Digital Families

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INVESTORS IN PEOPLE | Silver

CONTENTS

FOREWORD

With an estimated 11million adults in the UK having low digital capability, there is a continued need for approaches that encourage and support the development of digital skills. This is even more important in the context that an estimated 90% of all jobs now require basic ICT skills, yet the most disadvantaged are more likely to lack these skills, making them less likely to be employed, or able to support their families' learning. The Digital Families programme outlined in this report is one such positive initiative.

Digital Families established that family learning can give a context for successful skills development; it can provide a secure and supported environment for disadvantaged adults and young people to develop digital skills, encourage positive attitudes to technology and provide pathways to more advanced digital skills.

At Learning and Work, we firmly believe that Family Learning does support economic growth and helps build a better society; adults can be brought back to learning through their families and that is why we continue to recommend that family learning should continue to be an integral part of any local adult learning and skills strategy. The impact data in respect of some of the elements of the Digital Families programme clearly illustrate that when it is successfully delivered it can have significant fiscal benefits. For example, for each parent who enrolled and subsequently went on to achieve a Level 2 in Functional Skills maths equates to an economic value of around £1,059 per annum; similarly, where parents were better able to support all of their children it resulted in fiscal benefits related to increased school readiness of young children, with a fiscal value of around £1,053 per child per annum.

This report details not only the positive impact on engaging and supporting adults and young people to develop digital skills, it also illustrates the additional benefits in terms of learner progression, improved confidence and developing positive attitudes towards using technology in everyday life and work. It provides compelling evidence and rationale for the role of family learning to support the government's digital skills, employability and digital by default agendas.

Equality and empowerment are at the heart at what we do at Learning and Work Institute, and we focus on those who have previously missed out on learning opportunities, are under-represented or not given the chance to learn. Ensuring that

someone has the digital skills that can be used at home and in work is probably one of the most empowering things we can do.

EXECUTIVE SUMMARY

Between October 2015 and March 2016, Learning & work Institute developed and managed the "Digital Families" programme, funded by the Department for Business, Innovation and Skills. "Digital Families" aimed to increase the basic digital skills of adults and to encourage and support disadvantaged young people's participation in digital making activities. To achieve these aims, providers embedded basic digital skills into family learning courses and sought to establish clear progression pathways and opportunities between their family learning provision and digital making activities while participant data was gathered and analysed.

"Digital Families" established that family learning gives a context for successful skills development, providing a secure, supported and meaningful environment for disadvantaged adults and young people to develop digital skills, encourage positive attitudes to technology and provide pathways to more advanced and digital making skills.

"Digital Families" targeted families in areas of high social and economic deprivation and those with specific needs, including around poverty and English as an additional language. These learners were more likely to have lower than average digital skills and were technologically disadvantaged in terms of technology access, so faced more challenges to developing digital making skills than average. "Digital Families" promoted positive, meaningful benefits of participation for learners.

"Digital Families" established that the primary driver for learner participation was the desire to better support their children with their school and homework. Other drivers were the opportunity to learn new skills, support for IT development and development of digital skills to help participants to find work.

At the outset of the programme, a significant proportion of learners did not possess technology problem solving skills or the ability to verify online sources of information. These skills enable participants to feel more confident when using technology with their children and are considered by employers as key employability skills.[1]

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[1] Technology for Employability. Study into the role of technology in developing student employability: JISC November 2015

"Digital Families" was successful in promoting positive attitudes to digital skills to families and in supporting higher order digital skill development including technology problem solving.

After completing the course:

- 3 in 4 participants felt that technology could make their lives easier

- 4 in 5 participants reported that digital skills were important to them

- 4 in 5 participants helped their children with homework more frequently as a result of attending

- 4 in 5 participants reported that they felt it was important to teach computing in schools

- 2 in 3 participants were interested in learning more about digital technology and/or digital making

- 1 in 3 participants planned to attend other digital technology courses

- 3 in 5 participants reported using technology to bank, shop or pay bills

"Digital Families" had a positive impact on adults' practical digital skills, as well as their attitudes and beliefs towards using technology in everyday life and work. Participation also resulted in increased learner confidence and the creation of social networks with other parents.

One "Digital Families" project worked with a local school and found that delivering digital skills in a school environment can have wider impact. This includes increasing children's attainment, providing motivation for adults to improve their basic skills by enrolling on functional skills courses and better parental support for younger siblings.

Following the course, half of the parents enrolled on Functional Skills Maths qualifications resulting in fiscal benefits

Each parent who achieves Level 2 in Functional Skills Mathematics equates to an economic value of approximately £1,059 per annum.

Digital Families had a positive effect on younger siblings as parents were better able to support all of their children, resulting in fiscal benefits related to increased school readiness of young children. This has a fiscal value of £1,053 per child, per annum.[2]

"Digital Families" demonstrated the economic effectiveness of partnerships between schools and digital making organisations to develop digital skills, and to support disadvantaged families to make positive changes to their lives.

"Digital Families" also made a difference to family learning providers.

As a result of the programme, 41 of 73 family learning providers plan to embed digital skills into their provision.

However 38 of 73 providers reported barriers to embedding digital skills in their service offer.

Family learning providers state that limitations in tutor skills and time to develop resources are key barriers to increase the use of technology in family learning.

Other barriers identified are access to hardware, software, and the technological infrastructure necessary for learners to engage with technology.

Access to hardware, software and the technology infrastructure is an ongoing issue for providers of digital skills.

Limited / no access to technology results in a negative cycle, where individuals become increasingly negative towards trying something new. There are however opportunities to work with organisations which can support access to hardware, software and digital making activities.

Technology organisations could potentially offer discounted hardware, software or technological infrastructure to facilitate digital family learning programmes, e.g. free Wi-Fi provision or freely accessible software to support skills development

To help address technology access issues for disadvantaged families, providers wish to establish partnerships with technology organisations.

To address tutor skill issues, one "Digital Families" project adopted a team teaching approach where specialists including mathematics, ICT and family learning tutors,

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[2] New Economy Manchester, *Unit Cost Database* (New Economy Manchester: Manchester, 2015) < http://neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database>

the school's parent liaison officer and two crèche workers who supported younger children, effectively co-delivered the course.

Adopting team teaching approaches where tutors share expertise and resource development with other professionals can be successful in developing tutors' skills, enabling providers to support learners more effectively and overcoming skills barriers.

One "Digital Families" pilot established a highly successful school partnership. However only two family learning providers of 73 surveyed indicated that they would like to establish partnerships with schools.

Evidence suggests that the link between schools and adult and family education providers could be an important one to address digital skills needs for children and adults.

Following the course delivery, pilot providers have developed plans, which include:

- Continued delivery of "Digital Families" courses

- Establish further links and sustained partnership with Code Club and other Technology organisations

- Maintain close links with Jobcentre Plus to ensure learners are referred when needed

- Train additional staff to support delivery on a larger scale

- Focus on the skills employers require for learners to become effective Digital Workers

- Increase partnership working with local employers

- Embed successful approaches in whole service delivery

- Establish parent volunteer champion programmes to support other families to develop their digital skills.

All participating providers plan to maintain and expand "Digital Families" approaches, partnerships and delivery.

Providers such as London Connected Learning Centre in Lambeth use digital badges to motivate and recognize learner achievement.

Almost half of family learning providers surveyed expressed an interest in awarding Digital Badges to their learners and highlighted digital badges as a particular area of interest.

Family learning providers would welcome further information and support to increase their use of technology and to develop families' digital skills.

Providers request events, partnerships, practice exchange and access to resources to support continued efforts to embed digital skills into family learning programmes.

INTRODUCTION

Approximately 12.6 million adults in GB lack basic digital skills of managing information; communicating; transacting; creating and problem solving[3]. 11.1 million people in the UK have low digital capability [4] and 80% of internet users in social group DE carry out 10 or less activities online [5] which includes the most disadvantaged and excluded members of our society who are often furthest from the labour market.

53% of people who don't have the internet at home (or via mobile) say they don't have a connection because they 'did not need it', with 32% indicating that no connection was due to a lack of skills[6]

In participating pilot areas, there is evidence of local need. For example, 67% of employers in the Hull area would not interview someone who was offline, and 37% of jobs in the region are only advertised online.[7]

Basic Digital Skills are currently defined as those which everyone needs to participate in the digital economy. General digital skills are those required for all job roles across the economy while Advanced and Specialist digital skills are those required for specialist digital roles. [8]

According to the European Commission, by 2015 an estimated 90% of all jobs will require basic ICT skills[9], yet the most disadvantaged are more likely to lack these skills, making them less likely to be employed, or able to support their families' learning.

However, digital skills requirements for employment are rapidly evolving as technology brings social and economic change. Advanced digital skills will become the basic digital skills of tomorrow, requiring employees to be confident digital makers as well passive digital consumers. It is likely that parents/ carers who are themselves digitally excluded lack the skills and confidence to support their children to acquire the digital skills they need for future employment.

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[3] Go ON UK/Ipsos MORI, Basic Digital Skills UK Report 2015

[4] Lloyds Banking Group,**Consumer Digital Index**,2016

[5] Ofcom, **Adult's Media Use and Attitudes**, 2015

[6] ONS,**Statistical Bulletin: Internet Users**, 2015

[7] UK jobs and the internet UK Online Centres and Jobcentre Plus

[8] Skills Funding Agency Review of publicly funded digital skills qualifications Feb 2016
[9] DIGITAL AGENDA: ICT for jobs

Evidence from L&W family learning enquiry[10] and CLIF digital inclusion projects identified the value of family learning to engage with and support excluded families to take the first steps into learning and to acquire basic digital skills. "Digital Families" aimed to ensure basic digital skills are embedded in family learning provision and explored how new partnerships can extend digital learning provision for parents / carers and for young people from disadvantaged backgrounds

 "Digital Families" trialed and evidenced family learning approaches which can increase the basic digital skills of adults, improving their employability and supporting their participation in 21st century society. "Digital Families" also explored how Family Learning could encourage adults to support young people's learning and attainment in digital making by enhancing family learning digital provision through partnership, particularly with Technology Organisations. Three pilot providers took part in "Digital Families", each adopting a different focus and providing clear evidence of the value of Family Learning as a vehicle for change.

Pilot projects from Hull, Sheffield and Manchester Family Learning demonstrated how embedding digital skills in the context of family learning developed basic digital skills of participating adults, increasing work readiness, their ability to learn online and navigate the digital world. "Digital Families" also provided evidence that use of technology in family learning contexts can help increase children's attainment. £Digital Families" further demonstrated that partnership can enhance family learning provision and change attitudes of young people and their parents / carers   to the necessity for advanced digital skills.

Hull Training and Adult Education (HTAE) is part of the Hull City Council's Children, Young People and Family Services Directorate. Hull is currently the third most deprived local authority area in England and over half of the population live in the some of the most deprived areas in England. Hull Family Learning worked with Highland Primary school, which is located in an exceptionally deprived area of the City with a high percentage of low parental involvement and engagement in children's learning. They developed and delivered a family learning course to develop parent's digital skills so they could support their children's Maths by the use of technology.

Together, they produced impressive results. All of the children involved in the project moved from Amber to Green in mathematics within 6 weeks and , at the end of the course, most parents were able to assist their children independently through technology.

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[10] Family Learning Works: The Inquiry into Family Learning in England and Wales

Manchester Adult Education Service (MAES) delivered a six-week course aimed at preparing learners to begin an extended work placement at a Surestart centre. All parents had primary school-aged children and approximately half had low digital skills. Learners were referred by the Jobcentre Plus to complete the placement to enhance their employability, so the course focused upon employability skills, teamwork, presentation skills and working to deadlines within the context of digital skills development.

Following the course, all learners are more able to use digital technology at home and in work, have a better understanding of the technologies their children use in school, are better able to engage their children in conversation about technology and feel they are more prepared for employment.

Sheffield Family Learning forms part of Sheffield City Council's Lifelong Learning Skills and Communities Service (LLSC) which offers programmes to schools, children centre's and community organisations city-wide, specifically targeting families in areas of high social and economic deprivation and those with specific needs especially around poverty and English as an additional language.

Sheffield's "Digital Families" course focused on developing basic digital skills to enhance employability, through using technology to research and plan, create digital resources and use digital tools and resources to further learning. These activities developed skills in digital communication, online content creation, online research and work searching.

At the end of the course, participants could better support their children with both digital and English skills and learn online to develop their own skills.

"Digital Families" had other positive effects. As a direct result of the programme, digital skills courses are now being delivered at a secondary school in Hull, where a cascade learning model will be used to build a network of trained tutors and mentors across the city. Additionally, parents are planning to establish a Code Club to support digital skills development in the local area.

In Manchester, MAES has established a data sharing project with Surestart to improve tracking and monitoring of learner impact, have established stronger links with Jobcentre Plus, are working with EON Reality to offer learners opportunities to discover more about the creative digital industry and with Manchester Libraries and Code Clubs to develop families' digital skills.

In Sheffield, the course and format are to be incorporated across Sheffield Family Learning's settings and findings have been disseminated to other providers, strengthening inter-organisation links. Sheffield Family Learning are also developing a website to house course content that will allow learners to access resources from home.

Parents' Views

'I'm more able to use digital technology which I can see myself using in admin jobs. I can now make a poster, use a spreadsheet and save and upload photos.'

'I understand how to use PowerPoint and Microsoft Word now with confidence. With this I am able to help my kids with homework. I can also teach my kids what I learned.'

'I feel more confident to go on the internet and hopefully be able to apply for job'

'I am able to look for jobs online and I was able to practice my typing skills on the computer'

"I have learnt new methods of learning. I found coding very interesting and it gave me another point of view for spending the time with the device – learning through it"

"[I have enjoyed] spending time with my daughter in the lessons and I have actually learnt a few things on how she does her Maths in her year".

"I have learned different things on the course and it has helped me to understand my child's homework, and she has really improved within the school".

"Knowing how my son learns Maths in school, which now enables me to help him if he is stuck. Also learning new skills myself".

Online publication of programme resources on the Community Learning Reform website http://www.learningandwork.org.uk/community-learning/resource/digital-families were well received by family learning providers. As a result, L&W family learning conference **"Family Learning Changing Lives"** in July 2016, in the presence of Her Royal Highness the Princess Royal will, at the request of providers, include a digital innovation theme.

An over- subscribed webinar for family learning providers included presentations from pilot projects and partner organizations, introduced programme outputs, contacts and resources and discussed future developments and policy in this area. Delegates expressed enthusiasm to increase their use of technology and expand their service offer. 41 of 99 delegates intend to embed digital skills into their provision. This highlights the level of support for digital skills development amongst practitioners and their determination to benefit from the evidence of the "Digital Families" programme.

CONTEXT

According to the coalition Government's Information Economy Strategy, 'a revolution in information and communications technology is transforming the way we live and work'.[11] With an economic contribution of around £58 billion in 2011, accounting for around 1.485 million jobs, the digital economy makes a substantial contribution to the wider UK economic climate.[12] Indeed, the National Institute for Economic Research estimates that around 270,000 active companies in the UK work within the digital economy.[13] Despite the strength of the industry within the UK, however, an estimated 12.6 million people in the UK – around 23% of the population – do not have basic digital skills.[14] Furthermore, around two-thirds of these adults are in the C2DE socioeconomic bracket, which includes the most disadvantaged and excluded members of society who are often furthest from the labour market.

Go On UK Basic Digital Skills

Go On UK, the UK's Digital Skills charity, estimate that around 23% of small businesses are lacking in Basic Digital Skills. These skills include sending messages on social media, applying for jobs online or using local government services online. Go On UK have created a Basic Digital Skills Framework (Figure 1, overleaf) which describes some of the tasks and activities that digitally literate individuals should be able to complete.

In 2015, Go On UK instigated a large scale survey of adults aged 15 years or over to assess what proportion of the population lacked basic digital skills. Around 23% of the population failed to reach the criteria for Basic Digital Skills with the weakest skills overall being in 'Creating' and 'Problem Solving'.[15] While a high proportion of the UK population is confident in using technology to achieve a specific goal, they are less confident in harnessing the potential of that same technology for creative or innovative purposes.

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[11] Department for Business, Innovation and Skill, *Information Economy Strategy* (London: BIS, 2013), p. 6.
[12] Department for Business, Innovation and Skills, *Information Economy Infographic* (London: BIS, 2013).
[13] Ecorys UK, *Digital Skills for the UK Economy* (London: BIS, 2016), p. 11.
[14] Centre for Economics and Business Research, *The Economic Impact of Basic Digital Skills and Inclusion in the UK* (London: Cebr, 2015), p. 9.
[15] Go On UK, *Basic Digital Skills: UK Report* (London: Go On UK, 2015), p. 9.

Figure 1: Go On UK Basic Digital Skills

Go ON UK – Basic Digital Skills framework					
	Managing information	**Communicating**	**Transacting**	**Problem-solving**	**Creating**
Description	Find, manage and store digital information and content	Communicate, interact, collaborate, share and connect with others	Purchase and sell goods and services, organise your finances and use digital government services	Increase independence and confidence by solving problems and finding solutions using digital tools	Create basic digital content in order to engage with digital communities and organisations
Safety	Assess the accuracy of sources of information; use security tools when browsing; regularly update and run virus-checking software; manage parental controls	Understand how to manage your identities; protect yourself from scams; use the right security settings (including parental controls); protect your customer data	Use secure websites for financial transactions; protect your personal data; respect the privacy of others	Use accurate sources of support; avoid malicious websites, scams and pop-up windows	Be aware of copyright law; protect your personal data; respect the privacy of others
Actions for individuals	• Use a search engine to find the information you need • Search for deals on comparison websites • Bookmark useful websites and services • Store data on a device or in the cloud	• Keep in touch using email, instant messaging, video calls and social media • Post on forums to connect with communities • Communicate with organisations about their products and services	• Understand and use marketplaces to buy and sell • Order your shopping • Book your travel • Manage your bank account • Set up and manage a Universal Credit account	• Teach yourself simple tasks using tutorials • Use feedback from other internet users to solve common problems • Access support services	• Create a social media post • Create a text document such as a CV • Create and share a photo album • Create and share feedback about products and services
Actions for organisations	• Store digital information on suppliers and customers • Search for new suppliers to find the best deals • Understand who uses your website • Discover potential growth opportunities for your business	• Maintain customer and client relationships • Use social media to promote your business and connect with new customers • Improve your customer service by providing accessible product information and answers to frequently asked questions	• Maximise your selling potential through a website • Save time by applying for government business permits and licences • Manage invoices and accounts • Receive payments or donations • Protect yourself from fraud or scams	• Save on business travel and be more efficient by using video conferencing • Quickly understand which products and services work based on online feedback • Interpret simple analytics to improve website performance • Get solutions to problems from safe, accurate sources	• Create an informational or e-commerce website • Create content (pictures, logos, text) to promote your organisation and reach customers • Use social media and create communities to engage with customers • Create resources to improve employee skill levels

NESTA Young Digital Makers

Most adults in the UK are able to engage with and use technology for goal-directed purposes. This kind of technology use, however, does not rely on familiarity with *how* hardware or software works, or how it can be adapted to create new products or solve problems. 'Digital Making', as defined by NESTA, incorporates a 'continuum of skills and understanding' that allow individuals to learn about technology through making things with it.[16] These activities often lie at the intersection between knowing how to use technology and knowing how to creatively adapt that technology to solve a problem. In this respect, Digital Making skills can help to address the deficit of Basic Digital Skills in 'Creating' and 'Problem Solving'.

NESTA's *Young Digital Makers* survey revealed that 82% of school age children and young people were interested in Digital Making and that 89% of parents and carers thought digital making was a worthwhile activity.[17] Nearly three-quarters of parents and carers said they would encourage young people to pursue a career in digital making, however, evidence of socioeconomic impact suggests that this encouragement is likely to be contingent on parents' having Basic Digital Skills.[18]

Young Digital Makers also found that, despite high levels of interest, opportunities to engage in digital making are limited with only 130,800 opportunities offered throughout 2014 in a relatively limited geographical spread.[19] Many of these opportunities were concentrated in London (18.1%) with the Midlands, Yorkshire and North East England hosting only 1.2% of all Digital Making opportunities.[20] Consequently, young people living in some of the most deprived areas of the UK are missing opportunities to access technology and engage in digital making activities that could help to increase their Basic Digital Skills Level.

Digital Family Learning

Just over a quarter (27%) of young people in the UK develops digital skills with their parents or carers; a further 15% develop digital skills with siblings.[21] These statistics highlight the importance of the family unit as an environment for developing digital skills. As parents of young people with low basic digital skills are likely to have low

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[16] Oliver Quinlan, *Young Digital Makers* (London: NESTA, 2015), p. 7.
[17] Quinlan, 2015, p. 15.
[18] The OECD Survey of Adult Skills, for example, found that adults with lower proficiency in problem solving in technology rich environments were more likely to have lower-achieving parents. This confirms a cycle of socioeconomic disadvantage across basic skills acquisition that can be reasonably extended to basic digital skills.
[19] Quinlan, 2015, p. 27.
[20] Ibid.
[21] Quinlan, 2015, p. 20.

skills themselves, family learning becomes critical in seeking to engage the most disadvantaged families.

Evidence from NIACE's inquiry into Family Learning suggests that *'parental engagement in family learning has a large and positive impact on children's learning'.*[22] The emphasis on 'learning together' and 'learning through doing' found in family learning models lends itself well to the collaborative nature of digital making and digital skills development.[23]

Further evidence from the Community Learning Innovation Fund impact report shows how adults excluded from the digital world can re-engage with learning built around their individual motivations.[24] The desire to support children to achieve is often one of the strongest motivators.

The Digital Families project aimed to explore how basic digital skills can be embedded in family learning provision and investigated how new partnerships can extend digital learning provision for parents, carers and young people from disadvantaged backgrounds.

[22] NIACE, *Family Learning Works* (Leicester, NIACE, 2013), p. 7.
[23] NIACE, 2013, p. 13.
[24] Susan Easton, *Community Learning and Digital Inclusion* (Leicester: NIACE, 2014), p. 5.

L&W LEARNING AND WORK INSTITUTE

METHODOLOGY

"Digital Families" identified how family learning providers can increase the basic digital skills of adults in order to improve their employability, support young people' learning and attainment in digital make and participate fully in twenty-first century society. It will also investigated the value of family learning as a means to increase the digital skills of parents and carers with the aim of:

- Increasing disadvantaged young people's participate in digital making activities;

- Enhancing family learning provision through partnerships and resource creation;

- Raising the profile of family learning with cross government departments and external stakeholders.

The aims of the project were achieved through the following three strands.

Strand 1: Establish a National Steering Group

The National Steering Group included representation from:

- **Technology Organisations**: Barclays Digital Eagles, CodeClub, CodeDojo, O2/ Telefonica, TeenTech and MakerClub,

- **Government Departments/ Agencies**: Digital Inclusion Policy Government Digital Service and BIS (Digital and Family Learning)

- **External stakeholders**: NESTA, BBC, East Midlands Housing Group, Leicester City Council schools, National LEP and Go OnUK

- **Employers:** Federation of Small Businesses and Capp Gemini

- **Pilot Family Learning Providers** from Family Learning Hull, Manchester and Sheffield

The group were asked to:

- Comment and offer expert advice to the programme board.
- Receive reports on the progress of the project.

Members were encouraged to think broadly and strategically about:

- Ways in which their organisations can support the programme through: access to digital skills resources, local and national partnerships with family

learning providers, provision of role models/ inspiration to positively influence attitudes.
- Explore how the benefits of this project can be translated into longer term benefits for family learning as a whole
- Consider family learning's alignment with other national policies and programmes.

The group met twice throughout the lifetime of the project as planned. The first meeting in October 2015 focussed on establishing relationships between stakeholders and on identifying specific offers of support from participating organisations (Appendix 1)

L&W facilitated partnerships at the request of participating providers with specific Steering Group members.

The second National Steering Group meeting focussed on future policy and practice. It was attended by partners which had been most actively engaged with pilot providers and by organisations which could benefit family learning providers to increase their digital skills offer and their use of technology in family learning.

As all three providers had requested input on Online Safety, Wisekids was invited to attend the final steering group. Wisekids http://wisekids.org.uk/wk/ offers support for professionals working with children and young people and has offered to help providers to develop learners' digital literacies, so they can safely benefit from the online world.

Sheffield's Computing and Family Education (CAFE) Steering Group was also invited to present to the group. They have adopted a multi agency approach to developing digital skills which includes city wide integration of family learning within their offer. Their NESTA funded "Make Learn Share" project was of especial interest regarding the development of their digital ambassador network.

London City Learning Centre also presented to the group. They have a long history of supporting family learning in schools and children's centres in the London borough of Lambeth in areas such as E-safety for families, Basic digital skills, Animation and Digital photography.

Presentations were well received and influenced the policy recommendations which were developed through whole group discussion.

Strand 2: Establish Local Stakeholder Forums

Hull Family Learning

Hull established a partnership with Highland Primary school and liaised with L&W and steering group members to continue and extend partnerships with:

- Coding specialists from Third Sector Technology organisations - to extend digital curriculum
- Regional LEP representatives - to assist with employer links
- Telifonica representatives - to assist with Wifi connectivity
- BBC Learning representative - to advise on use of BBC resources
- Maplins - to link to Teentech delivery
- Federation of Small Businesses – to link with local business representatives

Manchester Adult Education Service (MAES)

Manchester established partnership with Surestart centres in North East Manchester and liaised with L&W and steering group members to continue and extend partnerships with:

- Jobcentre Plus – for learner referrals
- Manchester Libraries – to extend digital skills offer
- Code Club – to develop higher level digital skills of learners

Sheffield Family Learning

Rather than establish a separate steering group, Sheffield co-opted representatives to the existing Sheffield Computing and Family Education (CAFE) Steering Group. The group includes representation form CodeClub, Children's University, Better with Data and Sero as well as representatives from Sheffield City Council departments.

Strand 3: Pilot and Evaluate Family Learning Courses

Three family learning providers were recruited to deliver 6-week courses to groups of socioeconomically disadvantaged families. Each course embedded basic digital skills endorsed by the National Steering Group, to increase learners' employability. Providers were supported to use the NIACE Wider Outcomes Planning and Capture Tool to gather evidence of the impact of family learning on digital skills development and changes in attitude.

Evaluation Framework

In order to evaluate the impact of family learning on digital skills development, participants in the pilot programmes completed a **pre-course questionnaire**. This aimed to assess learners' level of Basic Digital Skills, along with the attitudes

towards technology and their children(s) use of technology. Likert scale responses gauged the strength of participants' views and opinions. In order to ensure the Digital Families project aligns with other digital skills research, questions were adapted from Go On UK's *Basic Digital Skill* survey and NESTA's *Young Digital Makers* survey.

The **post-course questionnaire** was completed as a distance-travelled measure; pre-course questions were repeated and supplemented by a set of 'since this course' questions which focused upon learners' intention to continue learning about digital making.

In addition, **three qualitative case studies** were developed in association with the pilot providers. (Appendix 2) These explored how the courses were designed and delivered along with the impact on learners and providers.

Short audio recordings were also used to gather rich data about learners' motivations, ambitions and any changes to those experienced as a result of the course.

FINDINGS

Scope and Methodology

Data was gathered from participants across three Digital Families pilot programmes. Participants completed a pre-course questionnaire asking about their current skills perceptions and ambitions. They also completed a post-course questionnaire asking how their skills, perceptions and ambitions had changed as a result of taking part in the course. Twenty-six learners participated in the Digital Families pilots and returned pre-course questionnaires; eighteen learners returned post-course questionnaires. Five learners returned pre- and post-course questionnaires that could be matched to show progression. Due to the small sample sizes, the results presented below are indicative and potential impacts, however, no distinct conclusions can be drawn.

Prior to the Course

The pre-course questionnaires revealed that the most popular reason for signing up to the Digital Families courses was to better support children with their school and homework. Participants also valued being able to learn new skills using new technologies. Nearly one in three participants reported enrolling on the course so they could learn how to better support their children with their schoolwork. Other reasons for signing up to the course included: to learn new skills, to develop IT skills and to help participants to find work. The combination of wanting to support family members and wanting to develop practical skills confirms **that family learning is a key context in which skills can and should be addressed**. In addition, family learning can provide a tangible context for digital skills that can help learners to see the application of skills to their everyday lives.

> *1 in 3 participants hoped to better support their children with homework*

Most participants were fairly confident in using basic digital skills, such as using search engines and finding websites they had visited previously, before they signed up for the course. The skills that most participants reported as either 'I couldn't do this' or 'I have no idea what this means' were: solving a problem they had with a digital device (13); creating something new from existing images, documents or files (9); verifying online sources of information (6); and downloading or saving images found online (6). Interestingly, these are actions that combine practical and cognitive skills in a type of digital fluency that is encouraged by digital

making activities. They are also amongst the skills most likely to enable participants to feel more confident when using technology with their children.

The statements used to assess participants basic digital skills were the same statements used by Go On UK to assess the level of basic digital skills in the UK population. The statements were organised into five discrete skills: managing information, communicating, transacting, creating and problem solving. Figure 1 shows the percentage of the UK population with basic digital skills according to Go On UK's 2015 survey results.

Figure 2: Percentage of UK Population with Basic Digital Skills by Skill Area[25]
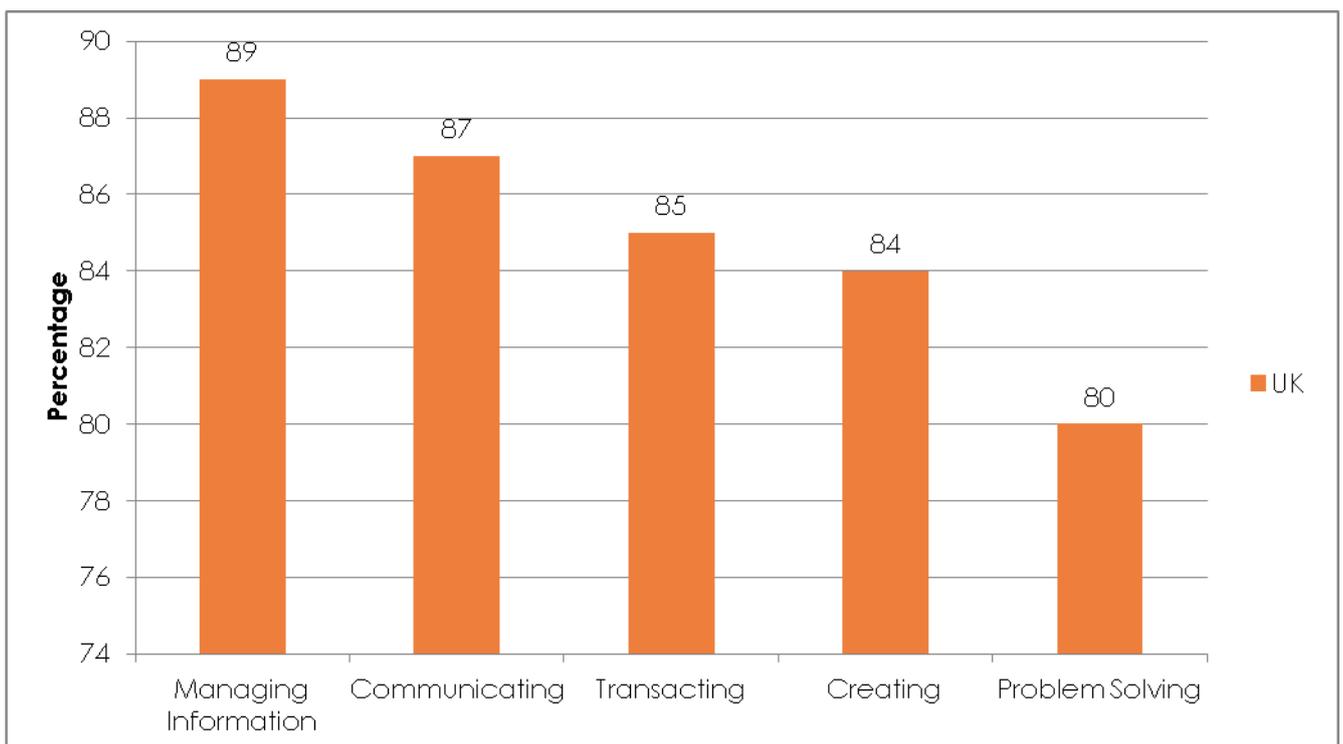
Base = All UK Respondents 4,167

Although the Digital Families pilot programmes served a very small population of 26 individual learners, analysis of responses to the Go On UK statements indicated that a smaller proportion of the Digital Families population have basic digital skills in each of the listed areas. This is particularly notable for 'Creating' and 'Problem Solving', where only 61% and 53.5% of the Digital Families population had basic digital skills respectively. On average only 67.5% of the Digital Families population had basic digital skills across all five skills areas; this is almost 10% lower than the regional average for Yorkshire and the Humber, South Yorkshire and the North West of

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[25] Go On UK, *Basic Digital Skills UK Report* (Go On UK: London, 2015), p. 9.

England (77% each).[26] This indicates that the **participants of the Digital Families pilot programmes were more likely to have lower than average digital skills and thus may face more challenges to developing those skills than the average regional population**. In this respect, they may be considered particularly technologically disadvantaged.

Participants' attitudes towards technology were generally positive, which reflects the desire to improve on these skills as they are regarded by learners as valuable. Around three quarters of participants felt that digital skills were important to them and that they could help them to develop their career. Just under three quarters of participants reported having used technology to apply for jobs. In addition, four fifths of participants reported encouraging their child to use technology, and around two thirds thought it was important for computing to be taught in schools. These figures are broadly comparable to NESTA's *Young Digital Makers* (2015) survey, which found that 65% of parents surveyed were interested in digital making activities.[27]

Although attitudes were generally positive, the above does demonstrate the fact that there was more positivity towards encouraging children to use technology and slightly more reservation amongst Digital Families participants when it came to using technology themselves. Around 1 in 3 participants, for example, responded negatively or ambivalently to the statement 'I enjoy using technology with my child', whilst only 1 in 6 responded negatively or ambivalently to the statement 'I encourage my child to use technology'. Interestingly, a large number of parents had used technology to look for jobs, which highlights the fact that learners are interested in what they can achieve with technology.

After the Course

Following completion of the course, participants were asked to complete a second questionnaire that re-presented the questions and statements in the pre-course questionnaire.

Although attitudes towards technology and digital skills were generally positive at the outset, analysis of post-course reporting shows that, **after completing the course, fewer adults responded negatively or ambivalently to attitudinal statements**. This is particularly true of the statements 'I enjoy using technology with my child' and 'I have used technology to apply for jobs'. While around 34% of participants at the outset reported not enjoying using technology with their child, only 16% of participants responded similarly after completing the course. In addition, the

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[26] Go On UK, 2015, p. 20.
[27] The proportion was somewhat higher for men (78%) than women (56%). Quinlan, 2015, p. 41.

proportion of participants reporting that 'technology can make my life easier' rose from 57% prior to the course to 77% after it. This suggests that participants had gained an understanding of how different technology might impact on their day-to-day lives.

> *3 in 4 participants felt that technology could make their lives easier after completing the course*

Whilst three quarters of participants reported that digital skills were important to them at the outset, this figure rose to just over four-fifths of participants following the course. Similarly, the proportion of participants reporting that they felt it was important to teaching computing in schools also rose from two-thirds to four-fifths. This increase in the value of digital skills, both for the participant and their children, suggests that the Digital Families courses were generally successful in addressing the needs of participants and their families.

This, in turn, indicates that the family learning model may be beneficial in both improving digital skills and offering more opportunity for families to work together with technology. Indeed, one participant noted that the course had offered *'another point of view for spending time with the device'* and with their child by *'learning through fun'*. Another participant noted that they would *'be using technology more now than before'* thanks in part to learning *'new skills on different devices'* during the course.

The relationship between digital technology skills and the family learning context is also important for the development of children's digital skills. The NESTA *Young Digital Maker* survey (completed in 2013 and again in 2015) investigated young people's digital making and digital skill acquisition habits. One of the questions asked young people where they learned and developed digital skills. The results from both the 2013 and 2015 surveys are represented in Figure 1, below.

Figure 3: How Young People Develop Digital Skills[28]
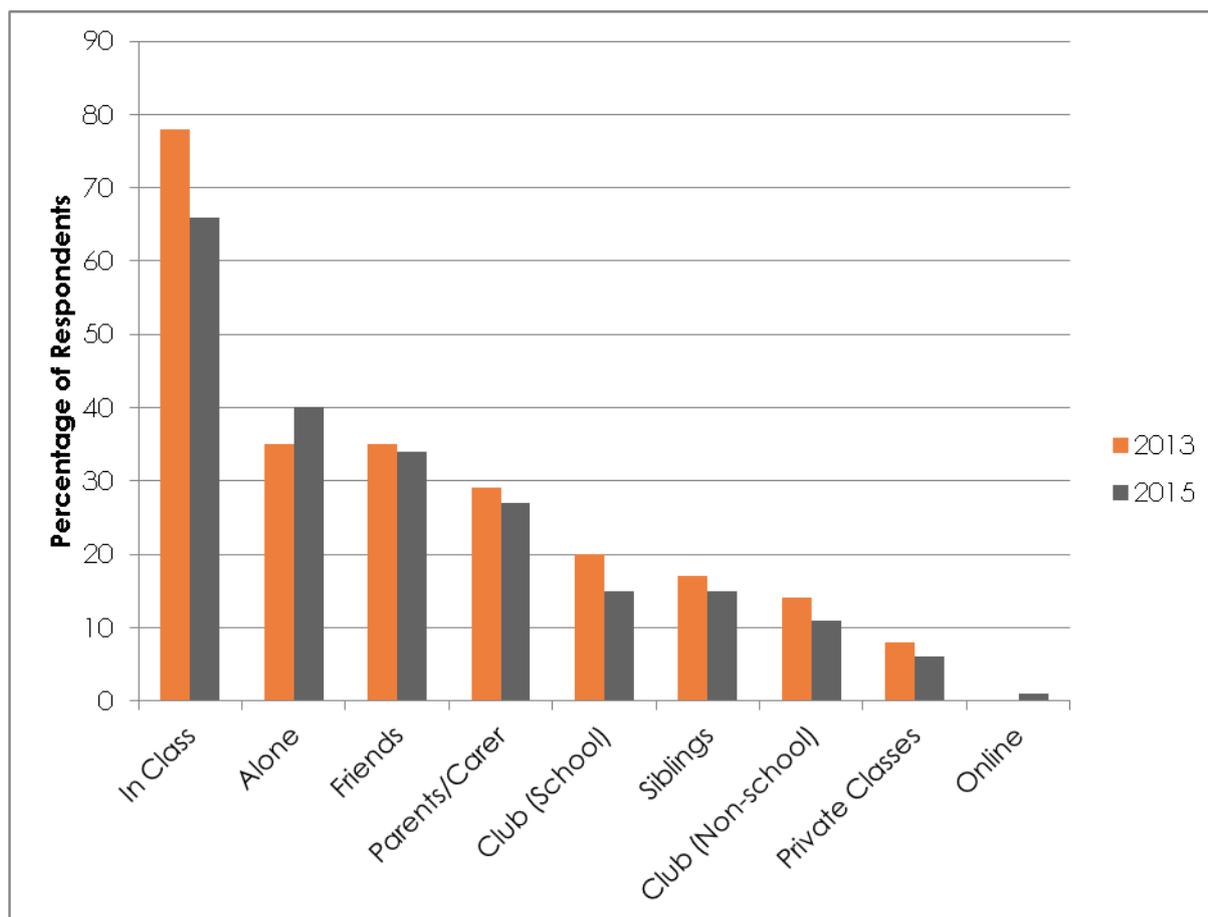
Just over two-thirds of young people develop digital skills in school. This is perhaps reflective of the changes to the ICT curriculum in 2013 that placed more emphasis upon computing and programming, which form part of the 'digital making' suite of skills. It is notable that around a quarter of young people also report developing digital skills with parents or carers (27%) and a further 15% report developing digital skills with their siblings. This confirms that the family unit is a key venue for the development of digital skills. Five of the nine venues highlighted in the survey involve either the school (including social aspects of schooling) or the family. As a result, **programmes that combine these two aspects have great potential to develop young peoples' digital skills in supportive environments**.

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[28] Oliver Quinlan, *Young Digital Makers: Surveying Attitudes and Opportunities for Digital Creativity Across the UK* (NESTA: London, 2015), p. 20.

From 2013 to 2015 the proportion of young people that reported developing skills in collaborative environments – including at school, with family, and at private lessons – decreased. Despite the clear benefits of collaborative, family and intergenerational learning highlighted in this report, more young people are choosing to develop digital skills alone or on the internet. This emerging trend is likely to be influenced by a range of factors, however, families' access to and willingness to engage with technology may be an influencing factor.

Interestingly, **although 66% of young people report developing digital skills in school, only 31% organisations offering digital making opportunities work with schools**.[29] The Hull Training and Adult Education pilot suggests that delivering digital skills in a school environment can have wider positive impacts. All of the children who participated in the pilot moved from Amber (unsecure in Maths and unlikely to achieve without support) to Green (secure in Maths and likely to achieve without support) following completion of the programme. In addition, half of the parents (6) enrolled on Functional Skills Maths qualifications following the HTAE pilot programme.

According to New Economy Manchester's Unit Cost Database, if the six parents who enrolled on Maths courses achieve Level 2 in Functional Skills Mathematics, this will equate to an economic value of approximately £6,354 per annum.[30] This demonstrates the economical effectiveness of partnerships between schools and digital making organisations in both developing digital skills, and supporting disadvantaged families to make positive changes to their lives. **While Code Club plan to run provision in half of all primary schools by 2018, further expansion of other digital making organisations into school provision may prove beneficial.[31]**

Impact

Post-course questionnaires included a series of statements asking participants what activities they had done since completing the course. The data collected demonstrated that around:

- 4 in 5 participants helped their child with the homework more often
- 4 in 5 participants used technology to bank, shop or pay bills
- 3 in 4 participants felt more confident using technology with their child

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[29] Quinlan, 2015, p. 24.

[30] New Economy Manchester, *Unit Cost Database* (New Economy Manchester: Manchester, 2015) < http://neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database>

[31] Quinlan, 2015, p. 30.

- 3 in 4 participants felt they had better skills with technology
- 3 in 5 participants used technology to apply for jobs

4 in 5 participants helped their children with homework more frequently as a result of attending

As the primary motivations for attending the courses were to improve skills, confidence and be able to better support their children, the data suggests that the Digital Families courses were successful in helping parents to achieve these goals. In addition, around two thirds of participants showed an interest in learning more about digital technology and/or digital making and just over a third of participants had plans to attend other digital technology courses.

In addition to data collected through the questionnaires, one course provider reported that all of the children involved in the pilot programme improved their Maths skills enough to move from Amber to Green in the monitoring system. In addition, half of the parents involved in the programme enrolled on a Functional Skills Maths qualification. This suggests that technology can be effective as a vehicle for developing other skills and that increasing confidence can often lead to an increased enthusiasm for learning.

A small number of questionnaire returns were tracked from pre- to post-course outcomes. All of these respondents reported an increase in their digital skills, alongside reporting that they were able to complete a broader range of tasks, including some of the higher-level digital making tasks. It was also noted that where skill had not improved, awareness often had with fewer participants reporting 'I have no idea what this means' in response to the given tasks.

In a reflection of the above figures, the most commonly reported benefit of attending the courses was learning how to better support children with their school work. Participants also reported enjoying the opportunity to learn about technology with and for their children. In particular, *'learning new skills on the different devices'* was reported as a benefit. Some participants also particularly valued the opportunity to spend time with their children in the learning environment as it allowed them to gain a deeper understanding of their children's schooling. One provider noted that this had a **positive effect on younger siblings as the parents were better able to support all of their children**. In this way, interventions of this kind may contribute to

increasing the school readiness of young children, which has a fiscal value of £1,053 per child, per annum.[32]

The social aspects of *'meeting everyone in the class'* and *'learning new skills'* together was also considered to be an important effect. This allowed participants to socialize with their children, their children's friends and their parents in an environment in which they felt comfortable. As such, **developing confidence and creating social networks with other parents were important outcomes for those who completed the courses**. Although the sample size prevents any generalisations being made, this evidence indicates that the family learning model can have a positive impact on adults' practical digital skills, as well as their attitudes and beliefs towards using technology in everyday life and work.

> *'I feel like it has helped me learn new skills and I feel that it will help me later in life'*
>
> *'I have learnt different things on the course and it has helped me to understand my child's homework and she has really improved within school'*

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[32] New Economy Manchester, *Unit Cost Database* (New Economy Manchester: Manchester, 2015) < http://neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database>

L&W LEARNING AND WORK INSTITUTE

Webinar Findings

The Digital Families webinar consisted of presentations from each of the projects and from other family learning providers who are supporting the development of families' digital skills. The webinar introduced delegates to free programme outputs, contacts and resources. There were also opportunities to discuss future developments and policy in this area including:

▪ Ways in which community and family learning can develop programmes through: free access to programme resources including lesson plans and supporting resources; contacts with local and national organisations

▪ Exploring how the benefits of this project can be translated into longer term benefits for family learning as a whole

▪ Consider family learning's alignment with other national policies and programmes.

Seventy-two family and community learning tutors, managers and curriculum leaders attended the webinar, along with representatives from the following pilots and partner organisations: Hull Training and Adult Education; Manchester Adult Education Service; Sheffield Family Learning; London Connected Learning Centre; Barclays Digital Eagles; CoderDojo.

During the webinar, several poll questions assessed the impact of the webinar content and explored the ways in which further integration of digital skills could be supported. The polls were open to all delegates and they selected the most appropriate answer from a closed list. The poll questions were:

▪ Do you intend to embed digital skills in your provision? (Y/N)

▪ Are there any barriers to embedding digital skills in your provision? (Y/N)

> If so, what are these (Multiple Choice)

▪ Would you like to make new partnerships? (Y/N)

> If so, which type of partnerships (Multiple Choice)

▪ Would you like to award digital badges to your learners?

▪ Would you like more webinars?

Forty-one delegates said that they intended to embed digital skills into their provision, which highlighted the level of support for digital skills development amongst practitioners. Thirty-eight delegates reported that there were barriers to embedding digital skills in their provision. As Figure 1 shows opportunities to work with technology and senior management support were not felt to be barriers to embedding digital skills. **The skills of tutors and a lack of time to develop resources were identified as key areas for development**. The barriers identified in 'other' included access to hardware, software, and the technological infrastructure necessary for learners to engage with technology.

Figure 4: Barriers Identified by Webinar Delegates
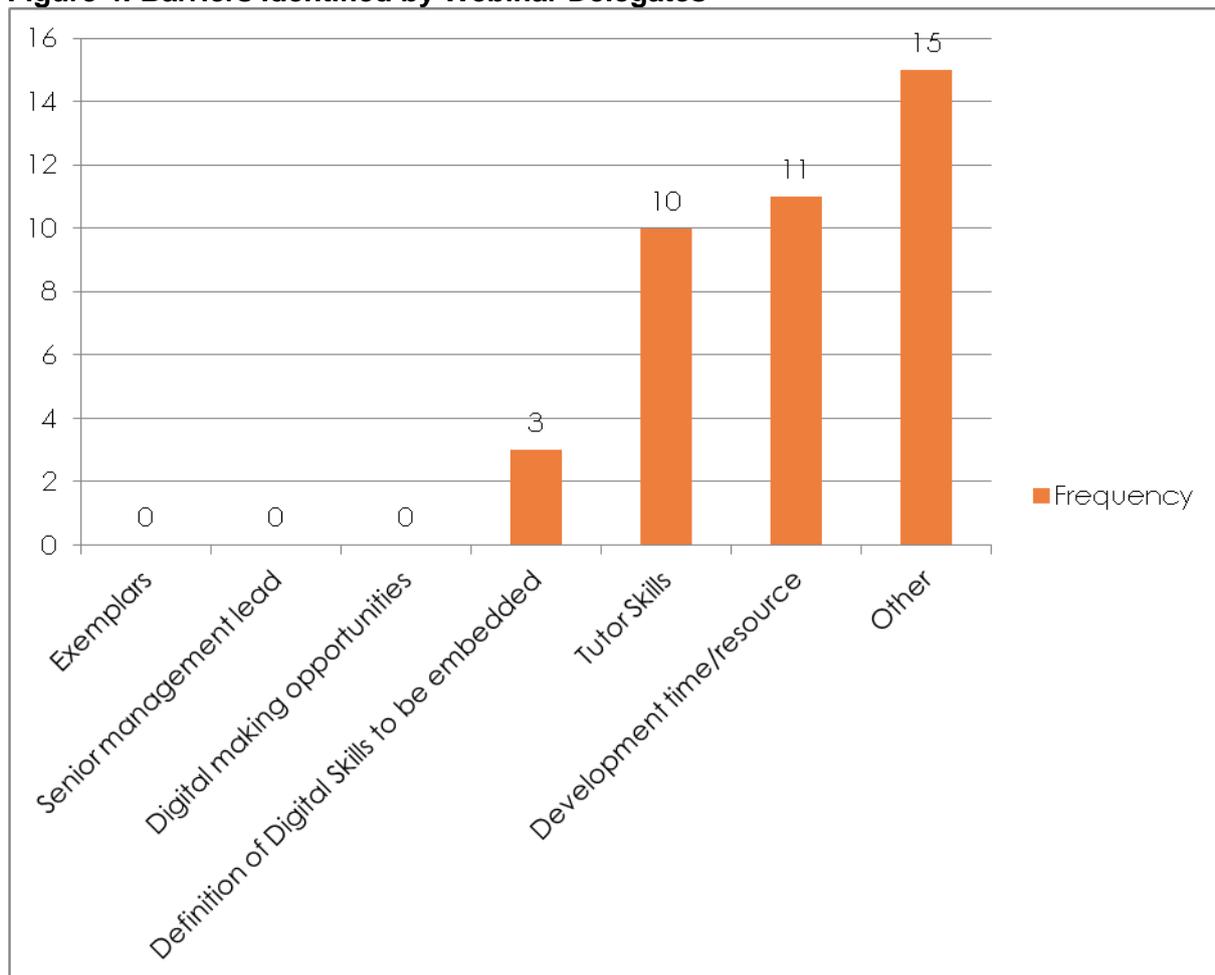
Base = 39 responses

These barriers reflect those reported by the Digital Families Pilot leaders. To address some of these, Hull Training and Adult Education (HTAE) used a team teaching approach that allowed tutors to share expertise and resource development. They found that this was particularly successful in developing tutors' skills, which in turn

enabled them to support learners more effectively. HTAE have since committed to providing training to three other Maths tutors to support the wider rollout of their pilot programme.

Access to hardware, software and the technology infrastructure is an ongoing issue for all providers of digital skills. This is particularly evident at the pilot sites as they worked directly with disadvantaged adults, families and children. A lack of access to technology begins a negative cycle in which individuals are unable to use technology and thus become increasingly negative towards trying something new. There are, however, opportunities to work with organisations that provide access to hardware, software and digital making activities.

In the 2015 *Young Digital Makers Survey* found that 66 organisations across the UK offered digital making opportunities to young people. Of these, 40 said that they provided hardware, or offered them access to facilities, workshops or studios where they could freely access and use hardware.[33] Although these opportunities to access hardware exist, many of the organisations are based in and around London or Manchester, with a few building networks across Wales and Scotland. In order to reach disadvantaged families more regional distribution of facilities is required. Yorkshire and the North East are particularly under-serviced, with only one digital making organisation offering opportunities across either area.[34] These results show that **expansion of digital making opportunities is needed across the Midlands and the North of England in order to allow families to access available resources**.

The importance of reaching these disadvantaged families is reflected in the post-course reporting of beneficial impacts. **Evaluation data suggests that if adults have the opportunity to work with technology in a safe learning environment, their attitude towards technology improves.** Following completion of the pilot programme, for example, 77% of adults reported that technology could make their life easier – a 20% increase from pre-course attitude reporting. In addition, three fifths of participants reported using technology to bank, shop or pay bills after they completed the course. Technology use thus increases if adults have the chance to experience those technologies in a safe environment first. Family learning programmes that use technology as the vehicle for parental interaction would seem to provide a suitable safe environment for parents to experiment with technology and gain the skills required to apply technology to their everyday lives. This exposure and

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[33] Quinlan, 2015, p. 23.
[34] Quinlan, 2015, p. 27.

resultant improvement in attitudes can help to break the negative cycle caused by a lack of access to developing technology.

When asked whether they would like to make new partnerships, thirty-eight webinar delegates indicated that they would. Figure 2, below, shows the type of partnerships delegates would like to make.

Figure 2: Partnerships Requested by Webinar Delegates
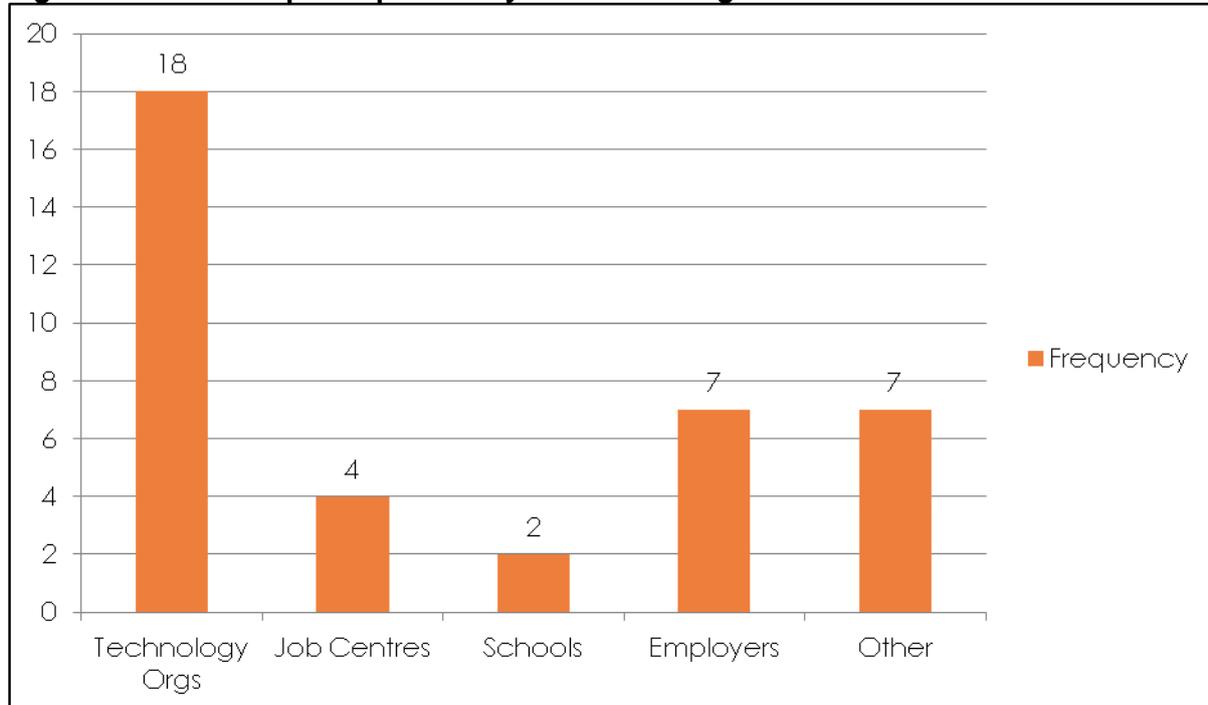
Base = 38 responses

Reflecting the struggle to enable disadvantaged adults to access technology, 18 **webinar delegates said they would like to establish partnerships with technology organisations**. These organisations could potentially offer discounted hardware, software or technological infrastructure to facilitate digital family learning programmes. The webinar itself included a contribution from one partner, Barclays, which gave details of free Wi-Fi provision and freely accessible software to support skills development. More offers of this nature would help providers plan and provide courses that could overcome local access issues.

Given that around two thirds of young people surveyed by NESTA said they developed these skills in school, it is somewhat surprising that only two webinar delegates indicated that they would like to establish partnerships with schools. **Evaluation evidence suggests that the link between schools and adult and family education providers could be an important one for addressing digital skills needs in both children and adults**.

Thirty-two webinar delegates expressed an interest in awarding Digital Badges to their learners, which highlighted this software as a particular area of interest. Further links with Mozilla and training on the Digital Badge framework would thus be beneficial to providers who are interested in this.

Finally, thiry-five delegates expressed an interest in attending further events on this topic. **This suggests that while the webinar was successful in disseminating the Digital Families project and involving a wide range of stakeholders, further events would support continued efforts to embed digital skills into family learning programmes.**

CONCLUSIONS

"Digital Families" demonstrated that family learning is an important catalyst in the development of digital skills across generations, however the potential of family learning to support this development remains largely untapped.

"Digital Families" demonstrates that family learning is a key context in which skills can and should be addressed and that family learning can provide a tangible context for digital skills, helping learners to recognise the importance of digital skills to their everyday lives, employment and their children's future.

This indicates the effectiveness of the family learning model to improve the digital skills of disadvantaged people, offering more opportunities for families to work together with technology and providing a platform for further skills development to have a positive impact on adults' practical digital skills, as well as their attitudes and beliefs towards using technology in life and work. Evaluation suggests that if adults have the opportunity to work with technology in a safe learning environment, their attitude towards technology improves.

Technology use and support for digital skills remains a relatively new concept in family learning. All three pilot providers had taken initial steps to increase their digital skills offer and their use of technology for learning. However, use of technology across family learning provision remains sporadic.

Digital skills lead to greater opportunities in the workplace. Pilot providers reported that the digital skills learned had been used in the learners' workplaces or to look for work. The Federation of Small Businesses supported links with local employers and endorsed the digital skills which were delivered through the pilots.

Digital skills learned in family learning settings have a significant impact on parents' confidence to support their children in the safe and effective use of digital and online technologies: Learners felt that, as a result "Digital Families" they were able to support their children more.

Digital technology skills are seen as an essential skill by learners. Learners agreed that digital tools were essential, in terms of their participation in society, employability and educational relationships with their children.

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Accessibility, staff development and capital resourcing remains an issue, but use of learners own devices and support from technology partners may help to address this. Access to broadband and / or WiFi in community and school venues remains an issue, as well as suitability of and support for available technology. Technology organizations which supported "Digital Families" are keen to extend and expand their support for family learning and for schools. This includes digital making organizations such as TeenTech, CoderDojo, MakerClub and CodeClub who are interested in partnership with family learning and who could potentially help address issues of connectivity, support for practitioner skills development and digital making opportunities for adults and young people.

There are examples of effective partnership between family learning and industry and family learning and schools. However these examples are still relatively isolated and do not reflect common practice.

"Digital Families" aimed to align family learning with other government agendas and departments. This was particularly successful with Government Digital Services, the "Digital by Default" agenda, with Go-On UK for digital skills development, with the House of Lords Enquiry into the future of digital skills and with coordinated support from BIS digital and family learning departments.

Family learning providers recognize the value of partnership work and are keen to establish new partnerships with technology organizations, employers, job centres and schools.

Approximately 88 technology organisations offer digital making opportunities, with 40 providing hardware, or access to facilities, workshops or studios with free access and use of hardware.[35] However many of these are based in and around London or Manchester, with relatively few across Wales and Scotland. In order to reach disadvantaged families more regional distribution of facilities is required. Yorkshire and the North East are particularly under-serviced, with only one digital making organisation offering opportunities across either area.[36]

Pilots used a team teaching approach with tutors and other professionals to overcome tutor skill barriers by sharing expertise and resource development.

This approach proved successful and is being rolled out by providers.

Pilots plan to establish digital champion programmes for parents.

This approach will support "graduates" of family digital courses to support others to develop their digital skills and progress to further opportunities. In some cases, these

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[35] Quinlan, 2015, p. 23.
[36] Quinlan, 2015, p. 27.

may be given further support by external organizations such as TeenTech, CoderDojo, CodeClub, Makers Club or Barclays Eagles.

"Digital Families" was a highly successful programme, resulting in a seismic shift in provider attitudes to the importance of technology for delivery, skills and learner engagement. This was achieved within a very short timescale, demonstrating the positive potential for technology in family learning.

Extending support and encouragement would help embed wholesale and sustainable adoption of digital skills in family learning provision.

RECOMMENDATIONS

In light of these conclusions, this report recommends that:

Learning and Work and its partners should:

1. Support providers to undertake further research to gather and analyse large scale, compelling evidence demonstrating the role which family learning can play in using targeted interventions with disadvantaged families to develop their basic and advanced digital skills.

2. Support for partnerships between family learning providers, schools, employers and technology organisations to expand the family learning digital curriculum and provide alternative solutions to issues of connectivity, technology access and tutors' digital skills.

3. **Support development of a family learning digital curriculum,** with nationally recognised family digital badges mapped to nationally accepted criteria

4. Maintain and expand the national digital family learning group, to include representation from innovative family learning provision, schools, academies and other government departments

Family Learning Providers, with support from **Learning and Work Institute should:**

 5. Continue to develop and share digital practice and resources across the sector. This includes dissemination through relevant events and virtual networks in Europe and the UK.

6. Establish a national network of family digital champions, with progression pathways for adults and young people identified at a local level with partner organisations. This would be especially important in certain area such as the Midlands and the North of England as research shows a need to expand digital making opportunities in these areas.

Appendix 1: Partner Offers

- *Teentech* – offer support and mentoring for teens to create solutions to an issue affecting their local area. They also say that Teentech clubs will soon be available in Maplin stores soon with bookable sessions for children to experiment with technology. They will also be supporting the Micro:bit when released. They offer a codeclub type group both for parents and to train parents how to support their children.

- *BBC* – the post-16 learning team have a number of projects that may be of interest. The Make It Digital Bitesize campaign aims to engage younger children with digital technology through a variety of online resources and games. The BBC will shortly be releasing the Micro:bit project, which will send a Micro:bit computer to all children. The BBC is also developing resources to accompany the Micro:bit.

- *Codeclub* – offer training and support for adults who want to run code clubs for their children. They offer a range of learning options to adults including face-to-face sessions and online training. They also have a network of regional coordinators, and use email and social media to offer support for volunteer organisers. They have developed resources specifically for tutors as CPD modules. Their recruitment programme for parents is specifically targets to 'non-tech' parents.

- *Coder Dojo* – Although Coder Dojos are aimed at children, they also do have a captive adult audience, as all children need to be accompanied by an adult. They are able to offer resources, particularly around internet safety but these are targeted towards a passive audience, rather than an active participant. They would be keen to establish a robust assessment and quality assurance procedure for the development of digital skills, particularly when working in the third sector.

- *Telefonica* – under the O2 umbrella Telefonica run the Think Big scheme and can offer people days to offer support for applications. They are also involved in Learn Appeal, which can offer portable wifi devices. The devices feature a Raspberry Pi and they offer limited internet connectivity within a 500m radius of the box. Telefonica may also be able to assist in donating second-hand devices, and possibly developing/offering zero-rate resources – these are resources which when downloaded or accessed do not use up a user's data allowance.

- *Barclays* – have developed a range of resources to support development of digital skills through Digital Eagles, Digital Driving Licences, Life Skills employability skills for teenagers, Coder Playground for children and Tea and Teach programmes for adults and older learners. They also offer free wifi on over 100 sites across the country in some of the most deprived areas.

- *Maker Club* – offer teacher training in digital making to enable adults to support others to learn. They can also offer access to the Maker Movement in the UK including hardware and software, and Maker Spaces in areas that are deprived to allow access to technologies such as 3D printing and robotic arms. They are also developing an online learning platform for the Scouts, which may be accessible or at least be integrated into some learning resources.

- *Federation of Small Businesses* – Support SMEs across the UK. Offer contact with local employers to endorse digital skills embedded in family learning programmes

1. Hull Training and Adult Education

Context

Hull Training and Adult Education (HTAE) is part of the Hull City Council's Children, Young People and Family Services Directorate.

Hull is currently the third most deprived local authority area in England and over half of the population lives in the some of the most deprived areas in England based on the index of multiple deprivation. 34% of children living in Hull City Council's area are living in poverty.

A recent report issued by UK Online Centres and Jobcentre Plus found 67% of employers in the Hull area would not interview someone who was offline, and 37% of jobs in the region are only advertised online. These figures highlight the fact that digital skills are important to the local economy in Hull, but much of the population of the city do not have the opportunity to develop these skills.

Highland Primary school is located in an exceptionally deprived area of the City with a high percentage of low parental involvement and engagement in children's learning. As part of their monitoring procedures, the school had adopted a traffic-light system for assessing the progress of individual learners.

Red	Unsecure in area – unlikely to achieve
Amber	Unsecure in area – likely to achieve with support
Green	Secure in area – likely to achieve

A group of Year 4 pupils were identified as being in the Amber group and Highlands Primary School approached Hull City Council for support in developing a family learning course that could help parents to support their children more effectively. Seeing an opportunity to develop Maths skills through digital skills, Hull City Council worked with the school to develop a Maths course.

A team of specialists including mathematics, ICT and family learning tutors, the school's parent liaison officer and two crèche workers who supported younger children, delivered the course.

About the Course

The course began in early November 2015 and ran for 6 weeks. Each session lasted two hours. The first hour took place during school time and included the parents of the Year 4 pupils in the Amber group. This first hour combined digital skills with Maths skills, allowing parents to learn more about the mathematics their children do in lessons. In the second hour, children joined their parents and completed group activities using online resources and mobile devices.

The aims of the course were for adult learners to improve their own skills and confidence in mathematics using digital technology as a platform to access resources. In turn, it was hoped that parents would be able to support their children's emerging Maths skills. The specific course objectives were linked to the Go ON UK Basic Digital Skills Framework (see below).

A total of thirteen adults and thirteen children participated in the course. The majority of adult learners were female (10) and at least one was a grandparent wishing to support a grandchild. Half of the adult learners (7) requested or received additional support with some aspects of the course.

Outcomes for Learners

- All of the children involved in the project moved from Amber to Green in mathematics

- Most parents felt they were able to assist their children independently

- All parents reported an increase in confidence

- Half of parents went on to enrol on Functional Skills Maths courses

Testimonials from Parents

"I have learnt new methods of learning. I found coding very interesting and it gave me another point of view for spending the time with the device – learning through it"

"[I have enjoyed] spending time with my daughter in the lessons and I have actually learnt a few things on how she does her Maths in her year".

"I have learned different things on the course and it has helped me to understand my child's homework, and she has really improved within the school".

"Knowing how my son learns Maths in school, which now enables me to help him if he is stuck. Also learning new skills myself".

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Go ON UK Basic Digital Skills Framework

	Find, manage and store digital information and content	Communicate, interact, collaborate, share and connect with others	Purchase and sell goods and services, organise your finances and use digital government services	Increase independence and confidence by solving problems and finding solutions using digital tools	**Creating**
Safety	Assess the accuracy of sources of information; use security tools when browsing; manage parental controls	Understand how to manage your identities; protect yourself from scams; use the right security settings (including parental controls); protect your customer data	Use secure websites for financial transactions; protect your personal data; respect the privacy of others	Use accurate sources of support; avoid malicious websites, scams and pop-up windows	Create basic digital content in order to engage with digital communities and organisations
Actions for Individuals	• Use a search engine to find the information you need • Search for deals on comparison websites • Bookmark useful websites and services • Store data on a device or in the cloud	• Keep in touch using email • instant messaging, video calls and social media • Post on forums to connect with communities • Communicate with organisations about their products and services	• Understand and use marketplaces to buy and sell • Order your shopping • Book your travel • Manage your bank account • Set up and manage a Universal Credit account	• Teach yourself simple tasks using tutorials • Use feedback from other internet users to solve common problems • Access support services	Be aware of copyright law; protect your personal data; respect the privacy of others
How Embedded in Programme Delivery	Used a search engine to find apps, you tube videos and times table help. Discussed how to look for safety signs.	Created a blog to explore sharing experiences. Discussed keeping safe on line and use of appropriate language. Encouraged to access from home to share the learning experience with their children. Blog: https://Mathsghomeworkclub.wordpress.com/	Discussed using sites for money transactions, using PAYPAL and credit cards. Related it to bingo sites as this was used by a majority of the parents.	Used you tube videos to help with Maths related learning, encouraged using reviews to assess suitability of the videos before viewing.	• Create a social media post • Create a text document • Create and share a photo album • Create and share feedback about products and services

Outcomes for Provider

- Three additional Maths tutors have volunteered to help roll the course out across more sites; the Council has committed to supporting training for these tutors

- Ten additional parents have enquired about the course, prompting the school and Council to deliver a second phase over a longer period of time

- By request, digital skills are now being delivered at a local secondary school; this course will adopt a cascaded learning model to build a network of trained tutors and mentors across the city

- Parents involved in the initial course has expressed an interest in establishing a Code Club to support digital skills development in Hull

Support Required Going Forward

For longevity of the project, Hull City Council are looking to establish working links with:

- Local business representatives

Hill City Council Support Needs

'To sustain [this project] long term is costly in terms of tutors, teachers, crèches etc. and will require additional funding sources and heavy reliance on close school partnership working. The alternative would be to offer as a package for schools to buy into.

In addition the project aims to expand and focus on the skills employers would like for our learners to become effective Digital Workers [as] a large amount of our learners become teaching assistants and support workers in education.'

Course details:

Course Title: Maths Homework with ICT		
Qualification/s and level/s: As this is a non-accredited course RARPA principles will be engaged and no qualifications are to be followed.		
Tutor/s: Debbie Wilson/Donna Pattrick Joint Session class teacher – Katie Markham		
Group size: 12 + children in joint session	Venue: Highlands Primary	Duration (from/to): 2.15-3.15 – Parents only. 3.15-4.15 children and parents together
No of sessions: 6	GLH Hours: 12	

How the course will be delivered:

Aim of course	All adult learners to improve their own skills and confidence in Maths; support their children's emerging Maths skills; improve their knowledge of their children's education and Maths development. To investigate ways to incorporate ICT into life and Maths more effectively.
Key objectives of course	• Develop knowledge, skills and motivation in using Maths. • Provide information on how children learn Maths in school • Providing ideas and resources to support learning together at home. • Develop strategies and skills for supporting their child's learning in English, Maths and ICT.

	• To offer appropriate support for learners so that they can progress to further learning after the course has ended. • To be able to use ICT to support their own Maths skills and those of their child. To be able to use ICT functionally within their life e.g. apply for benefits, apply for jobs, search safely online.
Initial assessment methods	To include induction, initial learner interview, individual learning style. Maths initial assessments to inform ILP. Screening for English and ICT.
Training methods and typical teaching activities	Learner centred approach using a variety of teaching methods to incorporate learner's needs and preferred learning styles including: group and individual teaching; formal for imparting knowledge; informal for hand on with all learners progressing at their own pace. Activities can include; group work, demonstrations, one to one, paper based activities and the use of ICT where appropriate.
Assessment methods	Formative assessment throughout the course, summative assessment by learning review and evaluation and progression opportunities and monitoring. Formative assessments will include tutor observation, learner report and self assessment, practical and written activities which will be monitored, Q & A, linked to RARPA principles.
How learners' progress will be monitored	Through RARPA process and ILPs. Learner tracking on Lesson plans and feedback on learner records. Midterm reviews to check progress.
Learning support arrangements	Support available to suit individual learners needs which will be established during the induction session or if they become apparent during the course. Initial assessments will help identify individual needs e.g. dyslexia screening and identify learning difficulties and disabilities of learners.
Other, please state:	SoW and curriculum references a guide only and subject to change dependent upon needs and levels of group and individual learners after assessment, initial interview and negotiation with learners of detailed course content. ILPs and work will be set at the appropriate level for each learner and take into account their style of learning.

An overview of the course and who it is intended for:
Accredited course for learners who wish to increase their knowledge and skills in Maths and how to support their child's Maths skills development.   Learners to be aware of terminology and current teaching methods in schools and increase confidence and self awareness of their skills and knowledge. Learners to be aware of their next steps either in further learning or career development.

How safeguarding, Prevent agenda, SMSC (Spiritual, Moral, Social and Cultural) issues will be included:
E & D will be embedded within discussions in the lessons and will encompass SMSC and PREVENT elements where appropriate. Learners to be made aware of centre and Hull CC safeguarding policy and these policies to be strictly followed.

How key themes will be included (English & Maths, Equality & Diversity, Enterprise Skills, Sustainability):

Sustainability: discussed in first session: awareness of sustainability in the classroom and, as appropriate throughout course. Promoting recycling - recycled scrap paper for notes

Resources to be produced as efficiently as possible (e.g. keep photocopying to minimum and double side) and learners to be encouraged to use e.g. junk and sustainable resources etc when creating games/activities. Only print from ICT as necessary.

E&D: Learners are treated as individuals, with their differences and achievements celebrated. Consideration will be made in every session to ensure resources are representative of a diverse range of learners (including children's books first session)

Safeguarding: learners to be made aware of personal safety and belongings in classroom and reminded as necessary throughout course. Adults to take responsibility for own children's safety and behaviour in session

How differentiation will be maximised: Through the use of a range of resources, activities and teaching methods in order to promote learning: suitably challenging the learner through the setting of realistic but challenging learning objectives. Learning needs will be identified in the initial and diagnostic assessment stage and these profiles will be used in order to set individualised outcomes mutually agreed in ILPs and will also be apparent, when appropriate and relevant, in session learner outcomes.

Learner profile – an overview of the group:
See separate group profile

Details of activities *Include where appropriate: Use of ILT/VLE, embedded E&D, E&M, IT, Safeguarding (inc Prevent/radicalisation/extremism), Behaviour/British values, employability, abuse, IAG at the start, on-going and end of programme, induction, initial assessment, formative assessment, summative assessment, progression*

Week 1 (e.g. Induction, session, workshop, review, tutorial, study week, other): **Introduction to the course. Online safety and addition methods including column method**		
Date & details:	Outcomes/learning objectives, include any qualification links/references as appropriate:	Activities and resources:
3/11/15	**Learning Aim:** To develop an understanding of the aims and logistics of the course and complete initial assessment. **Learning objectives (by the end of the course the learners will be able to):** • Identify the aims and structure of each session including recording their own personal aims • Enrolment • Undertake an initial screening in Maths, English and ICT • Receive information about Health and Safety, housekeeping, E and D, and course aims (safeguarding) • IAG information about further learning opportunities for adult learning and what Family Learning can offer • List everyday activities involving Maths • Identify ways to keep themselves and their child safe online - basics • Introduction to the strategies needed to calculate addition. • School policy on calculation methods and update on changes to curriculum • **E&D:** Equal opportunities policy and expectations of learners and tutor from course, support in disclosing information during enrolment.	Tutor introduction to course aims and induction information List everyday activities that can be shared with children that involve Maths– make links to the Maths skills that are used during these activities. Complete initial screening in Maths, English and ICT. Introduction to online safety rules. Complete induction information in learner record Demonstrate different methods of addition and learners to calculate some independently. **Joint session** **Outline of calculation methods used by this school – Introduce Singapore method of addition. Micro teach of Maths from that day.**

	SLlf/E1.1-4 SLlf/E2.1-6 SLlf/E3.1-6 SLlf/L1.1-6 SLlf/L2.1-4	
	SLc/E1.1-4 SLc/E2.1-4 SLc/E3.1-4 SLc.L1.1-4 SLc/L2.1-4	
	SLd/E1.1 SLd/E2.1-2 SLd/E3.1-3 SLd.L1.1-3 SLd/L2.1-5	

Week 2: Adding across boundaries and using YouTube to aid understanding

Date & details:	Outcomes/learning objectives:	Activities and resources:
10/11/15	**Learning Aim:** Identify correct method to add across number boundaries. Introduction on how to use YouTube to encourage independent learning and checking methods. **Learning objectives (by the end of the course the learners will be able to):** • Complete initial screening for Maths, English and ICT to enable correct IAG and teaching to be undertaken. • Demonstrate addition up to 4 digits that cross boundaries. • Recall how to access YouTube to independently research a subject. • Reason why their answer is correct. • Recall the different methods that can be used to add numbers.	Complete initial screening for Maths, English and ICT. Completion of personal information in learner record including aims for beyond the course (IAG) Tutor demonstration and then independent individual or paired work calculation 4 digit numbers across boundaries. Using handwritten questions, Q & A and worksheets. Speaking and listening exercises to reason why they have reached the answer they have. Use a number line to calculate **Joint session** **Teacher to show parents on IWB how adding across boundaries is taught to the children and how language differs between children and adults. Micro teach of Maths from that day. Parents and children to work together to solve problems relating to the class subject.**

	N1/E2.3, 4, 7; N1/E3.2, 3, 9; N1/L1.1, 1.3; N1/L2.1, 2.2	

Week 3: **Subtraction methods – up to 4 digits/Using the inverse - Videoing and blogs**

Date & details:	Outcomes/learning objectives:	Activities and resources:
17/11/15	**Learning Aim:** To learn a suitable strategy to be able to subtract up to 4 digits effectively. To understand the terminology including inverse and how to use them. **Learning objectives (by the end of the course the learners will be able to):** • Subtract up to 4 digit numbers using a suitable method. • Recall what new terminology is used including inverse • Demonstrate calculating using inverse operation • Begin videoing with group to begin blog for group to pass onto other parents on the school webpage. N1/E2.3, 4, 7; N1/E3.2, 3, 9; N1/L1.1, 1.3, 1.4; N1/L2.1, 2.2	Tutor demonstration of subtraction methods including column method. Discussion around terminology used in Maths today including inverse. Learners to work independently to calculate subtraction problems and be able to discuss their reasoning. Learners to begin blog detailing progress made and the course using video recording. **<u>Joint session</u>** **Teacher to demonstrate the use of base 10. Micro teach of Maths from that day. Parents and children to work together to solve problems relating to the class subject.**

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Week 4: Adding and subtracting decimals - Apps		
Date & details:	Outcomes/learning objectives:	Activities and resources:
24/11/15	**Lesson aim:** To understand how to calculate addition and subtraction of decimals and some strategies to help. Introduce money and measure. Investigate apps used on tablets at school and could be downloaded onto phones. **Learning objectives: by the end of the session the learners will be able to:** • Calculate addition and subtraction problems which are using decimals. • Apply strategies to money and measures. • Know at least 1 app that they can use to support their learning and the support of their child. N1/E2.5, 7, 8; N1/E3.5, 8, 9; N1/L1.3, 4, 5; N1/L2.2	Tutor demonstration and instruction on how to calculate addition and subtraction using decimals. Investigation of apps on tablets and discuss results. Discuss and investigate using worksheets and practical resources how to calculate measures and money. **<u>Joint session</u>** **Teacher to demonstrate the puzzling sweet shop and Micro teach of Maths from that day. Parents and children to work together to solve problems relating to the class subject.**

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Week 5: Solving 2 step problems – investigating websites to support independent learning		
Date & details:	Outcomes/learning objectives:	Activities and resources:
1/12/15	**Learning Aim:** To calculate and reason how to solve 2 step problems using addition and subtraction. To investigate websites including the school website that contains useful links for supporting learning/employability options. **Learning objectives (by the end of the course the learners will be able to):** • Calculate 2 step addition and subtraction problems. • Reason why they arrived at an answer. • Recall websites that were useful to them or their child's learning. N1/E2.5, 7, 8; N1/E3.5, 8, 9; N1/L1.3, 4, 5; N1/L2.2	Tutor demonstration and instruction. Practical activities to demonstrate and solve 2 step problems. Demonstration and investigation into different websites that can be used to support learning. **Joint session** **Microteach of Maths from that day. Parents and children to work together to solve problems relating to the class subject.**

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Week 6: Coding and course evaluation		
Date & details:	Outcomes/learning objectives:	Activities and resources:
8/12/15	**Learning Aim:** To understand and be able to do basic coding that can enhance Maths abilities and problem solving. Evaluation of the course and progression routes. **Learning objectives (by the end of the course the learners will be able to):** • Understand the term coding • complete basic coding • Recall progression routes that are relevant to them • Evaluate the course and progress made with their learning.	Demonstration and instruction. Practical activities to demonstrate and solve coding using technology. Independent evaluation of the course and progression routes available to them. **Joint session** **Games and activities linked to Maths.**

2. Manchester Adult Education Service

Context

Manchester Adult Education Service (MAES) delivers courses for parents and carers in SureStart Children's centres and primary schools citywide through its Family Learning team. The courses include Family Literacy, Family Maths, Learning through Play, Fun with numbers, Creative Skills for Parents, Family Language and Personal Development courses such as Confident Parent/Confident Child, Understanding Children's Behaviour, Stress Management and Parenting your Teen. More recently, we have developed and delivered a number of Digital Skills courses, such as Family ICT and Animation, which are particularly successful at attracting fathers.

MAES worked in association with Surestart to develop a six-week course aimed at preparing learners to begin an extended work placement at a Surestart centre. The learners were referred by the Jobcentre Plus to complete the placement in order to enhance their employability. The course thus focused upon employability skills, teamwork, presentation skills and working to deadlines within the context of digital skills development.

About the Course

The course began in early November 2015 and ran for 5 weeks. Each session lasted 2.5 hours. This course targeted young parents and carers, looking for work and about to start a placement with SureStart centres. The primary aim of the project was to extend and enhance parents' digital skills to help them in their placement and when eventually looking for work.

The course was co-delivered by two tutors – one from the Family Learning team and one from the ICT team, in order to share skills and good practice. Lessons took place in one of the Surestart centres the learners were referred to and activities included the creation of a video diary and the production of a PowerPoint presentation.

Fifteen women between the ages of 18 and 50 participated in the course. Thirteen learners had been referred from the Jobcentre Plus to complete 20 hours of work experience in 3 Surestart centres in North East Manchester. Two learners were already completing work experience placements. All parents had primary school-aged children and approximately half had low digital skills.

Week 1 Induction/Enrolment/ Initial Assessment	❖ Introduction to the centre and each other ❖ Discuss what you want from the course and set some goals ❖ Complete Enrolment Card & Initial Assessment & ILP ❖ Self assess your Computing & Internet skills ❖ Survey
Week 2 What do you need to do to prepare for placement	❖ Introduction to tablet ❖ In groups, discuss why you want to come on the course and create a video diary. ❖ Poster tasks ❖ Create a poster for the centre ❖ Find out more about Sure Start
Week 3 Get to Know what the staff do	❖ Learner hand book (Get to know your organisation, Being aware of the responsibilities of your role, health and safety, time management, procedures, being aware of the boundaries of your role) ❖ Interview staff members, and volunteers ❖ Take notes and record your evidence. ❖ Power Point introduction
Week 4 Presentation Skill	❖ Preparing your Power Point Presentations ❖ Organising and presenting information ❖ Working to deadlines ❖ Working with others
Week 5 Power Point Presentation	❖ Power Point Presentation ❖ Presenting yourself
Week 6 Evaluation & Celebration	❖ Video diary, Talk from staff ❖ Check your progress ❖ Survey ❖ Evaluation ❖ Certificates

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Outcomes for Learners

- Learners report being more able to use digital technology at home and in work

- Learners report having a better understanding of the technologies their children use in school

- Learners are better able to engage their children in conversation about technology

Testimonials from Parents

'I'm more able to use digital technology which I can see myself using in admin jobs. I can now make a poster, use a spreadsheet and save and upload photos.'

'I understand how to use Powerpoint and Microsoft Word now with confidence. With this I am able to help my kids with homework. I can also teach my kids what I learned.'

'I feel more confident to go on the internet and hopefully be able to apply for job'

'I am able to look for jobs online and I was able to practice my typing skills on the computer'

Outcomes for Provider

- MAES have been able to explore innovative approached to teaching and learning with ICT

- MAES has established a data sharing project with Surestart to improve tracking and monitoring of learner impact

- MAES have been able to establish stronger links with the Jobcentre Plus

- MAES is now liaising with Manchester Libraries and Code Clubs to establish new links to engage parents in family learning

- EON Reality have offered MAES learners some opportunities to discover more about the creative digital industry, including free and subsidised courses

Support Required Going Forward

MAES plan to deliver two more 'Prepare for Placement' courses during 2015-16 with new SureStart clusters. They have also been in contact with EON Reality to explore the possibility of free or subsidised courses for MAES learners.

Going forward MAES require support to:

- Establish links with Code Club

- Maintain close links with the Jobcentre Plus to ensure learners are referred when needed

- Training of additional staff to support delivery on a larger scale

3. Sheffield Family Learning

Context

Sheffield Family Learning forms part of Sheffield City Council's Lifelong Learning Skills and Communities Service (LLSC). The service offers Family English, Maths and Language (FEML) and Wider Family Learning (WFL) programmes to schools, children centre's and community organisations citywide. Sheffield Family Learning specifically target families in areas of high social and economic deprivation and those with specific needs especially around poverty and English as an additional language. Both WFL and FEML programmes offer a wide range of courses, each with a specific focus that includes speaking and listening, reading, writing, Maths, ICT, science, or health. Course length varies between 2 hour introductory workshops, 12 hour and 30 hour courses, many have the children taking part and some are co delivered by a teacher from the setting.

About the Course

Two tutors, Jane Mountney and Julie Brearley jointly designed and delivered the course, Jane took responsibility for the digital element and Julie the English. The course took place at Watercliffe Meadows, parents were recruited by the school extended services worker, five parents attended.

The course was focused around a visit to Western Park Museum, with learners encouraged to use digital skills to research, contact staff, risk assess and plan an educational visit for their child.

The main aim for the course was to ascertain the ways in which family learning can develop basic digital skills to enhance employability. Specific objectives of the course were to –

- develop research skills to help plan an event
- make a digital resource to use with their children
- be aware of purpose and audience when preparing digital content
- use Google classroom to complete specific tasks

Five learners from a broad range of backgrounds took part in the pilot programme.

Outcomes for Learners

The group had been introduced to many skills that were new to them. Emails were the only tool they were previously familiar with, but only in a very informal way, they

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recognised the value of using emails in a more formal way, especially for communicating in a more professional manner, with a view to gaining employment. Blogger gave the group an experience of diary writing they had not had before, together with planning drafting and proofreading this gave the group essential transferable skills. Using websites for research was very new to the group, it encouraged them to plan and think ahead, previously they would have just turned up, not really knowing about opening hours etc. It also opened up the possibilities of searching for work on-line.

The group felt in a better position to support their children with both digital and English skills. Informed parental support will of course contribute to their children's attainment

Both tutors thoroughly enjoyed delivering the course, they were happy with the content included, they felt longer sessions would have been useful, and would make some simple changes in a second run to improve content and enhance the learner's experience.

Our service has fairly recently started to use Google Apps for Education, the course gave the tutors a chance to continue exploring some of the tools available to us. The tutor's experiences have been shared with our team of tutors. We have a regular technology slot planned into our network meetings, we aim to share good practice as well as provide support and training.

Outcomes for Provider

- Co-delivery was particularly successful and the two tutors felt they each developed their own teaching and learning skills

- The course and format will be incorporated across Sheffield Family Learning's settings going forward

- Connections with the Community Learning Team have highlighted a further application for the course

- Sheffield Family Learning have begun to disseminate their experience with other family learning providers, thus strengthening inter-organisation links

- Sheffield Family Learning are developing a website to house course content that will allow learners to access resources from home