



Department  
for Business  
Innovation & Skills

**FAMILY LEARNING IMPACT FUND  
2008-2011 SUMMARY PAPER**

**JULY 2013**

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# 1. Introduction

Family learning helps adults improve their self-confidence including their ability to help their children learn. For many parents and carers it is a first step into further learning, voluntary work and/or paid employment. It also benefits children because parents become more involved in children's school lives and learn how to support their child's intellectual, physical and emotional development.

The Family Learning Impact Fund (FLIF) Programme (henceforward called the Programme) aimed to strengthen the effectiveness of family learning programmes. It was a joint venture between the Department for Children, Schools and Families (now DfE) and the Department for Innovation, Universities and Skills (now BIS) working with the Learning and Skills Council (now the Skills Funding Agency), the Learning and Skills Improvement Service (LSIS) and the National Institute of Adult Continuing Education (NIACE). The Programme ran over a three year period from 2008 to 2011 with 136 providers taking part.

In its first full academic year (08-09) 13,391 adults enrolled on the programme<sup>1</sup>. Subsequently:

- 13,290<sup>2</sup> adults participated in year two (09-10 academic year)
- 13,530<sup>3</sup> adults participated in year three (10-11)
- male participation in the programme was 13.5% in 09-10 and 12.1% in 10-11<sup>4</sup>.

The first full year's data is based on enrolment figures collected manually by providers, while data for years two and three are based on participation figures collected from the Individual Learner Record (ILR). The change to the way this data was collected means that it is not possible to report reliably on total participation for the overall three year programme.

It should be noted that this is not an evaluation or research report but a short informal summary paper on the Programme. It is based on information received and collated from providers, and does not necessarily represent the views of the Department for Business, Innovation and Skills (BIS). The Department has been asked to share information on the Programme in order to help family learning providers to shape, and maximise the impact of, their family learning offer.

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<sup>1</sup> Data based on providers' paper-based returns

<sup>2</sup> Data based on the Individualised Learner Record (ILR)

<sup>3</sup> Data based on the Individualised Learner Record (ILR)

<sup>4</sup> Data based on the Individualised Learner Record (ILR)

## 2. Summary

### 2.1 Programme Aims

The Programme aimed to strengthen the effectiveness of family learning programmes by:

- widening opportunities and increasing take-up, and
- improving progression and achievement

particularly for the most disadvantaged families.

It also aimed to test and develop more effective partnerships and new linkages within family learning, trial new ways of reaching the hardest to reach families, engage more fathers and address specific skills areas such as financial capability. A support programme aimed to provide relevant training and development for providers and volunteers to help them work with the most disadvantaged families.

### 2.2 Programme Outcomes

There is evidence that the Programme was successful in reaching disadvantaged learners. In 2009/10 49% of participants and in 2010/11 48% came from the 27% most deprived postcodes in England<sup>5</sup>.

In 2009/10 and 2010/11 the comparable figures for BIS Community Learning funded family learning are 39% and 41% respectively.

The programme succeeded in helping participants and their families to progress in learning and/or social life and work. Of 2,643 learners, 85% reported they had progressed in some way or other after participating in a FLIF course.

Providers:

- developed strategies to widen opportunities for family learning and increase take up by fathers, disadvantaged families, families at risk and parents and carers with literacy and/or numeracy needs;

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<sup>5</sup> Disadvantage uplift is given to learners living in the 27 per cent most deprived super output areas in the country based on the Indices of Multiple Deprivation 2010.

- introduced new models of delivery, including longer courses, weekend courses and residential courses, and worked with partners and families to develop more flexible programmes in new locations;
- worked with families and partners to design courses that were practical and relevant in order to improve take-up, motivation and retention;
- aimed to improve and expand their learning offer, improve the quality of teaching and learning, make ICT and new technologies integral to learning and develop learning pathways and approaches to encourage and support progression;
- reported that the Programme gave them an opportunity to stand back and refocus their provision and develop more relevant, high quality learning opportunities for families;
- reported that the Programme helped to raise the status and profile of family learning.

The professional development, course guidelines and new learning materials gave providers the skills and confidence to work with disadvantaged families and helped them motivate and retain hard to reach learners.

## 3. Widening Opportunities and Increasing Take-Up

Providers taking part in the initiative developed strategies aimed at widening family learning opportunities and increasing take-up among disadvantaged families and those with literacy and numeracy needs. Providers used a range of approaches including:

- building new partnerships
- engaging hard to reach families
- developing new and flexible models of delivery and reviewing course content
- building the capacity of the workforce.

The paper explores each of these approaches below.

### 3.1 Building new partnerships

Most providers reported that they had strengthened their partnership-working, including work with schools, children's centres and parenting initiatives, social services, health and housing organisations, libraries and museums, the police, Jobcentre Plus, H M Prisons and a wide range of voluntary sector organisations including Citizens Advice Bureaux (CABx), Credit Unions, Money Advice Centres, football clubs, fishing clubs, countryside organisations and faith groups.

These partners helped in a number of practical ways - identifying families, helping to recruit families, promoting learning and providing venues, crèches and healthy lunches. They contributed to the sessions and supported and encouraged learners to progress. They also recognised the benefits that family learning brought to families, to schools and to their own organisations.

Historically, family learning providers taking part in the Programme had not developed partnerships with as many organisations or made family learning as coherent with, and complementary to, other family and parenting initiatives. The coherence and joint planning secured through the Programme made for more targeted and effective provision.

**Example 1:** *We now work in partnership with a Homeless Project, a Women's Refuge and a Traveller Women's Group. We have worked with Home School Link Workers in schools and children's centres to meet identified needs of particular families.*

**Example 2:** *The biggest impact has been the opportunity to be outward looking and innovative. Active networking has changed the skills and attitudes of the Family Learning team. It has enabled the team to "look beyond" the prescribed delivery of the Family Literacy Language and Numeracy (FLLN) contract and bring more imagination to our work with other organisations in the city.*

### 3.2 Engaging hard to reach families

Providers adopted a range of approaches aimed at engaging hard to reach families, including teenage parents, traveller families, homeless families, young lone parents, parents in prison, newly arrived families and parents of children with special needs including:

- introducing more flexibility in the times and locations of courses;
- creating partnerships with organisations already with target groups;
- including employability skills in adult sessions;
- training teachers and other staff to think creatively about new approaches.

Providers also developed new approaches aimed at engaging fathers and other male family members, for example by:

- designing creative, adventurous marketing of courses e.g. 'The Great Outdoors';
- developing male-only courses e.g. 'Man and Boy', 'Dads and Kids Photography';
- using male teachers (in three authorities);
- offering practical learning e.g. about football, sport, the outdoors, science and technology.

**Example 3:** *Family 'day trips' during the summer break recruited more than 40 families from different areas across a deprived neighbourhood. Families were offered courses such as Early Years Foundation Stage (EYFS), Family Forest Fun, Family Health and Neighbourhood Learning in Deprived Communities. Through the EYFS course, we have been able to support families to explore their local environment, contribute to local social cohesion and improve their confidence in their ability to help and support their children. Our 'father friendly' courses (Family Fishing/ Drumming/ Bread-making/ Forest Fun) have helped us make good progress in recruiting more dads. Ofsted highlighted our success in the range of target learners recruited on all courses observed (August 2009). We have been able to offer a wider range of innovative daytime, evening and weekend courses that are relevant to our target families. We have found it more appropriate to introduce an internet safety session in all our longer courses, rather than offer one course on Digital Families.*

Providers also reported that they engaged and recruited a greater proportion of Entry Level learners. The Programme enabled providers to build effective partnerships, recruit and support Entry Level learners and offer follow-on courses to help them progress and achieve. Developing courses that offered learning at an appropriate level and pace helped increase learners' motivation and retention. The relaxation of the requirement for a minimum number of learners enabled teachers to work with smaller class sizes.

### 3.3 Developing new and flexible models of delivery and reviewing course content

Providers reported that the Programme enabled them to be more flexible in their models of delivery - for example, through longer courses, weekend courses and residential courses - which meant they were able to broaden the curriculum offer and provide a greater range of courses to meet the needs of families. In addition, providers worked with partners and families to develop more flexible programmes in new locations, including football clubs, sports centres, community-based centres and outdoor centres, using hands-on learning as an effective way of attracting new learners.

Providers embedded literacy, language and numeracy in practical activities, in finance, health, sport, science and technology, ICT and creative crafts. 'New Techno Families', 'Rowdy Robots' and 'Money, Money, Money' courses engaged target families more successfully than standard literacy and numeracy courses.

New and innovative ways of learning, customised courses and longer, more flexible courses captured the interest and commitment of learners. This helped those who were hesitant at the beginning of their courses to realise that they could improve their skills, help their children and progress. Many providers reported that the Programme had helped them improve the quality of their family learning provision through more effective teaching approaches, better use of materials and greater use of IT to develop skills, as well as better assessment, monitoring of progress and evidence-gathering about learners' skills development.

**Example 4:** *We worked closely with the Family Intervention Projects – FIP – and tailored courses for small cohorts with specific needs. We have written courses in partnership with organisations. An example of this is the 'Keeping Your Kids in School' project, written with the school attendance improvement service. We have delivered a number of these courses with SAIS staff and also delivered training to SAIS staff so they can confidently deliver to families as well. We have developed and tailored courses for NHS mental health teams around post-natal depression, and around domestic violence with Women's Aid. We have developed links with Social Services and the social worker team, with two way referrals. We also work closely with the early intervention projects and the case planning team.*

Providers realised they needed to be imaginative in their design and delivery of numeracy and financial capability provision. Providers made numeracy hands-on, relevant and inviting by offered practical activities that embedded it into health, sport and other practical learning, using ICT and new technologies. Helping parents understand the link between their numeracy course, how maths/numeracy is taught in schools and how they could support their children's learning was also very beneficial.

**Example 5:** *We have developed a successful football programme that has been extended into a Family Literacy, Language and Numeracy (FLLN) programme embedding football and numeracy. We have also delivered science and engineering programmes to help children and adults understand the link with maths and the job opportunities available. Through this programme 4 children have gone onto science and engineering apprenticeships.*

Providers were supported to develop effective financial capability provision by:

- involving new partners such as credit unions and CABx;
- introducing a focus on managing money rather than on debts and budgeting;
- making provision practical and highly relevant to learners' lives.

**Example 6:** *A financial capability course, 'Cake Stall' got families to make and sell cakes. They shopped and budgeted for ingredients, worked out costs and then made and sold cakes to teachers, families and friends at school.*

### 3.4 Building the capacity of the workforce

In the first two years of the Programme, NIACE, Tribal and LSIS provided training and support for both existing and new teachers and managers. This meant there were more trained/qualified numeracy teachers and providers felt better equipped to deliver both numeracy and financial capability courses for families.

As well as accessing the training developed for the Programme, providers developed training and materials for their own staff and colleagues working in schools and children's centres. The training and development programme for numeracy champions, developed and trialled in 2008/09 offered providers materials to use in their own provision.

Providers also collaborated on professional development with staff in schools.

Collated information received from LSIS and providers over the programme period indicates that the programme supported the training of a combined total of over 1200 volunteers and family learning practitioners.

## 4. Improving Progression and Achievement

To increase progression and achievement, the FLIF Programme supported the development of longer courses and programmes that offered learning pathways. Providers encouraged and supported progression in a variety of ways, including by:

- offering opportunities to work towards qualifications
- reviewing progress with learners to identify their developing confidence, skills and potential to progress
- providing advice and guidance on a wide range of progression routes
- using tracking to offer ex-learners further advice and guidance
- developing and supporting progression pathways to enable adults to extend their learning in familiar local settings, with crèches
- working with partners e.g. colleges of FE, Jobcentre Plus etc, to provide seamless progression pathways into further learning/training/employment
- working with other partners in the community e.g. libraries, sports centres, community centres etc, to support active involvement in the community
- using learning champions and previous learners as role models/ambassadors
- promoting volunteering.

Some providers were concerned that they would not be able to recruit and retain families on the longer courses offered under the Programme. However, most developed their own ways of attracting, motivating and retaining learners, for example by introducing a modular approach in the form of a series of short courses to secure families' commitment to learning. Most developed pathways for learners, in recognition of the fact that many need to take small steps before they can achieve a Level 2 qualification. By offering hard to reach learners a more sustained approach to learning, providers were able to progress learners from FLIF-funded courses to core-funded family learning courses. This enabled them to achieve qualifications or build unit accreditation and work towards a full award. As well as progressing from Entry to Level 1 and beyond, providers also offered parents opportunities to progress from literacy to numeracy.

**Example 7:** *Two learners who did the course together moved on to volunteering in the Children's Centre and have now used their new skills and confidence to set up a mother and toddler group. One learner has progressed to doing her nursery nurse training and has completed a childminding course. One learner, who had previously had no involvement in her child's education due to negative personal experiences of her own education, is now fully engaged with the school and has completed her Level 1 National Test in Numeracy. Learners in a FLIF Wider Family Learning 'Christmas Crafts' course have gone on to a Family Language, Literacy and Numeracy course (FLLN) in Numeracy.*

Many providers reported that the focus on progression had positive effects on their planning, their provision and their pass rates.

## 5. Progression Data

### Methodology

Providers were asked to select 20 FLIF learners and return the latest information on their progression outcomes in a particular format in each of 6 reporting periods.

This comprised of providers making follow-up contact at regular reporting periods with selected learners and then reporting on each learner's progress against a list of possible progression outcomes (as detailed in the following Findings paragraph)

136 providers were engaged in the programme and submitted a total of 491 data returns across the 6 periods.

Half the providers followed this returns guidance correctly, providing usable data for **2,643** of the 3,853 learners for whom data was returned. For 619 the outcome reported was unclear. For 591 the outcome field was blank.

Annex 1 discusses the approach to data collection and analysis in more detail.

### Findings

The FLIF programme was successful in its two key objectives to provide learning for harder to reach households and help them or their family progress in learning and/or social life and work.

There is evidence that the Programme was successful in reaching disadvantaged learners. In 2009/10 49% of participants and in 2010/11 48% came from the 27% most deprived postcodes in England<sup>6</sup>.

The Programme succeeded in helping participants and their family to progress in learning and/or work and social life. Of 2,643 learners, 85% reported they had progressed in some way after participating in a FLIF course<sup>7</sup>. Each person who reported progression will have reported one or more of the following types of progression:

- progression to another family learning course<sup>8</sup>;
- progression to higher level learning;
- that the course was instrumental in them attaining new or improved employment;

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<sup>6</sup> Disadvantage uplift is given to learners living in the 27 per cent most deprived super output areas in the country based on the Indices of Multiple Deprivation 2010.

<sup>7</sup> This assumes that learners with no outcomes against their name could not be contacted. If it actually means "no progression" the figure is 70%

<sup>8</sup> There was no way of establishing whether this was progression to a more substantial family learning course or a further introductory course. However, the number of people reporting this as their only outcome was very low.

- increased participation in voluntary and/or community activities;
- personal progression e.g. improved confidence;
- progression to learning or training above and beyond family learning;
- improved ability to support their children's learning and development.

Respondents were given the opportunity to describe the nature of their progression in more detail and we have included some examples in Annex 2.

The quantitative analysis summarises the data collected and what it tells us about the success of the programme.

The following tables show progression outcomes in three different ways:

- **Figure 1** groups progression outcomes into 3 distinct areas:
  - Further learning or better job
  - Improved social and personal life
  - Enhanced ability to help children's learning.
- **Table 1** shows the percentage of people who reported each individual aspect of progression
- **Table 2** shows this same information cumulatively.

## Figure 1

### Three types of outcome:

**61% reported progression in terms of their own learning or employment.** This includes progression to another family learning course<sup>9</sup>, a higher level of learning, any other learning or training, new or improved employment<sup>10</sup>

**60% reported progression in their social and personal lives.** This includes increased involvement in voluntary and community activities and improved personal confidence<sup>11</sup>

**59% reported that they were better able to support their children's learning and development**<sup>12 13</sup>

The sum is greater than 100% because each person was able to report more than one outcome.

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<sup>9</sup> There was no way of identifying whether this was progression to a more substantial FLIF course or a further introductory course. However the number of people reporting this as their only outcome was very low.

<sup>10</sup> This assumes that learners with no outcomes against their name could not be contacted. If it actually means "no progression" the figure is 50%

<sup>11</sup> This assumes that learners with no outcomes against their name could not be contacted. If it actually means "no progression" the figure is 49%

<sup>12</sup> This assumes that learners with no outcomes against their name could not be contacted. If it actually means "no progression" the figure is 48%

<sup>13</sup> Although people could report more than one outcome some will have focussed on the outcome they felt was most important to them. People for whom FLIF helped them get a better job may also have felt it helped them support their children's development but not reported this outcome

**Table 1****Percentage reporting individual outcomes:**

<b>Outcome</b>	<b>Number reporting outcome</b>	<b>Percentage reporting outcome</b>
Better able to support child's learning and development	1,560	<b>59%</b>
Personal progression e.g. improved confidence;	1,491	<b>56%</b>
Progression to another family learning course <sup>14</sup>	906	<b>34%</b>
Progression to other training	785	<b>30%</b>
Increased voluntary and / or community activities	751	<b>28%</b>
Progression to higher level learning	657	<b>25%</b>
New or improved employment	456	<b>17%</b>
<b>Base</b>		<b>2,643</b>

Note: In 591 returns the outcome field was blank. In the table we have interpreted the blank cells as no contact with learner. If in fact this means no positive outcome, the percentages are lower than reported in the table. These lower figures are provided in Annex 3.

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<sup>14</sup> There was no way of establishing whether this was progression to a more substantial family learning course or a further introductory course. However, the number of people reporting this as their only outcome was very low.

**Table 2****Cumulative outcomes****Interpretation**

- The first row shows the percentage who reported an improved job; the second row adds people who did not report an improved job but did report progression to higher learning.
- The last 2 rows suggest that very few people saw progression within family learning as their only positive outcome.
- The final row show the percentage of people who reported at least one of the positive outcomes and corresponds to the 85% referenced on page 12.

<b>Outcome</b>	<b>Number reporting outcome</b>	<b>Percentage reporting outcome</b>
New or improved employment	456	<b>17%</b>
Progression to higher level learning	926	<b>35%</b>
Progression to other training	1,277	<b>48%</b>
Increased voluntary and / or community activities	1,466	<b>55%</b>
Better able to support child's learning and development	1,974	<b>75%</b>
Personal progression e.g. improved confidence;	2,163	<b>82%</b>
Progression to another family learning course <sup>15</sup>	2,259	<b>85%</b>
<b>Base</b>		<b>2,643</b>

Note: In 591 returns the outcome field was blank. In the table we have interpreted the blank cells as no contact with learner. If in fact this means no positive outcome, the percentages are lower than reported in the table. These lower figures are provided in Annex 3.

<sup>15</sup> There was no way of establishing whether this was progression to a more substantial family learning course or a further introductory course. However, the number of people reporting this as their only outcome was very low.

## 6. Going Forward

Family Learning is funded through the Community Learning budget of £210m pa, which is managed by the Skills Funding Agency. After a review and national consultation, new community learning objectives were published in *New Challenges, New Chances*<sup>16</sup> and introduced in August 2012, alongside the launch of 15 local Community Learning Trust pilots to test effective strategies for delivering them. From August 2013 **all** directly funded providers of community learning will be required to deliver a locally-determined learning offer that reflects the new objectives.

The new objectives overtly reflect the potential for family learning to help turn around the lives of our most troubled families and equip parents and carers to support and encourage their children's learning. Family learning continues to be recognised as an important component of the wider community learning offer.

The approaches developed through the Family Learning Impact Fund Programme, with its focus on excellence, creativity, partnership working and reach into disadvantaged communities, in many ways prefigure the new Community Learning objectives. We thank all the people who took part and hope that the learning developed through the Programme and its lessons for other providers and their partners will continue to help shape and maximise the impact of both family learning and community learning in general.

## 7. Additional Information

As part of the Programme, the Learning and Skills Improvement Service (LSIS) was contracted to develop professional development and support materials. These resources can be found on the LSIS Excellence Gateway at:  
<http://skillsforfamilies.excellencegateway.org.uk>

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<sup>16</sup> Page 14 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/32313/11-1380-further-education-skills-system-reform-plan.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32313/11-1380-further-education-skills-system-reform-plan.pdf)

## Annex 1

### Methodology - Data Collection

Providers were asked to select 20 FLIF learners and return the latest information in their progression outcomes in each of 6 reporting periods. 136 providers were engaged in the programme and submitted a total of 491 data returns across the 6 periods. Each return had between 5 and 200 learners rather than the 20 we expected. LEAs were asked to report outcomes using a standard code: a lower case number indicating the outcome followed by a number indicating the period it was observed (e.g. a3 or d6).

The most notable deviations from the above were that around one third of providers sent data for 2 or more periods in the same return, collated into a single cell of the spreadsheet and around 5,000 of the 12,000 returns used free text or unrecognisable codes in the outcome field.

Cleaning as much of the free text as possible and aggregating up to learner level, the learners fell into the following categories in terms of what we knew about them:

- 591:** Blank and unclear whether no contact or no positive outcome
- 619:** Format that could not be interpreted
- 2,643:** Usable data

The lack of any reporting code on the data returns for “unable to contact learner” mean the data can be interpreted in two different ways. Annex 3 illustrates the impact on the estimates of the two interpretations.

## Annex 2

### Examples of reported progression

Respondents were given the opportunity to describe in more detail their progression after the FLIF course. While these examples are not intended to be fully representative of all of the progressions achieved, they do show of the kinds of impact that FLIF courses had on participants.

#### *A: Progression to another family learning course:*

- Learner would like to take part in similar course with younger child
- Learner expected to progress to another course in September
- Learner would like to go on similar course with younger child and partner attending Triple P Parenting together.

#### *B: Progression to higher level learning:*

- Learner had a good learning experience on the FINNUM course, and as a result have been inspired to progress to brush up their literacy skills.

#### *C: The course was instrumental in them attaining new or improved employment:*

- Learner was working on checkouts in Store, the course gave learner more confidence to gain promotion to Customer Services
- Following achievement of Level 2 Literacy and Numeracy, learner is studying a 2 year Access to Nursing course and is now employed in hospital's nursing bank.

#### *D: Increased participation in voluntary and / or community activities:*

- Learner would like to become a teaching assistant because of the Family Learning Course, so looks to join the 'Volunteering in Schools' course
- Learner voted for first time
- Learner's goal is to return to work. Course gave learner a head start and more confidence to start volunteering in school.

#### *E: Personal progression e.g. improved confidence:*

- Learner was scared to join any courses but the Family Learning course made learner feel less scared and made learner plan future courses
- Learner is a lot happier as a result of the knowledge and information gained from the course
- Learner wants to do best to get a job and doing courses to help achieve this
- Learner is now engaged to partner and feels more settled and confident, largely due to involvement with Family Learning.

*F: Progression to learning or training above and beyond family learning:*

- Learner astonished to have taken Level 2 literacy and passed, even though dyslexic
- Learner passed Manual part of book-keeping course with distinction.

*G: Better able to support their children's learning and development:*

- Learner has more confidence in helping dyslexic child with literacy needs
- Learner able to support child with Signing (STC) and has seen child's speech come on leaps and bounds.

## Annex 3

## Range of results if blank cells mean no positive outcome

## Overall Figures

## Outcome

	Number	Percentage reporting outcome	
		If blank means no positive outcome	If blank means no contact
Total reporting at least one positive outcome	2,259	70%	85%
Three types of outcome:			
• Progression in own learning or employment	1,602	50%	61%
• Progression in social and personal lives	1,573	49%	60%
• Better able to support their child	1,560	48%	59%
<b>Base</b>		<b>3,234</b>	<b>2,643</b>

## Annex 3

Table A1 - Percentage reporting individual Outcomes

Outcome	Number	Percentage reporting outcome	
		If blank means no positive outcome	If blank means no contact
Better able to support child's learning and development	1,560	48%	59%
Personal progression e.g. improved confidence	1,491	46%	56%
Progression to another family learning course <sup>17</sup>	906	28%	34%
Progression to other training	785	24%	30%
Increased voluntary and / or community activities	751	23%	28%
Progression to higher level learning	657	20%	25%
New or improved employment	456	14%	17%
<b>Base</b>		<b>3,234</b>	<b>2,643</b>

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<sup>17</sup> There was no way of establishing whether this was progression to a more substantial family learning course or a further introductory course. However, the number of people reporting this as their only outcome was very low.

## Annex 3

Table A2 – cumulative outcomes

Outcome	Number	Percentage reporting outcome	
		If blank means no positive outcome	If blank means no contact
New or improved employment	456	14%	17%
Progression to higher level learning	926	29%	35%
Progression to other training	1277	39%	48%
Increased voluntary and / or community activities	1466	45%	55%
Better able to support child's learning and development	1974	61%	75%
Personal progression e.g. improved confidence;	2163	67%	82%
Progression to another family learning course <sup>18</sup>	2259	70%	85%
<b>Base</b>		<b>3,234</b>	<b>2,643</b>

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<sup>18</sup> There was no way of establishing whether this was progression to a more substantial family learning course or a further introductory course. However, the number of people reporting this as their only outcome was very low.

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**BIS/13/1020**