

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

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