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# Providing the evidence: the impact of wider family learning

A report commissioned by the  
Department for Innovation, Universities  
and Skills

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## Contents

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Contents .....	2
Acknowledgements.....	2
Introduction and executive summary .....	3
Wider family learning: background.....	5
Skills development.....	7
Evidence of wider family learning course outcomes .....	12
Progression.....	16
Making a strategic contribution to Public Service Agreement areas .....	22
The national data: what it tells us.....	33
The Current Data Collection Regime .....	33
The ILR and Family Learning.....	33
Additional Data Collection.....	34
Returns for Children.....	35
Delivering the Programme Objectives .....	35
The Data Available and the Quality of Returns .....	35
Conclusion and Recommendations .....	38
Skills development and outcomes .....	38
National indicators .....	39
Data .....	39
Bibliography .....	40
Appendices.....	42
Appendix 1: ILR Fields 2008/09.....	42
Appendix 2: Family Learning Tracking Event, Croydon, July 2008.....	47

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## Introduction and executive summary

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NIACE was commissioned by the Department for Innovation, Universities and Skills to carry out a short focused piece of research, examining the impact of Wider Family Learning programmes on families and the contribution of the outcomes of activities to the wider policy agenda. The project formed one element of a wider research programme, building on the Informal Adult Learning consultation and initiating development work on the access strand of the Learning Revolution white paper.

We have carried out this research by gathering case study information from providers and the families they work with, focus group discussions with learners, an analysis of current available information on programmes and a detailed analysis of the data from the central records collected by the Learning and Skills Council.

We have found that:

- The evidence of the impact of Wider Family Learning illustrated in this report through data gathered on programmes, learner outcomes and LSC returns, clearly illustrates a key role for these programmes across many different agendas. The programmes provide the building blocks for new learning journeys for the adults and for improved attainment by the children. The case studies identify the first steps of many outcomes, including gains in confidence, journeys to employment, increases in social cohesion and changes in aspirations.
- The underpinning skills developed as part of family learning activities transfer into other areas of family life and provide opportunities for learner progression in educational, economic, social and personal terms.
- Whilst it is generally too early to see the impact on learner outcomes, the FLIF programmes have opened up new opportunities for providers to work with new partners to attract the target families at risk. This has enabled them to consider wider family learning as a key shaper to integrate Every Child Matters outcomes into new areas, for example community cohesion and sustainable development. For the very best providers, this offers imaginative curriculum development opportunities to take learning into the community and capture the impact; for other providers this is a new and challenging agenda.
- The tracking requirement for FLIF for a sample of learners enables providers to gather outcomes missing from ILR data and to provide a holistic sample of the outcomes of learning, much more in keeping with the *Think Family* approach.
- The analysis of case studies in relation to the PSAs and national indicators highlights two issues: firstly, the role of wider family learning in contributing to elements of many PSAs and indicators; but secondly, the fact that this role is often unrecognised and is rarely captured in reporting processes. With the majority of LSC wider family learning

being channelled through local authorities there are missed opportunities to highlight the contribution that wider family learning can make to local area agreements.

We make a number of key recommendations. These are that:

- the gathering of generic outcomes and the categories of progression (personal, social, education and economic) currently used for FLIF tracking are recognised for all family learning programmes as a means of showing the impact and the wider benefits of learning;
- a new curriculum framework for family learning, *a curriculum for social justice*, is introduced. This will provide a consistent approach for all practitioners to introduce new learning programmes with the aim of improving families' skills to meet the needs of the 21<sup>st</sup> century. It will provide practitioners with a framework and the tools to support learning in families and build the resilience and skills to meet the new world order. It will enhance the integration of learning opportunities into the range of PSA policy priorities and strengthen civil society. It is envisaged that this will lead the way in building on existing best practice and produce a range of learning outcomes for families in community cohesion, sustainable development, democratic principles and community engagement. It will need to be introduced nationally and adopted by the future funding agency.
- a new national indicator is introduced for the completion of family and intergenerational learning programmes, captured by location. The Learning Revolution has opened up the debate on the relevant national indicators for post 19 learning. This debate needs to include an indicator for family learning and wider intergenerational activities. To make this a meaningful and measurable indicator it will need to be based on the completion of a learning activity or programme. It would also be enhanced by subset collection of the location at which the learning is taking place, giving effective indications if the learning is taking place in school, children's centre, community centre, care home etc. This would not supersede the data collection responsibility of the funding agencies but provide both an overview of wider participation and secure learning's place in local strategic planning frameworks;
- a review with providers takes place on the range of data that is collected and how it is used, taking the definitions of WFL (and FLLN) as a starting point. There is a case for recommending a more structured method of collecting essential data (rather than on an ad hoc local basis), that would reduce the overall burden but also facilitate national reporting and enable Departmental colleagues to 'make the case' for family learning with more reliable evidence. This would now be the remit of the Information Authority and needs to be considered in the context of the future of the Adult Safeguard;
- some specific work is carried out with the teams responsible for the development and analysis of the Unique Learner Number to understand the issues and opportunities for family learning. We were

able to identify one local authority provider with a WFL allocation that was using the national unique learner number for some of its learners;

- DIUS may wish to support LSC and DCSF in the analysis of the first tranche of progression data from the FLIF programmes that will be available later this year, and feedback to providers on good practice in additional data collection for WFL.

## Wider family learning: background

Wider Family Learning is both an approach and a funding stream. Family Learning has at its heart the welfare and advancement of the child set in the context of learning for the whole family. It acknowledges that each family member is an individual with individual needs and aspirations but is affected by the behaviour and attitudes of the other family members across different generations.

Family Learning draws on a number of traditions including adult literacy, early learning, community development, parenting, parental involvement, school improvement and supporting children's learning.

The family learning pedagogical approach can be summarised as one that:

- promotes the family as a learning environment,
- builds on home culture and experience,
- encourages participatory learning,
- promotes learning as a "change in or affirmation of skills, attitude and knowledge",
- promotes family relationships as supporting well-being and readiness to learn,
- promotes a culture of aspiration in adults and children,
- gives opportunities and builds confidence to try out new skills and ideas.

In the publication "Special relationships how families learn together"<sup>1</sup>, Maureen Banbury describes three approaches to learning relevant to effective intergenerational family learning, which are commonly followed by providers of wider family learning. These follow an experiential rather than a cognitive approach.

- Kolb's experiential learning cycle<sup>2</sup> which sees the learning process as a cycle building in concrete experience, observation and reflection, action planning and testing in new situations. Learning can start at any point in the cycle and family learners can draw on experiences from their own family cultures. The stages of development covered by the cycle correspond to Piaget's work on the stages in children's learning.

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<sup>1</sup> Banbury, M. (2005) Special relationships how families learn together, Leicester: NIACE

<sup>2</sup> Kolb, D.A. (1994) Experiential Learning: Experience as a source of learning and development, New Jersey:Prentice-Hall

- The ORIM framework<sup>3</sup> to support the emphasis on the role of parents as their children's first educators. The framework has four elements – providing **O**pportunities for learning, showing **R**ecognition of the child's activities, **I**nteraction with the child to encourage further activities, providing a **M**odel in the area of learning. The framework was developed for parents to use in supporting their children's acquisition of literacy skills, but is widely used in wider family learning to promote learning across the generations.
- Work by Jack Mezirow<sup>4</sup> also looks at successful learning as a cycle of experiences. The learner is transformed through the learning process after experiencing a 'disorientating dilemma' which challenges previous conceptions. This leads to critical reflection on the new knowledge followed by 'perspective transformation' when the learner's previous assumptions are overturned and new perspectives developed. The learner finally arrives at the point of making choices or otherwise acting on this new understanding.

The history of the development of family learning in the UK is well documented elsewhere<sup>5</sup> and is not within the scope of this report. In 2001 the Learning and Skills Council took on responsibility for the management of the national family learning funds. These were divided into two areas: programmes that supported the Skills for Life agenda, known as *Family Literacy, Language and Numeracy* and those that supported wider curriculum activity known as *Wider Family Learning*. These are collectively known as *Family Programmes* or Family Learning.

In 2007 the Department for Children, Schools and Families announced additional funding for family learning in the Children's Plan<sup>6</sup>. A three year funding programme has been introduced: *Family Learning Impact Funding (FLIF)*. This funds specifically targeted programmes that extend family learning opportunities to involve more families at risk<sup>7</sup>, attract more fathers<sup>8</sup> into family learning and broadens provision for those classed as disadvantaged.

FLIF has five strands of activity covering early years, family numeracy, family financial capability, information for parents and wider family learning. These are backed by a sixth strand on data management and it is a requirement of the programmes that providers track a small sample of learners over the three year period. Activity is backed by a development programme, delivered through the Learning and Skills Improvement Service (LSIS), supporting providers in the rapid introduction of courses focusing on the priority areas.

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<sup>3</sup> Hannon, P. (1997-2001) *Raising Early Achievement in Literacy – The REAL Project*

<sup>4</sup> Mezirow, J. (1991) *Transformative Dimensions of Adult Learning*, San Francisco: Jossey-Bass

<sup>5</sup> NIACE Briefing Sheet 74 at <http://www.niace.org.uk/sites/default/files/74-Family-Learning.pdf>

<sup>6</sup> <http://www.dcsf.gov.uk/publications/childrensplan>

<sup>7</sup> See Cabinet Office (2007) *Think Family: Families at Risk Review* for definition of a family at risk

<sup>8</sup> LSC ILR figures for 2007-08 show FLLN programmes attracting 10% male learners and WFL programmes attracting 15% male learners.

The wider family learning strand of FLIF signifies a recognition of the role of learning as a family across multiple policy areas with a focus on target groups. The brief for FLIF wider family learning includes developing initiatives that support community cohesion, both with regard to addressing the gun, gangs and knives issue and within the wider context. It makes a significant move forward by enabling providers to work with new partners in integrating the Every Child Matters outcomes into a range of broader policy areas.

Four briefing papers have been produced by NIACE as part of development work to enable providers and their partners to deliver an appropriate curriculum for WFL meeting the Every Child Matters outcomes for target families across:

- community cohesion;
- sustainable development;
- arts and culture;
- health and well-being.<sup>9</sup>

The case studies outlined in the evidence section of this report outline the impact of working across a broad range of policy areas.

## **Skills development**

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Family Learning has evolved over the past 20 years as a powerful means of engaging adults into learning, focusing on adults who did not achieve well at school and who are experiencing multiple problems in their adult life. Learning is in an individual and family group context and promotes the acquisition of skills additional to those generally found on a non intergenerational programme.

### **Skills development and outcomes**

In 2007 the LSC commissioned NIACE to research the systems that providers use to follow learners after they have completed family learning courses.<sup>10</sup> The research analysed skills development promoted through family learning, in terms of individual and collective outcomes. It found that the outcomes from family learning activities fell into a consistent pattern:

- new skills;
- gains in confidence and understanding;
- improved communication;
- changed behaviours;
- changed relationship with family and community.

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<sup>9</sup> Available from the Skills for Families website at <http://skillsforfamilies.excellence.gia.org.uk/>

<sup>10</sup> <http://www.niace.org.uk/development-research/families-learning-and-progression>

The purpose of this checklist is to link family learning course planning to generic outcomes and progression. The checklist is for use on Family Learning Impact Funding courses, but it can be used for any family learning course.

Family learning activities produce a number of outcomes including:

New skills	Gains in confidence and understanding	Improved communication	Changed behaviours	Changed relationships with family and community
<ul style="list-style-type: none"> <li>• Develop listening skills</li> <li>• Develop reading skills</li> <li>• Develop writing skills</li> <li>• Develop numeracy skills</li> <li>• Work towards accreditation</li> <li>• Develop skills and knowledge for supporting children's learning</li> <li>• Improve skills and knowledge for budgeting</li> <li>• Develop ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Build confidence and self-esteem</li> <li>• Develop self-motivation</li> <li>• Gain information, advice and guidance about progression opportunities and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• Develop organisational skills</li> <li>• Develop oral communication skills in different situations</li> <li>• Develop interpersonal skills</li> <li>• Develop negotiating skills</li> <li>• Develop problem-solving strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Explore new ideas</li> <li>• Widen aspirations for self and family</li> <li>• Develop an interest in learning for self and family</li> <li>• Develop skills for making decisions</li> <li>• Develop skills for making choices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knowledge, understanding and tolerance of different cultures</li> <li>• Build relationships within the family/community</li> <li>• Develop skills for working in a group</li> <li>• Develop contact with local community/groups</li> <li>• Develop a sense of inclusion</li> </ul>

These outcomes relate to different categories of progression – personal, social, educational, economic. Course planning needs to take account of some of the intended generic outcomes across the five areas (shown above) and link these to specific course activities or methodology (see below).

The nature and number of outcomes to be achieved during the course will depend on:

- focus of course under Family Learning Impact Funding (see overleaf)
- length of course
- individual learner needs, level and initial assessment.

Figure 1 Lamb, P et al. (2008) Families, Learning and Progression. Leicester: NIACE

These outcomes provide the framework of skills needed for many activities including various definitions of employability. The 2007 NIACE topic paper Family Learning to Employment: raising aspiration and gaining skills<sup>11</sup> refers to the skills identified by employers in several surveys as those they are looking for in their employees. In addition to a good level of ICT, literacy and numeracy skills, nominated skills include:

- problem-solving;
- organising;
- communicating effectively;
- working to deadlines;
- management and leadership;
- negotiating;
- motivating people;
- making decisions;
- research skills; and
- managing multiple priorities.

All of the generic outcomes gained through family learning provide the building blocks for moving into further learning, community activities, employment and greater involvement in the local community, as evidenced by the case studies illustrated in this report.

<sup>11</sup> <http://www.niace.org.uk/sites/default/files/fl2e-learning-topic.pdf>

### **“Tiger Tales” Family Learning in partnership with a young mothers’ group and the Isle of Wight Zoo**

The programme aimed to create a tiger themed mural at the local zoo, It was the starting point of a significant learning journey for a group of young mums who attended Family Learning sessions based at a teenage mothers’ project on the Isle of Wight.

**Group profile:** *The group members are all young mothers. Typically, they are socially isolated with some having been diagnosed with depressive illness and often with problems of poor accommodation and low income. Some are lone parents; others carry the burden of partners (or significant family members) undergoing physical or mental health problems. Many have experienced high levels of family turmoil during childhood which has had a detrimental impact on their self-esteem and confidence. Some left school, and home, early. None of the group has achieved her full academic or social potential. Most of the learners were new to Family Learning.*

**Organisation, retention and attendance:** *The two-hour sessions took place weekly over a ten week period during May to July 2008. Much of the time was spent at the local zoo, learning about tigers at first hand and then depicting them on a mural. Retention on the course was 100%. and the majority of the young women achieved 100% attendance. They also came along to some extra sessions in order to complete their work to a tight deadline.*

#### **Outcomes and impact**

**New skills and improved communication:** *At the outset, the learners had undeveloped negotiating and listening skills, and found teamwork difficult. By the end of the course they identified themselves collectively as team-players who had learnt how to work together.*

**Gains in confidence and understanding:** *Learners identified gains in self-confidence. While they were painting the mural, members of the public, assuming they were trained artists, admired their work. The zoo staff took an active interest and the learners responded readily to their expert feedback. The mural was officially handed over to the zoo by the TV naturalist, Nigel Marven. One learner commented: “Painting the mural - we weren’t confident to begin with. We finished it and when Nigel Marven was showing it to all the crowds of people who came to the zoo it felt great! My confidence has really grown!” The learners also began to consider learning processes and outcomes for older children. They aimed to create an interactive mural which poses questions for children to answer as they tour the zoo.*

**Changed relationships with family and community:** *Learners commented: “The difference this project has had on our lives and others is very great as not only did we learn to work as group, which involved a great deal of listening to one another, but we have managed to make an impact on our children’s lives and others in the community.” “The way in which it has impacted on our children’s lives is that they can see what we have done and pass this on to their friends.” Following the course learners identified that they would prefer future learning to be hands-on and practical. They wanted to be “out there in*

the community” to raise awareness of their project.

**Changed behaviours:** Following “Tiger Tales”, a local organisation sponsored sailing training for the young women. One learner commented: “If you aren’t a team, the boat won’t go!”

**Recent developments and progression:** Latterly, the group – with a few new faces – has undertaken a Gunpowder Plot themed course which combined carnival arts for a Bonfire Night procession with researching Guy Fawkes for a collaboratively written children’s book. Once again, they helped one another and put the group before the individual. With a newly developed taste for history, the next step was the current archaeology course at Brading Roman Villa. Learners have sampled archaeological processes and will create an exhibit for the visitor’s area at the Villa. They are still working as a mutually supportive team. Additionally, two women have identified that they would like to study ancient history as a career choice. “I’ve found a possible career path through doing the archaeology course and am absolutely loving it!”

**Learners’ thoughts on Family Learning in partnership with their project:** “ I think it’s always enjoyable and educational. You learn a lot in the short time we’ve got. It’s always fun and not just classroom learning.” “ [there are] ...so many ways in which to learn and by that I mean it doesn’t have to be all boring in a hot crowded classroom type of work, it can be fun indoors and outside...” “Learning means I’m doing something for me, being ‘me’ again - my life isn’t just about the baby!”



Young mothers group: Winchester House, Isle of Wight

Clear similarities exist between the skills and capability sets identified as generic outcomes from family learning and those identified as important across different sectors and agendas. These are summarised below.

**Foundation Learning Tier Progression Framework**<sup>12</sup>: This includes three distinct components:

- vocational knowledge, skills and understanding;
- functional skills;
- personal and social development.

**Skills for Life:** The recently published DIUS Skills for Life Refresh report *Changing Lives*<sup>13</sup> keeps skills development at the centre of economic recovery and the creation of a more socially inclusive society. Where adults do not have the skills to flourish in the modern society, there is a knock-on effect for their children's opportunities. Wider Family Learning is cited as supporting a range of informal local activities including ICT, citizenship and the environment – delivered in settings such as museums, libraries, sports centres and colleges. From such provision, learners develop a range of functional and vocational skills which lead to employment and improved employment.

**OECD Key competencies:** The OECD report '*The definition and selection of key competencies*'<sup>14</sup> sets out a range of competencies which, it argues, are needed for a successful life and a well-functioning society. These are necessary to master changing technologies and make sense of large amounts of information. They are underpinned by reflective thought and action and include:

*Competence Category 1: Using Tools Interactively:*

- the ability to use language, symbols and text interactively;
- the ability to use knowledge and information interactively;
- the ability to use technology interactively.

*Competence Category 2: Interacting in Heterogeneous Groups:*

- the ability to relate well to others;
- the ability to cooperate;
- the ability to manage and resolve conflicts.

*Competence Category 3: Acting Autonomously:*

- the ability to act within the big picture;
- the ability to form and conduct life plans and personal projects;
- the ability to assert rights, interests, limits and needs.

The report highlights the need to respond to globalisation and modernisation. It points out that individuals need a more complex set of competencies than the mastery of narrowly defined skills. It argues:

*“Sustainable development and social cohesion depend critically on the competencies of all of our population – with competencies understood*

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<sup>12</sup> See LSC Briefing Note: Developing and Implementing the Foundation Learning Tier, 19 February 2009

<sup>13</sup> [http://www.dius.gov.uk/news\\_and\\_speeches/press\\_releases/~-/media/publications/SkillsforLifeChangingLives](http://www.dius.gov.uk/news_and_speeches/press_releases/~-/media/publications/SkillsforLifeChangingLives)

<sup>14</sup> <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

to cover knowledge, skills, attitudes and values.” OECD education ministers, 2005

**Skills for Active Citizenship:** Skills for active citizenship include the following competencies and dispositions:

- articulation of opinions and arguments;
- problem-solving;
- respect for cultural and social differences;
- readiness to share and delegate.<sup>15</sup>

**Changes to secondary curriculum:** These are reflected in the changes to the secondary curriculum framework for personal learning and thinking skills which cite the need to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators<sup>16</sup>.

**Stronger communities:** The Home Office promotes ‘stronger communities.’ It defines these as communities where people are informed about what action is happening to address their concerns and feel it is worth their while to pick up the phone, go to a residents’ meeting or put on a youth night for the local kids.

These wider views reflect the hypothesis brokered by Professor John Bynner at the NIACE conference ‘*Families, learning, impact and the national agendas*’ in January 2009. He argued for the need to consider 21<sup>st</sup> century capabilities as well as skills.<sup>17</sup>

Family learning courses enable learners to develop the skills, knowledge and confidence to engage with community issues inside and outside school / early years provision and with wider national or global community issues. Becoming a volunteer is often the path taken by a learner from a family learning course into community involvement.

### Evidence of wider family learning course outcomes

Effective wider family learning leads to the acquisition of the skills and knowledge covered on a particular course (e.g. how to cook a balanced diet with the children) **and** it also provides opportunities to acquire those underlying skills identified as the precursors to learning itself, both for adults and children.

The informal and participatory nature of wider family learning promotes fun and a sense of enjoyment for adults and children and helps build confidence and a desire for further learning (**gains in confidence and understanding**).

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<sup>15</sup> from the paper ‘Tool on teacher training for democratic citizenship and human rights education’ Education for democratic citizenship 2004

<sup>16</sup> <http://curriculum.qca.org.uk/key-stages-3-and-4/index.aspx>

<sup>17</sup> Conference presentation available at <http://www.niace.org.uk/sites/default/files/families-learning-impact-John-Bynner.pdf>

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*“I loved the Chinese Family Learning Day – it was brilliant. I did not realise I would enjoy learning so much. I learned how to make kites and lanterns – my daughter is still flying the kite when her friends come to play- and I had my first taste of surfing the net on the computer. I really want to follow this up now.”<sup>18</sup>*

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*M joined a family learning programme organised by St Helens Council. She is a single parent who left school at 16 with no qualifications. After encouragement from the Children’s Centre Community Participation worker she joined a 20 hour Family First Aid course at a local children’s centre when her second child was one. M reports increases in confidence and this led to her joining other courses. She was able to talk about her dyslexia and gain support. M describes her learning experience as life changing. She reports that her raised self-esteem has enabled her to show her children that learning is a positive experience. M now volunteers with the Children’s Centre and encourages and supports other local families to join family learning provision.*

A common feature of wider family learning courses is the pride which the children show because their mother/father/carer is taking part with them on the course and the happy surprise the mother/father/carer exhibits on discovering what their child can achieve. These are important elements in the building of the family relationship (**changed relationship with family and community**).

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*“The session made us more aware of our capabilities. I didn’t think she would be able to glue and manage the decorations on the Rain Maker, but she could do it – she learnt how capable she was at something quite complex and new to her. I also learnt how much more capable she is than I thought she was.”<sup>19</sup>*

Family learning activities give space for experimentation leading to development of social skills and improved self-esteem (**improved communication, gains in confidence and understanding**).

Working together can be a new experience for the mother/father/carer and child and this can challenge the normal power relationship and lead to a greater understanding and changed perceptions within the family (**changed behaviours, changed relationships with family and community**).

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<sup>18</sup> Banbury, M. (2005) Special relationships how families learn together, Leicester: NIACE

<sup>19</sup> Banbury, M. (2005) Special relationships how families learn together, Leicester: NIACE

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*"I have learnt loads of things with and from my children. I am constantly finding that my children come up with really good ideas, explanations, models etc to impress me with! So I learn from them and at the same time they can learn from me."<sup>20</sup>*

After attending a family learning day organised by Hampshire County Council with a local outdoor centre as part of their Beyond Horizons project, one father, who was separated from his four children commented that he had really enjoyed the day. He would try and do something similar again as he felt much closer to his children after sharing some of the experiences with them (**changed relationships with family and community**).

An actively functioning family shows the characteristics of successful group co-operation and teamwork, e.g. active listening, negotiation, problem-solving, creative thinking and modeling. These skills are mirrored in family learning activities. They are particularly relevant for families who are facing challenges in operating successfully as a group and link to the parenting agenda (**new skills, improved communication, changed behaviours**).

Because family learning is fun and has explicit outcomes for adults and children, it is a powerful tool for building an interest in learning and developing lifelong learners (**changed behaviours**).

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### **Improved relationships within the family**

*"Family Learning gave her the bug to carry on with her own education."*

*Paula from Doncaster left school with no qualifications and is married with three children aged 18, 8 and 2 years old. She first joined a family learning course at her daughter's primary school in 2004 to help her daughter as there was such a large age gap between the children. She was recruited by a teacher in school but only committed to attending one session as she did not think that she would like it. However she loved it and was hooked, wanting to do more.*

*She attended several family learning courses and gained a qualification for the first time. She now holds a Level 2 OCN accreditation and has progressed to an adult learning health and beauty course which she hopes will lead to employment.*

*Dawn feels that family learning has had positive effects for herself and her family. She now feels more confident to support her child and help with increase in activities as a family with more learning activities at home. For herself, she loved the family learning experience, above all because it gave her more confidence. The courses gave her the learning bug to carry on with her own education. Dawn's advice to other would be-learners? "Great, try it!"*

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<sup>20</sup> Banbury, M. (2005) Special relationships how families learn together, Leicester: NIACE

Although literacy, numeracy and language are not primary outcomes for wider family learning courses, many programmes embed such skills in activities for adults and children (**new skills**). The Rose report<sup>21</sup> in March 2006 outlined a new conceptual framework for learning to read marking out the journey from 'learning to read' to 'reading to learn, for pleasure and purpose'. Whereas the process of phonics acquisition is time limited, the development of comprehension is a lifelong activity.

Wider family learning activities can contribute to both dimensions of the framework by providing real life opportunities to develop and practise the abilities necessary to understand and appreciate written texts in different contexts.

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*"Taking part in Family Learning has meant that I feel more able to support my child with his learning. His teacher says he is doing so much better at school since I went on the course." Learner from the Isle of Wight*

Family learning activities can lead to children showing improved motivation and behaviour at school, as reported by Hampshire County Council following a family outdoor activity day.

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*"Families worked together to build and sail rafts, completed team challenges on a set of high wires, climbed, abseiled and kayaked. Some of the children had been invited as they were disruptive or had trouble concentrating at school. What was fantastic to see was the way they listened to instructions, waited their turn and participated with such enthusiasm in all the activities. Their class teacher joined us for the day with her children and she was struck by how determined some of the children were and how much they wanted to achieve and succeed.*

*One boy who had real trouble concentrating at school was one of the most determined to have a go at everything. Despite capsizing his kayak first thing and having no dry clothes to change into he remained cheerful and attempted everything. The next day at school the teacher reported to me that he was the best behaved he'd ever been. I spoke to his class teacher again at the end of the week and she said both he and another child who frequently misbehaved had managed a whole week without having 'time out'.*

*In one of the schools the Head was thrilled to find that parents she had never seen before had attended. We are continuing to work with this school, building on the trust and confidence gained on the fun day out. Parents have come into school for a short healthy eating course with their children and a Christmas workshop and are about to embark on a literacy and craft based*

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<sup>21</sup> <http://www.standards.dcsf.gov.uk/phonics/report.pdf>

*course where they will work with their children to explore and make books, building up writing skills as they do so.*

*The soft outcome of increased confidence for both the adults and children generated by the experience of trying and succeeding in personal challenges is an important building block, as is the new relationship many of these adults now have with their child's school. We need to value and celebrate these outcomes and look at ways of building on them. Hopefully the hard outcomes will follow in due course"*

*(Julia Gahagan Family Programme Manager Hampshire County Council – further details will be available on the NIACE website)*

## **Progression**

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The mapping of the five outcome areas for family learning (new skills, gains in confidence and understanding, improved communication, changed behaviours and changed relationships with family and community) links to four areas of progression:

- personal progression - e.g. increased confidence, changes in attitude, increased choices, increased tolerance and understanding, changes in attitude, improved health, improved sense of well-being;
- social progression - e.g. volunteering, joining groups, engaging with community activities, feeling included, better relationships with family;
- educational progression – e.g. other courses, other family learning, learning at home, supporting children's learning, raised aspirations;
- economic progression – e.g. skills, employment, qualifications, placements, increased confidence, more effective communications, improved budgeting.

There is recognition that increased confidence, raised aspirations, understanding of and motivation for learning are tacitly identified as forming the foundation of all categories of progression<sup>22</sup>.

The areas of progression support a variety of targets in the set of national Public Service Agreements as described in a later section of this report.

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<sup>22</sup> <http://www.niace.org.uk/development-research/families-learning-and-progression>

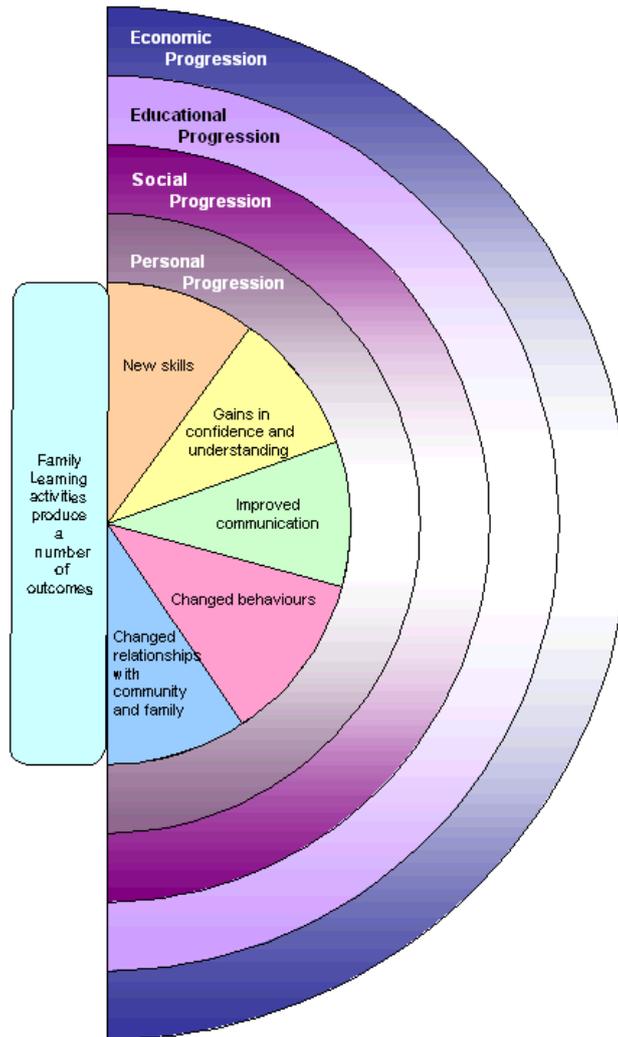


Figure 2 Lamb, P et al. (2008) Families, Learning and Progression. Leicester: NIACE

As part of this research we collected learner journeys to provide the evidence base of the impact of wider family learning. Outlined below is an illustrative sample of case studies of progression from wider family learning courses. Further learner case studies are available on the NIACE website.

## Personal progression

### Progression: case Study 1

*Anthony has been on DRR for drug related offences and first joined a family learning DRR course 'Skilled for Health' whilst attending Escape Family Support. He is 41 and has not had a learning experience for several years.*

*After attending the Skilled For Health course, **he obtained a first aid certificate, fire safety awareness and has since enrolled for further education to do Maths and English at Level 2. He would like to learn to drive and secure employment.***

*The positive learning experience has provided Anthony with an overall improvement in his lifestyle, with knowledge clearly passed on to other family members. He has started jogging and joined a gym and is more aware of his diet, which is having a positive impact on the whole family.*

### **Progression: case study 2**

*Julie left school in Leicester at 16 with a good level of education including 8 CSE's and 3 'O' Levels. She has not worked for the past 9 years since having children.*

*She was recruited to her first family learning course by the Ethnic Minority Achievement Service (EMAS) tutor at the school gate. This course was My Family on the Computer and was just what Julie needed to update her skills and get her out of the house and not feel so isolated. It was a chance to work one to one with her child and have childcare support.*

*Julie became friendly with lots of other parents, met those from other cultures (especially Asian parents), and then carried on to complete more family learning courses and enrolled in FE for an NVQ Childcare course. She now does voluntary work in schools as 'Special Needs Support', and would like to find work, probably with children.*

*Julie says that her children loved having quality time with Mum, she can help them with homework as she feels more confident in her ability. Seeing Mum around the school has given her children more confidence as well.*

*Julie sees her learning as 'enriching her life' and to be awarded certificates that mean something was immensely rewarding and reassuring.*

**Personal progression**

### **Social progression**

### **Progression: case study 3**

*M from St Helens is a single parent living on a social housing estate within the most deprived 10% of Super Output Areas (nationally). She left school at 16 with no qualifications, has two children aged 5 and 12 and lives on benefits.*

*Encouraged by the Children's Centre Community Participation Worker and the Family Learning tutor, M first attended a 20 hour Family First Aid course at the local Children's Centre. This was the first step that allowed M to feel more comfortable about*

**Social progression**

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joining other local Family Learning courses.

**She grew in confidence and made friends.** She was able to talk about her dyslexia and access help for this through a Family Learning tutor who was able to work flexibly being funded through a partnership arrangement between ACL and SureStart.

Over four years, **M has completed 5 OCN courses, Share courses and various Family Learning workshops, events and training.** She is currently delivering (in a voluntary capacity) Learning Through Play courses supported by the Family Learning team, she is an **active volunteer** at the Children's Centre and her child's school and **she represents parents at local and Borough-wide partnership meetings.**

**M now has high aspirations for the future;** she plans to access more support and learning, pursue FE qualifications and gain meaningful employment in an area that utilises her considerable family learning experience.

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#### **Progression: case study 4**

Claire is from Wandsworth in London and after marrying when she was 17, she started her family at 18. She has 7 children, with ages ranging from 3 to 16.

Claire has always been interested in supporting her family in many ways, and through the nursery school key worker began to become involved in the family learning available. She first completed **a Share course Strengthening Families, Strengthening Communities** in 2005.

This led on to her being **awarded the Share 'Family of the Year'**, she was employed in the nursery school as a lunchtime supervisor and **had support to attend NVQ L2 training in childcare.**

Claire feels this has made her **a better role model for her children, she is more actively involved in her children's learning, and as a result the family is spending more time together.** She particularly enjoyed **being part of a group and making friends with other parents** and feeling she has support. This in turn has led Claire to sum up her learning experience as **"feeling more empowered"**.

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## Educational progression

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### Progression: case study 5

Educational progression

Lorraine is a single parent from Greenwich with 2 young children aged 6 and 8. She left school at 16 with no qualifications and after 17 years of working in a supermarket, she decided to try and improve her parenting skills by attending a Positive Parenting course at her daughter's school.

Lorraine had seen the course advertised in the school newsletter, and a liaison worker who regularly recruited in the school playground encouraged her to go along.

**The course led her on to assisting with reading in her child's class and she also became a volunteer for her church. She went on to complete a number of family learning courses because she simply enjoyed learning, particularly with like-minded adults. Most of all, she feels her confidence has grown enormously and enabled her to become "a better person and mother".**

**Lorraine is now enrolled on the NVQ L2 Supporting Teaching and Learning in Schools with the ambition of working in the classroom, supporting the teacher.**

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## Economic progression

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### Progression: case study 6

Economic progression

Pauline is a single parent from London who relocated to Somerset to be near her parents, although she had to live in temporary accommodation. She left school with no qualifications and is not working.

She first joined a "Parents Learning Children Learning – Reading and Writing with Children" course at her local primary school. She hoped this would help her feel more settled in a rural area, meet other parents and to be more familiar with the education system. She was recruited to the course through personal contact and letters home.

Once she started the course, Pauline found that **her confidence improved** in lots of ways, she met other parents at the school, it helped to **give her a sense of belonging and place and she realised that activities at home were supporting her child at school.**

**Pauline has since gone on to train as a Teaching Assistant and has completed Level 1 and Level 2 Numeracy and Level 2**

*Literacy qualification, as well as the NVQ Level 2 City & Guilds Teaching Assistant qualification. She was also keen to carry on her involvement in Family Learning at the school and attended a "Keeping Up With The Children" course*

**Progression: case study seven**



**Family Learning Ambassadors**

*For nearly 30 years now I have had a child under the age of sixteen at home. I decided at the beginning never to work full-time and be there for my four children throughout the day, this meant often working evenings and doing jobs I didn't really enjoy but had to do as the only way to supplement our income. Then through my children's school I was recruited onto a Family Learning Course which then **gave me more confidence to go on to Adult Learning at Warrington Collegiate Institute where I achieved good grades.***

*Two and a half years ago I saw the job advertised for the Family Learning Ambassador position. I just knew it was the right job for me. I had always been somehow connected with learning, either teaching myself or going on courses or teaching my own children, working as a child minder, in a school, pre-school and a nursery. I have also been a slimming teacher and a youth worker, volunteered in schools and for the community. **I just enjoy gaining knowledge and I knew I could pass on my enthusiasm for learning to others.** I felt the time was right for me and the job description would mean I could still be there for my youngest son after school and I could do a job I would really enjoy. I just hoped they would like me. So I applied for the job and they did.*

*Since starting the job I can say my confidence has certainly grown and this has been solely because of the patience of the wonderful people I work for, who have brought out skills I didn't know I had. I have attended lots of courses within the Council and with the team's encouragement I took on an IT Learn Direct Course at home which has helped me at work and with my hobby as a Lyrist. **But I am still learning every day and with the support of the team I feel I can go on to learn more and give something back to them and the community.** I am so glad they had faith in my ability to learn and I find recruiting new learners is the most rewarding job in the world because I know so many more people can begin to feel like I do now!*

## Making a strategic contribution to Public Service Agreement areas

The case studies above illustrate how family learning contributes to many key national policy agendas. Research evidence highlights the impact on families of the intergenerational transfer of disadvantage from parents with poor literacy, language and numeracy skills to their children (De Coulon 2008). Whilst Sammon (2008) argues that the intergenerational transfer of low aspirations is particularly pertinent given the quality of the early years home learning environment (HLE) and that parents' (especially mothers') qualification levels are the most important background factors relating to a child's attainment in reading at Year 5. Desforges (2003) evidences parental involvement as being the critical factor in improving children's achievement above all other issues.

A recent report from DCSF<sup>23</sup> highlights that parents and carers from backgrounds defined as deprived are typically less involved in their children's education and are considered "harder to reach" by schools. However, the report continues that where schools make an effort to engage with such parents, it has a positive impact on children's behaviour and learning.

The outcomes from family learning programmes link directly into the PSAs and the national indicator set. This supports providers to make the case for the role of learning together as a family to be included as contributing to a variety of national indicators and local area agreement priorities.

Family Learning contributes to all four categories of PSA:

- sustaining growth and prosperity;
- fairness and opportunity for all;
- stronger communities and better quality of life;
- a more secure, fair and environmentally sustainable world.

However, our research<sup>24</sup> evidenced that some learning providers found it difficult to make the case for adult learning and family learning as contributing to the strategic agenda in their locality due to the absence of specific national indicators. *The Learning Revolution*<sup>25</sup> has opened up the debate on the relevant national indicators for post 19 learning.

Family learning programmes also contribute to a number of national indicators that are departmental strategic objectives but not linked to the PSA set, for example, many family learning activities contribute to the use of public libraries, visits to museums and galleries. (NI 9 and 10). These are linked to the Department of Culture, Media and Sport strategic objectives.

The section below highlights key relevant areas where wider family learning contributes to the agenda<sup>26</sup>:

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<sup>23</sup> DCSF (2009) Deprivation and Education

<sup>24</sup> <http://www.niace.org.uk/development-research/families-learning-and-progression>

<sup>25</sup> DIUS (2009) The Learning Revolution

<sup>26</sup> For further detail on how Wider Family Learning contribute to PSAs see the briefing papers at <http://skillsforfamilies.excellence.qia.org.uk/>

- **duty to promote community cohesion:** since 2007 schools have had a duty to promote community cohesion (Education and Inspection Act 2006). This links with PSA target 21 (Building more cohesive, empowered and active communities) and is prioritised with three national indicators: the percentage of people who believe people from different backgrounds get on well together in their local area, the percentage of people who feel that they belong to their neighbourhood, and the percentage of people who have meaningful interactions with people from different backgrounds;
- **duty to promote sustainability:** from September 2009, schools will also have the duty to promote sustainability. The DCSF Sustainable Development Action Plan<sup>27</sup> maps sustainable development objectives to PSA targets, departmental strategic objectives under the Children's Plan and Securing the Future objectives. Relevant PSAs include: PSA 27 (lead the global effort to avoid dangerous climate change), PSA 28 (secure a healthy natural environment for today and the future), PSA 11 (narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers), and PSA 12 (improve the health and wellbeing of children and young people);
- **duty to promote well-being:** from September 2009, schools will also have the duty to promote well-being. Well-being is defined as the combined outcomes of Every Child Matters. The improvement of the health and well-being of children and young people is encapsulated in PSA target 12 and is measured through national indicator 50 (emotional health of children), NI 52 (take-up of school lunches), NI 53 (prevalence of breastfeeding at 6 – 8 weeks from birth), and NI 54 for disabled children.

Other indicators are DCSF strategic priorities but not linked to PSAs such as NI 51 (effectiveness of child and adolescent mental health (CAMHs) services), NI 55 (obesity among primary school age children in reception year), NI 56 (obesity among primary school age children in Year 6), NI 57 (children and young people's participation in high-quality PE and sport), and NI 58 (emotional and behavioural health of children in care).

The promotion of better health and well-being for all is PSA 18.

- **Department of Health Strategic objectives:** These include NI 119 (self-reported measure of people's overall health and wellbeing), NI 121 (mortality rate from all circulatory diseases at ages under 75), NI 122 (mortality from all cancers at ages under 75), NI 124 (people with a long-term condition supported to be independent and in control of their condition).
- **other PSAs:** the wide ranging nature of health and well-being initiatives means that other PSAs are also relevant, for example PSA 2

<sup>27</sup> [http://www.dcsf.gov.uk/aboutus/sd/docs/SustainableDevActionPlan\\_2008.pdf](http://www.dcsf.gov.uk/aboutus/sd/docs/SustainableDevActionPlan_2008.pdf)

(improving the skills of the population), PSA 8 (maximise employment opportunity for all), PSA 9 (halve the number of children in poverty by 2010-11, on the way to eradicating child poverty by 2020), PSA 10 (raise the educational achievement of all children and young people), PSA 11 (narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers), PSA 14 (increase the number of children and young people on the path to success), PSA 15 (address the disadvantage that individuals experience because of their gender, race, disability, age, sexual orientation, religion or belief), PSA 16 (increase the proportion of socially excluded adults in settled accommodation and employment, education or training), PSA 17 (tackle poverty and promote greater independence and well-being in later life), PSA 19 (ensure better care for all), PSA 21 (build more cohesive, empowered and active communities), PSA 23 (make communities safer), PSA 25 (reduce the harm caused by alcohol and drugs), PSA 28 (secure a healthy natural environment for today and the future).

All local authorities' priority national indicators for Local Area Agreements were published in June 2008<sup>28</sup>. FLIF activities can also contribute to a range of national indicators and local priorities, for example, in the areas of improving adult skills, raising achievement, addressing disadvantage and community cohesion.

The case studies below provide examples of evidence of wider family learning's contribution to the PSA areas and Departmental Strategic Objectives.



Wider Family Learning contributes to PSA 2 in this block by improving the skills of the population. It is the starting point for many learning journeys.

**PSA 2: Improve the skills of the population on the way to ensuring a world-class skills base by 2020**

*Karla is a single parent living on the Lache estate in Cheshire. Although she did all her exams at school, she feels she should have stayed on at school.*

*She first took part in informal English and scrapbook courses followed by a series of non-accredited courses such as jewellery making, scrapbooking and sewing. This led on to Family craft engagement sessions with her two daughters at their primary*

**Working towards NI  
163 Working age  
population qualified to  
at least Level 2 or  
higher**

<sup>28</sup> For indicators and local LAAs see: [www.idea.gov.uk/idk/core/page.do?pageld=8399555](http://www.idea.gov.uk/idk/core/page.do?pageld=8399555)

school. Karla was offered a Share Plus Parenting course as a progression opportunity, but instead chose to take advantage of other community learning courses – a **mixture of non accredited adult courses and wider family learning courses**. She is now taking part in a **Childcare Education course at East Cheshire college and is also doing a L1 numeracy course leading to the national qualification**. Her future plans are to become a teaching assistant, and this is the route that is taking her there.

**PSA 2: Improve the skills of the population on the way to ensuring a world-class skills base by 2020**

Learner X initially made contact with NLN at a family Halloween craft session at the Wharncliffe Communal Centre in Gilroyd. She attended the informal engagement session with her four year old daughter. She was able to **find out more about the services offered by the NLN** at the session and, with ongoing support **joined an NLN brokered brush-up English class in Dodworth**. Since joining the class she **has successfully completed her level 1 national test and is progressing to level 2**. She has now become a **learning champion**, promoting learning opportunities to other adults and families living in her local area. She also promotes learning opportunities amongst the Japanese community in Dodworth. **Her confidence, particularly in supporting others, has noticeably grown**, and more recently, she supported the Town Centre NLN by speaking at a day of Japanese culture at a local school.

NI 161 Level 1 qualification in Literacy



Wider family learning helps to break down personal and institutional barriers to learning and promotes equal opportunities across different communities. It takes a holistic view of learning, including the need to encourage a “readiness to learn” within the whole family.

**PSA 12: Improve Health and Well-being of Children**

The Family SEAL (Social and Emotional Aspects of Learning) pilot project was delivered at 6 leading practice schools in Wiltshire. A total of 123 parents and 161 children participated in an introductory session with 68 parents and 87 children carrying on to the full 6 week course. The course comprised of 6 x 2 hour workshops – the first hour was spent with the adults only, exploring the main theme for the session, with the children joining for a hands on practical second hour.

NI 50 Emotional health of children

The workshops comprised the following topics all based around the SEAL work already embedded within the wider school curriculum:

- *New beginnings: a session that explores the importance of helping children feel good about themselves,*
- *Getting on and falling out: defining and developing empathy, using the Peaceful Problem Solving process for conflict resolution and ways to calm down,*
- *Going for Goals: Intrinsic/extrinsic motivation. Developing family reward systems to increase motivation and feelings of success/achievement and creating the right environment for learning,*
- *Good to be me: exploring the idea that an ability to express emotions has a positive impact on mental and physical wellbeing,*
- *Relationships: developing friendship skills through play at home, friendship skills as the basis for effective team working.*

The quantitative and qualitative project evaluation data highlights the very positive reaction of parents to the Family SEAL programme. Retention rates averaged 95% across all the programmes. Course evaluations included the following comments:

*'It was a chance to think about me as a parent'.*

*'I'm seeing results at home – Matthew's anger is under control and Callum's attention span has improved'.*

*The best bits were sharing ideas and meeting new people'.*

*'I've learnt to be calmer and more tolerant.....I'm a much better listener now'.*

*'It's reminded me of what's important and listening more'.*

## PSA 12: Improve Health and Well-being of Children

*The Isle of Wight Family Learning service has a tradition of using story-telling to work in imaginative ways with families. They work with families, schools and an illustrator to create stories and books and CDs. Sam and his mother joined one of these sessions. They created, and Sam recorded, an imaginative and enchanting story about a fold-away giraffe who was clearly living in Sam's imagination and in the story lives under Sam's bed. Sam's Dad turned the story into a powerpoint and audio presentation which was played at the school assembly. This was the first time Sam's voice was heard in school.*

*Sam is seven and is electively mute at school but not at home, although he is extremely quietly spoken in all situations. He often speaks through a friend at school. His parents have just sought help with diagnosis and there are indications that he may be on the autistic spectrum. He cannot play imaginatively and recent birthday presents remain unplayed-with under his bed. If anyone*

*praises something he does in the way of art work, he rips it up on the spot. He appears sullen and withdrawn much of the time and cannot express his feelings verbally. But although he was embarrassed that his parents put together the powerpoint/audio presentation for an assembly, he often asks his mum if they can write another book soon!*

**PSA 15: Address the disadvantage that individuals experience because of their gender, race, disability, age, sexual orientation, religion or belief.**

*Under FLIF funding, a group of traveller families in Oxfordshire are improving their ICT skills so that they can learn the skills needed to record the memories of the oldest members of their community.*

**NI 140 Fair treatment  
by local services  
(FLIF)**

**PSA 15: Address the disadvantage that individuals experience because of their gender, race, disability, age, sexual orientation, religion or belief.**

*Deequa from Swindon is married with three young children aged 6, 7 and 8. Her first language is Somali and she has the Somalian equivalent of an A level qualification.*

*In order to support her children in their homework, understand the UK education system and improve her language skills, Deequa joined a Supporting our Kids (SOK's) club in September 2007, which was made known to her by her community leader.*

*She now works as a support tutor in Broad Green Centre's SOK's club, KS1, and has the ambition to be a tutor for her community. This would not have been possible without the gains in confidence and a feeling of knowing more than her community members.*

**NI 3 Civic participation in a local area**



Wider family learning supports the building of more cohesive, empowered and active communities. It provides opportunities for sharing of identities and values backed by the sharing of stories and histories.

**PSA 21: Build more cohesive, empowered and active communities**

*A family learning project through Staffordshire Adult and Community Learning Service brought together families from two local schools. The two schools come from very different backgrounds, one mainly Asian and the other one mainly white. The residential weekend was planned taking account of cultural sensitivities including diet and providing a prayer room. Activities gave opportunities for sharing and learning about each other’s cultures and lives and encouraged co-operation.*

*As a result of the course, parents and children reported a greater understanding of each other’s backgrounds and that they had made new friends. An important element of the course was continued contact after the course. The families visited each other’s schools and took part in events there. Each class is setting up e-mail links for the Spring Term 2009.*

**NI 1 Percentage of people from different backgrounds get on well together in their local area**

**PSA 23: Make communities safer**

*Croydon Adult Learning and Training (CALAT) has joined with a voluntary organisation Elevating Success who are already working with children and young people to reduce violent crime. Through the development of a course “Gangs, weapons and identity”, families are coming together over five Saturdays to look at different topics including gang mentality, the continuing operation of gangs in prison, myths about being a gang member and parents’ awareness about gang membership. The sessions include interactive workshops and input from a variety of services such as the police forensic science team.*

**NI 29 Gun crime rate (FLIF)**

A more secure,  
fair and  
environmentally  
sustainable world  
(PSA 27– 30)

Through wider family learning families have the opportunity to develop a practical response to environmental issues taught in schools and to build a bank of knowledge and skills to enable them to make choices about a sustainable future.

## PSA 27: Lead the global effort to avoid dangerous climate change

### *Horticultural Solutions*

**Needs of the school:** *Marion Nasskau works on projects on behalf of the Family Learning unit at Southend Adult Community College. All of their projects aim to encourage children and their parents/carers to discover the fun of learning together. Friars Primary School approached the Family Learning unit for help to set up a vegetable garden in their premises. Their aims were set high as they wanted to participate in the 'Southend in Bloom' competition whose theme this year (2006) was 'Vegetable Growing'. To be successful schools needed to show good horticultural practice and understanding as well as proving that children were actively involved in looking after the garden.*

**Solution:** *We started the process with a coffee morning in the school premises to gauge interest amongst parents and plan the action. Sadly it never stopped raining that morning but nobody was put off by that as we could do our planning indoors! In subsequent sessions we worked outside and the children, whose parents/carers came to help, were allowed out of normal lessons to help in the garden, which they did very enthusiastically. They all learnt some basic horticultural techniques and also had the opportunity to see biology at work outside! Several of the participants decided to have a go at growing vegetables in containers or grow bags at home. Marion's role included providing the horticultural expertise and encouraging everyone, offering advice when needed. A rota for watering and keeping an eye on the vegetable patch was set up and worked successfully.*

**Outcomes of the project:** *All helpers enjoyed fresh homegrown organic vegetables*

- *Pupils had the opportunity to work with other adults,*
- *they were involved in decision-making,*
- *they had the opportunity to take responsibility,*
- *their environmental awareness was improved,*
- *adults became more confident to grow their own vegetables,*
- *Friars Primary School won a Silver Medal for their vegetable garden in the Southend in Bloom competition 2006.*

NI 186  
Per capita CO2 emissions in the local authority area

## PSA 27: Lead the global effort to avoid dangerous climate change

*Derbyshire County Council Adult and Community Service and Family Learning provision have taken a whole service approach to embedding education for sustainable development (ESD) across the family learning curriculum.*

*“The Adult Community Education Service as a whole is developing strategies to embed ESD issues and awareness within the curriculum. This is an area where our tutors are not necessarily knowledgeable and we have not delivered specific courses for ESD.*

*The starting point was to develop key messages for tutors to incorporate in teaching across the curriculum. We reviewed websites that would support tutors and provide teaching and learning resources. Tutor training session took place to assess the websites and to create lesson plans where activities could be incorporated. Our teaching and learning observations and reporting mechanisms were asked to highlight embedding ESD.*

*Key messages:*

- 1. Family learning tutors teaching nutrition and family cookery to embed fair trade purchasing of food stuffs and food miles.  
How - include in teaching sessions interactive activities and tasks to demonstrate food miles and fair trade and to promote purchasing of food to support environmental awareness / global citizenship.*
- 2. Family learning tutors teaching Family ICT to use ESD interactive websites when teaching internet use.  
How - include activities to help children and adults to navigate the internet, giving tasks which use ESD websites. When web based games are used within sessions, use ESD websites.*
- 3. Family learning tutors teaching family arts and crafts to embed recycling and sustainable resources.  
How - include modelling activities using junk and natural resources in craft sessions. Where possible, tutors to purchase recycled/ reusable resources.*
- 4. Family learning tutors teaching FLLN to embed recycling and ESD in literacy activities.  
How - include one session per course to use ESD issues as focus for writing/discussion activities and numeracy.*
- 5. Family learning tutors teaching family science to embed message on recycling and food waste.  
How - have task on recycling e.g. aluminium test”*



Wider Family learning programmes also contribute to a number of national indicators that are departmental strategic objectives but not linked to PSAs.

**Department of Health strategic objective: Better health and well-being for all: helping people stay healthy and well; empowering people to live independently; and tackling health inequalities.**

**NI 119 Self reported measure of people's overall health and well-being**

*Rashida is married with five children ranging in age from 8 to 24. She came to England almost 25 years ago to marry, having no formal qualifications and speaking her first language of Gujerati.*

*She first joined a Share course which was advertised through her children's school, and hoped it would be a way to alleviate post natal depression. She successfully completed this course obtaining a Level 2 Share qualification, but also gained confidence, an ability to work independently and felt less depressed.*

*She has since gone on to complete a Level 2 Childcare course and her future plans are to go into some sort of community work.*

*Rashida has found that she could fit the learning around her family life, preferring to work when her children were in bed, and has enjoyed the independence that the learning experience has given her.*

*Her increased confidence and self belief has been noticed by her tutor who says "Rashida's reaction is typical of mothers who have completed Share courses. They have all increased in self-confidence and feeling of self-worth".*

**Department of Environment, Food and Rural Affairs Strategic objective: secure a healthy natural environment for everyone's well-being, health and prosperity, now and in the future.**

**No specific indicator**

*Northamptonshire County Council joined with a primary school situated in an economically deprived area to run the Family Learning Forest School programme in partnership with Northamptonshire Wildlife Trust and the Pre-school Learning Alliance.*

Some of the parents who joined the course would not have enrolled on traditional literacy or numeracy courses and many families would not normally feel comfortable about venturing out into the woods. The course developed practical skills and included shelter building and identifying wildlife and habitats. Some learners went on to enrol on a storybooks or maths course the following year and later gained qualifications. In addition, many families continued to visit the woods at weekends with other family members.

As a result of the course, adults and children developed a greater sense of ownership of the local woodland and the Wildlife Trust were able to promote their 'Watch' club for young naturalists.

## **My Fold Away Giraffe**



## The national data: what it tells us

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In examining the data we looked at three areas: firstly at some of the issues associated with data collection in Wider Family Learning and also at the compatibility of the Individual Learner Record (ILR) with the type of provision offered in this stream. Next we set out some of the summary national analysis of 2006/07 ILR data for WFL and some early summary analysis of the C02 returns (as yet unvalidated) for 2007/08. Finally, we make some recommendations for further work and longer term change.

## The Current Data Collection Regime

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The collection of accurate data has been a recurring problem for family learning providers. There are several reasons why this is the case and DIUS may want to consider these before recommending any changes (the issues may also have relevance to the type of provision delivered through informal adult learning).

## The ILR and Family Learning

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All adult learners on LSC funded WFL programmes must have an ILR. From 2008/09 a provider should make five ILR returns per academic year to the Information Authority. The list of learner and learning aim fields which are submitted for each record is attached as Appendix 1.

The ILR is used across the further education sector and was not designed for short programmes, those which offer joint teaching to adults and children or for those programmes that do not lead to formal qualifications. Because of this, the information that policy makers (and the providers themselves) are able to extract from the ILR is not ideal in terms of evaluating the success and impact of the programmes.

For many local authorities (those that had not been funded by the Further Education Funding Council as external institutions), LSC funding from 2001 introduced a new regime. Previously they had not been required to make any data return which was computerised or based on individual learners (previous returns had been based on an overall count).

The returns have steadily become more reliable and the LSC, LSIS (formerly QIA) and providers have invested in this improvement. Although providers are aware of the ILR as an 'accounting' and high level reporting tool, the fact that it is not directly linked to funding as it is outside the Adult Safeguard, often means that senior managers do not give it the same priority as other data collection requirements.

Furthermore, because the ILR does not contain all the information that the providers need for their own quality assurance and planning, there is often a clear divide between an MIS team responsible for the ILR and the more detailed data from learner assessments collected by the practitioners and service manager.

Although any improvement in the quality and accuracy of data received is to be welcomed, the historic weaknesses in the ILR data mean that any basic comparison of year on year data (without detailed analysis at provider level) is fundamentally unreliable as evidence of an increase or decrease in provision.

## Additional Data Collection

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To satisfy themselves and other stakeholders, additional information is often gathered separately by providers (e.g. evidence of children's achievement or 'softer' generic outcomes for adults). Some of this is done with national guidance and in a consistent manner, e.g. on a Self Assessment Report or through the RARPA process, and some is more ad hoc and may relate to particular local targets or priorities e.g. participation by grandparents.

In programmes like the new Family Learning Impact Fund (FLIF), the collection of different and additional data to the ILR is a contractual obligation. The additional data required for FLIF is based on the NIACE Progression Project<sup>29</sup> that was produced under contract with the LSC to give providers a tool with which to begin to quantify outcomes that cannot be recorded on the ILR. There will also be a collection of additional data on children's progress for this programme.

Some providers have coupled the new progression tool with their existing good practice to evaluate the success of their programmes and the continuing development of their learners. The case study below illustrates this.

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### Case Study – Tracking Events at Croydon Family Learning

*Generic outcomes, involvement in children's learning and progression are important features of family learning. These outcomes cannot be recorded on the ILR but some providers are very creative in following up learners once a programme has finished.*

*Croydon Family Learning Team organise follow up events with a party theme. They engage a children's entertainer, sometimes present learning awards and take the opportunity to interview former adult learners about the impact of the family learning course. They also seek important feedback about how courses can be improved.*

*A summary report from one of these events is attached as Appendix 2.*

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<sup>29</sup> see <http://www.niace.org.uk/development-research/families-learning-and-progression>

## Returns for Children

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Children participating on family programmes should not be recorded on the ILR. Instead, totals of children by their school key stage are collected by providers and returned on a form to the LSC. As the DCSF becomes more involved in the funding and planning of family programmes (e.g. the FLIF programme, see above) it may become necessary to collect more detail on children's outcomes. Many providers already work with their school or early years partners to do this and find the resulting data powerfully persuasive about the impact of family learning on children's behaviour and attainment.

## Delivering the Programme Objectives

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The following definition of WFL is set out in the LSC guidance:

Family programmes aim to encourage family members to learn together. They are learning as or within a family. They should include opportunities for intergenerational learning and, wherever possible, lead both adults and children to pursue further learning.

Wider family learning programmes are those specifically designed to enable adults and children to learn together or those programmes that enable parents/carers to learn how to support their children's learning. They aim to develop the skills or knowledge of both the adult and child participants, to help parents/carers to be more active in the support of their children's learning and development, and to understand the impact of that support.

If we compare the aims of the programmes and the ILR fields at Appendix 1, it is clear that the ILR (if completed properly) can record some achievement in terms of the skills or knowledge of the adult learner, especially if this involves an accredited qualification. It cannot record any achievement by the child nor any specific development in terms of the adult's support for their child's learning.

As a consequence, providers must look to collect other evidence to show that they are delivering the basic objectives of the programme.

## The Data Available and the Quality of Returns

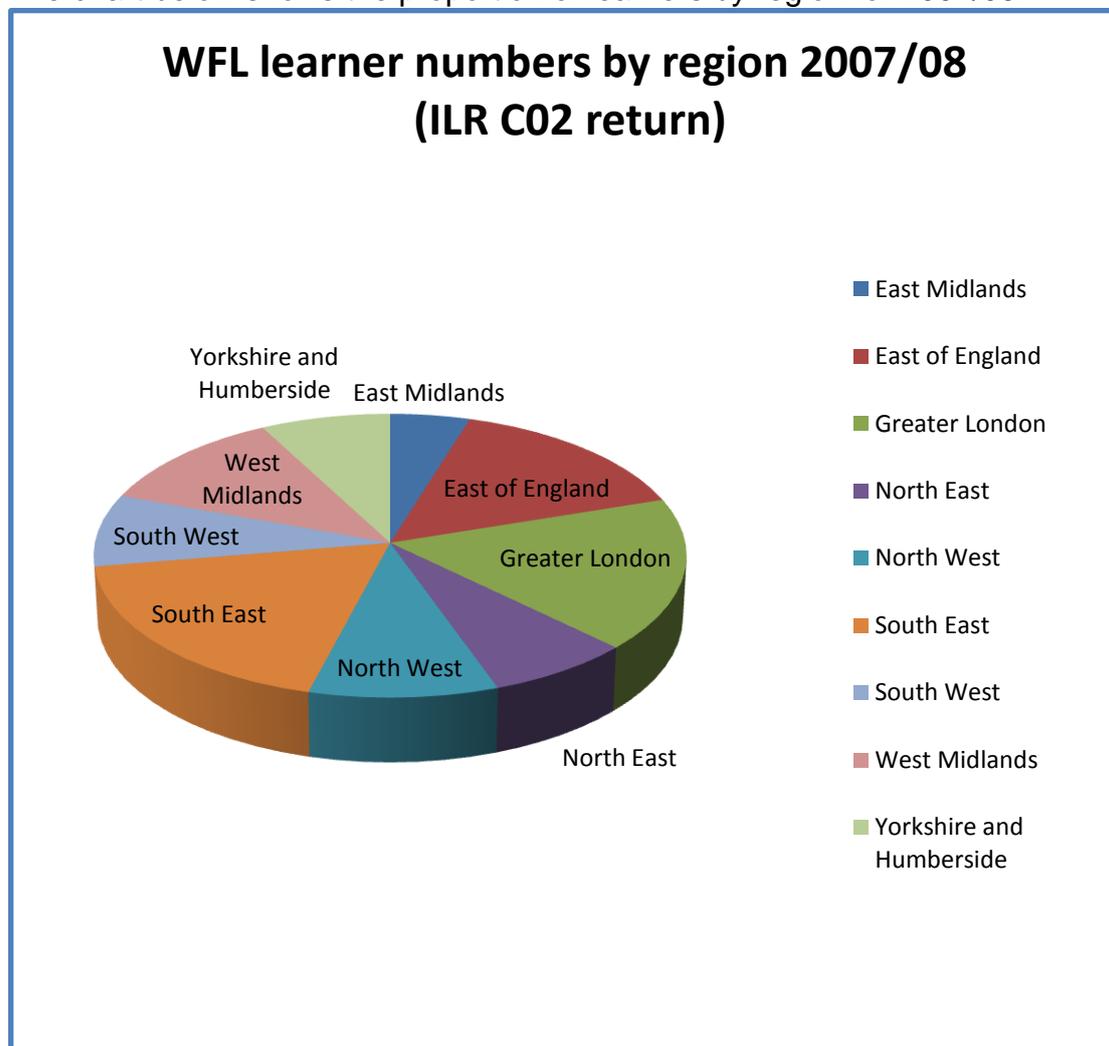
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The findings below are based on the validated 2006/07 C02 ILR data. This is whole year data, which is submitted following the end of the academic year but can be updated in the C03 return. The information was collated for the LSC's Review of Wider Family Learning 2008.

## Learner Numbers

In 2006/07 there were 75,375 enrolments on WFL programmes equating to 63,295 learners. Of these, 73,040 enrolments and 61,617 learners were recorded on the ACL ILR (the rest were recorded on the full FE return). This is a significant increase on the 56,850 learners recorded on the 2005/06 ILR (the change could be accounted for in part by improved recording but also in the move from a paper record for very short courses in 2005/06 to a requirement that all learners be entered on the ILR in 2006/07). Early analysis of the C02 data for 2007/08 suggests that there were in excess of 70,000 learners on WFL programmes last year. This is a further increase on the same return in the previous year and again may be partially accounted for by better recording. Some further analysis (probably of the C03 returns) would be required to fully understand this change.

The chart below shows the proportion of learners by region for 2007/08.



## Gender

54,200, nearly 86%, of the adult learners on WFL programmes were women. This is a similar share to 2005/06 (85%).

## Age

12,516 (nearly 20%) learners were aged between 19 and 29 and 26,686 (42%) were aged between 30 and 39. 21% (13,431) of learners were in their 40's. It is likely that a significant proportion of those learners over 40 were grandparents and may be daytime carers for their grandchild.

## Ethnicity

47,580 of the learners identified themselves as white British – three quarters of the total, so nearly 25% of WFL learners were from an ethnic minority. The proportion of non-whites in the UK population at the 2001 census was nearly 8%. The figures are not directly comparable, and the funding for WFL is weighted towards more deprived areas where there may be a higher proportion of non-whites, but participation by ethnic minorities in WFL is still significantly above the population average.

## Average cash per learner by region 2006/07 Based on ILR C02

Cash per learner = £Allocation/number of WFL adult learners

Area	LSC cash per learner for WFL
East of England	£167
East Midlands	£238
Greater London	£229
North East	£165
North West	£215
South East	£167
South West	£200
West Midlands	£219
Yorkshire and Humberside	£200

The data quality issues mentioned earlier will have a bearing on these results so they should not be considered as a 'safe' measure. However, it is striking and reassuring how similar the averages are given the data issues. Factors such as the length and content of course, the learning support needed, group size, joint teaching and local costs will cause justifiable variation. DIUS may wish to compare these rates with other programmes that are targeted at deprived communities and work with excluded families. It is worth noting that these rates include the child where the programme is a joint adult/child one.

## Conclusion and Recommendations

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The evidence of the impact of Wider Family Learning illustrated in this report through data gathered on programmes, learner outcomes and LSC returns, clearly illustrates a key role for these programmes across many different agendas. The programmes provide the building blocks for new learning journeys for the adults and for improved attainment by the children. The case studies identify the first steps of many outcomes, including gains in confidence, journeys to employment, increases in social cohesion and changes in aspirations.

The underpinning skills developed as part of family learning activities transfer into other areas of family life and provide opportunities for learner progression in educational, economic, social and personal terms.

Whilst it is generally too early to see the impact on learner outcomes, the FLIF programmes have opened up new opportunities for providers to work with new partners to attract the target families at risk. This has enabled them to consider wider family learning as a key shaper to integrate Every Child Matters outcomes into new areas, for example community cohesion and sustainable development. For the very best providers, this offers imaginative curriculum development opportunities to take learning into the community and capture the impact; for other providers this is a new and challenging agenda.

Equally, the tracking requirement for FLIF for a sample of learners enables providers to gather outcomes missing from ILR data and to provide a holistic sample of the outcomes of learning, much more in keeping with the *Think Family* approach.

The analysis of case studies in relation to the PSAs and national indicators highlights two issues: firstly, the role of wider family learning in contributing to elements of many PSAs and indicators; but secondly, the fact that this role is often unrecognised and is rarely captured in reporting processes. With the majority of LSC wider family learning being channelled through local authorities there are missed opportunities to highlight the contribution that wider family learning can make to local area agreements.

### We recommend that:

#### Skills development and outcomes

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- the gathering of generic outcomes and the categories of progression (personal, social, education and economic) currently used for FLIF tracking are recognised for all family learning programmes as a means of showing the impact and the wider benefits of learning;
- a new curriculum framework for family learning, *a curriculum for social justice*, is introduced. This will provide a consistent approach for all practitioners to introduce new learning programmes with the aim of improving families' skills to meet the needs of the 21<sup>st</sup> century. It will provide practitioners with a framework and the tools to support learning in families and build the resilience and skills to meet the new world order. It will enhance the integration of learning opportunities into the range of PSA policy priorities and strengthen civil society. It is

envisaged that this will lead the way in building on existing best practice and produce a range of learning outcomes for families in community cohesion, sustainable development, democratic principles and community engagement. It will need to be introduced nationally and adopted by the future funding agency.

### National indicators

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- a new national indicator is introduced for the completion of family and intergenerational learning programmes, captured by location. The Learning Revolution has opened up the debate on the relevant national indicators for post 19 learning. This debate needs to include an indicator for family learning and wider intergenerational activities. To make this a meaningful and measurable indicator it will need to be based on the completion of a learning activity or programme. It would also be enhanced by subset collection of the location at which the learning is taking place, giving effective indications if the learning is taking place in school, children's centre, community centre, care home etc. This would not supersede the data collection responsibility of the funding agencies but provide both an overview of wider participation and secure learning's place in local strategic planning frameworks;

### Data

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- a review with providers takes place on the range of data that is collected and how it is used, taking the definitions of WFL (and FLLN) as a starting point. There is a case for recommending a more structured method of collecting essential data (rather than on an ad hoc local basis), that would reduce the overall burden but also facilitate national reporting and enable Departmental colleagues to 'make the case' for family learning with more reliable evidence. This would now be the remit of the Information Authority and needs to be considered in the context of the future of the Adult Safeguard;
- some specific work is carried out with the teams responsible for the development and analysis of the Unique Learner Number to understand the issues and opportunities for family learning. We were able to identify one local authority provider with a WFL allocation that was using the national unique learner number for some of its learners;
- DIUS may wish to support LSC and DCSF in the analysis of the first tranche of progression data from the FLIF programmes that will be available later this year, and feedback to providers on good practice in additional data collection for WFL.

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## Appendices

### Appendix 1: ILR Fields 2008/09

#### LEARNER DATA SET LAYOUT

No.	Field Name	Field Length	Field Start Pos.	Field End Pos.	Field type	Status (required for)
<a href="#">L01</a>	Provider Number	6	1	6	numeric	ALL
<a href="#">L02</a>	Contract/Allocation type	2	7	8	numeric	LR
<a href="#">L03</a>	Learner reference number	12	9	20	alphanumeric	ALL
<a href="#">L04</a>	Data set identifier code	2	21	22	numeric	ALL
<a href="#">L05</a>	Learning aim data sets	2	23	24	numeric	ALL
<a href="#">L06</a>	ESF co-financing data sets	2	25	26	numeric	ALL
<a href="#">L07</a>	HE data sets	2	27	28	numeric	ALL
<a href="#">L08</a>	Deletion flag	1	29	29	alphabetic	ER/ESF SR
<a href="#">L09</a>	Learner surname/family name	20	30	49	alphabetic	ALL*
<a href="#">L10</a>	Learner forenames	40	50	89	alphabetic	ALL*
<a href="#">L11</a>	Date of birth	8	90	97	date	ALL
<a href="#">L12</a>	Ethnicity	2	98	99	numeric	ALL
<a href="#">L13</a>	Sex	1	100	100	alphabetic	ALL
<a href="#">L14</a>	Learning difficulties and/or disabilities and/or health problems	1	101	101	numeric	ALL
<a href="#">L15</a>	Disability	2	102	103	numeric	ALL*
<a href="#">L16</a>	Learning difficulty	2	104	105	numeric	ALL*
<a href="#">L17</a>	Home postcode	8	106	113	alphanumeric	ALL
<a href="#">L18</a>	Address line 1	30	114	143	alphanumeric	ALL*
<a href="#">L19</a>	Address line 2	30	144	173	alphanumeric	ALL*
<a href="#">L20</a>	Address line 3	30	174	203	alphanumeric	ALL*
<a href="#">L21</a>	Address line 4	30	204	233	alphanumeric	ALL* (Optional)
<a href="#">L22</a>	Current postcode	8	234	241	alphanumeric	LR Optional/ ER Optional/ ASL* Optional
<a href="#">L23</a>	Telephone number	15	242	256	alphanumeric	ALL* (Optional)
<a href="#">L24</a>	Country of domicile	2	257	258	alphabetic	LR/ER

## LEARNER DATA SET LAYOUT

No.	Field Name	Field Length	Field Start Pos.	Field End Pos.	Field type	Status (required for)
<a href="#">L25</a>	LSC number of funding LSC	3	259	261	numeric	ALL
<a href="#">L26</a>	National insurance number	9	262	270	alphanumeric	ER/LR†
<a href="#">L27</a>	Restricted use indicator	1	271	271	numeric	ALL*
<a href="#">L28</a>	Eligibility for enhanced funding (occurs 2)	2	272	275	numeric	LR/ER
<a href="#">L29</a>	Additional learning support	2	276	277	numeric	LR
<a href="#">L31</a>	Additional learning support cost	6	278	283	numeric	LR
<a href="#">L32</a>	Eligibility for disadvantage uplift	2	284	285	numeric	LR
<a href="#">L33</a>	Disadvantage uplift factor	6	286	291	numeric	LR
<a href="#">L34</a>	Learner support reason - other (occurs 4)	2	292	299	numeric	LR/ER
<a href="#">L35</a>	Prior attainment level	2	300	301	numeric	LR/ER/ESF SR
<a href="#">L36</a>	Learner status on last working day before learning	2	302	303	numeric	ER
<a href="#">L37</a>	Employment status on first day of learning	2	304	305	numeric	ER
<a href="#">L38</a>	No longer used - blank field	2	306	307	zero filled	Blank field
<a href="#">L39</a>	Destination	2	308	309	numeric	LR*/ER/ESF SR
<a href="#">L40</a>	National learner monitoring (occurs 2)	2	310	313	numeric	LR/ER/ASL
<a href="#">L41</a>	Local learner monitoring (occurs 2)	12	314	337	numeric	LR Optional/ ER Optional/ ESF SR Optional
<a href="#">L42</a>	Provider specified learner data (occurs 2)	12	338	361	alphanumeric	ALL Optional
<a href="#">L44</a>	NES delivery LSC number	3	362	364	numeric	ER#
<a href="#">L45</a>	Unique Learner Number	10	365	374	numeric	ALL

## LEARNER DATA SET LAYOUT

No.	Field Name	Field Length	Field Start Pos.	Field End Pos.	Field type	Status (required for)
<a href="#">L46</a>	UK provider reference number	8	375	382	numeric	ALL
<a href="#">L47</a>	Current employment status	2	383	384	numeric	LR†/ER
<a href="#">L48</a>	Date employment status changed	8	385	392	date	LR†/ER
<a href="#">L49</a>	Discretionary learner support type (occurs 4)	2	393	400	numeric	LR

LR† - only where requested for pilot projects

LR\* - required for ESF co-financed projects only

ER# - only for NES contracts

ASL\* - required for ASL only if learning aims total more than 30GLH

ALL\* - Required for ASL only if learning aims total more than 30GLH

## LEARNING AIM DATA SET LAYOUT

No.	Field Name	Field Length	Field Start Pos.	Field End Pos.	Field type	Status (required for)
<a href="#">A01</a>	Provider Number	6	1	6	numeric	ALL
<a href="#">A02</a>	Contract/Allocation type	2	7	8	numeric	LR/ER
<a href="#">A03</a>	Learner reference number	12	9	20	alphanumeric	ALL
<a href="#">A04</a>	Data set identifier code	2	21	22	numeric	ALL
<a href="#">A05</a>	Learning aim data set sequence	2	23	24	numeric	ALL
<a href="#">A06</a>	ESF co-financing data sets	2	25	26	numeric	ALL
<a href="#">A07</a>	HE data sets	2	27	28	numeric	ALL
<a href="#">A08</a>	Data set format	1	29	29	numeric	ALL
<a href="#">A09</a>	Learning aim reference	8	30	37	alphanumeric	ALL
<a href="#">A10</a>	LSC funding stream	2	38	39	numeric	ALL
<a href="#">A11</a>	Source of funding (occurs 2)	3	40	45	numeric	LR/ASL
<a href="#">A12</a>	No longer used - blank field	6	46	51	zero filled	Blank field
<a href="#">A13</a>	Tuition fee received for year	5	52	56	numeric	LR/ASL

<a href="#">A14</a>	Reason for full funding/co-funding of learning aim	2	57	58	numeric	LR/ER/ASL
<a href="#">A15</a>	Programme type	2	59	60	numeric	LR/ER
<a href="#">A16</a>	Programme entry route	2	61	62	numeric	ER
<a href="#">A17</a>	Delivery mode	1	63	63	numeric	LR
<a href="#">A18</a>	Main delivery method	2	64	65	numeric	LR/ER
<a href="#">A19</a>	Employer role	1	66	66	numeric	LR
<a href="#">A20</a>	Re-take	1	67	67	numeric	LR
<a href="#">A21</a>	Franchised out and partnership arrangement	2	68	69	numeric	LR
<a href="#">A22</a>	Franchise and partnership delivery provider number	8	70	77	alphanumeric	LR
<a href="#">A23</a>	Delivery location postcode	8	78	85	alphanumeric	ALL

#### LEARNING AIM DATA SET LAYOUT

No.	Field Name	Field Length	Field Start Pos.	Field End Pos.	Field type	Status (required for)
<a href="#">A24</a>	Occupation relating to learning aim	4	86	89	numeric	LR+/ER/ESF SR+
<a href="#">A26</a>	Framework code	3	90	92	numeric	LR/ER
<a href="#">A27</a>	Learning start date	8	93	100	date	ALL
<a href="#">A28</a>	Learning planned end date	8	101	108	date	ALL
<a href="#">A31</a>	Learning actual end date	8	109	116	date	ALL
<a href="#">A32</a>	Guided learning hours	5	117	121	numeric	LR/ER/ASL
<a href="#">A33</a>	No longer used - blank field	5	122	126	space filled	Blank Field
<a href="#">A34</a>	Completion status	1	127	127	numeric	ALL
<a href="#">A35</a>	Learning outcome	1	128	128	numeric	ALL
<a href="#">A36</a>	Learning outcome grade	3	129	131	alphanumeric	ALL
<a href="#">A37</a>	Number of units completed	2	132	133	numeric	LR/ER
<a href="#">A38</a>	Number of units to achieve full qualification	2	134	135	numeric	LR/ER
<a href="#">A39</a>	No longer used - blank field	1	136	136	zero filled	Blank field
<a href="#">A40</a>	Achievement date	8	137	144	date	ER

<a href="#">A43</a>	No longer used -blank field	8	145	152	zero filled	Blank field
<a href="#">A44</a>	Employer identifier	30	153	182	alphanumeric	LR/ER
<a href="#">A45</a>	Workplace location postcode	8	183	190	alphanumeric	LR/ER
<a href="#">A46</a>	National learning aim monitoring (occurs 2)	3	191	196	numeric	ALL
<a href="#">A47</a>	Local learning aim monitoring (occurs 2)	12	197	220	numeric	LR Optional/ER Optional/ ESF SR Optional
<a href="#">A48</a>	Provider specified learning aim data (occurs 2)	12	221	244	alphanumeric	ALL Optional
<a href="#">A49</a>	Special projects and pilots	5	245	249	alphanumeric	LR/ER/ESF SR

#### LEARNING AIM DATA SET LAYOUT

No.	Field Name	Field Length	Field Start Pos.	Field End Pos.	Field type	Status (required for)
<a href="#">A50</a>	Reason learning ended	2	250	251	numeric	LR/ER/ESF SR
<a href="#">A51a</a>	Proportion of funding remaining	2	252	253	numeric	ER/LR
<a href="#">A52</a>	Distance learning SLN	5	254	258	numeric	LR
<a href="#">A53</a>	Additional learning needs	2	259	260	numeric	ER
<a href="#">A54</a>	Broker contract number	10	261	270	alphanumeric	LR/ER
<a href="#">A55</a>	Unique Learner Number	10	271	280	numeric	ALL
<a href="#">A56</a>	UK provider reference number	8	281	288	numeric	ALL
<a href="#">A57</a>	Source of tuition fees	2	289	290	numeric	LR
<a href="#">A58</a>	ASL provision type	2	291	292	numeric	ASL/LR/ESF SR
<a href="#">A59</a>	Planned credit	3	293	295	numeric	ALL
<a href="#">A60</a>	Credit achieved	3	296	298	numeric	ALL
			299	400	space filled	

LR\* - required for ESF co-financed projects only

LR+/ER+ - required for continuing learners on the 2000-2006 ESF programme only

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Yellow highlighter represents changes to the specification for 2008/09.

**No. of questionnaires completed: 18**

**1. Have you been on another course since the family learning course?**

**Yes:** 33% (mostly FLLN but one did English and Maths classes)  
**Not yet but would like to:** 67%

**Courses learners would like to do:**

- Family Learning
- CACHE Level 1 Getting started working with young children
- ICT
- English
- Maths

**2. Have you got a job since going on the family learning course?**

**Yes:** 1 learner now has a job as a classroom assistant  
**Would like to:** 1 learners would like to change jobs as result of FLLN course and work with younger children instead of secondary-aged (LSA)  
**Has a job already:** 2

**Reasons for not getting job:**

- Has had a baby
- Going to have a baby
- Children still pre-school
- Wants to study to get more confidence before applying for jobs
- Too busy studying for lit/num tests

**3. Have you become a volunteer or assistant in your child's preschool setting or school, or have you got more involved in any way since your family learning course?**

**Yes:** 56%  
**No/not yet** (children too young): 44%

**Types of involvement:**

- School trips
- Helping in nursery
- Teaching assistant
- Helping in crèche
- Parents' association

- Learning support for family learning classes
- Volunteering in classroom

**4. Do you think you are still continuing to benefit from your family learning course?**

**Yes:** 100%

**Comments:**

- “I learnt lots of creative activities – since doing the course I’ve been lots more creative and take the initiative more, have a much bigger range of ideas and know how to communicate better.”
- “It started me out on a road of education which, I hope, will eventually lead to a degree in health and nutrition.”
- “I am able to use many elements covered in the course on a daily basis at work and at home. I have now achieved my goal of becoming a TA.”
- “I’m more confident at home with my daughter, I have more ideas, like looking for rhymes everyday, we have a board for phonics and matching letters on the fridge.”
- “I feel more confident. I was quite shy at the start of the course. I bonded more with my older daughter during the course. I’d like that bond with my younger one now.”

**5. Do you think your child is still continuing to benefit from the family learning course?**

**Yes:** 100%

**Comments:**

- Oh yes! Before, she didn’t really play with me, but now I think she thinks I know something about what she does in nursery and so I can do things with her.”
- “My son can’t stop doing maths at home!”
- “Much better at maths”
- “Much more confident”
- “She communicates better and is better focused and more attentive and more enthusiastic about new experiences.”
- “He loved the course – loves to play with me.”

**6. What difference has the family learning course made to your family?**

- “It was nice to spend time together learning.”
- “We do different activities – they’ve benefited from me having more ideas.”
- “It has given me self confidence and enabled me to help my child’s development.”
- We spend more time together.”

- “Really helpful in understanding what my daughter is doing.”
- “We do more together.”
- “Friendships between parents and children. Children play together more, are more independent.”
- “It has highlighted the importance of communication and how much children love being involved with their parents. Also given me confidence to try new things.”
- “I catch up with my older son and adapt things I did with my daughter”
- “I’m doing things with my younger daughter I learned on the course.”

#### **7. How can we improve our Family Learning courses?**

- More flexible hours – choice of different times
- Continue having lots of different courses available
- Course to have been longer
- Have more courses
- Room too small at Crosfield and crèche didn’t work very well
- No improvements could be made (67%)

**Croydon Family Learning Team 2008**

