

Education Children and Families Committee

10am, Tuesday, 21 May 2013

Community Learning and Development Service- Development of Family Learning

Item number	8.3
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1 , CO2 , CO6
Single Outcome Agreement	SO3

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Executive summary

Community Learning and Development Service– Development of Family Learning

Summary

This report provides members of the Education Children and Families Committee with an overview of Family Learning delivered by the Children and Families Department's Community Learning and Development (CLD) service.

A departmental review of Family Learning in Edinburgh, undertaken by the Children and Families Quality Improvement team in April 2012, was reported to the Education Children and Families Committee, Sub-Committee on Standards for Children and Families (South) on 1 October 2012. Subsequently the Convenor of the sub-committee requested a further report be made to the Education, Children and Families Committee in 2013; *'on the possibilities for development of the service, the report to include details of the schools currently benefitting from the service.'*

Recommendations

To recommend that the Education Children and Families Committee:

1. Note the contents of this report and the consistently increasing trends in participation in, and demand for, Family Learning provision across the city by parents and carers.
2. Note the impact of Family Learning on children, young people and parents/carers.
3. Support the further development of Family Learning provision in Edinburgh through the reallocation of CLD budget, currently allocated to the Edinburgh College, from September 2013.

Measures of success

Participation by parents and carers in Family Learning provision has increased consistently since 2009:

- 2009/10 – 481 participants
- 2010/11 – 750 participants
- 2011/12 – 848 participants (exceeding departmental target of 800)
- 2012/13 – It is estimated that 890 parents/carers will have participated in Family Learning provision over this period

Family Learning workers now engage with 48 nurseries, early years centres, primary schools and children and family centres (See Appendix 1: Family Learning Establishments 2012/13).

Two Family Learning initiatives received Highly Commended awards at the 2012 Children and Families Achievement Awards.

- Family Learning Dad's Group, Pirniehall Primary School; and
- 'The Magic Carpet' developed by Family Learning in South Edinburgh in partnership with the National Museum of Scotland

In addition, 'The Lighthouse Keeper' joint transition collegiate project, developed by Family Learning with early years, primary schools and the library service in East Edinburgh, won the 'Making a Difference' Achievement Award and subsequently won a bronze award at the 2013 national COSLA Excellence Awards in the 'Achieving Better Outcomes' category.

Proposed developments in Family Learning provision will lead to increased numbers of opportunities and programmes available, which in turn will result in increased numbers of parents and carers participating in Family Learning provision.

Revised targets for parent/carer participation in Family Learning are:

Year	2013/14	2014/15	2015/16
Number of Participants	1000	1350	1500

Increased staffing will also result in Family Learning workers engaging with greater numbers of schools, early years centres and other establishments.

Financial impact

Current cost of delivering Family Learning and proposed additional salary and operational costs:

Current staffing costs	Amount	Proposed Developments	Amount
6 FTE posts (including on-costs)	£240K	3 additional 0.5 fte posts (North, East & West neighbourhoods) @ £20K each	£60K
1 sessional worker post (West) – 300 hours per annum	£4.5K	Dedicated support budget for CLD work with families	£13K
Total	£244.5K	Saving made from no longer allocating 300 hrs from West CLD sessional budget	-£4.5K
		Total	£68.5K

Proposed developments in Family Learning would incur an additional £68,500 per annum, bringing the revised annual cost to **£313,000**.

It is proposed that the additional costs are funded by the reprioritisation of CLD budget currently allocated to Edinburgh College for literacy support. Changes to college admissions and higher entrance requirements have now changed the profile of students entering further education. The Scottish Government's strategic guidance for Community Learning and Development (June 2012), prioritises the delivery of '.....family learning, and other early intervention work with children, young people and families' as a key factor that contributes to improving outcomes for learners in our communities.

Equalities impact

A full Equalities and Rights Impact Assessment (ERIA) has been undertaken. Work undertaken by Family Learning addresses inequalities and achieves positive outcomes for parents, carers and their children. There are no negative impacts arising from this work.

Sustainability impact

There are no adverse impacts arising from this report

Consultation and engagement

A wide range of partners contribute to the development and implementation of projects and initiatives that engage parents and carers in Family Learning. These include:

- Primary Schools
- Nursery schools
- Child and Family centres
- Voluntary sector organisations

- Library service; and
- N.H.S. Lothian

Background reading / external references

[Scottish Government, Strategic Guidance for Community Planning Partnerships: Community Learning and Development, June 2012](#)

[Scottish Government, Guidance on the Scottish Schools \(Parental Involvement\) Act 2006](#)

[City of Edinburgh Council, Schools and Community Services, Departmental Review Report, Family Learning, August 2012](#)

[The Impact of Learning as a Family](#): a model for the 21st Century, The Inquiry into the future of Lifelong Learning, sector paper no.9 Family Learning, National Institute of Adult Continuing Education (NIACE)

Mackenzie. J. 'Family Learning: Engaging with Parents' Dunedin Academic Press 2009

Desforges. C. 'Review of Best Practice in Parental Engagement' Research report 156 DfE 2010156 DfE 2010

['Reaching Out – Think Family,](#)' Cabinet Office Social Exclusion Taskforce, June 2007

[Scottish Government, Family Literacies](#): Learning in Scotland, January 2010

[Scottish Government – Early Years Collaborative](#)

Community Learning and Development – Family Learning

1. Background

- 1.1 This report provides members of the Education Children and Families Committee with an overview of Family Learning delivered through the Community Learning and Development (CLD) service.
- 1.2 A departmental review of Family Learning in Edinburgh was undertaken by the Children and Families Quality Improvement team in April 2012 and reported to the Education Children and Families Committee, Sub-Committee on Standards for Children and Families (South) on 1 October 2012.
- 1.3 The Convenor of the sub-committee requested a further report be made to the Education, Children and Families Committee in 2013; *‘on the possibilities for development of the service, the report to include details of the schools currently benefitting from the service.’*

The report includes:

- Family Learning in Context
- Family Learning provision in Edinburgh
- Development of Family Learning Provision
- How can this be achieved?

2. Main report

Family Learning in Context

- 2.1 *‘Parents, carers and families are by far the most important influences on children’s lives. Parents who take on a supportive role in their children’s learning make a difference in improving achievement and behaviour’ (Scottish Government, Guidance on the Scottish Schools (Parental Involvement) Act 2006)*

An extensive range of national and international research continues to highlight the positive impact engagement by parents and carers has upon their children’s learning both in the early years and into their teens. *‘.....research suggests that at primary level, differences in parental involvement in learning can have a very significant impact on attainment. The impact remains very strong into adolescence.’(‘Reaching Out-Think Family’ Cabinet Office, Social Exclusion Taskforce 2007)*

Unfortunately, many adults experience considerable difficulties with their literacy, or because of other personal or cultural barriers, are unable to support or

engage effectively in their child's learning. However, *'Supporting children's development is one of the major motivators that leads to adults improving their own skills'* (National Institute of Adult Continuing Education (NIACE) led independent inquiry into Family Learning, August 2012).

Family Learning provision in Edinburgh is underpinned by adult learning principles and a range of methods are employed to develop parents and carers' literacy to ensure they have the confidence to effectively support their children's learning. For many parents and carers in Edinburgh, improvements in their own learning has resulted in their progression into further learning, training or vocational opportunities. (See Appendix 2, Departmental Review of Family Learning, August 2012)

Family Learning Provision in Edinburgh

2.2 Family Learning in Edinburgh is delivered by the Community Learning and Development (CLD) service. There are seven Family Learning workers (6FTE) working across four out of five CLD neighbourhood areas (See Appendix 3 – Family Learning Worker deployment). Each worker engages with parents and carers in primary schools, nurseries and other establishments; including Child and Family centres and early years centres (refer to Appendix 1 Family Learning Establishments 2012/13).

Initially establishments met the criteria for Family Learning input based on levels of free school meal entitlement and children's literacy attainment levels. Provision has been extended to include further establishments requiring Family Learning support identified by other Children and Families staff, including; Educational Psychologists and Early Years managers.

A range of methods are used by workers to engage parents and carers in literacy based learning and other activities and opportunities that respond to their needs and develop their confidence and skills to support their children in their learning.

In addition, all Family Learning workers undertake two core areas of work; transition programmes from nursery to primary school and the Scottish Book Trust (SBT) book gifting programme 'Bookbug.'

Family Learning workers also contribute to the delivery of programmes for parents with colleagues from early years including: Parents Early Education Partnership (PEEP) and Raising Children With Confidence (RCWC)

Levels of demand for Family Learning provision and capacity of staff has resulted in work with parents and carers, whose children are aged 3 to 6 years, being prioritised.

Development of Family Learning Provision

2.3 Departmental data shows consistently increasing trends in participation by parents and carers in Family Learning provision since 2009. However, significant changes in demography within many communities across the city have resulted in Family Learning staff identifying gaps in provision that require to be addressed. These include improving the sustainability and impact of Family Learning by increasing capacity to:

- Ensure Family Learning provision is available to an increased number of parents and carers and will respond to needs identified in a greater number of establishments
- Improve targeting and increase engagement with communities of interest and equalities groups that will include;
 - Black and Minority Ethnic parents, carers and families
 - Parents and carers whose first language is not English.
 - Parents and carers of looked after children
- Build the capacity of other staff to use Family Learning methods by delivering Continuing Professional Development (CPD) programmes for school staff and other partners to increase their engagement with parents and carers
- Engage with more parents and carers to support their children's learning where children are above or below the current age range of 3-6 years
- Strengthen partnership arrangements with schools, early years centres and community based organisations to ensure more parents and carers are aware of and benefit from participation in Family Learning provision
- Make an effective contribution to the achievement of outcomes within Edinburgh that contribute to the Scottish Government's 'Early Years Collaborative' launched in January 2013. In particular to '*..ensure that 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by end-2017.*' (Scottish Government website 'Early Years Collaborative')

How can this be achieved?

2.4 Resourcing required to achieve the identified developments in Family Learning provision are:

- Deployment of an additional 3 x 0.5 FTE posts to meet increasing demand and increased levels of need. One 0.5 FTE post will be allocated to each of the following CLD neighbourhoods where level of need is now greatest; East, West and North, ensuring dedicated

Family Learning provision in all CLD neighbourhood areas and resulting in the following citywide Family Learning staffing:

CLD Neighbourhood	North	South	South West	East	West
Total proposed FL staffing	2	1.5	2	1.5	0.5

- An operational budget to support increasing demand for work with parents, including Family Learning, in each CLD area. This will increase resourcing available to support developments in these areas of work including; crèche provision, sessional staff support and development of materials and resources to support participants learning.

It is anticipated that the total annual cost of developing Family Learning as detailed in this report is £68,500 per annum.

Community Learning and Development management have negotiated and agreed with Edinburgh College reprioritisation of their annual budget allocations supported by the Edinburgh Literacies Partnership, to further develop Family Learning provision within CLD neighbourhood areas.

3. Recommendations

To recommend that the Education Children and Families Committee:

- 3.1 Note the contents of this report and the consistently increasing trends in participation in, and demand for, Family Learning provision across the city by parents and carers.
- 3.2 Note the impact of Family Learning on children, young people and parents/carers.
- 3.3 Support the further development of Family Learning provision in Edinburgh through the reallocation of CLD budget, currently allocated to the Edinburgh College, from September 2013.

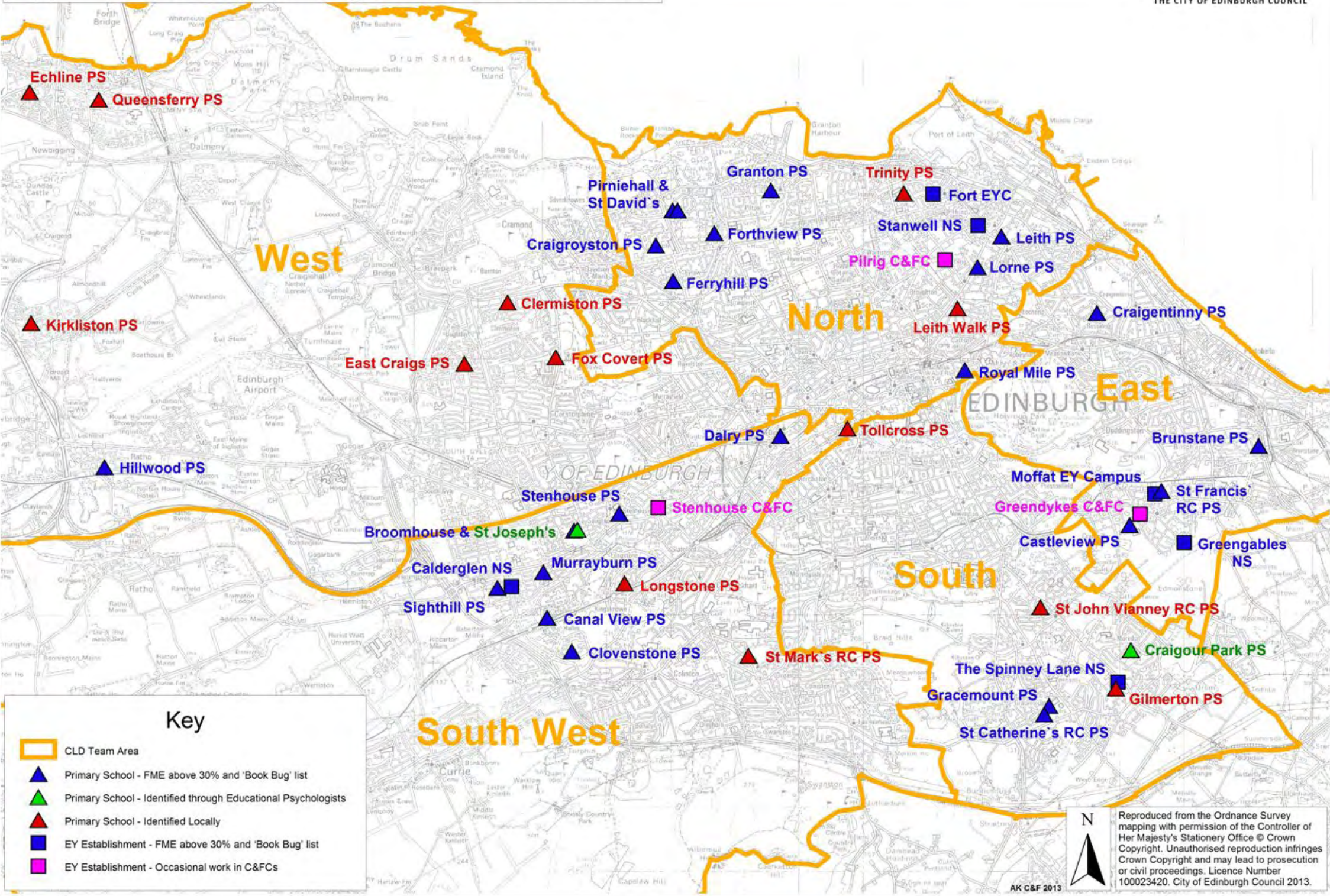
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Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. CO6. Our children and young people's outcomes are not undermined by poverty and inequality.
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1. Family Learning Establishments 2012/13 Appendix 2. Schools and Community Services Departmental Review report 'Family Learning' August 2012 Appendix 3. Family Learning Worker deployment

Appendix 1 - Family Learning Establishments 2012/13



Key

- CLD Team Area
- ▲ Primary School - FME above 30% and 'Book Bug' list
- ▲ Primary School - Identified through Educational Psychologists
- ▲ Primary School - Identified Locally
- EY Establishment - FME above 30% and 'Book Bug' list
- EY Establishment - Occasional work in C&FCs

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QUALITY & CURRICULUM

Departmental Review

Family Learning

August 2012

• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Departmental Review Family Learning

The service in context

Family Learning (FL) in Edinburgh is delivered by the Community Learning and Development (CLD) service by five full-time and two part-time members of staff. FL originated from the 'Connect' programme, a pilot family literacies programme established in North Edinburgh in 1992 by the authority's former Adult Basic Education (ABE) service. Family Literacies engaged with parents to improve their skills and confidence in literacy and subsequently aimed to improve parents' support of their children's learning.

By 2000 departmental restructuring resulted in Family Literacies becoming Family Learning (FL) located within the CLD service. One FL post was assigned to each of the five community based adult learning teams. The work of these staff was supported and co-ordinated by a centrally based CLD worker who met regularly with FL workers (FLWs) as a group.

A steering group of departmental managers, staff, headteachers and parents was established to develop a family learning strategy for the city. FLWs engaged with parents of children aged 3 to 6 years in 20 designated nurseries and primary schools, defined by the highest levels of free school meals and low literacy attainment levels.

Further restructuring of CLD in 2008 removed the central co-ordination of FL. Workers continued in their role as members of CLD neighbourhood teams, line managed by a senior CLD worker (SCLDW).

FLWs continue to use adult education approaches and a wide variety of methods and activities to engage parents in a range of active learning programmes to support and develop their role and skills as the primary educators of their children.

In addition to the range of work undertaken with parents, all FLWs undertook two core areas of work; transition programmes from nursery to primary school and the Scottish Book Trust (SBT) book gifting programme, 'Bookbug' that gifted books to children from birth to age five. Parents were encouraged and supported by FLWs to engage in structured sessions that incorporated literacy based activities with their children.

(NB. The word 'parents' in this report is used to collectively represent parents and carers)

Review remit

The remit for the review was agreed with CLD managers and FLWs were informed of the review process at a meeting with the review co-ordinator.

FLWs undertook a self-evaluation prior to the commencement of the review in line with departmental review procedures. Quality Indicators from *'How Good is Our Community Learning and Development 2?'* were used as the basis of the review focussing on the themes of:

- 1.1 Improvements in Performance
- 2.1 Impact on Participants
- 5.1 Opportunities for People in the Community
- 5.10 Improving Services
- 8.1 Partnership Working

Education Scotland's, formerly Her Majesty's Inspectorate of Education (HMIE), six point evaluative scale was used.

Review procedures

FLWs provided background information and materials to the review team. This included: examples of work, reports and evaluations, photographs and DVDs that illustrated their work with parents and children.

The review team also observed a range of activities and groups, interviewed FLWs, representatives from partner organisations, parents and carers. A questionnaire was developed and distributed by FLWs to 70 parents and 45 were returned. Almost all were very positive about FL activities and opportunities and the impact of these. See Appendix 1.

Findings of the review

1 Improvements in performance

Improvements in performance was good.

As members of CLD teams almost all FL staff systematically used the CLD service planning and evaluation system to review and evaluate their work. This included collating participant evaluations and recording of participation data. Performance targets for FL engagement with parents had been established and detailed in the Children and Families department service plan. The CLD service plan 'Supporting Communities' detailed service outcomes for Family Learning and local outcomes were further detailed in CLD team improvement plans. In 2011, city-wide, the target for parent participation in FL provision was set at 800. This had been exceeded with performance data for 2011/2012 detailed in Supporting Communities indicating 848 parents participating in FL. Monitoring at departmental level clearly indicated an increasing trend in participation in FL provision over the previous two years from 481 participants in 2009/2010 to 750 in 2010/2011.

However, FL provision was not consistently reflected in all CLD team improvement plans which required to be addressed.

2 Impact on participants

Impact on participants was very good.

Parents benefited from a range of very good quality learning opportunities. Almost all who contributed to the review intimated that engagement in FL activities had developed a greater understanding of their child's early education and school based learning. Parents had developed skills which helped them support their children with homework or engage in other learning related activities with their children at home. Increased confidence in their own literacy and numeracy skills also resulted in some parents volunteering in their child's school. Others had progressed into further opportunities that included: additional learning, community involvement, volunteering, training and employment. Many acknowledged these achievements as hugely important personal transformations.

Engagement with FL had, for many parents, been a major contributing factor in overcoming issues of isolation and had considerably increased their confidence, self-esteem and well-being.

Pre-transition and transition programmes from home to nursery and nursery to primary school were developed and led by FLWs in partnership with targeted nurseries and schools. The incorporation of SBT 'Bookbug' into pre-transition sessions supported parents to engage in activities that could be replicated at home and encouraged their child's emergent literacy skills using the gifted books.

Transition programmes supported and encouraged parents to engage in structured literacy based activity sessions with their children. Sessions included singing, storytelling and craft based activities and introduced parents to FL and informed them of further activities and groups available to them once their child had started school. Children and parents were also introduced to the school environment and interacted with other class members and parents. Parents also engaged in informal dialogue with school staff, which for some reduced anxieties about their children moving to primary school. Some schools also noted that transition work helped some children settle more easily into primary one.

FLWs were valued and highlighted by many parents as important sources of information and support. Parents were regularly signposted to further learning and other opportunities within CLD or beyond, which assisted their progression and further skill development. Some parents were also helped by FLWs to address issues that impacted on their everyday lives. Representatives from other services and organisations were also invited to input at FL sessions and give information and advice to parents that contributed to their continued development and progression.

Innovation and creativity underpinned much of the work of FL, reflected in a range of initiatives that included:

- 'The Magic Carpet' developed in partnership with the National Museum of Scotland (NMS) to promote the museum as a family resource and engage parents and children in educational activities;
- the 'Lighthouse Keepers Lunch' project in East Edinburgh engaged parents from pre-school and Primary 1 in practising skills at home with their children, through a range of creative challenges using a DVD and literacy treasure box; and
- the development of a research project with a nursery and primary school in North Edinburgh. This aims to identify the impact engagement with parents as learners will have on their children's attainment over a three year period.

3 Opportunities for people in the community

Opportunities for people in the community was very good.

Sessions and activities observed during the review were well planned and parents were able to clearly relate their learning to previous sessions. Parent's views and ideas were regularly sought and provision was often developed in response to their expressed needs.

Some activities reflected curricular topics being taught in participants' children's classes. Small groups of parents would regularly engage in the classroom in specific activities with children, school staff and their FLW. Activities explored a range of learning and topics including: storytelling, numeracy and healthier eating options. These sessions were very popular and both children and parents looked forward to and enjoyed them.

Each FLW produced good quality materials to promote opportunities available to parents. School, nursery and centre staff sometimes promoted FL opportunities to parents or identified those who would benefit from participation in FL provision. FLWs regularly promoted activities directly to parents in the playground when children were being taken to nursery or school.

Where resources allowed, crèches would be provided to support parent's participation in FL activities. Some parents and carers highlighted lack of crèche provision as a barrier to further participation in FL provision.

Speakers of other languages were also supported to access FL provision through the development of groups for minority ethnic parents or provision of interpreters. Limited resources meant this provision was not consistently available. The English as an Additional Language (EAL) service was also used effectively in some areas to give additional support to some parents although this was also limited and resource dependant.

FL provision continued to be delivered during school holiday periods to ensure contact was maintained with parents and that they had opportunities to engage in structured activities and visits with their children.

School closures and mergers or notable increases in minority ethnic populations in some communities had impacted considerably on demographics within some schools. However, schools and nurseries entitlement to FL support was not systematically reviewed or updated. The findings of an educational psychology service survey had resulted in minor changes in establishments qualifying for FL support in 2010.

National initiatives aimed at increasing work with parents, informed by research that demonstrated the positive impact of parental support to the development of children's language and literacy skills were reflected in a range of departmental policies and strategies including; Supporting Parent's and Carers Framework, Early Years Strategy and the Literacies Strategy.

Some policies were implemented through the delivery of a range of parenting programmes by staff from across the department including Parents Early Education Partnership (PEEP) and Raising Children with Confidence (RCWC). Some FLWs also delivered these programmes and the work of FL clearly contributed to departmental priorities and strategies yet no reference was made to FL within relevant policy or strategy documents.

4 Improving services

Improving services was good.

FL provision was effectively planned by workers in conjunction with some headteachers. A variety of methods were used to gather feedback from participants which was regularly used to inform future developments and changes in the content of learning programmes to better suit participants needs.

FLWs used a range of methods to evaluate provision and gain participants views including questionnaires, 'post-it' evaluations or verbal feedback recorded by the FLW at the end of sessions. At service level, FL was also incorporated into the CLD service planning and evaluation process with work being highlighted in annual reviews of the work of CLD teams and impact reports which were distributed to a range of stakeholders.

A separate plan had been developed in 2011 for FL and other work undertaken by CLD with parents. This had not been evaluated and further work was required to identify the effectiveness of having this additional plan or whether inclusion of these areas of work in CLD team plans was sufficient.

FLWs did not meet regularly as practitioners and would benefit from more structured opportunities to reflect on practice, network and share and address issues arising from their work.

FL engaged in various collaborative initiatives and the quality of their input was highlighted in evaluation reports, for example, Bookbug book gifting, local Literacy Trust events and Bite-Size healthy family lifestyle programmes. Reports and other materials were made available to a range of stakeholders including: colleagues, parents and external funders.

Some stakeholders' awareness, particularly those who also engaged with parents, of the role and work of FL workers was inconsistent. The range and complimentary nature of services engaging with parents would benefit from greater clarification by key stakeholders.

5 Partnership working

Partnership working was very good.

FLWs worked effectively with a range of partners to develop and enhance opportunities available for parents, carers and their children. In addition to schools and nurseries, FL partners included colleagues from CLD teams, Child and Family Centres, the National Health Service (NHS), voluntary sector organisations, the library service and NMS.

The work of FL was highly regarded by many partners who also acknowledged that work with FL resulted in parental and family engagement with their provision or service that may otherwise not have happened. For example, the library service intimated in more than one area that children's engagement in book related initiatives supported by FLWs and schools had considerably increased numbers of children and parents joining the local library. Partnerships also resulted in parents and carers having opportunities to participate in activities or visit places of interest that they may not have otherwise been able to and could return to with their families. This included museums, local community facilities, botanic gardens and parks.

Some partners intimated that some FLWs would regularly go beyond their remit to support parents to access other services or provision that assisted them to address issues or concerns that were impacting upon other aspects of their lives. This included housing and health services.

Some schools and nurseries also intimated that the knowledge and experience of FLWs enabled resources, services and opportunities to be accessed that they did not know of or have the capacity to access. FLWs therefore brought added value to the experiences of many parents and their children.

Partnerships with some schools could be improved. The development of formal agreements between FL and targeted schools and nurseries should be implemented to consolidate the work of FL. Joint evaluation with schools and nurseries should also be developed.

Summary

Commendable features

- The commitment of FLWs and the range of high quality opportunities available that impact positively on many parents and children.
- The expertise of FLWs in working with adults and the impact this had upon individuals and families was recognised by many partners.
- The knowledge of FLWs of other services and opportunities that supported the progression of many parents into further learning, volunteering and vocational opportunities.
- FLWs had developed a range of partnerships that lead to effective joint working and had improved links between some schools and parents.

Areas for development by the service

- Family Learning provision requires to be consistently reflected in all CLD team improvement plans.
- Clear, accessible information that defines the role and work of FL requires to be developed and available to all existing, and potential, partners and stakeholders.
- Structured opportunities for FLWs to meet, reflect on practice, share and address issues arising from their work should be implemented.

Areas for development by the authority

- A systematic approach to monitoring school eligibility for FL provision requires to be developed and implemented to ensure effective targeting of resources.
- The contribution of FL to the achievement of departmental priorities requires to be reflected in relevant strategy and policy documents.

- A partnership agreement that outlines FL input into targeted schools, nurseries and centres should be developed, agreed and implemented by service managers and include joint evaluation of FL provision.

Mike Fraser

Principal Officer: Service Inspection and Review

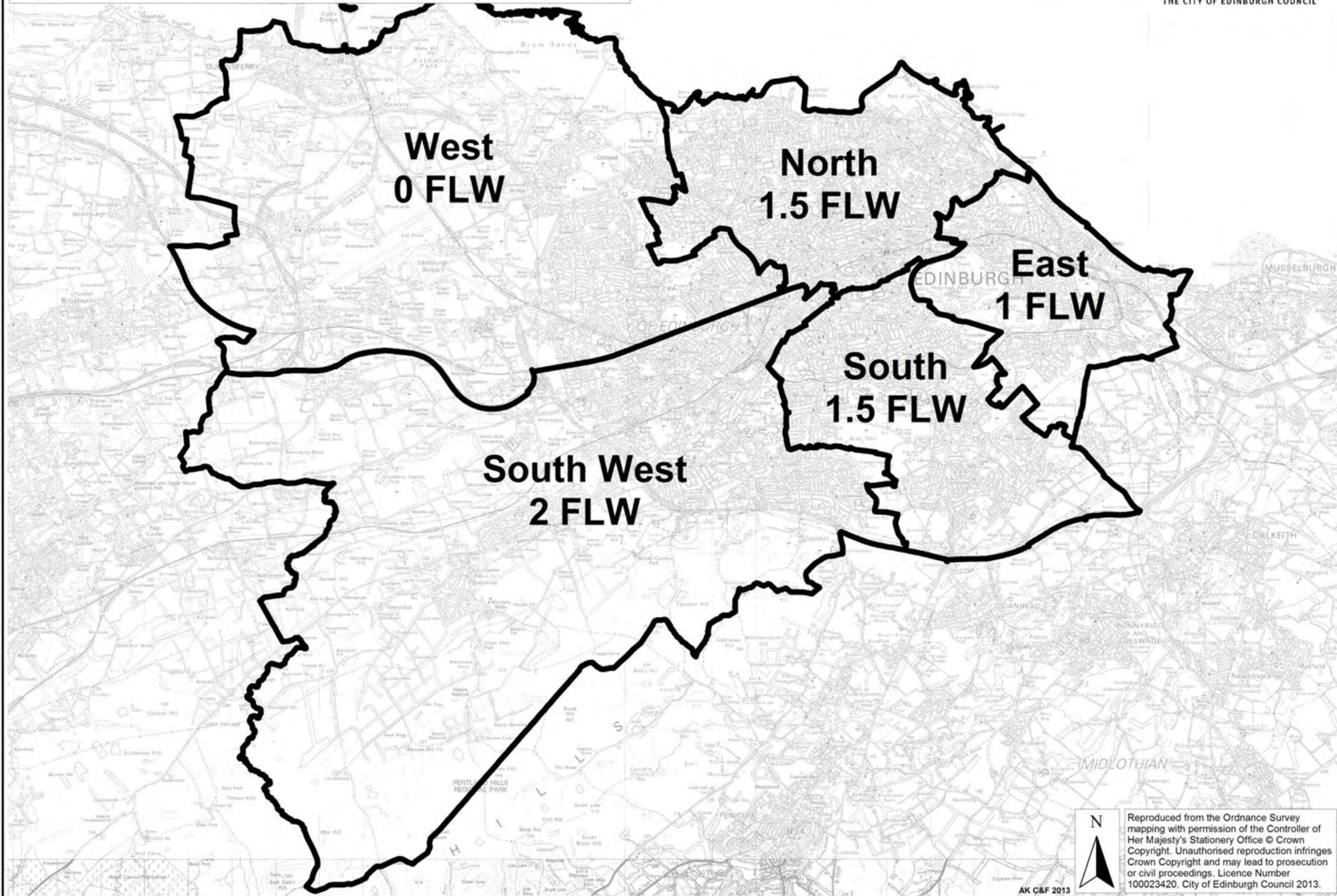
August 2012

**City of Edinburgh Council
Children and Families Department
Departmental Review: Family Learning**

QUESTIONNAIRE SUMMARY

Please tick the box that best describes your or your child's experience of Family Learning

Please tick the box that best describes your experience	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I am aware of what Family Learning is and what it is aiming to achieve	25	19			
I know who to contact if I require information about any aspect of Family Learning	26	18			
I have found it easy to access information about what activities/opportunities Family Learning offer	20	24			
Family Learning has enabled me to take part in activities I have not previously undertaken	31	12	1		
Opportunities available through Family Learning have helped me to support my child's learning	33	11			
I now take part in other activities as a result of my participation in Family Learning (e.g. education, volunteering)	26	12	4		3
Participation in Family Learning activities has helped me e.g. increased my confidence or develop new skills	33	10	1		1
Family Learning workers are responsive and helpful	39	5			
Family Learning activities are well run and organised	30	13			
Family Learning staff are keen to hear my views about the activities they offer	37	6			
I am confident that if I raise a concern something will be done about it	33	8			2



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