**Outcomes for adult learning**

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| The original Explaining the Difference project group developed tables of outcomes and indicators that they might use to measure the impact of their adult learning programmes. |

**1. Pre-learning outcomes**

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| **outcomes** | **indicators** |
| Engaged participant | Attendance at eventsTaking part in discussion and activitiesExtent to which they feel ‘they belong’Thinking about next stepsOvercoming barriers e.g. childcare |
| Improved knowledge of educational options | Level of information about optionsApplications to courses |
| Better able to articulate current skillsand support needs | Ability to state needsUse of support servicesAbility to draw up a realistic actionplan/ Personal Development plan (PDP) |
| Better able to overcome barriers | Ability to state needs – barriers and what needs to be overcomeUse of support servicesTake up provision/ coursesExtent to which barriers addressed |
| Increased confidence and motivation to take up learning opportunities | Take up of learning opportunitiesLevel of comfort/ enthusiasm in trying new courses |
| Decisions made about next steps | Choice re learning opportunitiesTake up learning |

**2. Putting skills and knowledge into practice**

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| **outcomes** | **indicators** |
| Increased knowledge and skills | Assessment of skills before and afterQualification awarded |
| Put skills and knowledge into practice | Level of confidenceUptake of volunteering opportunitiesAble to take on new thingsApplying for jobsApplying for further courses/qualificationsLevel of engagement with othersPlanning for the future |
| Qualifications and/or experience | The qualificationWork placementVolunteer experienceProgress to higher or other education |
| Increased pride in self | They tell usLevel of interaction with othersAbility/willingness to move onLevel of assertivenessPersonal presentation |
| More work ready | Level of communication skillsAppropriate CVLevel of team workingAppropriate behavioursLevel of understanding of the labour market: how realisticLevel of motivationLevel of preparedness for interviewsLevel of ability to use variety of job search strategies |

**3. Learning how to learn**

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| **outcomes** | **indicators** |
| Learn how to learn | Awareness of what helps and hinders learningLevel of confidenceLearner identityLevel of motivationChallenge to tutoring approach |
| Increased motivation | Participate in the learning processLearner persistence |
| Increased confidence | Ability to cope with course contentLevel of comfort/enthusiasm in the learning processParticipate in the learning process |

**4. Community integration**

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| **outcomes** | **indicators** |
| Increased social contacts and networking | Groups belonged toSources of supportFriends at the learning centreAwareness of/using other facilitiesVolunteering or giving support to others |
| Improved understanding of other cultures/communities | Having friends from different backgroundsAwareness of/using other facilities that are non-traditional for that learnerGiving support to others from a wider back-groundNumber of sources of support from other backgrounds |
| Integration between groups and communities | Make up of groups using learning centrePeople taking part in community groups activities or eventsAwareness of/using other facilities that are non-traditional for that learnerHaving friends from different backgroundsGiving support to others from a wider back-groundNumber of sources of support from other backgrounds |
| Volunteer to support others | Volunteering or giving support to others |