**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 events  Taking part in discussion and activities  Extent to which they feel ‘they belong’  Thinking about next steps  Overcoming barriers e.g. childcare |
| Improved knowledge of educational options | Level of information about options  Applications to courses |
| Better able to articulate current skills  and support needs | Ability to state needs  Use of support services  Ability to draw up a realistic action  plan/ Personal Development plan (PDP) |
| Better able to overcome barriers | Ability to state needs – barriers and what needs to be overcome  Use of support services  Take up provision/ courses  Extent to which barriers addressed |
| Increased confidence and motivation to take up learning opportunities | Take up of learning opportunities  Level of comfort/ enthusiasm in trying new courses |
| Decisions made about next steps | Choice re learning opportunities  Take up learning |

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

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| **outcomes** | **indicators** |
| Increased knowledge and skills | Assessment of skills before and after  Qualification awarded |
| Put skills and knowledge into practice | Level of confidence  Uptake of volunteering opportunities  Able to take on new things  Applying for jobs  Applying for further courses/qualifications  Level of engagement with others  Planning for the future |
| Qualifications and/or experience | The qualification  Work placement  Volunteer experience  Progress to higher or other education |
| Increased pride in self | They tell us  Level of interaction with others  Ability/willingness to move on  Level of assertiveness  Personal presentation |
| More work ready | Level of communication skills  Appropriate CV  Level of team working  Appropriate behaviours  Level of understanding of the labour market: how realistic  Level of motivation  Level of preparedness for interviews  Level 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 learning  Level of confidence  Learner identity  Level of motivation  Challenge to tutoring approach |
| Increased motivation | Participate in the learning process  Learner persistence |
| Increased confidence | Ability to cope with course content  Level of comfort/enthusiasm in the learning process  Participate in the learning process |

**4. Community integration**

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| **outcomes** | **indicators** |
| Increased social contacts and networking | Groups belonged to  Sources of support  Friends at the learning centre  Awareness of/using other facilities  Volunteering or giving support to others |
| Improved understanding of other cultures/communities | Having friends from different backgrounds  Awareness of/using other facilities that are non-traditional for that learner  Giving support to others from a wider back-ground  Number of sources of support from other backgrounds |
| Integration between groups and communities | Make up of groups using learning centre  People taking part in community groups activities or events  Awareness of/using other facilities that are non-traditional for that learner  Having friends from different backgrounds  Giving support to others from a wider back-ground  Number of sources of support from other backgrounds |
| Volunteer to support others | Volunteering or giving support to others |