

Evidencing the wider outcomes of family learning

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Background

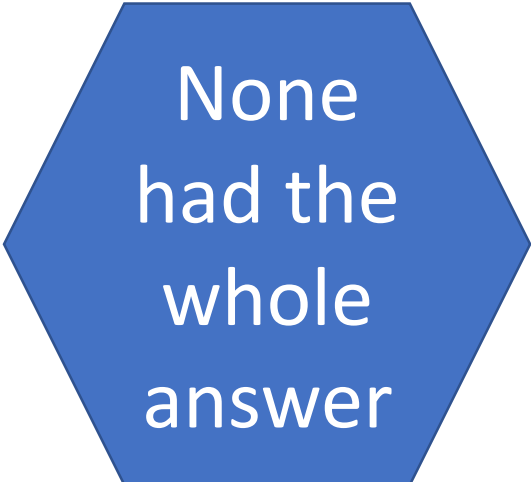
- This is part of the EAAL work programme for 2017/19
- A draft family learning outcomes framework was developed in 2017/18
- UK focus with examples from England, Wales, Scotland and Northern Ireland

Providers

- Adult Education Wolverhampton
- Adult Learning and Literacies Service, Renfrewshire
- Cathay's High School, Cardiff
- Community Learning West, Bristol
- Glasgow Life
- Inspire Culture, Nottinghamshire
- Learning and Employability, Stirling
- Northamptonshire County Council
- Parentkind, Northern Ireland
- Surrey County Council Family Learning
- Swansea Council



All
showed
good
practice

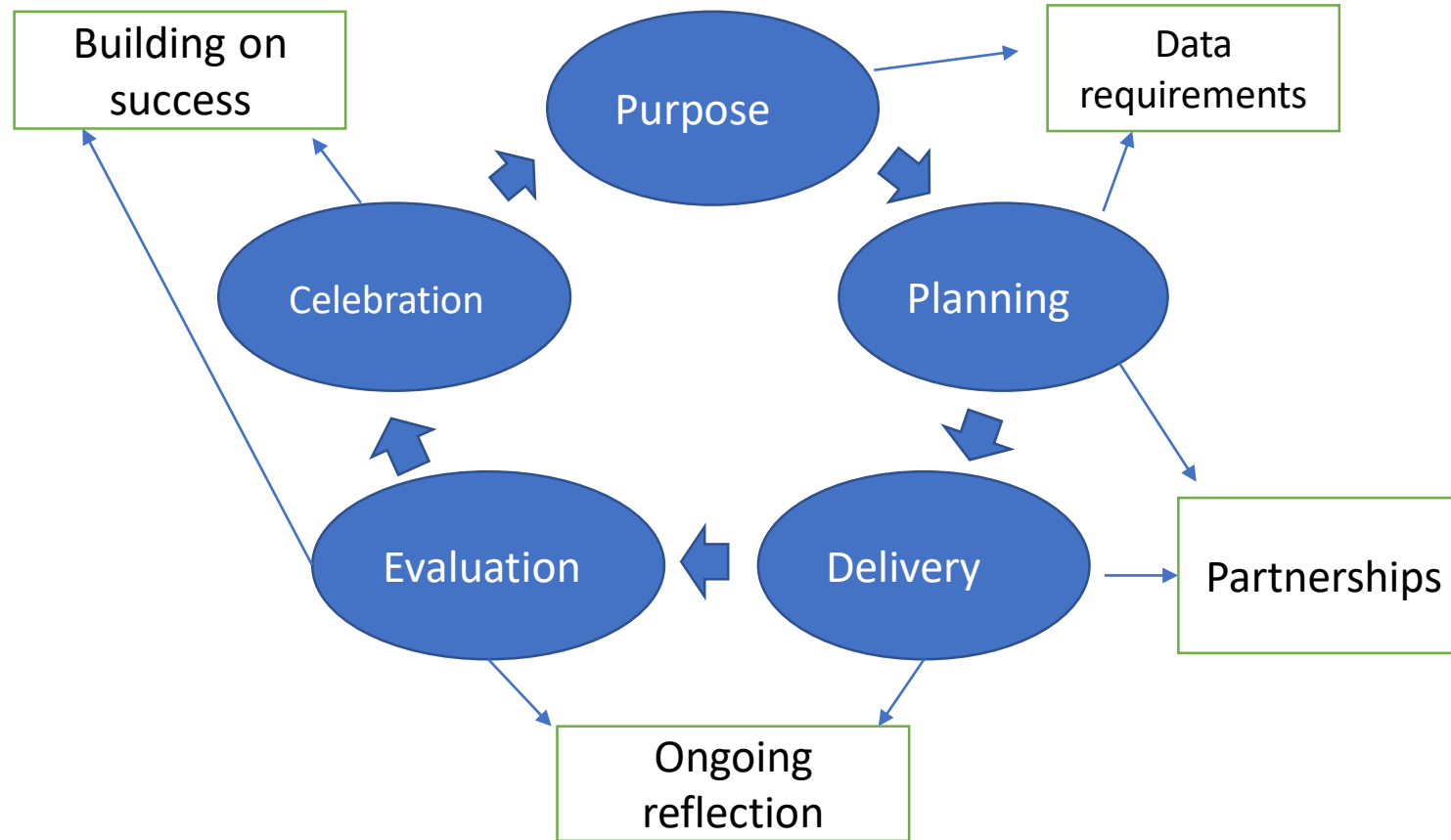


None
had the
whole
answer

There are a range of outcomes to be measured



A process model for outcomes evidence in family learning



Purpose and Planning

- May be driven by funding
- Specific data requirements

Good practice:

The purpose is made clear to learners , partners and stakeholders at the outset.

Evidence collected is directly connected to the purpose.

Delivery

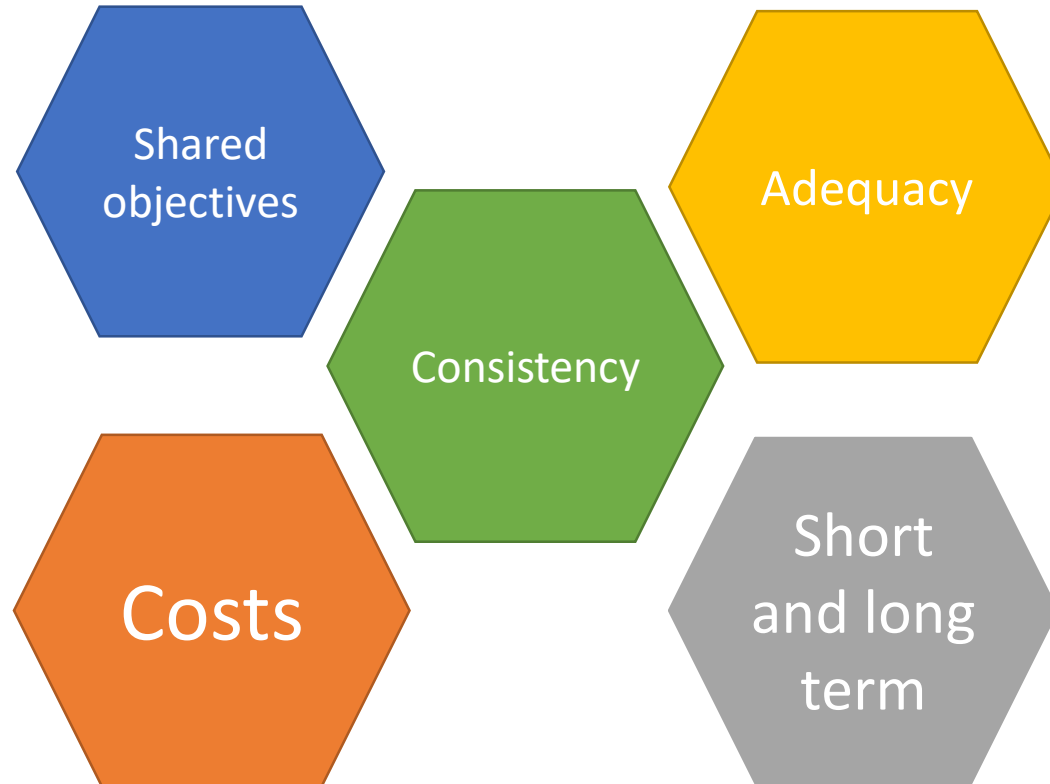
- Wide range of models and content
- Partnerships with schools, voluntary sector and other providers

Good practice:

All partners should be involved in collecting progression and outcome evidence during a programme.

Evidence of progression and outcomes should be an integral part of the quality system.

Evaluation



Celebration

Parties, assemblies, certificates, outings

Good practice:

Used as motivation
Build on success
Inform future provision



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Discussion points

To what extent do you agree/disagree with the findings?

What have we missed?

What further examples are you aware of that would be useful in the final publication?