

Inclusive pathways: the wider outcomes of family learning



EPALE (Electronic Platform For Adult Learning in Europe)

Supporting policy and practice in adult education

- An online resource of adult learning material-providing **quality content** that supports the adult learning sector
- Encourages those working in adult learning to **network** and form **meaningful connections**
- Create your own unique **‘Collaborative Space’** - closed and secure groups allowing you to discuss your ongoing work with project partners and networks
- **Join/Create ‘Communities of Practice’ (online groups)** – to meet like-minded EPALE members from across Europe and **exchange** ideas, resources and good practices
- Upload blog posts, events and resources, **disseminating and promoting** your organisation/project results
- **Comment on articles and blogs** – connect and exchange views and ideas with EPALE users
- **Take part in Pan-European online discussions** on issues and topics within the sector
- Join EPALE at <https://epale.ec.europa.eu/user/register/adult-learning>

Blog


[View all blog posts](#)

Where next for the adult learning workforce?

15/08/2019 by NSS UK
Language: EN

[Share your views](#)

Document available also in: RO



"Success comes through continual improvement."
Paul Donaghy, *Enabling social change through adult learning: a place, people and partnership approach*, Thinkpiece 5

The Learning & Work Institute has released the *Healthy, Wealthy and Wise: implications for workforce development* report, as part of its work for the European Agenda for Adult Learning. Although the report focuses on the UK, its findings have relevance across Europe.

The report starts from the premise that **countries cannot have effective adult learning strategies in place without adequately supporting the workforce that delivers them**. This principle is at the heart of EPAL which supports over 50,000 practitioners across Europe.

The report's editors argue that as adult learning strategies increasingly take into account the findings of UNESCO'S Third Global Report on Adult Learning and Education¹, more will need to be done to support the workforce. These ideas were initially explored in L&W's 2018 publication, *Healthy Wealthy and Wise: the impact of adult learning across the UK*.²

SUGGEST A BLOG POST

News

17/10/2019
Take the EPAL survey and help us improve!

17/10/2019
Spaces available on Space (maths programme in South Dublin)



16/10/2019
Empowering Adult Training: A Guide for Emotional Management



14/10/2019
EU eTwinning Programme Marks Five Years of BiH Participation

[view all news](#)


Events

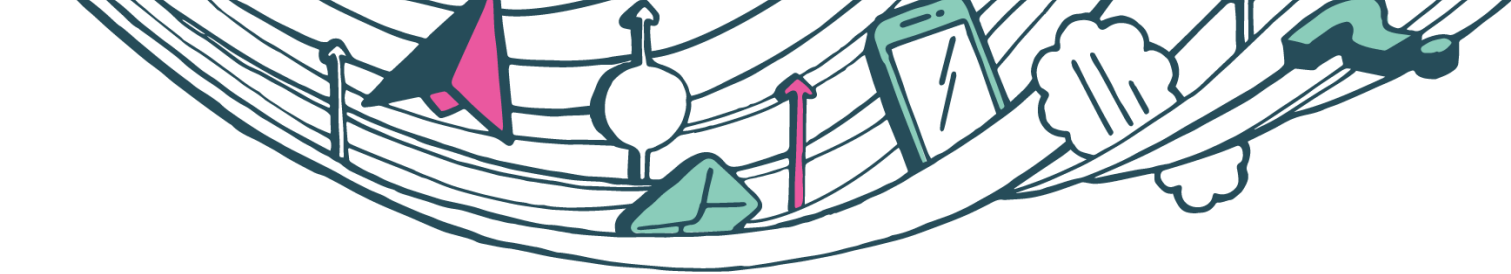
15/03/2020 to 18/03/2020



Key questions for reflection

Supporting the adult learning workforce?

- What does my government need to do?
 - What does my organisation need to do?
 - What do I need to do?
- 



Cath Harcula

Chair of the National Family Learning
Network



Evidencing the wider outcomes of family learning

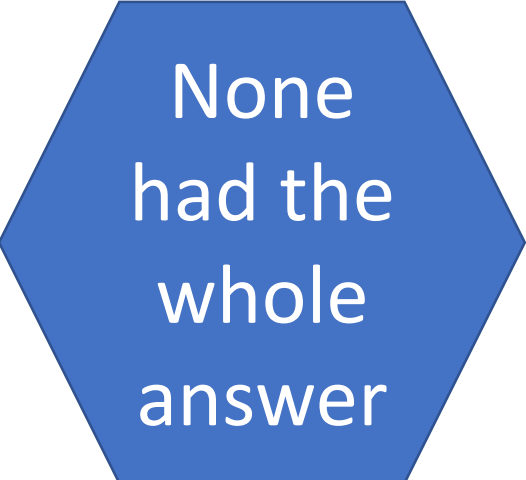
Cath Harcula

Providers

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



All
showed
good
practice

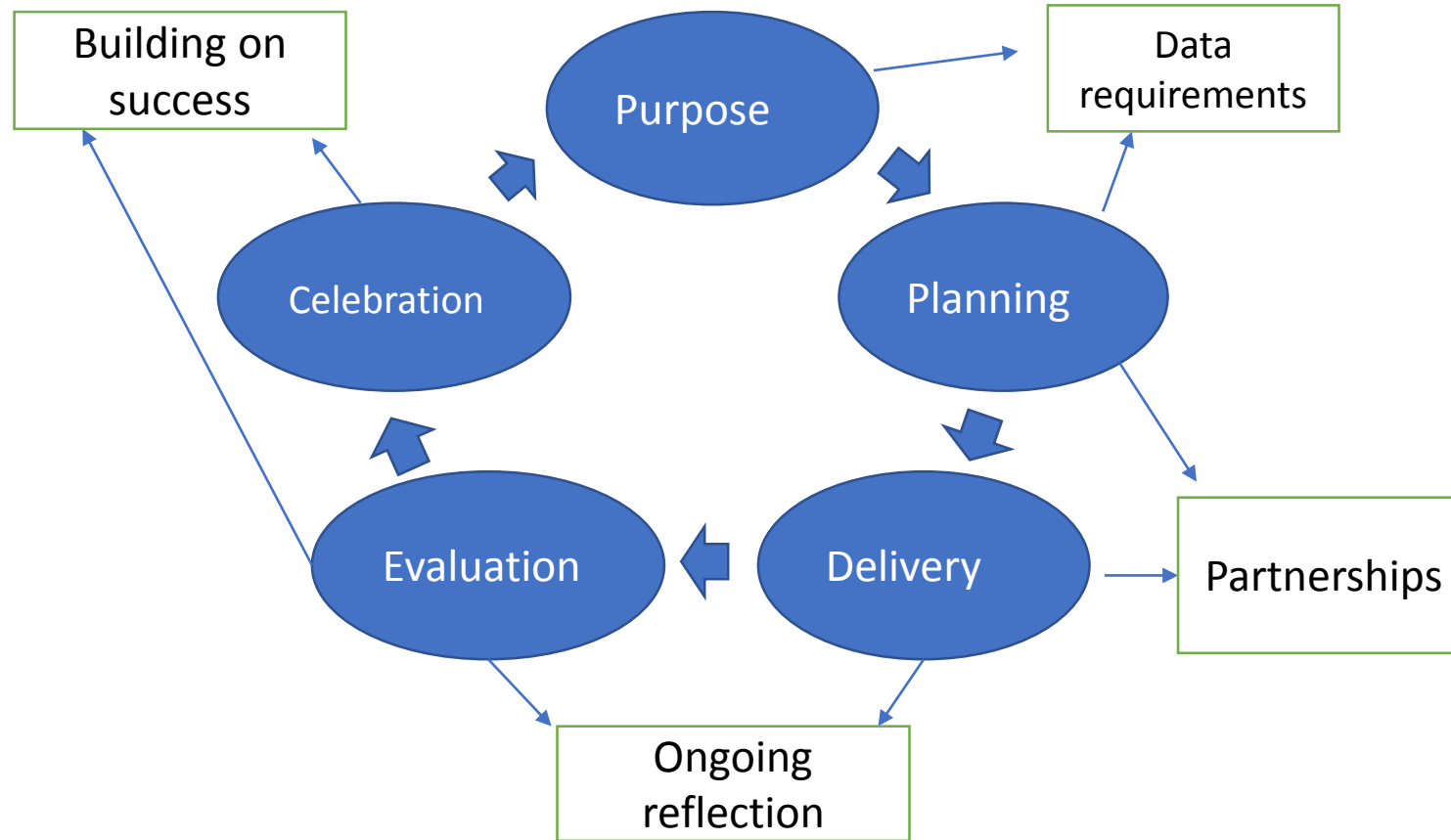


None
had the
whole
answer

There are a range of outcomes to be measured



A process model for outcomes evidence in family learning



Purpose and Planning

- May be driven by funding
- Specific data requirements

Good practice:

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

Evidence collected is directly connected to the purpose.

Delivery

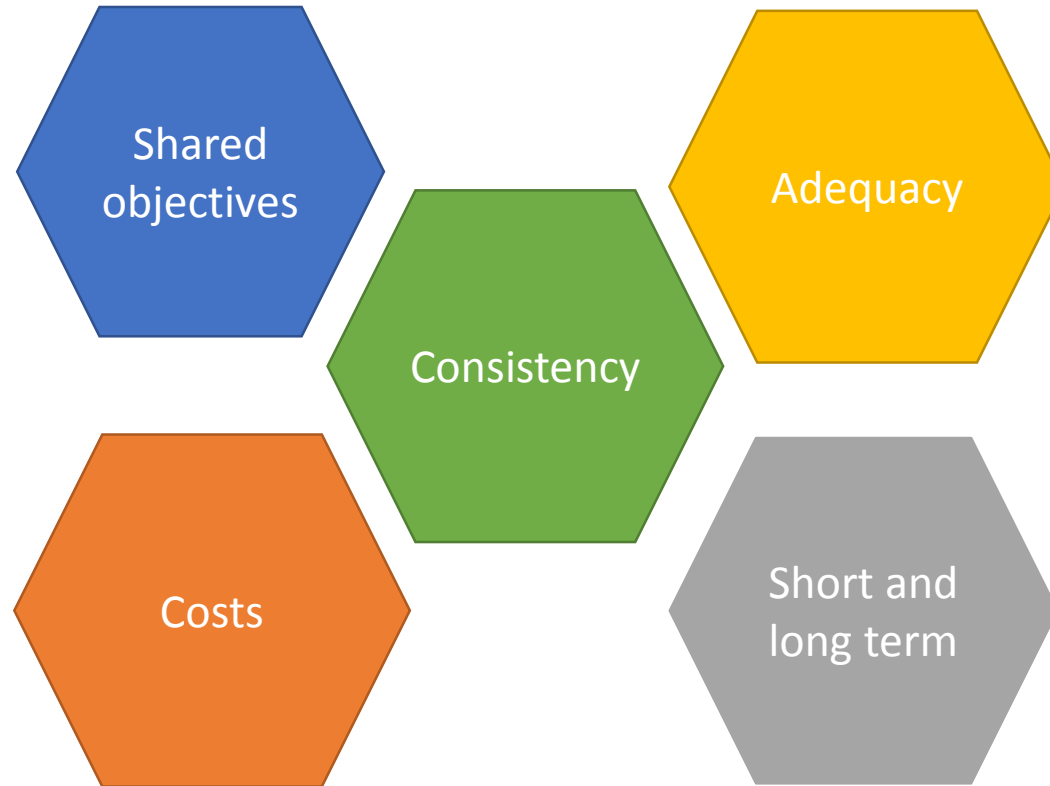
- Wide range of models and content
- Partnerships with schools, voluntary sector and other providers

Good practice:

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

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

Evaluation



Celebration

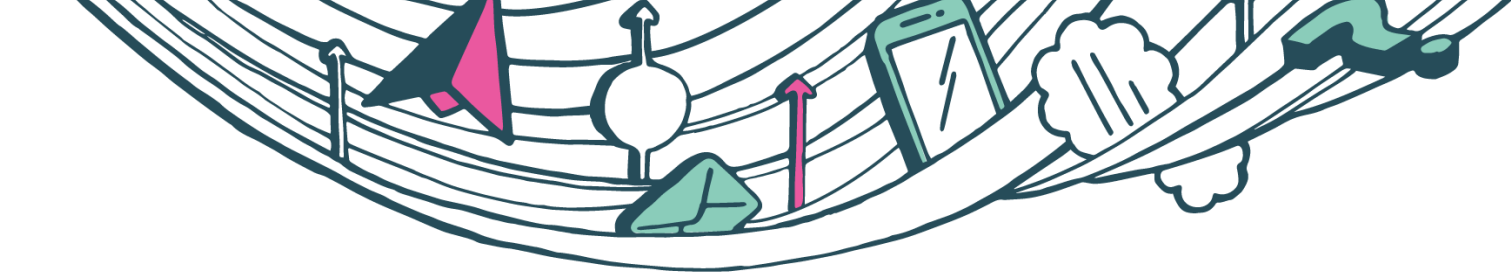
Parties, assemblies, certificates, outings

Good practice:

Used as motivation
Build on success
Inform future provision



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Laura Kennedy

Glasgow Life's Family Learning





Family Learning with Glasgow Life



Working Together Towards Equity



Glasgow City Council Education and Glasgow Life Partnership

Funded by the Scottish Government's Attainment Challenge which aims to raise the attainment of children and young people living in deprived areas, in order to close the equity gap.

<https://education.gov.scot/improvement/learning-resources/Scottish%20Attainment%20Challenge>



£750 Million Challenge Fund from 2016 to 2021 across nine of Scotland's authorities.

The Glasgow Context 'Glasgow's Improvement Challenge'

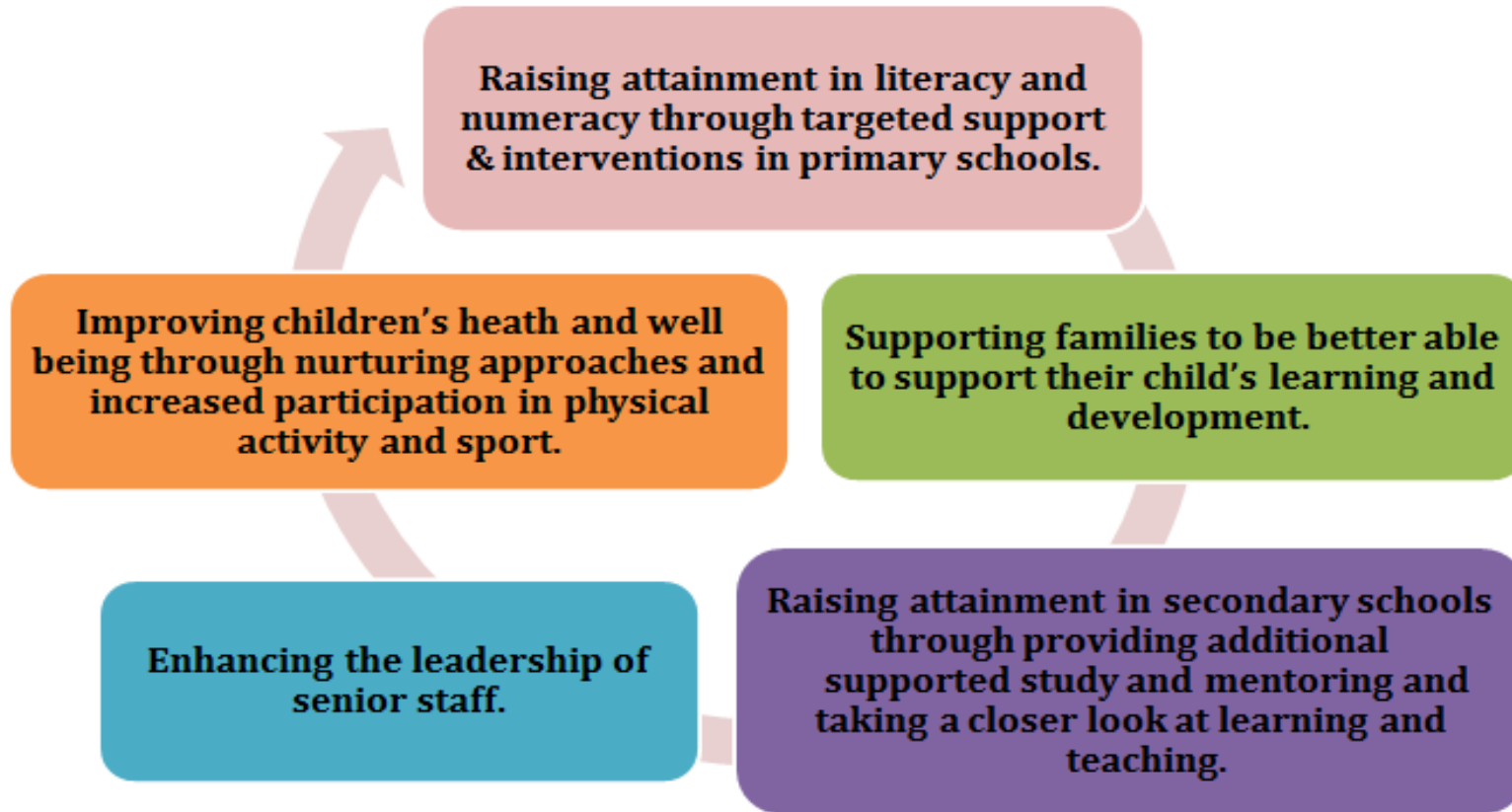
- 68,000 school age children
- 1 in 3 children living in poverty
- In Saint Roch's Primary school 95% of the children are living in the two most deprived data zones in Scotland.
- Saint Roch's also has 35 different languages

<https://www.glasgow.gov.uk/article/23800/Glasgows-Improvement-Challenge>





Glasgow's Improvement Challenge Holistic Approach





Our Glasgow Team:

9 Family Learning Officers

3 Family Support and Engagement Workers

Mixture of development and delivery:

- CLD approach to working with hard to reach groups
- Building Capacity within schools through staff training, linking with partners, support with funding, and sharing best practise.
- Quality Programmes that support family development in: Literacy / Numeracy / Health & Wellbeing / Parenting skills / Home Life Skills / Financial Awareness / Active Citizenship / Social Cohesion



Programme Evaluation Toolkit

Family Learning						
GLASGOW LIFE OUTCOME EVALUATION SYSTEM						
Staff Use	Programme Title				Date	
	Section				LIG	
Staff Use	Venue Name				Venue Postcode	
	Type of Programme	Family <input type="checkbox"/>	Youth <input type="checkbox"/>	Adult <input type="checkbox"/>	Community <input type="checkbox"/>	
Staff Use	Programme theme	Literacy <input type="checkbox"/>	Numeracy <input type="checkbox"/>	Health & Well Being <input type="checkbox"/>	Parenting <input type="checkbox"/>	
		Financial Capability <input type="checkbox"/>	Active Citizenship <input type="checkbox"/>	Social Cohesion <input type="checkbox"/>		
What is your postcode?						
How did you find out about the programme?						
What did you think about the programme?						
		Excellent <input type="checkbox"/>	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>
Has this programme made a positive difference to you?						
		<input type="checkbox"/> Yes				<input type="checkbox"/> No
What did you and your family learn?						
How will this help you and your family?						
What activities did you try at home?						
How can we improve the programme?						
Anything else that you would like to tell us?						

Family Learning August 2017

Session Recording			
Participant Count	Adults	Children	Total
Outcomes	What were your thoughts on the session? Were the intended outcomes achieved? Was the session delivered according to the session planner? If not, what changed?		
Evaluation	What participant impact statements did you receive? What other evaluation methods did you use and where is this stored?		
Actions	Were there any problems / incidents / issues that require further action? Is there any preparation required for the next session?		
Progression	Did you signpost or refer any families to other services? Are you aware of any other participant progression, e.g. college, volunteering, employment?		

Other tools:

- Direct Observation template
- Case Study template
- Partner Consultation Template
- Upshot Tracking Tool



'It's really nice to do something with a group, I feel safer as I can't let my kids out to play because we stay in the high flats. I've made new friends too'

'I never really went to school myself, so this is helping me to know how to help my son'.



Self Evaluation: National Framework



How good is the learning and development in our community?

Evaluation resource



HGILDIOC?



How do we know?



What key outcomes have we achieved?
How well do we meet the needs of our learners?



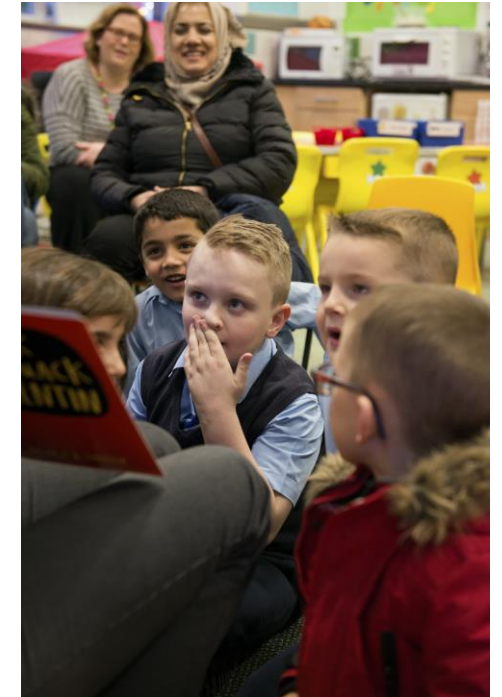
What are we going to do now?



https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK4_HowGoodistheLearningandDevelopmentinourcommunity/frwk4-how-good-is-the-learning-and-development-in-our-community-v2.pdf

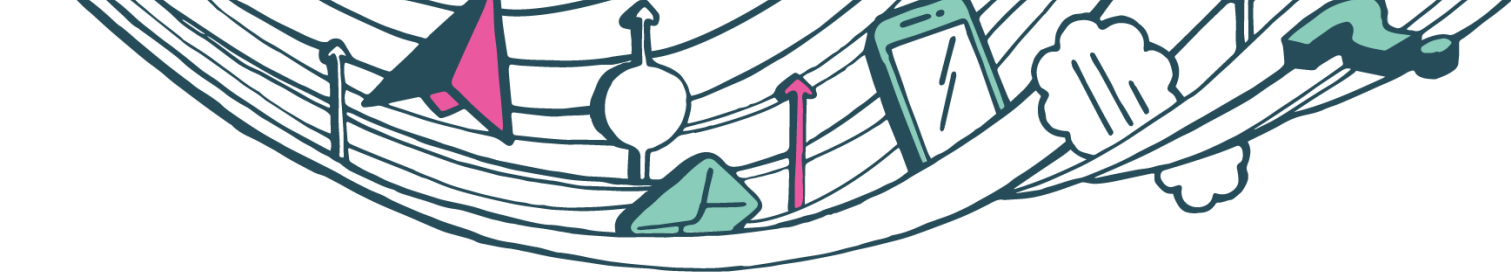


Celebration at Saint Roch's Primary!



Discussion Question:

Which part of this Glasgow Model could you adopt or adapt?



Thank you

