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Fit for purpose:

the wider outcomes of family learning

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Introduction

Over the last twenty years there have been a succession of UK reports that demonstrate that family learning is, to use Titus Alexander's phrase, 'the foundation of effective education'¹. It is an approach that encourages parents and children to learn together and continue their learning at home. For those families experiencing social and economic disadvantage, it can be a lifeline. And yet too often the purpose of family learning activities is on the needs of the child. This misses the opportunity to promote the role of family learning in supporting adults and breaking cycles of intergenerational disadvantage.

This report explores how measuring the wider outcomes of family learning can help address this concern. Learning and Work Institute (L&W) is an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. We research what works, develop new ways of thinking and implement new approaches. Working with partners, we transform people's experiences of learning and employment. What we do benefits individuals, families, communities and the wider economy.

In its role as UK National Coordinator for the European Agenda for Adult Learning², L&W has undertaken research into how providers deliver family learning programmes, which benefit both adults and children. This report is based on a review of current evidence, case studies, and discussions with policymakers and practitioners across the UK.

What is family learning?

Family Learning can be defined as:

Any learning activity that impacts on both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family.

Family Learning Works, The Independent Inquiry into Family Learning (2013)

Family learning can produce learning outcomes for all family members and contribute towards a culture of learning within the family. Programmes vary in length and structure, but generally include adult-only time, where parents and carers will work on their skills needs – which could include parenting skills, literacy, numeracy

¹ <https://www.demos.co.uk/files/familylearning.pdf>

² <https://www.learningandwork.org.uk/our-work/promoting-learning-and-skills/europe-and-international/>

and digital skills, either delivered directly or embedded in contexts as varied as financial literacy, science or art.

In some programmes, adults and children learn together at the same time, supported by family learning tutors who are experienced in working with both adults and children, including those who have literacy or numeracy needs, poor digital skills or low levels of prior achievement. In others, adults learn separately, with children benefitting from home activities and from the experience of parents who have learned to value learning. Family learning can happen in the home, or in museums, schools, libraries, community centres or prisons. It can involve activities that help parents learn how to support their children, as well as having learning activities for the whole family.

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning. Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Scottish Family Learning Network, 2016.

A review of existing evidence

Family learning produces outcomes and impact for adults and children³. The outcomes described will be familiar to people involved in adult education.

Outcomes for children	Outcomes for adults
Educational attainment	Educational attainment
Behaviour	Progression
Motivation	Motivation
Confidence	Confidence
	Social and cultural capital
	Parenting skills

Adapted from: *Family learning: a review of the research literature* (2012)

³ Carpentieri, J. 2013. *Family learning: a review of the research literature* (NRDC)

The most robust evaluations have tended to focus on the impact of family learning upon children rather than adults. Family learning faces challenges in collecting outcomes data on participants and conducting robust evaluations. During 2017, we undertook further desk research on current approaches⁴. found that although most interventions employ pre and post questionnaires to measure outcomes, these are usually designed 'in house' making aggregation of evidence and comparison between programmes difficult. Additionally, family learning providers find it hard to track longer-term outcomes as they lose contact with learners post-programme.

Outcomes for children—examples of evidence sources

- Increase the overall level of children's attainment by as much as 15 percentage points⁵.
- Improve parental attitudes.⁶
- Improve attainment, academically, socially and emotionally⁷.
- Improve children's social-emotional skills and secure attachment later in life.⁸
- Positive impact on children's cognitive skills including literacy⁹ and better employment outcomes for these children in adulthood.¹⁰
- Positive results were found from programmes where parents or carers were trained in-parenting skills ¹¹.

Adapted from: *The wider outcomes of family learning: a review literature* (2017)

The 2017 review collated evidence of the impact of family learning on adults and children. The research indicated a wide range of sources but very few consistent or comparable measures. It concluded that standardisation of evidence tracking, and longitudinal studies of long-term impact is desirable at the provider level so that can be aggregated to policy and planning levels. Carpentieri's earlier analysis concluded that the cause of the lack of robust data on family learning programmes [was] the general lack of resources and systems for reliable data collection and comparison.

⁴ *The wider outcomes of family learning: a review literature* (2017) [Add FN link research review on the Padlet](#)

⁵ *Family Learning Works*, 2013. The Independent Inquiry into Family Learning. Available at: <http://www.learningandwork.org.uk.gridhosted.co.uk/wp-content/uploads/2017/01/The-Inquiry-into-Family-Learning-in-England-and-Wales-Summary.pdf>

⁶ Perry Pre-school programme, TOP early learning centres – Midwestern

⁷ Early Childhood Education: The Long-Term Benefits, *Journal of Research in Childhood Education*, 2016.

⁸ Asmussen et. al., 2016, Foundations for life: what works to support parent child interaction in the early years, The Early Intervention Foundation.

⁹ Beckman, S, 2003. From Research Project to Nationwide Programme: The Mother-child Education Programme of Turkey.

¹⁰ Kağıtçıbaşı, C. et. al. (2005) Continuing effects of early intervention in adult life: Preliminary findings of Turkish early enrichment project second follow-up study, Istanbul, Mother Child Education Foundation Publications.

¹¹ Family Literacy in Europe: using parental support initiatives to enhance early literacy development, 2009, Institute of Education, University of London

Outcomes for adults—examples of evidence sources

- Progression to employment in England¹² and Wales¹³.
- Increased awareness of the school literacy curriculum and undertaking more reading with their children¹⁴
- Increased attainment demonstrated via accreditation.¹⁵
- Enhanced home learning and early attachment. Improved literacy and gained confidence in accessing further education and employment.¹⁶
- Better able to 'Help Children with Reading' in Wales.¹⁷
- Progression: 55% of parents onto another course and 84% thinking of taking one¹⁸.
- Increasing employability for parents/carers and a clearer idea of the types of jobs adults want to do¹⁹.
- Improved confidence in their ability to access further education and employment, and to complete projects²⁰.
- Increased self-confidence, parenting skills, and ability to look for work.²¹
- A 12% increase in parent-child relationship score and a 9% increase in parental self-efficacy in Wales.²²
- More involved in child's school and increased confidence, feelings of capability and self-efficacy (England)²³.
- Improvement in adult participants' communication skills, self-esteem and integration into German society.²⁴
- Improved literacy, parents' perceptions of themselves, assessment of their child's home literacy, and their confidence in learning.²⁵
- Evidence suggests that participating in family learning can reduce isolation and foster community participation and inclusion²⁶.
- Progression into work, by breaking everyday domestic routines, prompting considerations of further learning and paid employment²⁷.
- Improved social support networks and a 'soft' entry point into more formal support provision²⁸.
- Progression into further education and training²⁹.
- Increased confidence and help those who have been social excluded to re-enter the labour force³⁰.
- Support families from gypsy, Roma and traveller backgrounds to improve literacy, language and numeracy skills of both adults and children³¹.
- Reduce re-offending through the Family Man Impact Study³² and the Parenting Inside Out Programmes in the US.³³

Adapted from: *The wider outcomes of family learning: a review literature* (2017)

¹² *Family Learning Works*, 2013. The Independent Inquiry into Family Learning. Available at: <http://www.learningandwork.org.uk.gridhosted.co.uk/wp-content/uploads/2017/01/The-Inquiry-into-Family-Learning-in-England-and-Wales-Summary.pdf>

¹³ The impact of family learning programmes on raising the literacy and numeracy levels of children and adults 2012, Estyn.

The UK context

Education in the UK is a devolved matter. This means that there are different—some would say ‘divergent’³⁴—approaches in the four administrative jurisdictions: England, Northern Ireland, Scotland, and Wales. Within England there are also moves towards further devolution of funding for adult education (including family learning) to city regions. There are two aspects to sub-national devolution that are relevant to this report:

- The first is that there are different policies for schools, adult education, and family learning in many parts of the UK. The result is that family learning is seen as having a range of purposes depending on location and the funder.
- The second aspect is that devolution has led to an increased interest in outcomes-based planning and measurement. Sub-national planners—Scottish and Welsh Governments, the Northern Ireland Executive, and

¹⁴ Field, J, Tuckett, A, 2016. Informal learning in the family and community, Foresight, Government Office for Science; Swain, et.al. 2015. The impact of family literacy programmes on children's literacy skills and the home literacy environment. National Research and Development Centre, London.

¹⁵ Leeds City Council Adult Learning; Self-Assessment Report 2015/16, Published January 2017:

<https://www.leeds.gov.uk/docs/Adult%20Learning%202015-16%20SAR%20-%20Jan%202017.pdf>

¹⁶ Peep Learning Together Progression Pathway: Pilot Evaluation, Report to Education Scotland, July 2015.

¹⁷ <https://www.estyn.gov.wales/effective-practice/family-learning>

¹⁸ Swain et al, 2013. Learning Literacy together: impact of Family Literacy on parents, children, families & schools

¹⁹ *Family Learning Works*, 2013. The Independent Inquiry into Family Learning. Available at:

<http://www.learningandwork.org.uk.gridhosted.co.uk/wp-content/uploads/2017/01/The-Inquiry-into-Family-Learning-in-England-and-Wales-Summary.pdf>

²⁰ Peep Learning Together Progression Pathway: Pilot Evaluation, Report to Education Scotland, July 2015

²¹ Harding, C. and Ghezelayagh. S., 2014. Community Learning Learner Survey: Additional analysis of participants following family learning courses. BIS Research Paper no. 180. London: BIS.

²² <https://www.estyn.gov.wales/effective-practice/family-learning>

²³ Local Action on Health Inequalities: Public Health England, UCL, Institute of Health Equity, September 2014

²⁴ *Windisch, H.C.*, 2016 How to motivate adults with low literacy and numeracy skills to engage and persist in learning: A literature review of policy interventions.

²⁵ Swain et al, 2013. Learning Literacy together: impact of Family Literacy on parents, children, families & schools

²⁶ Review of Family Learning Supporting Excellence and Equity, Scottish Government, 2016; Windisch, H.C., Adults with low literacy and numeracy skills: a literature review of policy interventions, OECD 2016.

²⁷ Education, parenting and family: The social geographies of family learning, Wainwrights and Marandet, 2017

²⁸ <https://aifs.gov.au/cfca/sites/default/files/publication-documents/cfca40-supported-playgroups.pdf>

²⁹ Review of Family Learning Supporting Excellence and Equity, Scottish Government, December 2016

³⁰ Education, parenting and family: The social geographies of family learning, Wainwrights and Marandet, 2017

³¹ Taylor, C. and Hrubicki, E 'Gypsy/Traveller Family Learning in Derbyshire'. Basic Skills Bulletin. 77: 10/2009.

³² <http://www.safeground.org.uk/wp-content/uploads/FM-Impact-Study-final-version.pdf>

³³ Parent and Child Study, 2012. A randomized controlled trial of the effectiveness of Parenting Inside Out.

³⁴ Keep, E. 2017. English Exceptionalism Revisited: https://ora.ox.ac.uk/objects/uuid:bb922a2e-86a5-45af-b588-0255db3585e8/download_file?file_format=pdf&safe_filename=Raffe%2Bmemorial%2BFINAL%2Bas%2Baccepte_d.pdf&type_of_work=Journal+article



English cities—wish to commission outcomes rather merely the process of delivering them.

For example, planners may wish to bring about a reduction in childhood obesity and set a target for this. There can be a number of ways of achieving this and commissioning a means for delivery. Such an approach can include family learning.

Scotland

In **Scotland**, there is a clear link between education and other social areas as epitomised by its *Programme for Government* and the National Performance Framework³⁵ to capture well-being across various policy areas. Most family learning activity is delivered through Community Learning and Development (CLD) funding which is further devolved to local authority (municipal) level. The deployment of this resource is dependent on local priorities and approaches as outlined in a local CLD plan. The 2016 *Family Learning Review* concludes that ‘family learning should be part of an overall strategic approach to supporting families and communities as and when appropriate.’ The review identified that learning outcomes and benefits resulting from family learning could be categorised into five key areas:

- new skills
- increased confidence and understanding
- improved communication
- changed behaviours, and
- changed relationships with community and family.

In addition, ‘the wider outcomes of family learning are shown through skills development, employability, progression into further education opportunities, and interactions within the family, as well as improvements in parental confidence and parenting skills’³⁶

In terms of schools, family learning ‘facilitates increased parental participation and engagement, improved school attendance, reduces persistent absenteeism and can increase pupils’ attainment’. The Scottish Government’s national action plan on parental involvement, engagement, family learning and learning at home³⁷ sets out an extensive package of measures to support citizens pre-birth to age 18. It reflects this aspect of the government’s family learning planning: the focus on outcomes for the child. The

³⁵ <https://nationalperformance.gov.scot>

³⁶ <https://education.gov.scot/nih/Documents/Family-Learning-Executive-Summary.pdf>

³⁷ *Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018–2021*. Available at: <https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/pages/3>

Scottish Attainment Challenge takes this further with its focus on supporting initiatives that support educational progress for children.³⁸

Funding allocated to schools through the Scottish Attainment Challenge is used to provide family learning programmes that take a whole family approach, helping parents to support their child's development. The emphasis in Scotland is placed on outcomes for both parents and children and closing the attainment gap. The impact on children's attainment is recorded and compared with their peers.

Supporting, equipping and building capacity amongst Scotland's parents to capitalise on children's opportunities for learning is key in raising attainment and closing the poverty related attainment gap. A family learning approach can also be a catalyst in helping adults take up adult learning and training opportunities, gain employment or attain new skills. This in turn positively impacts on children's individual attainment, their aspirations and personal learning journey.³⁹

Education Scotland, 2016

The quality framework developed by Education Scotland for schools "How Good is Our School" has fifteen quality indicators in three strands; leadership and management, learning provision and success and achievement. Family learning is one aspect in the learning provision strand. The framework and self evaluation tools have been expanded to be used for community education (and family learning) to capture the wider outcomes of the provision. Tools for self evaluation have been developed at local level. For example, **Glasgow Life** uses its GLOES (Glasgow Life Outcome Evaluation System) in partnership with schools particularly those with higher than average levels of social and economic deprivation. The schools use Pupil Equity Funding to support the 'Closing the poverty-related attainment gap' initiative to provide family learning opportunities. The purpose of the family learning programmes is to increase the parents' own skills and their confidence in helping their own children to learn. Schools collect outcomes data to compare and contrast the achievements of children whose families take part in the family learning programmes with those not engaged. **Glasgow Life** collects qualitative and quantitative data about the outcomes for adults and their families using the Glasgow Life Outcome Evaluation system (GLOES).

³⁸ Scottish Attainment Challenge <https://www.gov.scot/policies/schools/pupil-attainment/>

³⁹ <https://education.gov.scot/nih/Documents/Family-Learning-Executive-Summary.pdf>

Glasgow Life Outcome Evaluation System (GLOES) takes a 360-degree approach to analyse the quality and impact of its provision. A paper-based system of questionnaires is used to collect the views of learners, partners, stakeholders and staff. The learner questionnaire is a self-evaluation completed at the end of a course. The learner is asked to record the impact on themselves, their children, their family and their involvement in the local community. There is also a question about intended destination after the course. The partner/stakeholder form is a record of a guided discussion between a member of Glasgow Life's team and stakeholders such as school staff. The self-evaluation questionnaire for staff includes a six-point scale against which individuals assess their strengths and areas for improvement in relation to the impact on participants and the impact on the community. This is also supported by a peer observation of a course session in action. All of the evidence is collated in one central file and used for organisational assessment and to guide future developments.

England

In England, devolution of the adult education budget has taken place from August 2019 with six mayoral combined authorities and the Greater London Authority now accountable for administering the adult education budget in their areas. The remaining areas of the country continue to be allocated funding from central government via the Education Skills Funding Agency. Providers in England collect the data for their own self assessment, to support further funding bids and to demonstrate good practice. They are required to record recruitment, achievement and success data and intended learner destinations at the end of the course. Progress in employment or in further education may be recorded at a later date but this is not mandatory. Progression and achievement of learners on non-accredited provision is measured using the Recognising and Recording Progression and Achievement (**RARPA**) process.⁴⁰

In the devolved funding areas, such as the Greater London Authority⁴¹ there is increased interest in the use of outcomes based approaches to planning and

⁴⁰ <https://www.learningandwork.org.uk/wp-content/uploads/2017/04/RARPA-Guidance-2017-v1.pdf>

⁴¹ https://www.london.gov.uk/sites/default/files/2018_07_17_framework_final_for_publication.pdf

measurement of the impact of the adult education budget (which includes family learning).

While the focus will be on delivering labour market outcomes within the AEB [Adult Education Budget] and ESF programmes, it is important to recognise the significance of other social outcomes. These outcomes relate to helping individuals, through adult education, to become and stay healthier, improve their economic prospects and be more informed and active citizens.

Skills for Londoners Framework (2018)

Where adult education funding is predominately directed towards the development of employment-related skills, family learning is often seen as a 'first step' back into learning. Progression routes are mapped from family learning programmes into accredited English and maths, as well as vocational training and employment. To this end, providers will analyse the progression of learners into further learning though it is recognised that this may not be a linear process. Providers are not mandated to collect data about learner progression but have developed a range of strategies to do so. The connection between family learning and children's attainment is recognised but is not a funding driver in England.

Northamptonshire County Council (NCC) offers a wide community learning programme including family learning. Most of the provision is non-accredited but some learners achieve accreditation in maths and English. Courses are offered in schools, children's centres and community venues and are targeted towards adults without level 2 qualifications. As the provision is funded by ESFA, a learner's achievement (usually evidenced through RARPA) and intended destination is recorded on the Individualised Learner Record. NCC has participated in the FLLAG (Family Learning Local Authority Group) outcomes survey, including the 2018/19 pilot wider outcomes survey. Additionally, an external company is used to collect outcomes and destination data from questionnaires and phone calls to 1200 learners annually (including 200 family learning learners). The questions asked are not consistent, so it is difficult to make comparisons between years. The questions are mostly focussed on employment and so the family learning team also do their own surveys, learner reviews, tutor reviews and case studies to capture other outcomes.

Wales

Family learning contributes to the *Taking Wales Forward Programme for Government 2016-2021*,⁴² particularly the 'Ambitious and Learning' theme. Family learning programmes focus on improving the attainment of children and the increase in qualifications, skills and employability of adults. Family learning is considered as first steps provision that enables adults to progression on to further learning particularly on to high priority provision of ESOL⁴³, literacy and numeracy.

In Wales, there is no specific or ringfenced funding for family learning. When it is delivered through the Adult Community Learning grant or Further Education funding, achievement and success data are reported to the Welsh Government office through the Lifelong Learning Wales Record (LLWR). Most providers use RARPA in their non-accredited courses but there is no systematic reporting of wider impact.

In schools, some family learning is funded through other sources, including the Pupil Development Grant and Families First (a programme funded by the Welsh Government to help families who are facing difficulties). These programmes have a focus on supporting children's attainment and have separate reporting structures. The effectiveness of family learning in supporting children's attainment has been recognised by Estyn⁴⁴ (the education and training inspectorate for Wales) and parental engagement is included in the schools' inspection framework.

Springboard Learning Pembrokeshire provides free learning opportunities to families in Pembrokeshire, Wales. It delivers over 250 courses per year across nine schools. In 2018-19 1,600 adults and children were engaged in family learning opportunities within the county. Courses are linked to all 6 key areas of the school curriculum to help families explore the arts and sciences, the environment and the humanities. The diverse range of family activities Springboard offers is dynamic and bespoke to each school's themes and priority areas of development to secure optimum levels of engagement

⁴² <https://gov.wales/taking-wales-forward>

⁴³ Welsh Government (2018) ESOL Policy for Wales <https://gov.wales/sites/default/files/publications/2018-11/english-for-speakers-of-other-languages-esol-policy-for-wales.pdf>

⁴⁴ Estyn (2012) The Impact of Family Learning Programmes on raising the literacy and numeracy levels of children and adults



Northern Ireland

The Programme for Government in Northern Ireland has a strong focus on employment, specifically more people working in better jobs and on community involvement and empowerment with an outcomes-based approach. Family learning programmes can contribute to these themes by increasing the employability and skills of parents and by increasing their involvement in school life. There is no overarching policy for community and family learning. The family learning programmes that are delivered are contributors to wider programmes such as Extended Schools, Think Family, Ready to Read and community planning partnerships. The programmes are often delivered by voluntary and community sector organisations with funding from a range of sources including Awards for All, National Lottery and extended schools' grants.

Parentkind NI's Building Stronger Communities through Volunteering in Schools programme saw parent volunteers take part in activities with new or existing Parent Teacher Associations (PTAs) in four schools located in Belfast and Carrickfergus, Northern Ireland.

The pilot aimed to encourage previously disengaged parents from disadvantaged communities to volunteer at their child(ren)'s school, with the intention of utilising the safe and familiar environment of a school as a method of introducing volunteering. The project tested a variety of ways in which volunteering could be harnessed to support children's education and learning environment.

Each school was assigned a development worker, who worked with school leaders to co-ordinate either the creation of a new PTA or the development of an existing one. Each school developed a set of priorities for the PTA to achieve and used a variety of outreach methods to encourage parents to volunteer.

Family Learning in Ireland

In order to get a wider picture, we considered the provision in the Republic of Ireland. As the nearest European country to the UK sharing a border with Northern Ireland, it was interesting to consider the arrangements for family learning in Ireland. Whilst some organisations work across both sides of the border and residents cross the border daily, we found no shared provision for family or community learning.

Most of the family learning provision in Ireland is family literacy focussed. Despite having distinct meanings, the terms 'family literacy' and 'family learning' are

sometimes used interchangeably. Family literacy, refers to specific literacy skills and their application in a host of social and cultural circumstances

Family literacy is publicly funded and managed by the sixteen regional Education and Training Boards, statutory local education boards. They are responsible for adult education policy and have specific data reporting requirements relating to attendance, retention and achievement. Data regarding the wider outcomes of learning are left to the discretion of the learning providers.

The framework for family literacy in Ireland, Family Literacy in ETBs (December 2019)⁴⁵ provides “guidelines at a glance”. Whilst its focus is family literacy rather than family learning in its widest sense there are many similarities to the model, we have presented in this report including:

- planning with a learner-centred ethos
- prioritising access for learners with the greatest need
- the roles of development, effective delivery and celebration in creating an effective programme.

The need to establish clear and agreed ways to measure and track success at local level is also included.

The wider impact studies of family learning have found improved relationships within the family as parents become more involved in their children’s learning and set an example of being enthusiastic learners themselves. Schools with family literacy programmes have reported improved relationships with parents and improvement in children’s attendance and attainment.⁴⁶

Family literacy provision is targeted at those with the greatest needs. It is noted that participation in the programmes increases the parents’ hope for the future and the motivation to support their children’s learning, but that this is limited by other aspects of poverty. In some communities, including rural areas, family literacy can address issues of social isolation by bringing parents together. A case study of a school in Kilkenny shows ‘how collaborative FL interventions can provide a key support in the drive to include and integrate refugees and migrants through a culturally sensitive and celebratory creative adult learning process’⁴⁷.

⁴⁵ <http://www.solas.ie/SolasPdfLibrary/Family%20Literacy%20in%20ETBs%20%20Guidelines.pdf>

⁴⁶ Hegarty A. and Feeley, M. (2020) Enabling Intergenerational Learning: Background Report on Family Literacy Practices in Irish Education and Training Boards (ETBS), SOLAS: Dublin.

⁴⁷ <https://epale.ec.europa.eu/en/blog/chapter-3-case-studies-family-literacy-initiatives>



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Progression from family literacy to other adult education provision is recorded but it is noted that this is not linear and may not be evident for several years. Providers take an “open door” approach encouraging parents to take the next step when they are ready though some of the barriers about returning to learning are removed through a first steps family literacy course.



Outcomes research in adult learning

Wider outcomes planning and capture tool

In 2013 NIACE created a wider outcomes planning and capture tool⁴⁸ which identified the key areas of outcomes and impact:

- Physical health
- Mental health
- Family relationships
- Other social relationships
- Volunteering
- Employment/employability
- Learning
- Agency

The impact was further categorised as changes for individuals; changes for community; changes for organisations.

Common Outcomes Framework for Family Learning

The wider outcomes model has been further developed in recent years. A working group consisting of Department for Education officers, and members of the National Family Learning Forum (NFLF)⁴⁹ and the Family Learning Local Authority Group (FLLAG)⁵⁰ created a family learning outcomes framework (appendix 3). The framework consists of the following strands:

- Children's attainment
- Home Learning Environment
- Family Relationships
- Adult Attainment
- Adult Educational Progression
- Employment Progression
- Health
- Wellbeing

⁴⁸ NIACE (2013) Wider Outcomes Planning and Capture Tool

⁴⁹ NFLF is a stakeholder group in England that focuses on identifying how Family Learning can make a positive difference to policy and practice

⁵⁰ FLLAG is an association of family learning providers to share good practice and developments. It organises an annual survey of its members to capture evidence of the outcomes of family learning.

This framework was used as a basis for an evidence collection. A learner survey tool to be used by family learning providers was piloted in 2018/19. The pilot survey that was used by a few providers highlighted a number of issues relating to communication, timescale and internet access at venues used for family learning that will have to be addressed for further surveys.

Social Metrics

In 2016/17, L&W undertook work to develop and trial a limited number of social metrics tools for use in learning provision funded via the Adult Education Budget⁵¹. The work aimed to establish meaningful, easy-to-use tools which capture robust data at provider level with potential to inform local commissioning and investment decisions, and to support providers to evidence the quality and impact of their work. The ten providers who were involved in the research used and tested a range of social metrics measurement tools across all of their community provision, including family learning, but did not differentiate between curriculum areas. The key findings were: that providers should follow a clear strategy, rationale and approach to the use of social metrics, tutor and learner buy in to the process is essential as is workforce development for all staff involved and the use of online methods is necessary for efficiency and effectiveness.

WEA Annual Impact Report

The 2019 annual impact report *Adult Education Works, Measuring the WEA effect*⁵² provides data on the wider impact of informal learning. The same questions are used each year for the annual report although amendments are made where it is felt that improvements can be made.

A sample of 5000 adult students were surveyed to assess the impact of participation in learning in the previous year on a framework of aspects:

- Essential skills for life and work
- Increasing mental and physical health and wellbeing
- Increasing participation in culture and the arts
- Supporting parents to develop and grow as a family

The positive impacts on parental engagement were clear.

- 66% encouraged their children to learn more
- 64% can now help their children with reading, writing and maths

⁵¹ Learning and Work Institute (2019) *Social Metrics: Measuring the Outcomes of non-accredited learning*

⁵² https://www.wea.org.uk/sites/default/files/WEA_Impact_Report_2019-Final%20Version%20LR.pdf



- 60% now feel closer to their children

However, it should be noted that only 9% of the survey sample were parents of children under the age of 18 years.

Local Education Authority Forum for the Education of Adults (LEAFEA)

Over the past three years an outcomes framework has been developed by Lewisham Council's adult education service, in partnership with the national adult education network LEAFEA and Lewisham's Young Mayor's team. The purpose of this framework is to capture the outcomes and value of interventions, particularly those related to educational and cultural interventions.

The framework is based on three types of evidence base: a literature review (of academic studies on the outcomes of this type of intervention from 1900 to 2019); an empirical approach (workshops with young people, and heads of services from over 80 different local authorities); and a theoretical approach (based on the development of human beings over the life-course). It consists of six types of outcomes. The framework is being piloted nationally throughout 2020. (Appendix 2)

Outcome-type 1 – Attitudes, Aptitudes, Confidence

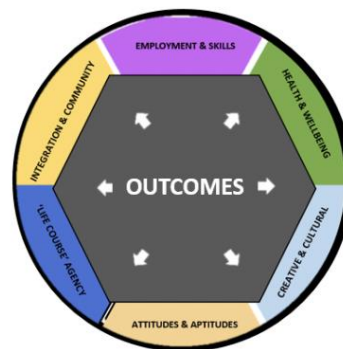
Outcome-type 2 – Health & Wellbeing

Outcome-type 3 – Integration & Inclusion

Outcome-type 4 – Employment & Skills

Outcome-type 5 – Creativity & Culture

Outcome-type 6 – Skills for life's transitions



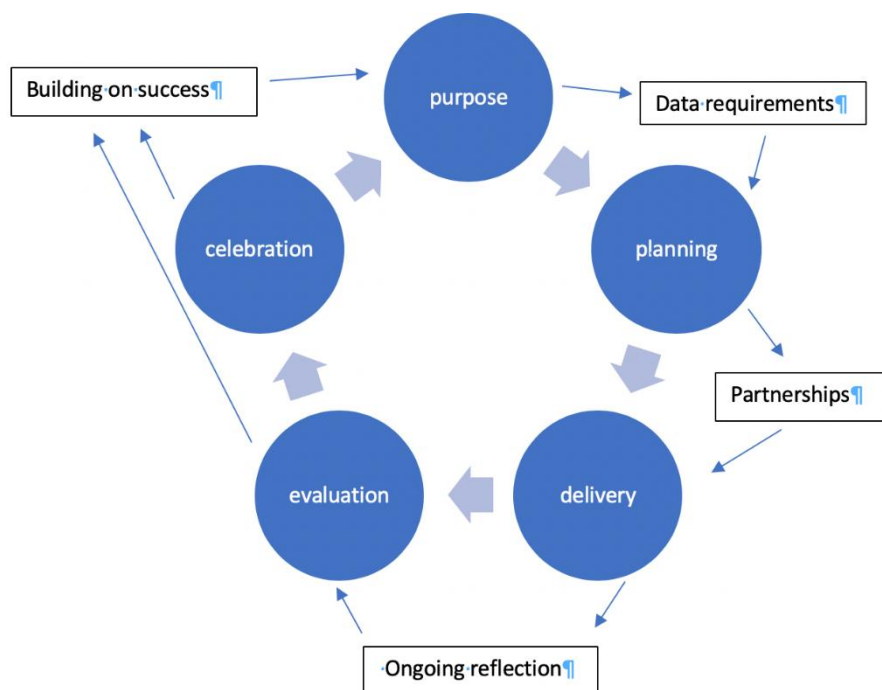
ii

Community Learning West reports to Bristol City Council and South West Skills and Learning and collects evidence of wider outcomes that are linked to the council's key performance indicators: adult learning recruitment, progression rates, digital engagement and income generation.

Outcomes evidence

Our early research, as reported in the interim report in September 2019, supported a continuous process in the development of effective family learning programmes that are supported by outcomes evidence. The findings were reviewed and updated as a result of feedback from stakeholders.

Figure 1 Development of effective family learning programmes



This cyclical process is comprised of the following stages:

1. The **purpose** for which the data was collected. This included the *data requirements* of external funders and internal organisational processes (such as quality assurance and self-assessment)
2. How **planning** builds on these purposes and requirements in order to make sure data was used to shape programmes and what was expected of them. To this end, the role of external *partnerships* was seen as crucial at this developmental stage as well as later in the process
3. Use of data and partnership working was seen as critical at the **delivery** stage to enable *ongoing reflection* on the programme's successes and areas for development
4. **Evaluation** was not seen as separate to delivery but part of the same process that allowed providers to *build on success* and feed into future planning



5. Similarly, **celebration** of the programme's successes and the achievements of individuals and groups was seen as critical both as an end of one process and the inspiration for new programmes

What the model tells us about the current situation.

Using the model above, we reviewed the case study material and other evidence to draw **four conclusions** at the interim report stage.

1. The purpose of the programme influences the type of outcomes set and the way they are measured.

Family learning programmes are often developed to support progression for adults who have returned to learning or other initiatives such as routes into employment or raising attainment in schools. Funding is allocated to meet these purposes and therefore outcomes data is collected to demonstrate the contribution made by the programme. In England, where adult education funding is predominately directed towards the development of employment-related skills, family learning is often seen as a 'first step' back into learning. Progression routes are mapped from family learning programmes into accredited English and maths, as well as vocational training and employment. To this end, providers are required to record recruitment, achievement and success data and intended learner destinations at the end of the course. Progress in employment or in further education may be recorded at a later date but this is not mandatory. Providers in England collect the data for their own self assessment, to support further funding bids and to demonstrate good practice.

Cathay's High School is a mixed comprehensive school, located in central Cardiff. In response to local needs, Cathays have developed a range of provision aimed at upskilling parents, as well as enabling them to better support their children's learning

The family learning provision grew out of identifying a specific local need for ESOL provision. Cathays have developed a strong model, using family learning as a progression route into accredited programmes, further education, work and community participation as well as empowering parents to better support their children's education.

Further research and feedback received led to considerations about the use of outcomes frameworks and methods of gathering evidence at each stage of our model. At the **planning** stage the outcomes to be measured should be decided, with reference to the **purpose** of the programme using an appropriate framework or performance indicators.

In England, Ofsted's new Education Inspection Framework (2019)⁵³ highlights the need for providers to demonstrate the intent of courses to 'give all learners... the knowledge and cultural capital they need' and therefore the purpose of courses should be clear to all.

Renfrewshire's Pizza Learning project is funded by the Raising Attainment initiative and outcomes to be measured are clear. For schools these are; Positive Attitudes to Self and School (PASS) and improvements in attainment in reading and numeracy for children and improvements in home-school relationships

2. Delivery includes evidence of progression and outcomes as part of the overall quality system

The range of family learning programmes is very wide but generally falls into the broad categories of:

- Family Maths, English and Language
- Wider Family Learning (such as cookery, art and crafts),
- Parenting Skills.

Some courses involve parents and children working together, others are for adults only. During the **delivery** stage, the learning outcomes for adult learners and their children must be considered and appropriately recorded. It is the intergenerational nature of this delivery that differentiates family learning from other learning programmes.

⁵³https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf



Family Learning		
Family English, Maths and Language (FEML)	Wider Family Learning	Parenting Skills
Numeracy Literacy English for Speakers of Other Languages	Arts Crafts Digital Cookery Robotics Gardening	Confidence building Family relationships Managing behaviour

Qualitative data can be an effective way to encourage learners to reflect on their own progress. This includes learner diaries, photographs, records of activities at home, children’s and adults’ comments. Evidence is collected by learners, tutors, school staff or community development staff. In cases where programmes are delivered in partnership with schools or voluntary sector organisations, agreements are regarded as necessary to ensure that evidence is recorded systematically. When evidence is collected in an ad hoc way providers are challenged to demonstrate effective outcomes with whatever evidence is available.

The traditional model of family learning classes delivered by **Adult Education Wolverhampton** is that they are led by a family learning tutor supported by a teaching assistant from the school staff. The tutor leads the adult sessions and the joint sessions are planned and delivered by both members of staff. The curriculum content is closely matched to the school’s curriculum, e.g. foundations for writing, fun with numbers. RARPA is used to record the adult learners’ progress and achievement.

The use of RARPA as part of the quality system in family learning and other non-accredited courses is well established amongst providers. The updated process (commonly referred to as RARPA+) adds a sixth step that focusses on learner progression towards outcomes such as further learning and employment⁵⁴. This is a means of capturing some wider outcomes beyond the course end.

Surrey County Council run a range of family learning provision across the county through Surrey Adult Learning. Course delivery varies from courses where adults

⁵⁴ <https://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies/>



learn skills that can be transferred into the family home, where adults and children learn together, or where adults and children learn in parallel with separate tutors.

Adult learners are usually referred through local children's centres and schools. These local partnerships allow Surrey County Council to capture the attention of potential learners, who would be unlikely to directly approach the adult learning centre. Working in partnership ensures that local knowledge about learner needs and skills gaps can be shared and used for targeted marketing and referrals to specific courses. There have been some instances where children's centres have requested a particular course to be run, and Surrey County Council have provided the specific provision or, if necessary, created a new course.

Surrey County Council collect data on wider outcomes, including employment, social participation, skills for work, and soft skills such as confidence and problem solving. Data on these are collected via the **Wider Outcomes Planning and Capture Tool**⁵⁵. Learners reported that they felt more confident as a parent, gained a sense of community in the group and had the motivation to progress into further learning.

Cathays High School's family learning provision grew out of identification of a local need for English language provision for parents. As the parents' courses are integrated within the school, Cathays can take a holistic approach to supporting learning. The courses aim to impact the whole family, by empowering parents to take a more active role in their child's learning.

3. Evaluation is embedded into the overall quality system.

Programme evaluation is an ongoing process throughout the programme and as an end-of-course process. The costs of evaluation should be included in the total programme costs and any funding applications that are required. This includes staff time and the cost of conducting follow-up surveys and creating case studies.

⁵⁵https://www.learningandwork.org.uk/wpcontent/uploads/2017/01/NIACE_Wider_outcomes_guidance_doc.pdf

Methods of evaluating the effectiveness of family learning programmes are various. Effective evaluation has some essential elements:

- Shared objectives ensuring that all those involved have a single set of objectives aligned with the purpose of the programme
- Consistency using trusted and appropriate methods. Some programmes use models and tools to monitor the impact on children and parents. Other providers use external organisations to conduct formal research. If data is collected in a systematic way, meaningful comparisons can be made over several years
- Inclusiveness, ensuring that the views of all stakeholders, learners, tutors, community workers and school staff, are considered
- Adequacy as it may not be possible to evaluate every session or every setting. The sample size across the provision must be large enough to provide meaningful conclusions

Benchmarking is increasingly used to assess trends over time and to compare performance with that of other providers. Benchmarking data is used for self-assessment, to support planning and decision making and to set improvement targets. It can also be used to enhance the reputation of a provider within the sector and with partner organisations.

The long-term impact of family learning such as progression into employment may not be achieved until months or years after the adult joined a course and therefore evaluation at the last session or immediately after the course may not give a complete picture. Providers who can sustain contact with learners are better placed to collect substantial evidence.

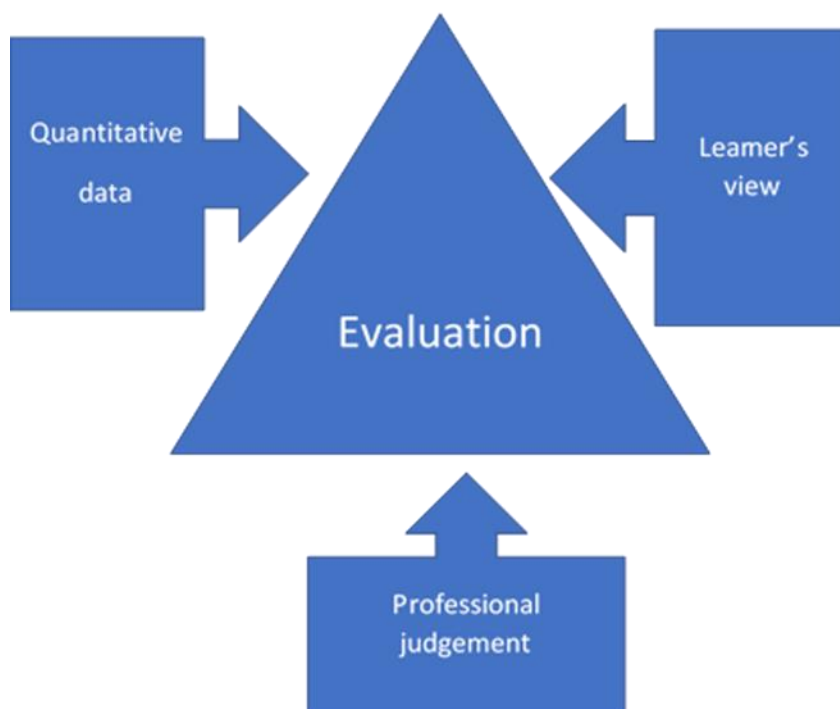
Adult Education Wolverhampton has been offering a range of family learning courses at Goldthorn Park Primary School, Wolverhampton for several years. Certificate presentations are held in school assemblies and the families celebrate with an end of course outing (e.g. to a zoo). The impact data collected over the years has been used to shape, plan and re-design and evaluate the programme. In discussion with school staff it has been found that the nursery and foundation stages are pivotal. The structure is that there is a deep focus at nursery and foundation stage including one-to-one support given to whole families if required (particularly regarding language support). School support continues in key stage 1 and 2⁵⁶ but to a lesser extent. Families engage in a range of courses as their children progress through the school or as siblings start school.

⁵⁶ A Key Stage is a stage of the state education system in England, Wales and Northern Ireland. Key Stage 1 for children aged 5 – 7 years. Key stage 2 is for children aged 7 – 11 years



At the **evaluation** stage, it is important that the evidence is gathered from a wide range of sources. As shown in Figure 2 the quality of evaluation is increased if evidence is collected from a range of sources. The use of quantitative and qualitative data is necessary. Whilst learner questionnaires and surveys are effective in collecting the personal views of a learner's achievement and progression this does not provide the complete picture. The professional judgement of tutors and teachers is necessary to provide comparative, impartial and dispassionate assessment.

Figure 2: Sources of evaluation data



Learning and Employability Stirling staff have used a test of change⁵⁷ improvement methodology on Make and Taste courses. In addition to quantitative data, parents and staff have been asked to record changes that they have noticed in the children's behaviour and parent-child interaction. A pre course and post course questionnaire is used for parents to record what they think will change and actual changes. Tutors collect qualitative evidence during the course. This may include interactions observed during the course sessions or feedback from parents about activities they have done with their children at home.

⁵⁷ The Test of Change Model for Improvement is an aspect of improvement methodology widely used in health care and by the Children and Young People Improvement Collaborative in Scotland <https://blogs.glowscotland.org.uk/glowblogs/stirlingpeps/development-work/model-for-improvement/>

4. Celebration helps to build on success

All of the providers in the research celebrated the families' achievements. They organised parties, certificate presentations, outings and even graduation ceremonies. Celebration increases the parents' confidence and the children's enjoyment of school life. It is an essential part of the process as it motivates learners and providers to build on their achievements. Celebration events held at schools strengthened the partnership between school staff and the adult learning provider. Celebration was also used to publicise the family learning courses to other parents, to market the schemes to other schools and to design future programmes.

Providers used celebrations as a review of the provision and to plan and re-design further programmes. The feedback collected through conversations with learners—such as increased involvement in school life and more time spent on family learning activities at home—was used as evidence in the evaluation process. Those events that are held some time after the end of the course provide an opportunity for up to date progression evidence to be collected. It may not be possible for all learner achievements to be recorded at the last session of a course, but data collected at a later date may ensure that the evaluation is more accurate.

Renfrewshire's Pizza Learning programme celebrates each session with a delivery of pizza for the families to share. What started as an incentive to families to attend, as well as a practical solution for parents to bring their children to an after school activity at a time when they would usually be having a meal, has become a 'brand recognition'. On completion of courses parents and children have a graduation style celebration event complete with mortar boards and certificates. The whole school community is involved and it creates a feeling of togetherness between the families, the school and Adult Learning and Literacies Service, Renfrewshire.

Glasgow Life arranges celebration assemblies and events for parents and children at schools regularly. At St Roch's Primary they hold Feel Good Friday events. These are family activities such as family lunch club and child and parent yoga. They provide an opportunity for staff to find out if parents who have previously attended family learning courses have started voluntary or paid work or



Conclusions

Our research and discussions led to the following conclusions.

Family learning serves diverse purposes and works across traditional policy areas

Family learning is diverse and crosses curriculum boundaries. In some provision the focus is on basic skills, digital competence, or health and well-being. However, the focus of family learning goes beyond a narrow curriculum focus and the intended outcomes. The overarching purpose of family learning goes beyond both the adult education and school curriculum. Family learning is a process designed to bring families together, across the generational divide, in order to learn. It does have its limitations. Most family learning programmes are targeted at those without Level 2 qualifications and those who are disengaged from the education system.

Consequently, many of the parents will have had poor experiences of education themselves and are living in poverty, including those who are employed. In 2019, 70% of poor children are in working families.⁵⁸ Their experiences and opportunities are limited by other impacts of poverty. Whilst engagement in family learning may have a positive impact on wellbeing and social isolation it cannot address all of the impacts of family poverty.

The outcomes of family learning, whatever the curriculum focus, cover both children's attainment and the progress made by adults. What's more such outcomes are linked; increases in parental engagement impact on children's outcomes: whether they be academic, behavioural, or health related. Despite all this, approaches to outcome measurement fail to capture this complexity.

A typology of family learning programmes?

Four fundamental types of approach can be identified in family learning programmes and activities:

- Programmes that provide broad services directly to parents (mothers and/or fathers) and children, either together or separately

⁵⁸ Child Poverty Action Group (2019) <https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures>

- Programmes that provide services directly to parents (mothers and/or fathers) with the aim of developing their reading and writing skills and indirectly those of their children
- Programmes that focus directly on the development of children's reading and writing skills by using the parents (mothers and/or fathers) as 'instruments' and indirect receptors of change
- Activities that are developed in the community or other spaces without directly involving the children and adults, but that have an indirect impact on both (for example, an awareness-raising media campaign about domestic violence)

Hanneman 2015

Programme planning influences the type of outcomes set and their measurement

Family learning programmes are developed to support a range of outcomes—progression for adults, raising children's attainment in schools, health and well-being in the family—but there are no consistent approaches to measurement. The funding stream determines the desired outcomes and often how they are measured. Other outcomes are not always considered worth measuring despite their contribution to other policy agendas. Approaches are highly differentiated between the four UK jurisdictions and within them at the local level.

Learning and Employability Stirling delivers a Make and Taste course funded by Health Scotland. The initial programme was focussed on healthy eating, to encourage parents to prepare wholesome food with their children and to encourage them to eat healthily. This has been further developed to include literacy and numeracy skills development. The application for funding included targets for recruitment, attendance, completion, achievement and progression and data is collected to demonstrate achievement of the targets.

Delivery includes evidence of progression and outcomes as part of the overall quality system

Family learning providers use a range of whole organisation quality systems that determine how the provision is delivered. Quality systems include how staff are trained and supported, which in turn determines pedagogy and assessment processes. While this works for single delivery systems—such as early years learning or adult education—it presents challenges for partnerships working across institutional and professional boundaries. In cases where programmes are delivered in partnership, agreements are necessary to ensure that evidence is recorded systematically. When evidence is collected in an ad hoc way, providers are challenged to demonstrate effective outcomes with whatever evidence is available.

Community Learning West (CLW) is part of Bristol City Council working in partnership with Gloucester and North West Somerset Council to deliver adult community learning. From August 2019 it became part of the West of England Combined Authority. Courses are delivered in 100 community venues including schools. The systems for tracking and recording of progression and outcomes are used across all community learning provision and are not specific to family learning.

Family learning is delivered through partnerships with children's centres and schools. The partnerships are strong with shared costs (e.g. creche staffing costs) joint planning, regular reporting and they are reinforced with service level agreements. The priorities for both organisations are linked and evidenced. For example, to tackle poverty issues children's centres staff distribute weekly food bags and the family learning team deliver courses about healthy eating on a budget.

Progression is recorded as intended destination at the end of the course but through a data sharing agreement to data match using Unique Learner Numbers (ULN) with Further Education colleges, CLW can accurately record the progression onto further education, usually in the following academic year.

Evaluation is embedded into overall quality systems

Programme evaluation provides an opportunity to combine quality systems that cross institutional and professional boundaries. The costs of evaluation are included in the total programme costs, including staff time, conducting follow up surveys, and creating case studies. Methods of evaluating the effectiveness of family learning



programmes are diverse. Effective evaluation has some essential elements: shared objectives; consistency of approaches; inclusiveness, ensuring that all views are considered; and, adequacy as it may not be possible to evaluate every session or every setting. The sample size across the provision must be large enough to provide meaningful conclusions. Benchmarking is increasingly used to assess trends over time and to compare performance with that of other providers. Benchmarking data is used for self-assessment, to support planning and decision making and to set improvement targets. It can also be used to enhance the reputation of a provider within the sector and with partner organisations.

Methods used to collect evidence are various including the use of external companies and researchers. Providers have devised tools and documents to aid data collection and where these have been used consistently, they provide evidence of trends over time. There are no standardised collection tools used across the UK to measure outcomes and impact.

Inspire Culture (Nottinghamshire) delivers a wide range of family learning programmes. The aim is to help parents to help their children and to develop their own skills in maths and English in order to progress in employment. They have commissioned an external company to conduct a post course survey of learners in the period November to February in the academic year following the end of their course. This records learners' actual destination, which may be gaining new employment, progressing in their current employment or moving into further education. It also gathers learners' feedback on the impact of the course on their progression. This survey has been done in a standardised way for three consecutive years. The sample size is one thousand learners across all community education programmes (10% of the total learner population) so the evidence is substantial.



Celebration helps to build on success

All providers celebrated the families' achievements through a range of approaches: parties, certificate presentations, outings, and graduation ceremonies. Celebration was shown to increase parents' confidence and the children's enjoyment of school life, and motivated learners and providers to build on their achievements.

Celebration events held at schools strengthened the partnership between school staff and the adult learning provider. Events were used to publicise future family learning courses to other parents, to market the schemes to other schools and to design new programmes. Some providers also used celebrations as a review of provision.

Springboard provides learning opportunities to families in Pembrokeshire, Wales. In 2018/19 it delivered over 250 courses across nine schools and engaged over 1,600 adults and children in family learning opportunities within the county.

The diverse range of family activities Springboard offers is dynamic and bespoke to each school's themes and priority areas and has been made possible through securing significant amounts of grant funding from a variety of sources.

Celebration is an important part of the provision. This includes large scale "WOW" projects giving learners a sense of pride in having created something that will have a legacy for the school and their local community. Five schools have had art exhibitions in County Hall. Four children's books created by families were officially launched at Haverfordwest Library. Two groups have created large scale mosaic installations.

Springboard's approach to tracking progression is to develop a portfolio of case studies and outcomes are shared with the wider community via regular social media posts and press releases.



Recommendations

The research shows that a lot of good work is being undertaken both in terms of delivery of family learning programmes and the measurement of outcomes. However, there is very little consistency of approach which means outcomes are highly dependent on individuals—planners, practitioners, and school leaders. The development of frameworks and evaluation tools for family learning to date, in an attempt to be inclusive, have become over-complex and unwieldy. We propose three simple actions at all levels: provider, local area, and national.

All providers should adopt a simple common outcomes framework and measurement approaches with immediate effect

Family learning providers should adopt to a minimum level of outcomes measurement using a common framework. In line with current thinking across the UK on measuring the outcomes of adult learning or community learning and development. Such a framework should be based on the simple methodology in the UNESCO *Global Reports*⁵⁹, which could be adapted for both children's and adults' attainment:

Theme	Children	Adults
Education and skills	Raised attainment Improved behaviour Improved attendance	Progression into further learning Progression into employment
Health and wellbeing	Reported health benefits	Increased confidence
Civic and community	Involvement in out of school activities	Involvement in school life

⁵⁹ <http://uil.unesco.org/adult-education/global-report>



Local authorities across the UK should coordinate family learning activity and measurement of outcomes

Each local area should identify a lead officer for family learning to support the coordination between providers and adoption of the common outcomes framework. Given the diversity of providers—and the fact that so much practice is dependent on the skills and knowledge of individual professionals - it is essential that local and combined authorities hold the ring so that when staff move on provision is maintained. Local authorities should encourage outcomes-based funding across policy siloes.

National and sub-national strategies for schools and adult learning should include reference to the provision of family learning.

There needs to be greater visibility for family learning within national strategies. Programmes for Government and city-wide plans should show how family learning contributes to wider outcomes like the reduction of childhood obesity. Support agencies for workforce development in schools and adult learning should include a greater focus on the setting and measurement of wider outcomes. Leadership programmes should include more information on the benefits of family learning and its positive impact in school and community life.

Appendix 1 - Summary tables of evidence from case studies

Table 1: What is currently required to be captured for family learning progression outcomes?

Provider	Required data	Additional data
Adult Education Wolverhampton (AEW)	Achievement (RARPA) and intended destination of adults	Achievement and distance travelled by children collected on SIMS by schools is shared with AEW ULN ⁶⁰ is used to track actual destination ⁶¹ within the provider
Adult Learning and Literacies Service, Renfrewshire	Attendance, achievement and progression of adults	Children's attainment is recorded by schools using PASS (Positive Attitudes to Self and School) Qualitative data on parental involvement with school and progression in employment
Cathay's High School, Cardiff	Achievement (Agored Cymru accredited) and progression from Entry level to Level 1	Progression on to FE, Voluntary and paid employment

⁵⁶The Unique Learner Number is a 10-digit reference number which is used alongside the Personal Learning Record of anyone over the age of 13 years involved in education or training in the UK to form the Learning Records Service. More information on this system is available at <https://www.gov.uk/topic/further-education-skills/learning-records-service>

⁶¹ Providers are required to record on the Individualised Learner Record a learner's intended destination at the end of the course, but their actual destination may be different.



<p>Community Learning West, Bristol</p>	<p>Achievement (RARPA) and intended destination of adults</p> <p>Wider outcomes regarding recruitment, progression and digital engagement reported to meet council's KPIs</p>	<p>Wider impact data collected includes:</p> <ul style="list-style-type: none"> ▪ Ambition ▪ Social skills/ friendship ▪ Healthy lifestyle ▪ Problem solving ▪ Using IT ▪ Community involvement <p>Impact on housing is collected for specific programmes for those who are vulnerably housed.</p>
<p>Glasgow Life</p>	<p>Achievement and intended destination of adults</p>	<p>Children's outcomes are collected and shared by schools</p> <p>Actual destination data is collected informally through maintained contact with parents at school</p> <p>Impact of provision data is collected through the "How Good is our CLD" self- evaluation tool</p>
<p>Inspire Culture, Nottinghamshire</p>	<p>Achievement (RARPA) and intended destination of adults</p>	<p>External company asks questions of 10% of learners for detailed progression, employment and destination data</p>
<p>Learning and Employability, Stirling</p>	<p>Completion, achievement and progression of adults.</p> <p>Courses that are funded by health authorities require data relating to lifestyle changes.</p>	<p>Test of Change Improvement methodology is used to collect qualitative data about parent-child interaction</p>



Northamptonshire County Council	Achievement (RARPA) and intended destination of adults	External company asks questions of 10-20% of learners for detailed progression, employment and destination data Used 2018/19 pilot FLLAG survey to collect actual destination, employment and wellbeing data
Parentkind, Northern Ireland	Number of parents recruited as volunteers in schools	Qualitative data about the wider impacts on parents and improved home-school relationships
Springboard Learning Pembrokeshire	Attendance, attainment, accreditation and progression of adults	Qualitative data about the wider impacts on parents and family life
Surrey County Council Family Learning	Achievement (RARPA) and intended destination of adults	Wider Outcomes survey of all adults who have completed 11+ Guided Learning Hours includes employability skills and social participation Post course progression into FE or employment is collected separately



Table 2: What are the roles and relationships for family learning progression?

Provider	Partner Organisations	Relationship / Roles
Adult Education Wolverhampton	Schools	Reporting on children's performance data
Adult Learning and Literacies Service, Renfrewshire	Schools University of West of Scotland	Reporting on children's performance data Research
Cathay's High School, Cardiff	Adult Community Learning Cardiff Metropolitan University Library Services	Funding Progression opportunities
Community Learning West, Bristol	South West Skills and Learning Housing Services Schools and Children's Centres	Data sharing and benchmarking Learner referrals Joint planning, shared creche costs, data sharing – all included in service level agreements
Glasgow Life	Schools Voluntary Organisations	Community Development Workers are based in schools Data Sharing Course delivery and data collection
Inspire Culture, Nottinghamshire	Schools Voluntary Organisations External evaluation company	Data sharing Course delivery and data collection Data collection



Learning and Employability, Stirling	Health Scotland Nurseries and Schools	Funding Data collection and sharing Course review and development
Northamptonshire County Council	Schools Council's Social Services dept External evaluation company	Data collection and sharing Support for families at risk Data collection
Parentkind, Northern Ireland	Schools	Recruitment Data Sharing Planning of volunteer placements
Springboard Learning Pembrokeshire	Schools Local education authority	Reporting on children's attainment
Surrey County Council Family Learning	Children's Centres, schools and community centres	Recruitment, local area data

Appendix 2 - Lewisham/ LEAFA outcomes framework

The Outcomes Framework

From reviewing the evidence six types of outcomes have been identified, listed

Outcome-type 1 – Attitudes, Aptitudes, Confidence

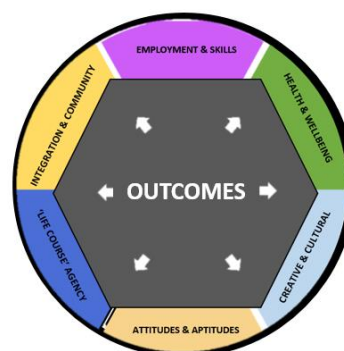
Outcome-type 2 – Health & Wellbeing

Outcome-type 3 – Integration & Inclusion

Outcome-type 4 – Employment & Skills

Outcome-type 5 – Creativity & Culture

Outcome-type 6 – Skills for life's transitions



The first type of outcome are skills of self-efficacy (including resilience, critical thinking, confidence, communication, independence). Outcomes 3, 4 and 5 are very well documented and broadly accepted (e.g. by UNESCO and Learning & Work Institute). Outcome 5 is significant, but often under-emphasised – it captures those creative outcomes that enable people to represent their world view, or beliefs, or values, and to see these reflected in their local or regional culture. Outcome 6 is also significant, and includes outcomes to help independence in adulthood, parents and families, and in old age.

Metrics and the Outcomes Framework

There are a range of measures/metrics associated with each type of outcome, and examples in Lewisham are given below:

1. Health & Wellbeing	2. Integration, Inclusion & Building Communities	3. Employment, Qualifications & Further Training	4. Creativity & Culture	5. Attitudes, Aptitudes and Character	6. Skills for life's transitions
Improved or maintained physical health	Reduction in isolation	Progression towards work	Increased participation in cultural opportunities	Improved confidence	Improved parenting skills
Improved or maintained mental health	Increase in integration	Gained a job, or a better job	Production, exhibition or sale of a creative product	Improved critical and creative thinking	Progression towards independent living
Improved or maintained wellbeing	Strengthened communities	Progression to a higher level study	Contribution to community or regional culture	Improved resilience	Increased capacity to support child's learning

Appendix 3 - Common outcomes framework for Family Learning

This outcomes framework was developed in consultation with National Family Learning Forum, FLLAG and Department for Education. It was agreed that a set of common outcomes and indicators should be defined for Family Learning, with associated evidence of change which could be consistently applied across ESFA-funded family learning provision.

Brief description of programme or activity being assessed					
Outcomes category	Beneficiary (Who changes?)	Intermediate outcomes (How do they change?)	Tools / methods to capture information	Evidence of change	Notes
(Broad area of change) *	(e.g. adult learners, children)	(Specific outcomes resulting from learning participation)	(Consistent approach to collecting evidence)	(What will we measure?)	
¹ Children's attainment	Children	Increased educational attainment	Age-related Early Years / schools data Schools attendance data FLLAG survey	Change in attainment of children on FL programmes compared to local / national average/ setting % children on FL courses with improved attendance % learners reporting increase in children's attainment	Service Level Agreement (SLA) with schools should include agreement to provide children's attainment and attendance data Based on FLIF home activities questionnaire (appendices G (Q10), H. and I) and revised FLLAG survey



2	Children's attainment	Children	Readiness for school	Age-related Early Years / schools data (scores on entry to Year 1)	Attainment of children on FL programmes compared to local / national average / setting	SLA with schools will need to include agreement to provide children's data Learner survey questions from FLLAG revised survey questions
3	Home learning environment	Adult learners	More confident to act as child's first educator	Self-declared via FLLAG learner survey FLLAG tutor survey FLLAG learner survey FLLAG learner survey FLLAG learner survey FLLAG learner survey	% adults who report doing more with child as a result of FL course % adults who report reading more with child because of FL course % adults who report playing more with child because of FL course % adults who report talking more with child because of FL course % adults who report being more confident to manage child's behaviour because of FL course % adults who report that child is better able to communicate and share their feelings with others because of FL course	Based on FLIF home activities questionnaire (appendices G (Q10), H, and I)



4	Family relationships	Adult learners	<p>Increased satisfaction as a parent</p> <p>Increased satisfaction with children's behaviour</p> <p>Improved relationship with children</p>	<p>FLLAG learner survey</p> <p>FLLAG learner survey</p> <p>FLLAG learner survey</p>	<p>% adults who report being more satisfied as a parent because of FL course</p> <p>% adults who report being more satisfied with children's behaviour because of FL course</p> <p>% adults who report having a better relationship with child because of FL course</p>	Validated tools - Kansas Parental Satisfaction Scale tool and Satisfaction with family life scale
5	Adult attainment	Adult learners	Achievement of learning outcomes in accredited / non-accredited learning	<p>FLLAG tutor survey</p> <p>ILR</p>	<p>% of adults completing a non-accredited course on FL programmes</p> <p>% adults achieving qualification on FL programmes</p>	
6	Educational progression	Adult learners	Progressed to English / Maths / digital learning/ Financial programme	ILR	% adults progressing from FL programmes to English / Maths / digital / financial provision	Need to obtain national / regional progression data
7	Educational progression	Adult learners	Progressed in English / maths/ digital / financial capabilities	FLLAG learner survey	% adults increased capability in English / Maths / digital / financial	<p>Compare with national / regional data English L&W questions_focus on learner confidence;</p> <p>Maths Short Numeracy Scale validated tool;</p> <p>Digital questions based on DWP requirements / Tech partnership digital framework; Financial PFRC Measuring financial capability short survey</p>



8	Educational progression	Adult learners	Progressed to other learning at a higher level	ILR	% adults progressing from FL programmes to other learning at a higher level	Need to obtain national / regional progression data
9	Employment progression	Adult learners	Improved employability	FLLAG tutor survey	% adult learners with improved employability skills due to participation in FL % adults with new / improved CV because of FL % adults with improved knowledge and skills to interview for jobs because of FL % adults with improved communication skills because of FL % adults with improved ability to work with people from different backgrounds because of FL % adults with improved problem-solving skills because of FL.	Questions used in Government surveys, and cognitively tested.
10	Employment progression	Adult learners	Started volunteering	Self-declared via FLLAG survey	% adults progressing to volunteering because of participation in FL programme % adults progressing to volunteering in child's school / pre-school setting because of FL	Longitudinal data could be collected over time via sample follow-up survey



1 1	Employment progression	Adult learners	Gained employment / self-employment	Self-declared via FLLAG survey	% adults gaining employment because of participation in FL programme	Longitudinal data could be collected over time via DWP / HMRC data and sample follow-up survey
1 2	Employment progression	Adult learners	Progressed in work	Self-declared via FLLAG survey	% adults progressing to higher level / better paid / more responsible jobs because of participation in FL programme	Longitudinal data could be collected over time via DWP / HMRC data and sample follow-up survey
1 3	Health	Adult learners	Better self-management of own and family's health: Physical activity	Self-declared via FLLAG survey	% adults with increased physical activity	Tested questions from UCL Medical School's British Regional Heart Study Activity Survey.
1 4	Health	Adult learners & family	Better self-management of own and family's Healthy Eating habits	Self-declared via FLLAG survey	% choosing healthy eating options for self and family	<u>How healthy is your diet? Questionnaire - British Heart Foundation</u>
1 5	Wellbeing	Adult learners	Improved wellbeing	Tutor survey	Change in scores during programme FL learners' scores benchmarked to population norm for England	Short Warwick-Edinburgh Mental-Wellbeing Scale (SWEMWBS) – validated tool
<p>*Core outcomes categories: Children's attainment; Home learning environment; Family relationships; Educational progression; Employment; Wellbeing</p> <p>*Optional outcomes categories: Adult skills (digital, English, Maths, financial); Health (Physical, Healthy eating)</p>						

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