses, organisations and groups with requests for donations of money or goods. Formal funding applications can also be submitted to a range of organisations, such as private companies, local authorities and charitable trusts.

Finally, working in partnership with other organisations can enable you to access a range of other funding opportunities, as well as services which partners are already funded to provide, such as home library services.

For you to consider

- Where can opportunities to learn be delivered as part of your current activity programme?
- What additional resources would be useful, and how might you secure them?
Informal adult learning

Many care settings offer activities to entertain and occupy older people, but these aren’t necessarily the same as informal adult learning, which is a structured combination of fun, challenge, and maintenance of social, physical and mental skills.

Here’s another example of how regular activities can be enhanced to provide more opportunities for learning:

Helping to pot up seedlings and watering them to provide a good show of flowers on the window sills is a pleasurable activity in its own right, but you can make it an even more satisfying and stimulating experience if you can identify those who enjoy gardening, and encourage them to help others to learn. Together they can use a gardening book or catalogue to buy seeds for specific areas, e.g. sun or shade. Older people then get the opportunity to discuss, make decisions and negotiate, as well as enjoying the fun of anticipating the results of their work. And there’s no reason why you or family visitors shouldn’t join in.

Learning can come in all shapes and sizes. Here are just a few examples from practitioners in care settings across the country:

- A structured programme of arts activities designed to build the physical, mental and creative skills of participants.
- Weekly reading groups, with short stories read to the group and followed by discussion.
- Local sixth-form students helping older people learn how to email family and friends, use the internet and do online shopping.
- A not-for-profit social enterprise providing personal learning mentors for older people who want to learn about anything from ancient Roman history to watercolour painting.

You can find more details and further examples in the companion *Inspirations* booklet.
What are the benefits of informal adult learning?

Taking part in learning can help increase an older person’s quality of life, as well as reduce health and social care costs. It can also bring a range of benefits for family and friends, as well as for you as a carer.

Benefits for older people

- Improves residents’ enjoyment of life and self-confidence.
- Those who are engaged in learning say that they feel better about themselves.
- Greater independence, control and choice for residents.
- Reduces dependency on others.
- Increases levels of resilience and ability to cope.
- Reduces depression and diminishes the effects of dementia.
- Improves levels of motivation to participate in day-to-day activities.

Benefits for you as a carer

- More time to provide a better service.
- Greater job satisfaction.
- Carers are better able to understand their needs and interests.
- The work becomes more sociable with increased conversation and activity.
- Raised expectations of the older person’s capabilities, again reducing levels of dependency.
- Supporting older people to learn can help carers to get to know residents much better.

- Finally, there are opportunities to support older people as they learn, which can also result in carers learning about new topics and developing new skills themselves.

For you to consider

- What difference do you think these benefits could make to older people in your care setting?
- What difference do you think these benefits could make to you and other carers?
- How can you support other carers to better understand the benefits of learning?

Iris’s story

Iris was diagnosed with dementia a few months before she moved into a care home. She began taking part in learning activities when she was still in the early stages of the illness and her dementia has progressed only slowly. Before she retired, Iris was a poet and worked at a university. Her husband was also an academic, as were most of their friends. They had a real enthusiasm for learning and the sharing of ideas and opinions.

At first it was difficult for Iris to settle into the care home, despite the best efforts of the care staff. She missed the stimulating conversations of her old life and she missed learning. To help with this, Iris was assigned a learning mentor called James.

At first, Iris was closed, abrupt and difficult to engage. However, as time went on and she learned to trust James, she opened up and shared more and more
of her thoughts, passions and opinions. It became clear that both she and James shared a love of modern poetry.

Each week James would visit Iris and engage in discussion with her. Sometimes, in the early days, this would focus on discussing the lack of meaning in life, or the challenges of life in a care home that was just metres away from where Iris used to live independently. However, as time went on, James’s visits helped Iris to become happier and more content in the care home.

Recently, Iris has written some poetry again. James knows that it is very good and of a similar standard to her last published work. Iris says that this is mainly a result of the conversations that she has been enjoying with James. At first, Iris was reluctant to let anyone read her most recent work, but as time passed she has let James read the work and the next step is for them to type it up together on the computer and look at poetry on the internet. These will be yet more new skills for Iris to learn.

You can find examples of current learning activities for older people in care settings in the companion Inspirations booklet. There are many, many other inspirational learning sessions taking place across the country.

What does good learning look like?

The following key principles will help older people in care settings have really good experiences of learning:

• Give older people the opportunity to enjoy stimulating activities, take exercise, acquire new skills and share existing ones, irrespective of any impairments or differences in ability.

• Let older people choose whether or not to participate in learning.

• Encourage older people to get involved in planning learning activities, ask for feedback and take account of it.

• Find out what the people in your care want to learn, how they want to learn and when they want to learn. Recognise and value achievements, however small, and celebrate success. Build on older people’s existing skills and interests.

• Choose learning experiences that enhance quality of life and allow opportunities for greater autonomy and independence, so that the learning can make a positive difference.

• Recognise and value achievements, however small, and celebrate success.

• Build on older people’s existing skills and interests.

• Make learning interesting, challenging, rewarding and, above all, enjoyable.

For you to consider

• How can I ensure that the learning offered within this care setting is the best it can be?

• Who can help me with this?
What are the myths about older people and learning?

As a society, we hold many misconceptions about older people and their interest in and ability to engage in learning. Here are just a few of them:

**Myth 1: Older people are not interested in learning**
Many older people have an enjoyment of learning that began at school and has been retained throughout their life.

“Learning is living. It brings joy and fulfilment. All cares and woes, aches and pains fade away to nothing. I am very fortunate to have this in my life.”

Older learner

Older people are not all the same and will be interested in learning different things in different ways. Some may be keen to join a group of other learners, while others may prefer less structured activities such as learning through books, magazines, DVDs, TV, radio, or the internet.

**Implications**
- Don’t make assumptions about whether or how older people want to learn.
- Build on older people’s needs, interests and abilities.
- Involve older people wherever possible in the discussion and planning of learning activity.
- Offer activities that appeal to the different senses, especially if some learners have sight or hearing difficulties.

**Myth 2: Older people are not interested in learning anything new**

Many older people wish to learn new things to keep their brain active, to follow up something in which they have always had an interest, to develop new interests now that they have more time, or simply to enjoy the challenge of learning something new.

**Implications**
- Don’t make assumptions about what older people want to learn – take time to find out what they might like to learn.
- Offer short taster sessions so that they can try out new things.

**Myth 3: Older people are not able to learn anything new**

Many older people are able to use their brains in much the same way as younger people. Keeping the brain active through learning or activities such as chess, word games and crosswords has positive results in the same way that exercising a muscle or joint helps to keep them more mobile.

**Implications**
- Help older people take the learning challenge and encourage them to problem solve.
- Support learning positively by promoting confidence and self-respect.
- Help older people to find, and share, their own strategies for combating memory loss and any other cognitive changes.
Moving on

Once you have begun to introduce learning opportunities into your care setting, take a look around you; look back at activity programmes and care plans and see what changes you have made.

What difference has it made to the older people in your care? What difference has it made to you and other carers?

Now is not the time to sit back – you have a model in place on which you can continue to build:

• Can people progress to a higher level of skill?
• Do others now want to join in?
• What’s new out there that can be offered?
• How can you encourage more people to get involved in offering and supporting learning opportunities?
• Were there things that didn’t work out so well that you could learn from next time?

Celebrating success is an important way of recognising what learners have achieved, motivating them to continue, and raising the profile of your work. This could take the form of a celebratory afternoon tea in the care home, putting on an award ceremony, displaying learners’ work, or talking to the media about the work that you are doing.

And don’t forget about yourself! How far have you come since beginning this journey?

Would you like to learn more? Do you fancy trying your hand at something you have seen someone else enjoy?

There are so many opportunities out there. Keep looking; use your network of activity co-ordinators and local services; and continue to embed learning – remember, it can improve peoples’ lives in so many ways – including your own!

• How will you review the learning provided?
• How will you identify, record and celebrate the benefits of learning?
• What mechanisms will you use to ensure that the outcomes of any learning are used to inform an individual’s wider care package?
Appendix: Useful resources

Key national organisations that you may wish to contact for further assistance include:

**Age UK**
Formerly Age Concern and Help the Aged.
Tel: 020 8765 7200
Web: [www.ageuk.org](http://www.ageuk.org)

**Age Exchange**
Working with older people in a wide range of reminiscence-based activities.
Tel: 020 8318 9105
Web: [www.age-exchange.org.uk](http://www.age-exchange.org.uk)

**Alzheimer’s Society**
Tel: 020 7423 3500
Web: [www.alzheimers.org.uk](http://www.alzheimers.org.uk)

**Carers UK**
Information and help for the UK’s 6 million carers.
Carers line: 0808 808 777
Tel: 020 7490 8818
Web: [www.carersuk.org](http://www.carersuk.org)

**Community Service Volunteers (CSV)**
The UK’s largest volunteering organisation.
Tel: 020 7278 6601
Web: [www.csv.org.uk](http://www.csv.org.uk)

**Contact the Elderly**
Groups nationwide who organise gatherings for older people who live alone.
Tel: 020 7240 0630
Web: [www.contact-the-elderly.co.uk](http://www.contact-the-elderly.co.uk)

**Dark Horse Venture**
An award scheme which recognises new learning achievements for older people.
Tel: 0151 729 0072
Web: [www.darkhorse.rapid.co.uk](http://www.darkhorse.rapid.co.uk)

**Digital Unite**
Providing computer training for the over 50s.
Tel: 0800 822 3951
Web: [www.digitalunite.com](http://www.digitalunite.com)

**English Community Care Association**
Representative body for independent care providers.
Tel: 08450 577 677
Web: [www.ecca.org.uk](http://www.ecca.org.uk)

**Extend**
Providing training for anyone wishing to deliver exercise classes for the over 55s.
Tel: 01582 832760
Web: [www.extend.org.uk](http://www.extend.org.uk)

**JABADAO**
National charity linking specialist movement practitioners with communities.
Tel: 0113 236 3311
Web: [www.jabadao.org](http://www.jabadao.org)

**MIND**
Leading mental health organisation in England and Wales.
Tel: 020 8519 2122
Web: [www.mind.org.uk](http://www.mind.org.uk)

**(NAPA) National Association for the Providers of Activities for Older People**
Supporting care staff with an interest in providing activities for older people.
Tel: 0207 078 9375
Web: [www.napa-activities.net](http://www.napa-activities.net)

**(NIACE) The National Institute of Adult Continuing Education**
The national organisation for adult learning in England and Wales.
Tel: 0116 2044200
Web: [www.niace.org.uk](http://www.niace.org.uk)
National Care Forum
Representing the interests of not-for-profit health and social care providers in the UK.
Tel: 024 7624 3619
Web: www.nationalcareforum.org

National Listening Library
An audio book library service available throughout the UK.
Tel: 020 7407 9417
Web: www.listeningbooks.org.uk

Residents and Relatives Association
Tel: 020 7359 8148
Web: www.relres.org

(RNIB) Royal National Institute of Blind People
Tel: 0845 766 9999
Web: www.mib.org.uk

(RNID) Royal National Institute for Deaf People
Tel: 0808 808 123 (freephone)
Textphone: 0808 808 9000 (freephone)
SMS: 07800 000360
Web: www.mid.org.uk

(SCIE) Social Care Institute for Excellence
Telephone: 020 7089 6840
Textphone: 020 7089 6893
Web: www.scie.org.uk

Skills for Care
Tel: 0113 245 1716
Web: www.skillsforcare.org.uk

Speechmark
Publisher of practical books and resources for working with older people.
Tel: 0800 243 755
Web: www.speechmark.net

Thrive
Promotes and supports the use of gardening to improve the lives of people with all kinds of need.
Tel: 0118 988 5688
Web: www.thrive.org.uk

Timebank
National charity that matches volunteers with suitable organisations.
Tel: 0845 456 1668
Web: www.timebank.org.uk

(U3A) University of the Third Age
Tel: 020 8466 6139
Web: www.u3a.org.uk

Up My Street
Website with an A–Z link to all amenities, resources and events in your local area.
Web: www.upmystreet.co.uk

(UK) National Care Forum
Representing the interests of not-for-profit health and social care providers in the UK.
Tel: 024 7624 3619
Web: www.nationalcareforum.org

National Listening Library
An audio book library service available throughout the UK.
Tel: 020 7407 9417
Web: www.listeningbooks.org.uk

Residents and Relatives Association
Tel: 020 7359 8148
Web: www.relres.org

(RNIB) Royal National Institute of Blind People
Tel: 0845 766 9999
Web: www.mib.org.uk

(RNID) Royal National Institute for Deaf People
Tel: 0808 808 123 (freephone)
Textphone: 0808 808 9000 (freephone)
SMS: 07800 000360
Web: www.mid.org.uk

(SCIE) Social Care Institute for Excellence
Telephone: 020 7089 6840
Textphone: 020 7089 6893
Web: www.scie.org.uk

Skills for Care
Tel: 0113 245 1716
Web: www.skillsforcare.org.uk

Speechmark
Publisher of practical books and resources for working with older people.
Tel: 0800 243 755
Web: www.speechmark.net

Thrive
Promotes and supports the use of gardening to improve the lives of people with all kinds of need.
Tel: 0118 988 5688
Web: www.thrive.org.uk

Timebank
National charity that matches volunteers with suitable organisations.
Tel: 0845 456 1668
Web: www.timebank.org.uk

(U3A) University of the Third Age
Tel: 020 8466 6139
Web: www.u3a.org.uk

Up My Street
Website with an A–Z link to all amenities, resources and events in your local area.
Web: www.upmystreet.co.uk
Other useful resources

As well as the material available on the websites listed above, other useful resources include the following:

Activity Coordinators Network Community
Web: www.gcpaactivitynetwork.co.uk

Learning for the Fourth Age (L4A)
Web: www.l4a.org.uk
Aims to provide educational and learning services to frail elderly people who live in residential accommodation settings.

Online basics, available free of charge at www.onlinebasics.co.uk. This includes five key modules covering the basics people need to know to get going online – from keyboard and mouse skills through to email, internet searching, and how to stay safe on the internet.

CSHS Good Practice Guide No 5: Digital Inclusion and Older People
Available to purchase from www.chs.ac.uk

Adult Education Working in Care Settings: NIACE Briefing Sheet 67


Soulsby, J. (2002) Days Out, Days In: Learning Opportunities for Older People at Home and in Day Care Settings. Leicester: NIACE.