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Presenters Joan Goss (formerly O’Keefe) and Justine Gallagher (Graduate tutor/research assistant)
Wider Family Learning (WFL) has been shown to be a powerful tool promoting lifelong learning for the whole family:

- Engaging parents in learning, boosting children’s achievement while improving skills and engaging mothers, fathers and carers in further learning
- Learning encourages opportunities for parents/carers, grandparents and other adults to share their own skills, knowledge and culture
- Courses promote learning as a positive enjoyable experience that continues throughout our lives
- Providing a good introduction to intergenerational learning
- Building confidence in supporting their child’s learning
Wider Family Learning is the ‘first step’ of the game. It provides outcomes in the form of personal goals of confidence, employment, social cohesion and changes of aspiration (Lamb et al., 2009).

Family learning is a tool which requires ‘active engagement’ of local people to improve or raise awareness of local learning capacity (Cara and Aldridge (2003) and Duke (2004)).

WFL is a structural mechanism that provides process and content, which can be used to share understanding of regional educational intergenerational capacity (Goss, McKenna and Gallagher, 2012 unpublished).

Family Learning agencies that adopt a regionally responsiveness enable parents’/family education and training ‘local needs to be met’ (McKenna, 2004, Dench, Hillage and Coare, 2006).

Social Impact Assessment is a useful research framework and ‘Impact mapping can make useful delineation between outputs, outcomes and impact’ Taylor and Bradbury-Jones (2011, p133).
The civic vision and cultural responsiveness of Northumbria as a regional University is complementary to that of SAFC Foundation (Northumbria University Corporate Strategy 2009-2014 and the SAFC Foundation Aims)

This shared vision reflects the interlocking of collective ideas and an agentive –collaborative approach (Bruner, 1996)

By sharing this vision from the premise of theory and practice, we can evaluate existing policies and strategies, which will help to inform this social impact evaluation study. This has been made possible through wider family learning namely the SAFC Foundation (football providing the financial and contractual mechanisms) (Goss, McKenna and Gallagher, 2012, unpublished)
Interest and Commitment

SAFC Foundation call to tender (2011)

They demonstrated that their WFL Programmes and reach spanned 40,000 families

Delivered over 3,000 family learning courses

Locations in Sunderland, South Tyneside and Durham.

The wider family learning programmes consisted of:

• Little Dribblers; Tackle it; Pan Disability
• Pitstop; Kickz; Back in the Game
• Family Learning through football
• Family Values and Football Fitness
Ethical Protocols

The Form

Approval - change to processes - online submission (time scale to meet)

• Ethical Approval – minor additions - recommendations made and re-submitted
• Ethical Approval - Planned timescale, Gantt chart - moved goal posts
• New goal posts - gate-keeping arrangements via SAFC Foundation

Pre match, half time match, post match talks with SAFC Foundation

Information sheets

Informed Consent included as ‘Good Practice’:
  • Parent participants
  • Young person
  • Children

Social impact evaluation – match commenced
### The Wider Family Learning - Nexus

<table>
<thead>
<tr>
<th>Research Content</th>
<th>Research Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff as students</strong>&lt;br&gt;Participants as students&lt;br&gt;Own students/peers in student role</td>
<td><strong>Research tutored</strong>&lt;br&gt;<em>Healey (2005) Healey and Jenkins (2009)</em></td>
</tr>
<tr>
<td><strong>Research base</strong>&lt;br&gt;Vanclay (2003), Cabinet Office (2011) and SAFC Foundation (No Date)</td>
<td><strong>Research led</strong>&lt;br&gt;<em>Structure and subject content feeds directly into teaching and learning O'Keefe and Sanders (2011)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Staff as Audience</strong>&lt;br&gt;Participants as Audience&lt;br&gt;Own students and peer group as Audience</td>
</tr>
</tbody>
</table>
The Wider Family Learning – Nexus (model adapted from Healey and Jenkins 2009)

<table>
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<tr>
<th>Research Content</th>
<th>Participants</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Social Economic Educational Policy</td>
<td>The Enquiry (Social Impact Evaluation)</td>
<td>Context, location University team and participants</td>
</tr>
<tr>
<td>What we hope to find out and disseminate</td>
<td></td>
<td></td>
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</tbody>
</table>

Audience
Research tutored

Research base
Vanclay (2003), Cabinet Office (2011) and SAFC Foundation (No Date)

Research led
Structure and subject content feeds directly into teaching and learning O’Keefe and Sanders (2011)

Research orientated
**Methodology: ‘A Game of Two Halves’**

**The First Half** (Interviews conducted with past participants):
4 Schools Inner City Sunderland:
Adult Interviews conducted 26
Child interviews conducted 12

**Half Time Talk** (Recruiting Parents as co-researchers):
Team update (University)
Interim Report

**Transfer Window**
Wider dissemination
Interest shown by another club in team players

**The Second Half** (Planned Interviews with current participants)
12 Parents recruited as co-researchers

**Penalties:**

**Post Match Analysis:**
April 2012 Second phase of data collection. Project liaison meeting/feedback point (SAFC Foundation Feedback/match commentary/promotion and relegation issues)
June 2012 Final Reports written
Outcomes and Outputs - The Half-Time Result...

<table>
<thead>
<tr>
<th>Outputs (as defined by Vanclay, 2003, Cabinet Office, 2011 and SAFC Foundation)</th>
<th>Outputs (impact) From the First Half</th>
<th>Outcomes (experience)</th>
<th>Unintended (Social Value)</th>
</tr>
</thead>
</table>
| Way of life  
*Culture- shared beliefs, customs, values and language or dialect*  
Community  
Political systems  
Environment  
Health and wellbeing  
Personal and property rights  
Fears and aspirations  
Impact of the Foundation/SAFC Brand and the family learning programmes | | | |