

# Equitable Youth Outcomes Framework

This framework was co-produced with young people and practitioners from our partner makerspaces, as well as our advisory group. The framework represents what we see as equitable outcomes for young people attending makerspaces.

Equitable Outcome	Detailed equitable outcome areas
<b>(STEM and general) Capital* skills</b>	<p>STEM-specific: New/improved STEM skills and knowledge, such as: problem-solving; using specific skills and tools/machines; measuring; design; critical thinking; STEM-related knowledge/understanding (e.g. coding, fabrication)</p> <p>General: New/enhanced cultural capital (e.g. useful forms of knowledge, understanding, insights)</p> <p>General: New/enhanced social capital (e.g. new social contacts and networks)</p> <p>General: Improved employability and life skills (e.g. communication, teamwork, leadership, social skills)</p>
<b>(STEM and general) Educational and occupational trajectories</b>	<p>STEM-specific: New STEM futures/aspirations</p> <p>STEM-specific: STEM-related job readiness</p> <p>General: Improved experiences/engagement in formal education (e.g. school, college)</p> <p>General: Improved experiences/engagement in informal education (e.g. out-of-school settings)</p> <p>General: Improved pathway/progression in formal education</p> <p>General: Improved pathway/progression in informal learning (e.g. out-of-school settings)</p> <p>General: Increased attainment in formal education</p> <p>General: Job progression/trajectory (e.g. secures new employment)</p> <p>General: Improved transitional learning/support for transitions (e.g. from education to jobs)</p> <p>General: Increased earning (actual or potential)</p>
<b>Personal and community agency and social action</b>	<p>Increased personal agency (e.g. confidence, capacity to act, take ownership, etc.)</p> <p>Increased community capacity to use STEM skills to challenge injustices and/or benefit communities (e.g. socially, environmentally, etc.)</p> <p>Meaningful, mutually beneficial relationships between young people, makerspace and community</p>
<b>Personal and community identity (general and STEM specific)</b>	<p>Increased learner confidence/identity/self-efficacy</p> <p>Feeling recognised, respected and valued (under-represented local community members are recognised for their STEM-rich making in, and beyond, the makerspace)</p> <p>Young people feel that they and the communities they represent are valued for their knowledge, skills and expertise</p> <p>Sense of community and belonging</p> <p>Broader understanding of STEM identities and representations</p> <p>Improved STEM identity (e.g. sees self and/or is recognised by others as 'good at STEM', 'a STEM person', etc.)</p>
<b>Wider wellbeing outcomes</b>	<p>Improved mental health</p> <p>Improved community/personal relationships</p>

\*Capital refers to a range of cultural and social resources, e.g. types of knowledge, understanding and skills