



EAAL Scotland Impact Forum

10am – 1.45pm, 14 June 2018

Grosvenor Hotel, Edinburgh

Notes of Meeting

- Present:** Jim McHarg (North Ayrshire Council); Kay Smith (LW&I); Susan Easton (Learning & Work Institute); Helen Plant (Learning & Work Institute); Jackie Howie (Learning Link Scotland); Karen McGowan (Midlothian Council); Clark Whyte (Clackmannanshire Council); Marion Allison (Standards Council); Sheila Duncan (Edinburgh Council); Fiona Boucher (SLP); Lee Callaghan (SLP); Tracy Waddell (SLP); David Gallagher, Scottish Government
- Apologies:** Margaret Allan (National Learners Forum); Loretta Mordi (Museums Galleries Scotland); John Field (Emeritus Professor University of Stirling); Oonagh McGarry (Scottish Borders Council); Ian Leith (Associate); Ian Shaw (National Learners' Forum); Stewart Beck (North Ayrshire Council)
- Notes of previous Meeting**
Agreed.
- Early Years Priorities and Commitments**
Susan Easton, Learning & Work Institute, **(annexe 1)**

Susan presented on the ages and stages of early years and the impact on family learning. In introducing her presentation Susan talked about learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family. It is recognized that this type of learning has a large and positive impact on children's learning, and, for parents, the wish to better support their children can be the key motivator for their own learning. Research shows that family learning can improve the life chances and social mobility of adults, children and families, including those from the most disadvantaged backgrounds.

Susan is leading the work package on family learning and one of her tasks is to capture outcomes and indicators for family learning nationally by January 2019. Susan will circulate the survey to discuss in a Scottish context and requested that family learning case studies people wished to share could be sent to her at susan.easton@learningandwork.org.uk



5. **Monkton Experience**

Kay Smith, Learning & Work Institute

Kay introduced the Monkton experience of adult learning and raising attainment of both children and adults. The group watched the film of Monkton head teacher and adult learners/children talking about their experiences. It was evident that this work had contributed greatly to the development of both individuals and their communities.

Action Points:

1. Encourage partners to take part in survey
2. Attempt to persuade Scottish Government to take part in PIAAC
3. Gather case studies from Scotland

6. **Children, Adolescent, Health and Wellbeing**

David Gallagher, Scottish Government, **(annexe 2)**

The Scottish Government is working on a ten-year plan to develop a series of actions, focused on health and wellbeing, that will lead to improvements in outcomes for children and young people.

It's based on core principles:

- Rights based approach
- Equalities
- Prevention is paramount
- GIRFEC means not putting people in boxes.
- Voices of communities and families

How does the Action Plan add value to the current landscape of policies, services, Action Plans and Strategies? What is different?

It was agreed to progress the discussion focus outwith the Impact Forum to gather data that might help explain the work and impact of family learning on this area.

The focus group will work on addressing the SG's discussion points:

1. What are the potential barriers/challenges?
2. What do we need to do to ensure this is a success?
3. What opportunities does it give us to help provide a focus to move towards a more cohesive approach?
4. How can it help align current policies, where are the gaps, what would be the most significant action?



7. Discussion Focus

How does this work fit with developing a strategy for adult learning?

- Strategy should encompass family learning
- Ensure that there is a clear definition of family learning and where it sits.
- The agenda for family learning is often confused by parental involvement, and engagement and raising the attainment of children-so work needs to be developed to ensure that family learning is understood to be about work with the whole family parents and children and is about a culture of learning within the family.
- Need to include the work that CLD managers did on the outcomes for adult learning

8. Date of next meeting: 10 October 2018