An outcomes framework for adult education

Gerald Jones

January 2019

The Structure…

- Why does this issue matter?
- Three approaches to constructing a framework
  - First principles
  - An academic approach
  - An empirical approach
- A proposed outcomes framework
- Benefits and challenges of this approach

Why does this matter now?

The Challenge Now

- The Barber Review 2017

The overall task is clear: optimising the process of turning funding into policy outcomes for citizens … including the potential impact on human capital

This is underpinning the Treasury's work on value in the 2019 Spending Review

Chart 1.A: Public Value Framework
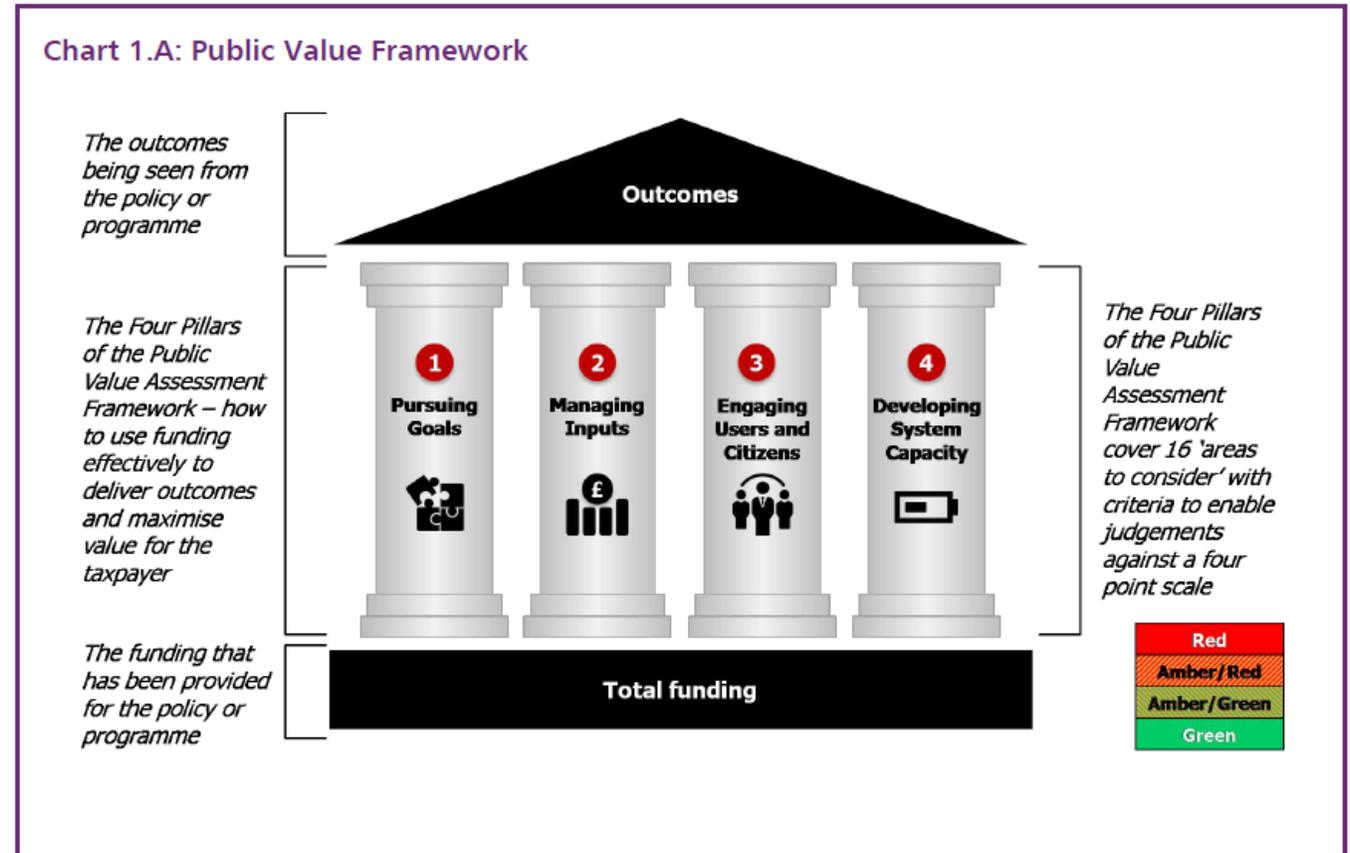
The Challenge Now

- Skills Devolution

For a long time, GMCA has wanted to link the adult education budget more closely to strategies to reduce unemployment and worklessness.
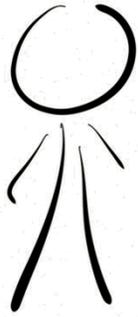
The GLA skills strategy raises the possibility of outcome-based commissioning.

AOC 2018

The Challenge Now

2. An Academic approach:
What have the experts said

1. A First Principles approach:
What is it to develop as a
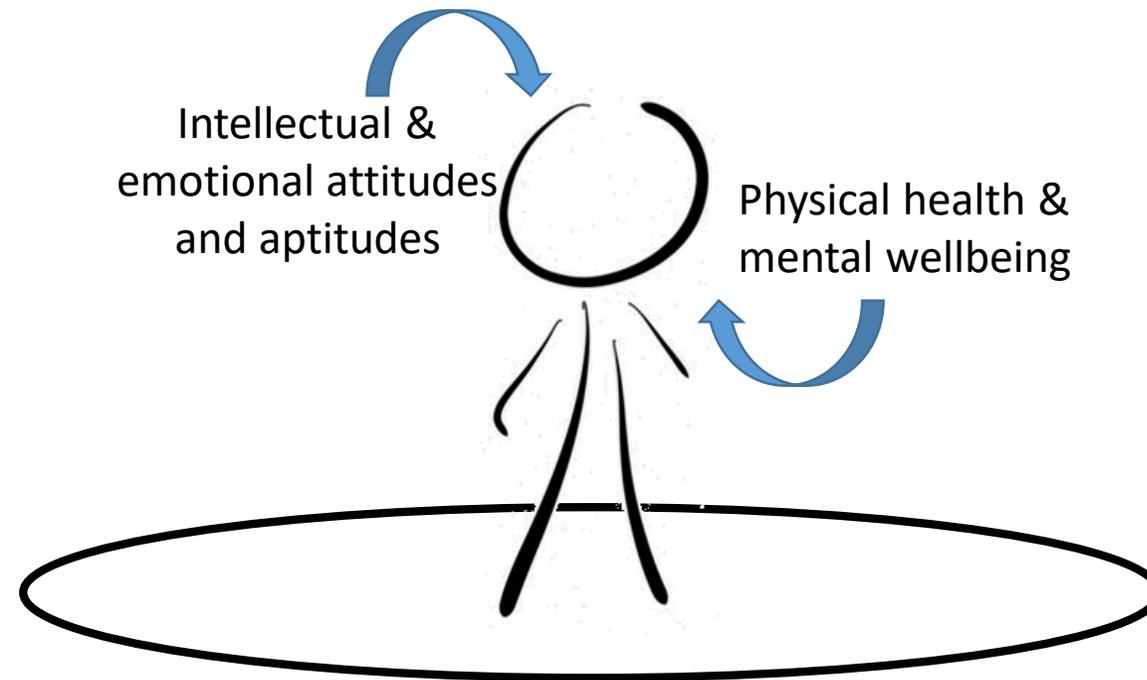human?

Creating an outcomes
framework for adult
education

3. An Empirical approach:
What do participants say?

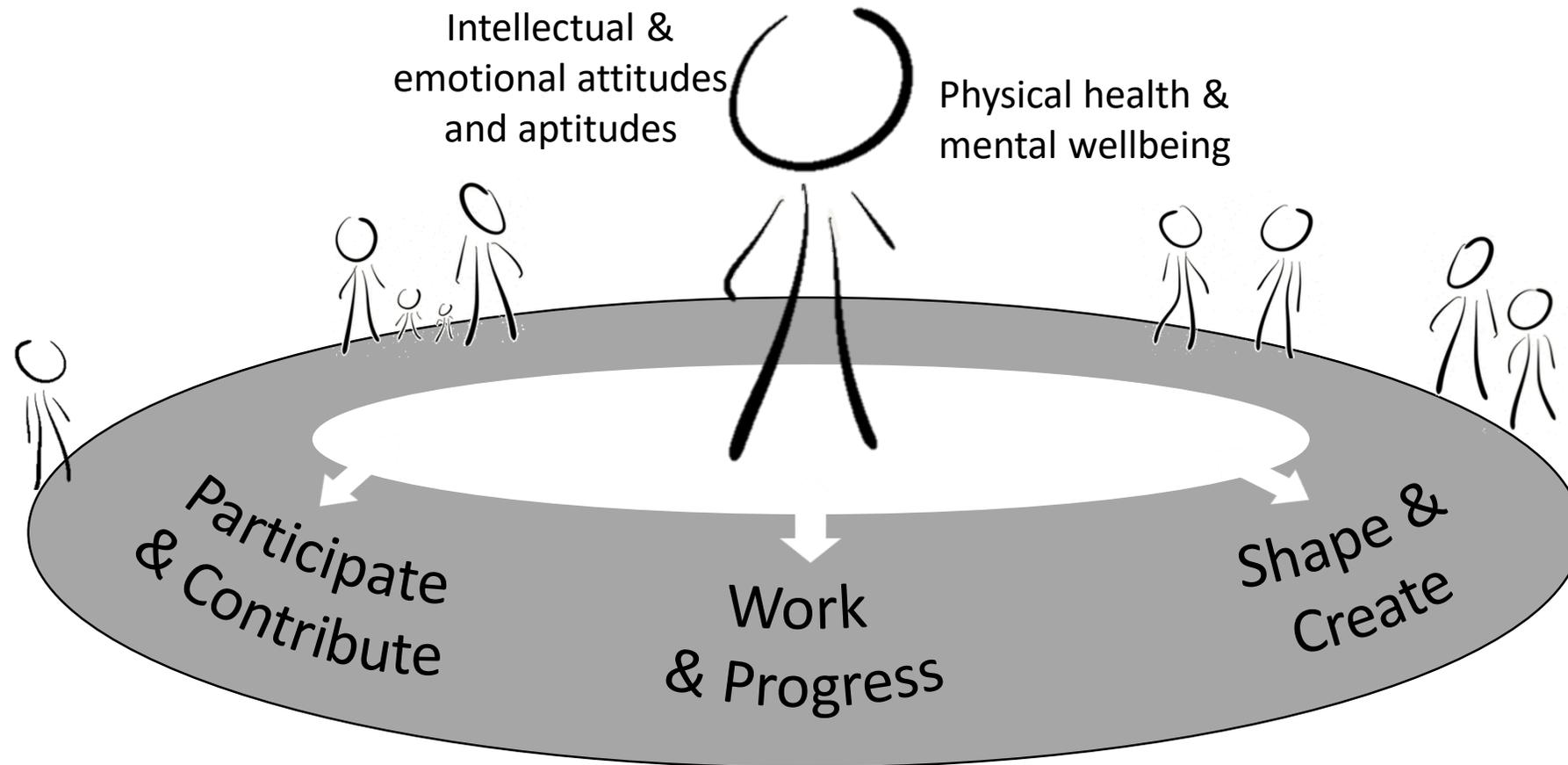# 1. First principles: what is it to develop as a human?

Development of self

Intellectual & emotional attitudes and aptitudes

Physical health & mental wellbeing

Development of self in society

Intellectual & emotional attitudes and aptitudes

Physical health & mental wellbeing

Participate & Contribute

Work & Progress

Shape & Create

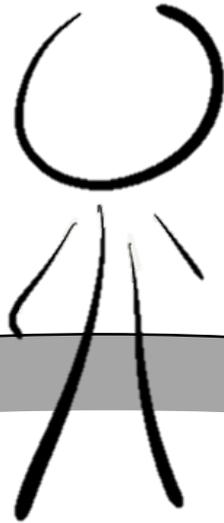# Development of agency over the life course
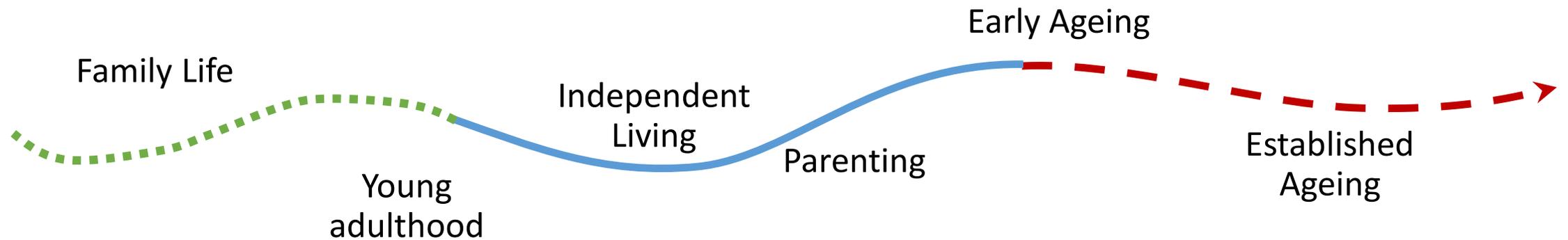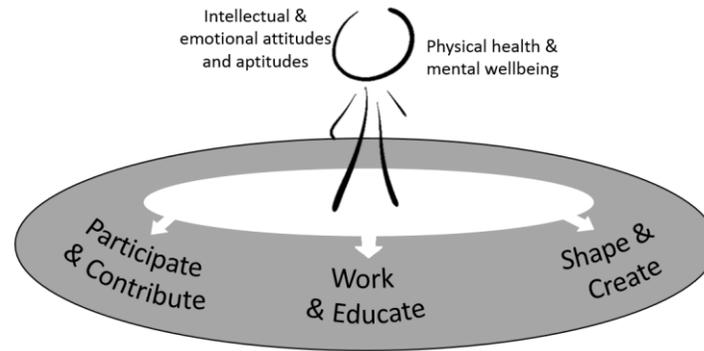
Education delivers these 6 types of benefits

1. Attitudes and aptitudes

2. Health & wellbeing

3. Social Capital
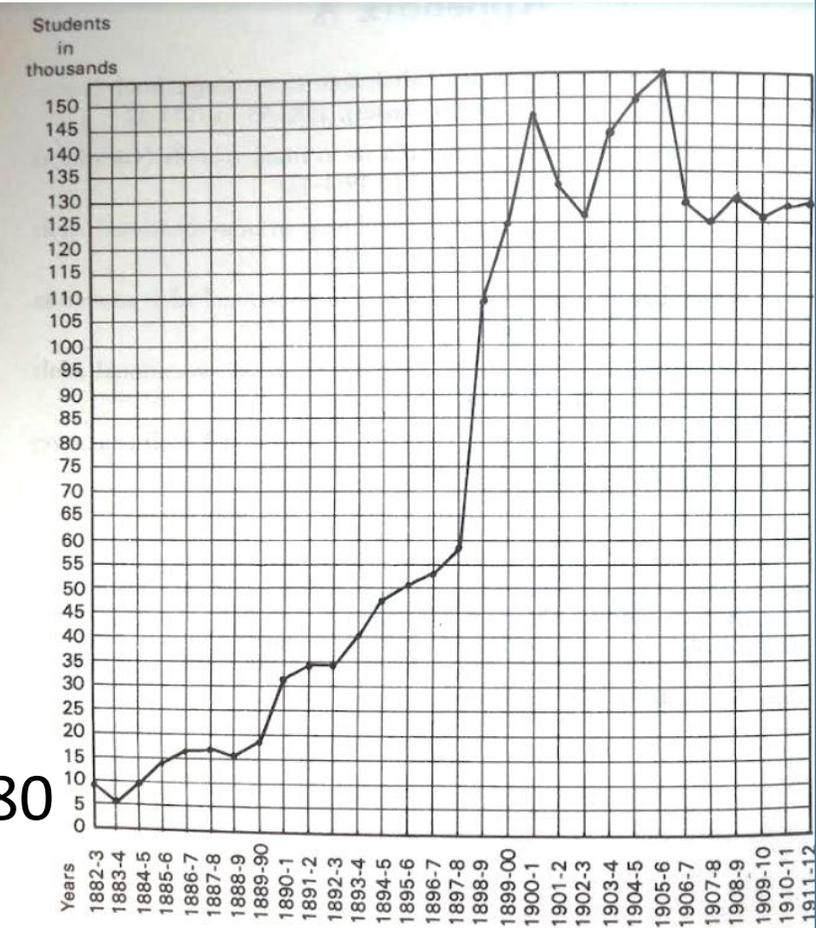
4. Economic Capital

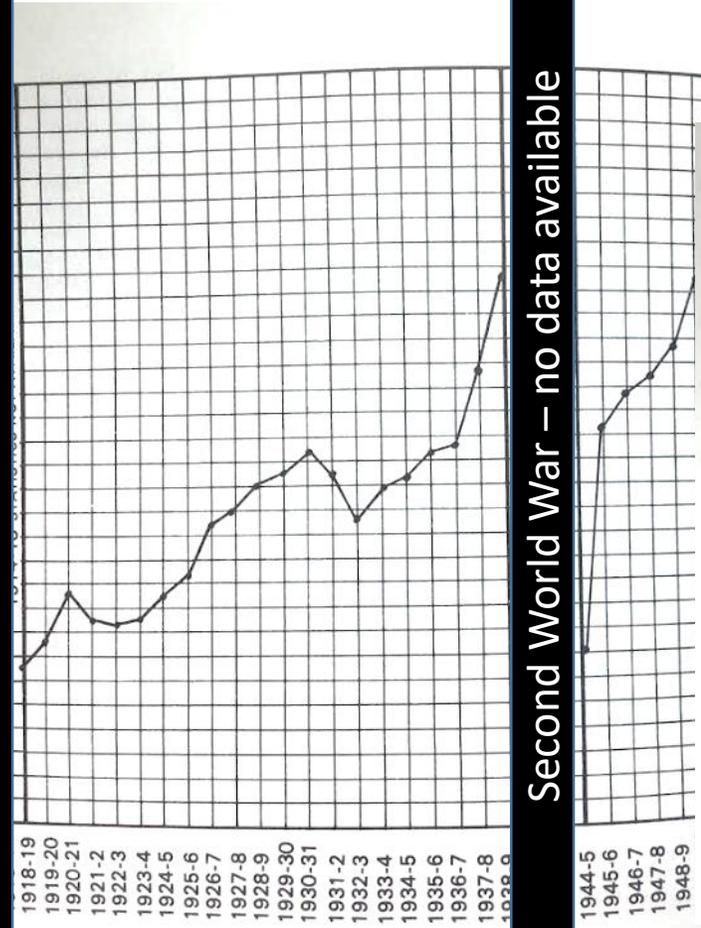5. Cultural Capital

6. Life Course Agency

2. An academic approach – what have the experts said?
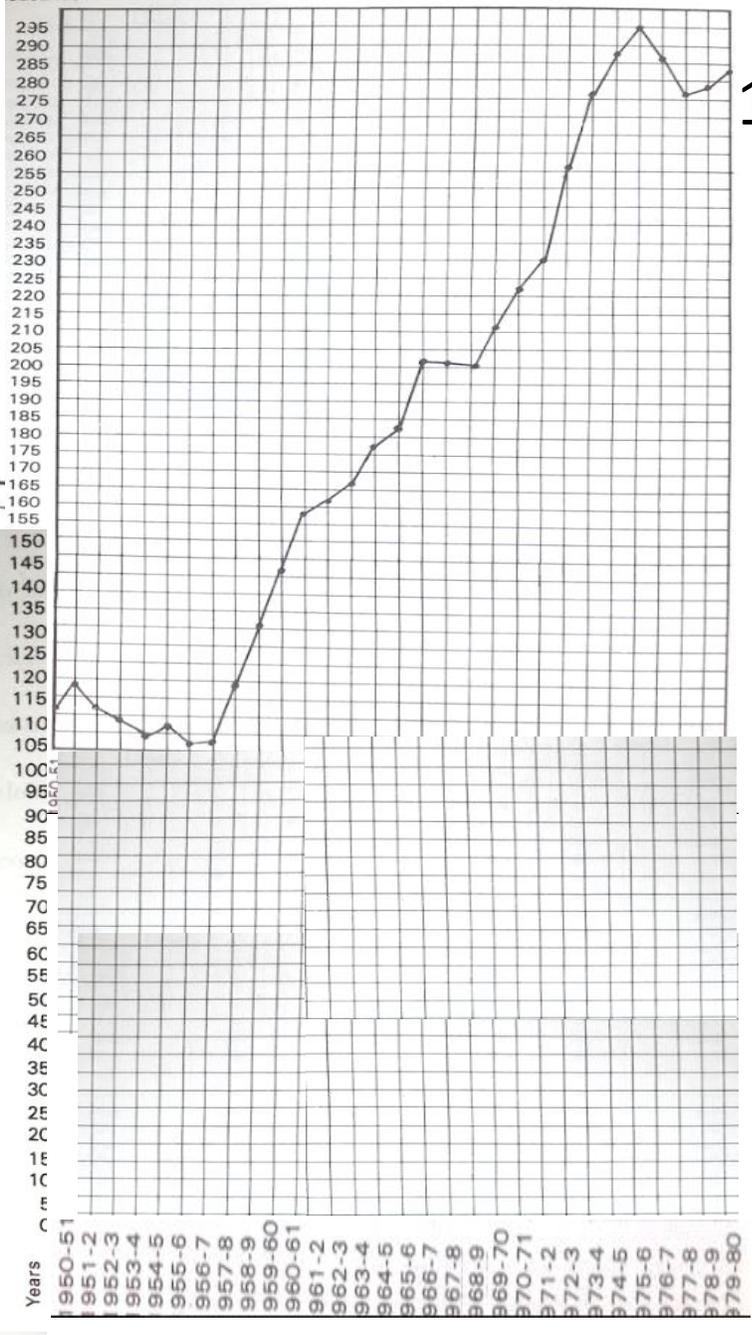
1890s-1990s: Outputs & Ideals

1880

1980

First World War – no data available

Second World War – no data available

1890s-1990s: Outputs & Ideals

1980

1880

"the object being to make the [evening] schools centres for the mental, physical and social well-being of the students"
School Board for London, 1904

"it shall be the duty of every LEA to contribute towards the spiritual, moral, mental and physical development of the community by ensuring that efficient education throughout these stages shall be available to meet the needs of the population of their area."
'Butler' Education Act 1944

"adult educations aims at satisfying the needs of the attainment of new standards of citizenship and a better social order" individual AND the
Adult Education Committee Final Report 1919

"the needs being met by adult education are clear enough: creativity and craftmanship in an age of mass production; enrichment of the home environment and of family activity; benefit from social mobility and enhanced opportunity; and voluntary association with others of like interest….. "Russell Committee on Adult Education, 1973

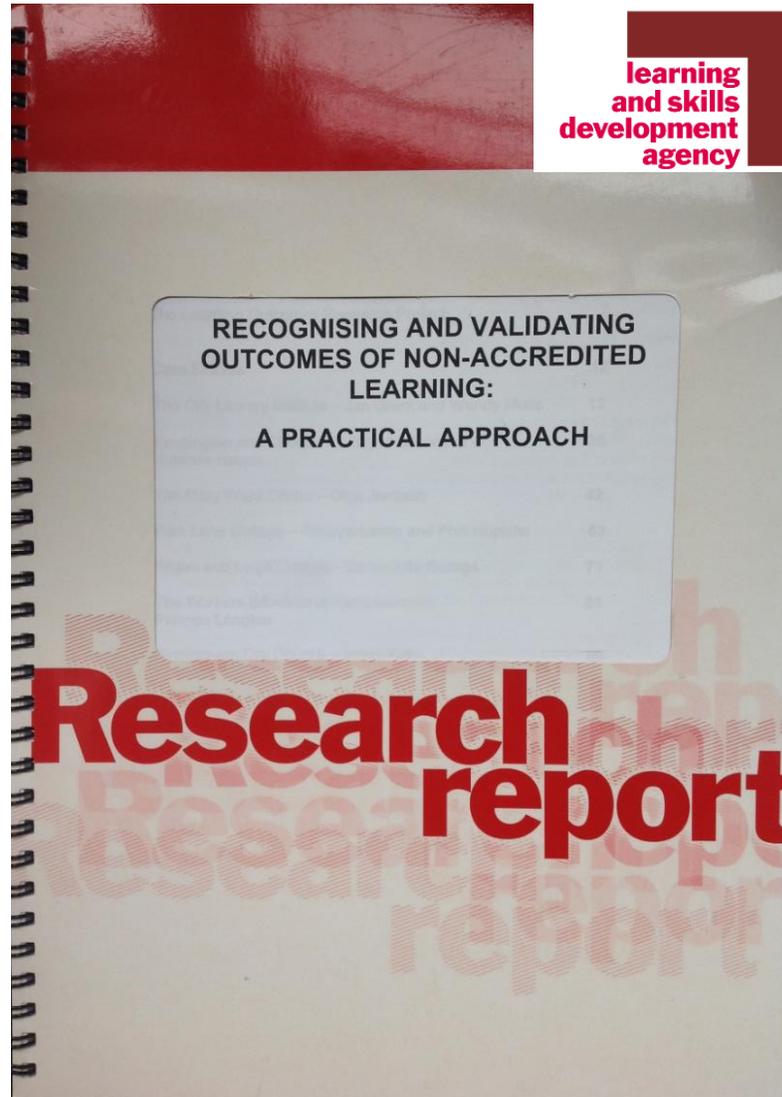First World War – no data available

Second World War – no data available

Students in thousands

Years
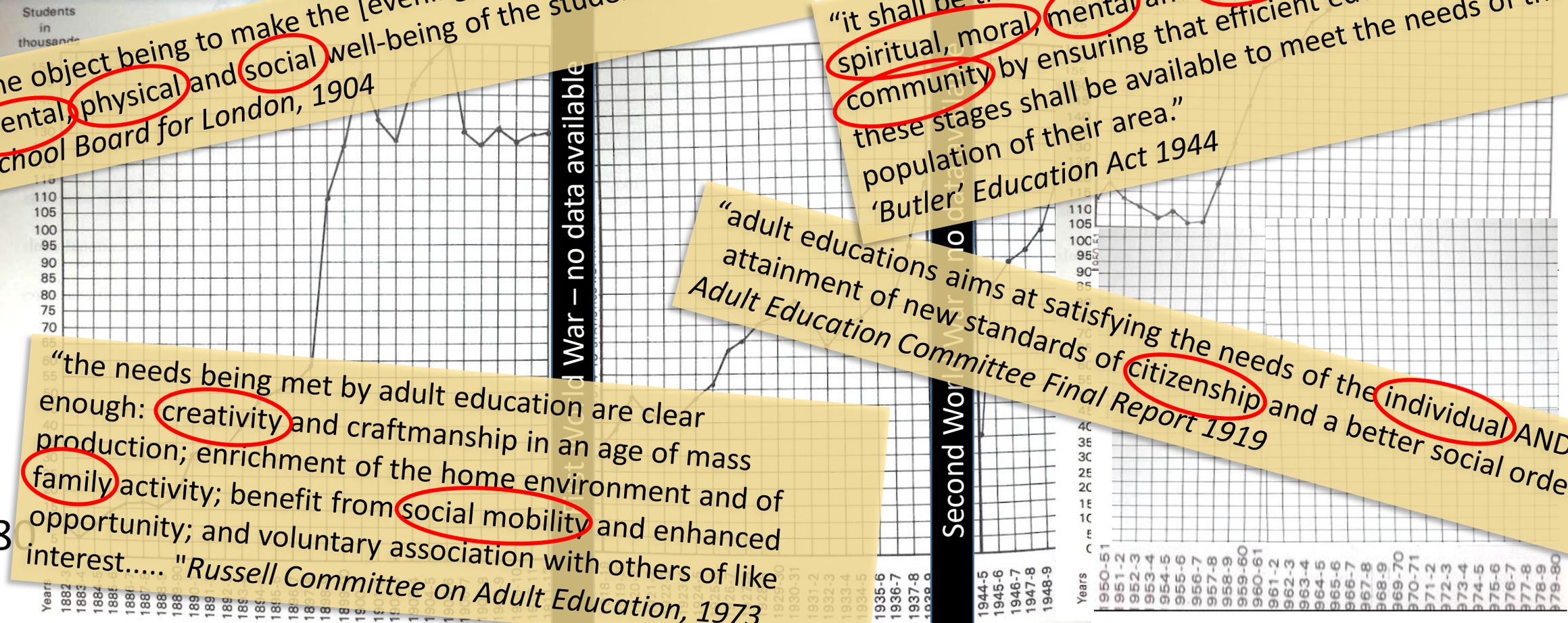
1990s-2000s
Instrumentalism & Learning Outcomes

The *LOG group*

...NIACE, FEDA, LSDA, SDIs

...then RARPA

learning and skills development agency

RECOGNISING AND VALIDATING OUTCOMES OF NON-ACCREDITED LEARNING:

A PRACTICAL APPROACH

Research report

Appendix 4

Mary Ward Centre
Moderator's Report Form for Assessment of Learning

Course Tutor's Name:.........*T. T.*.............
Course Code and Title:...*559 Shiatsu*.........
Tutor's Assessment: Case 1:*1*; Case 2:*2*; Case 3:*3*
Moderator's name:.........*M. N.*...............
Date of Moderation:...*10/1/01*......

	GRADE DESCRIPTORS
1	Excellent: a model for others to follow
2	Good: strong in this area
3	Satisfactory: a minimum standard which we would hope to see bettered
4	Less than satisfactory

		1	2	3	4		
	ASSESSMENT METHODOLOGY						
1.	Method of initial assessment was effective in establishing entry level	✓				Initial assessment method did not establish student level	
2.	On-going assessment methods were appropriate and regular		✓			On-going assessment methods were inappropriate and irregular	
3.	Method of Final assessment was appropriate	✓				Final assessment methods were inappropriate	
	STUDENT ACHIEVEMENT						
4.	Judgement of student progress was fair and appropriate		✓			Judgement of student progress was inappropriate	
5.	Judgements were clearly made against the learning objectives		✓			Judgements did not refer to learning objectives	
6.	Judgements considered additional benefits of learning		✓			Judgements did not consider additional benefits of learning	
7.	Evidence given to support judgements	✓				No evidence given to support judgements	
	FURTHER PROGRESSION						
8.	Advice given to student about their next step was clear	✓				Advice on progression was unclear	
	MAKING USE OF THE ASSESSMENT						
9.	Assessment was clearly used to monitor student progress	✓				Assessment not used to monitor progress	
10.	Assessment used to give feedback to students	✓				Assessment not used to give feedback	
11.	The student was involved in the assessment process			✓		The student was not involved in the assessment process	
12.	Assessment used by tutor to evaluate and alter course			✓		Assessment not used by tutor to evaluate or alter course	

12. Please make any further comments here on the effectiveness and appropriateness of the methodology and judgements
T. T. is particularly good at giving advice on 'the next step' and other tutors could learn from his approach. His integration of assessment into the course is another strength. I would like to see a closer evaluation against the 4 course objectives.

13. From the information you have, where would you place each of the three students presented in the case studies? (For tutor's assessments, see top.)

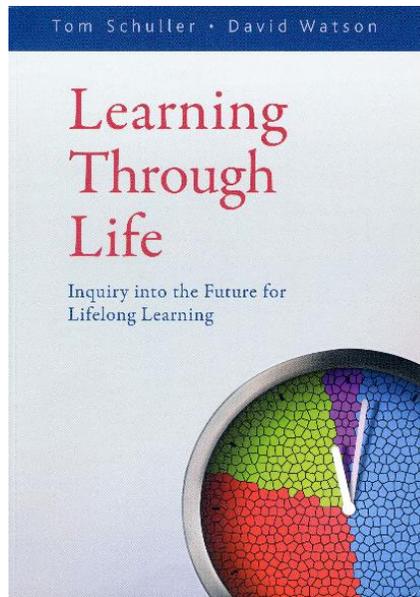| Example 1				Example 2				Example 3			
①	2	3	4	1	②	3	4	1	2	③	4

i.e. confirmation of all 3 of the tutor's own placements.

2000s-Present
Instrumentalism & Wider benefits
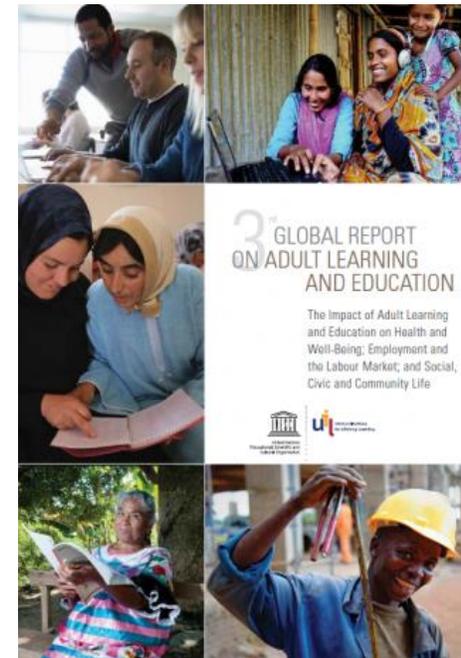
So what have the experts said?

- Policy makers, researchers and academics over the past 120 years have identified a number of benefits (expected or actual) of adult education
- These overlap with the six benefits identified earlier

Source	Date	Health and wellbeing	Attitudes & aptitudes	Life course agency	Economic capital	Social capital	Cultural capital
Final Report of the School Board for London 1870-1904	1904	/		/	/	/	/
Ministry of Reconstruction - Adult Education Committee Final Report	1919	/	/			/	/
Russell Committee Enquiry into non-vocational adult education	1973	/	/	/	/	/	/
A Sense of Achievevement: outcomes of adult learning (FEDA)	1997		/		/	/	/
Contribution of Adult Learning to health and social capital (Feinstein et. al.)	2003	/			/	/	
Not Just The Economy (Flint & Hughes)	2008		/		/	/	/
Learning Through Life (Schuller and Watson)	2009	/	/	/	/	/	
UNESCO Global Report into Adult Learning & Education	2016	/	/	/	/	/	/
Health, Wealthy & Wise (LWI)	2017	/	/	/	/	/	/

3. An empirical approach – what do participants say?

Young people's perspective - The Curriculum for Lewisham

- Between April and July 2018 280 young people in SE London took part in workshops to design a 'curriculum for life'

- Sedgehill Work experience group : 8 young people
- Create Con conference: 40 young people
- International Women's day event: 50 young people
- PLF Teen Summit: 30 young people
- Young Advisors: 25 young people
- Young Mayor candidates Training: 54 young people
- School council meeting: 26 young people
- People's Day: 25 young people
- Looked after children junior council: 5 young people
- Equaliteas event: 12 young people
- Work experience group: 3 young people

Young people's perspective - The Curriculum for Lewisham

- Their responses were collated:

Health & Safety	Employment & Vocation	Participation & Inclusion	Creativity & Enrichment	Tough Core Skills	Adult Life Skills
How can I stay well?	How can I get a job?	How can I be involved?	How can I express myself?	How can I do well?	How can I prepare for life after school?
First Aid	Writing CVs	Commonwealth	Creative writing	Proper English, Letter writing/email writing, grammar	Skills to run a family
Safety	How to apply for a job	History around our schools	Acting	Raising confidence, how to like yourself	General life skills taught in a way young people can understand
Sustained mental health and wellbeing	Having a work placement and work experience	Environment and greenery	Baking classes and competitions	Social skills, relationships, Learning to talk to different people	How to deal with taxes and pay bills
Hygiene & body care	Being able to relate school to work	Politics - going independent, joining a party, how/why,	Creative classes, dance, music, design etc.	Punctuality	Learn how to budget
Safety on the Road	More advice, support and focus on careers	LGBT	Art	Encourage empathy and understanding	Psychology
Sweets and sugar	Rights at work	Community cohesion	Graphic design	Tech	Financial advice

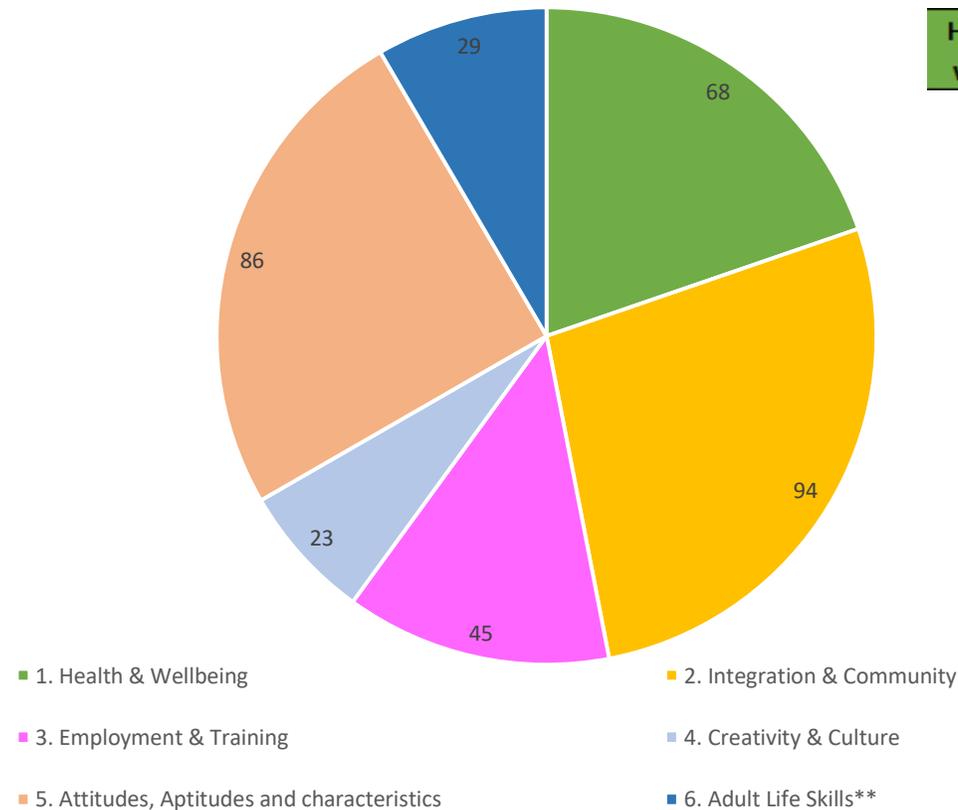# Young people's perspective - The Curriculum for Lewisham

- And again they fell into six broad categories:

| Health & Safety	Employment & Vocation	Participation & Inclusion	Creativity & Enrichment	Tough Core Skills	Adult Life Skills
How can I stay well?	How can I get a job?	How can I be involved?	How can I express myself?	How can I do well?	How can I prepare for life after school?
More sports	Specific careers and courses (Health & Social Care, Creative industries, Business Management, Science, Geography, working with animals, finance, economics, law, business, food tech, make-up and hairstyling)	Votes at 16	Creative stuff	Communication - presenting yourself, speaking in public, debate mate	Money management/banking/mortgages
NHS, booking appointments, rounded health, sexual health and relationships	What you want to be when you are older	Autism awareness/disability awareness	Seeing plays/ballets/musical theatre	Learning how to cope in difficult situations	Housing
Anti-bullying, including cyber bullying	Enterprise and running a business	Ambassador programme	Creativity	Cultural awareness, discussing taboo subjects	Travelling: visas immigration, your rights
How to stay healthy	Post-18 options/apprenticeships	Working together	Working - going into creative industries	Attitude management	Going into the wild, camping and learning survival skills
More knowledge of medicines and drug effects	Holding events	youth representation		Thinking out of the box	

Heads of adult learning perspective

- In 2018 Workshops held (through Holex and LEAFEA) with 50+ heads of adult learning from across the country

- The question was what are the (non-learning) outcomes of adult education?

Formal and funded adult and community learning provision has existed nationally for the past 130 years, helping to transform learners' lives. For the past 25 years the ACL sector has become adept at establishing and measuring clear learning outcomes (through RARPA and other mechanisms), on both non-accredited and accredited courses

But (in your teaching experience and in your service) what are the other outcomes of adult learning, and how can we measure these?

Task 1: Write as many (non-learning) outcomes as you can think of in the circle below

The Outcomes of Adult Learning

Heads of adult learning perspective

- Their responses were collated:

Heads of Adult Learning - 345 responses on the outcomes of adult education

Health and wellbeing	Attitudes & aptitudes	Life course agency	Economic capital	Social capital	Cultural capital

- 1. Health & Wellbeing
- 2. Integration & Community
- 3. Employment & Training
- 4. Creativity & Culture
- 5. Attitudes, Aptitudes and characteristics
- 6. Adult Life Skills**

A national provider's perspective - The WEA

- WEA's annual impact report 2018

Empowering
adults through
education

WEA
Adult Learning
Within Reach

Adult Education Impact Report 2018
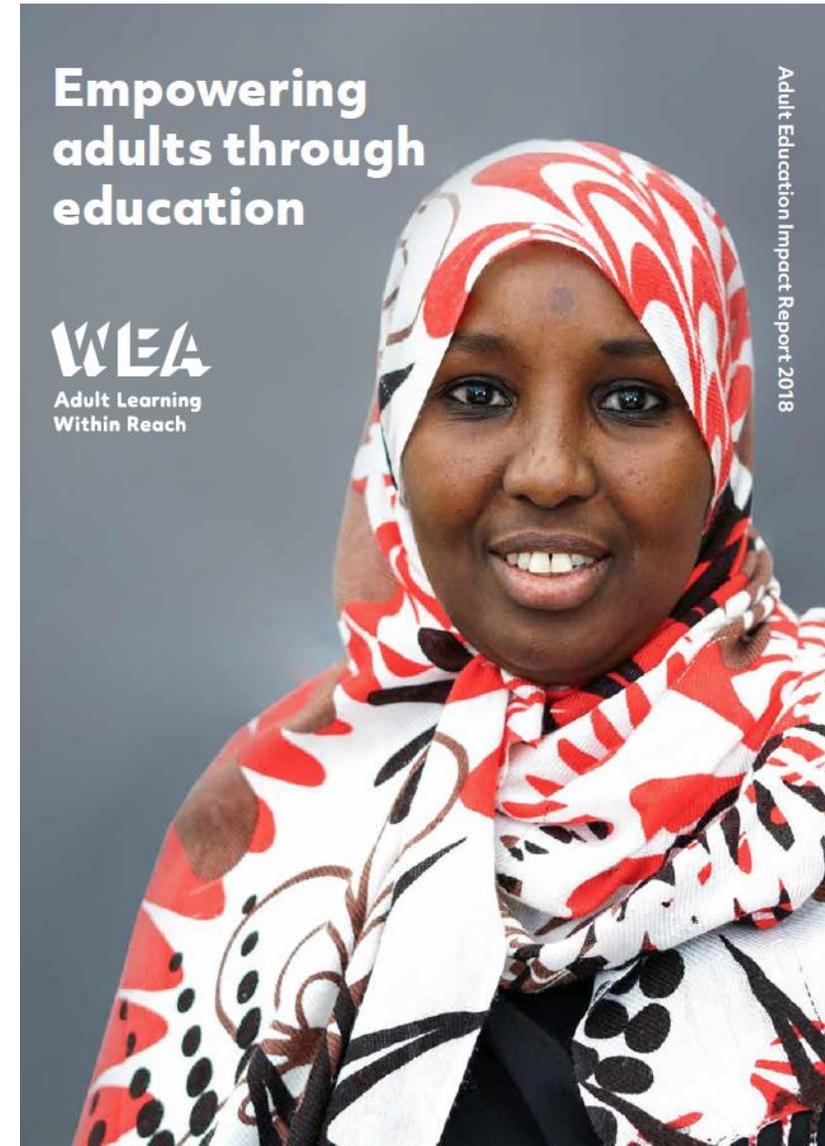
A national provider's perspective - The WEA

Enhancing employability:

81% of job-seeking students said their courses boosted the skills they would need for work

69% of students in work gained job-related knowledge and skills. This figure rose to 72% for students with no qualifications and 79% for Black, Asian, Minority Ethnic or Refugee (BAMER) students

44% of students who were unemployed and looking for work before the course became employed after

Improving health and wellbeing:

82% of students with mental health issues reported improvements in their condition (68% reduced stress and 65% managed stress better)

72% of WEA students made fewer visits to the GP compared to the national average

64% reporte confide

and cultural participation

Personal development :

70% of all students enjoyed at least one cultural activity (eg exploring museums) following their course

55% were inspired by their WEA course to continue learning

27% enrolled on another course

Positive impact on family life:

71% encouraged their children to learn more and 34% gave their children more help with their homework

58% improved their confidence in helping their children with reading, writing or maths as a result of their course

35% encouraged their children to lead a healthier lifestyle as a result of their WEA course

Delivering skills for life:

54% enhanced their critical thinking skills

51% boosted their communication skills with 23% improving language and literacy skills

**29%** improved their problem-solving skills

Social cohesion:

40% felt a heightened sense of belonging to their community

39% gained a greater understanding of other cultures and 29% felt more respectful to those different to themselves

23% wanted to improve their local area after attending their WEA course

An outcomes framework for adult education

Distinguishing between Impact and Outcomes

Barber Review 2017

- Direct (measurable & timely) = **Outcomes**

- Indirect (causality difficult to determine, may have time lag) = **Impact**

- Educational outcomes are the result of planned learning interventions - courses

- Providers have control over these interventions and so have control over the **outcomes** but not the **impact** (...beyond the horizon)
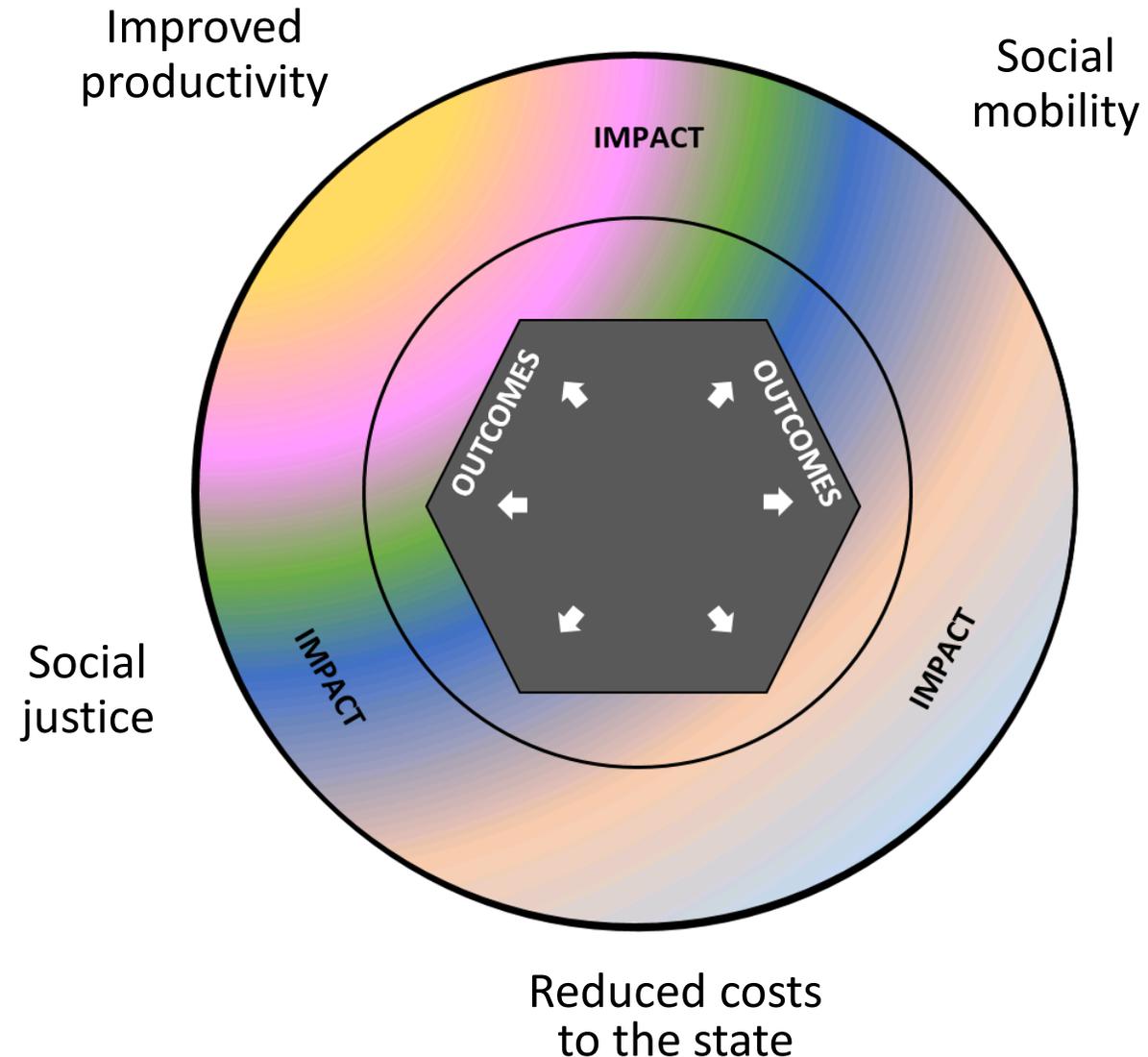

A Better Society
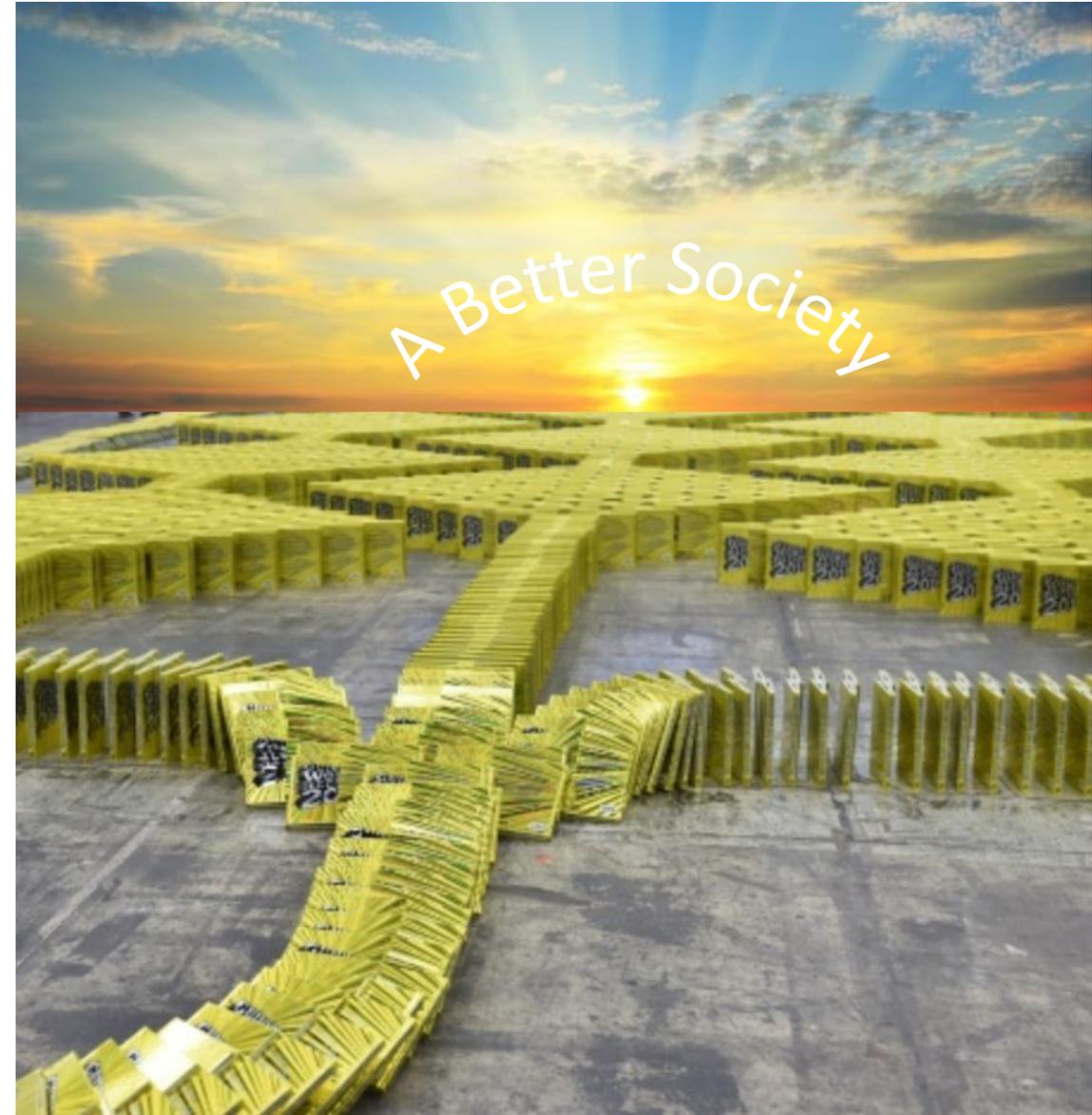
Distinguishing between Impact and Outcomes

So some caution is needed about claims made of the benefits of adult learning

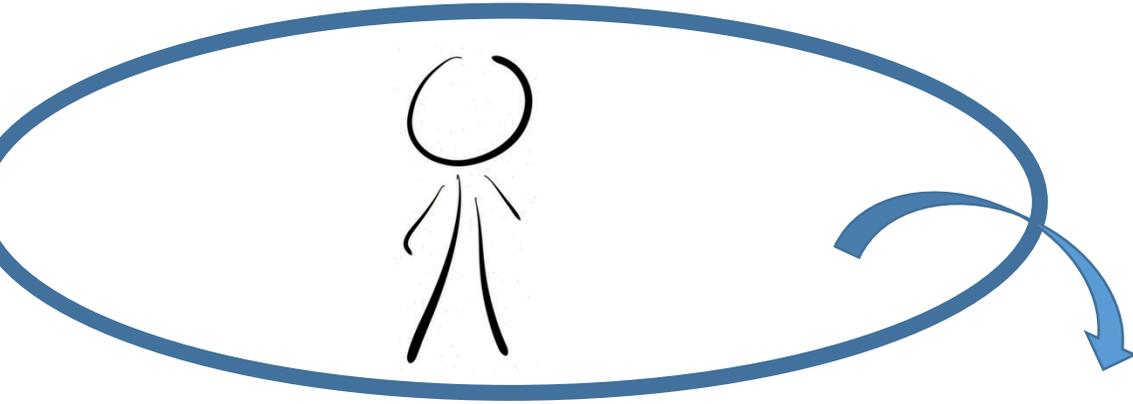For example:
- Improved productivity
- Reduced costs to state
- Social justice
- Social mobility

These are impact, not outcomes

Improved productivity

Social mobility

Social justice

Reduced costs to the state

IMPACT

OUTCOMES

Each of the three approaches point to the same six types of outcomes

| Health and wellbeing | Attitudes & aptitudes | Life course agency | Economic capital | Social capital | Cultural capital |

Three broadly accepted strands:

- Employment & skills outcomes
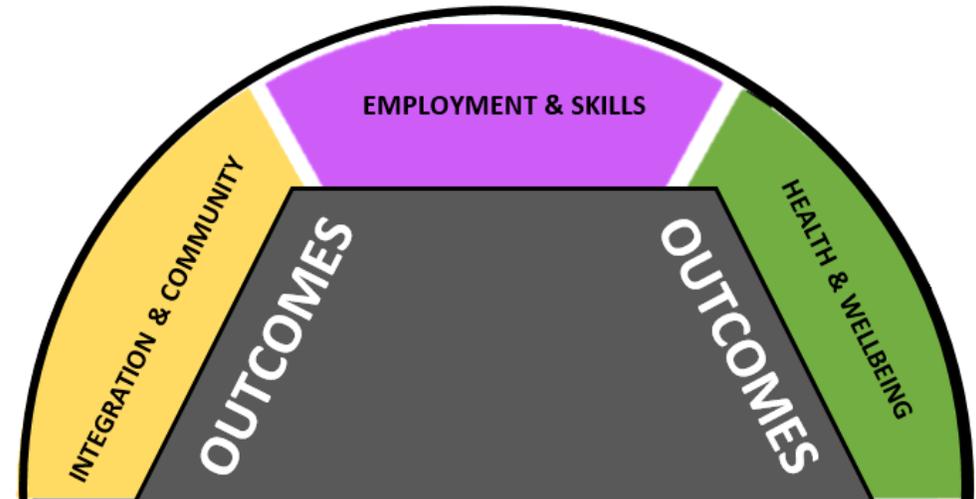- Health & wellbeing outcomes
- Integration & inclusion outcomes

All are outcomes that are beneficial to individual learners

And all are outcomes with significant potential impact:

- Making an economic contribution

And

- Making savings to the economy

Three 'new' strands should be included:

- **Creative & Cultural outcomes**

These are products and projects through which people represent their world view, express themselves, shape and create their culture, act as cultural producers as well as consumers

- **Attitudes and aptitudes**

These are the capabilities and dispositions that make someone a good learner, a good employee, a good citizen: confidence, resilience, critical thinking, communication, organisation etc.

- **Agency across the life course**

Essential skills to promote independence over the life course – for parents, families, adults with a disability, ageing adults
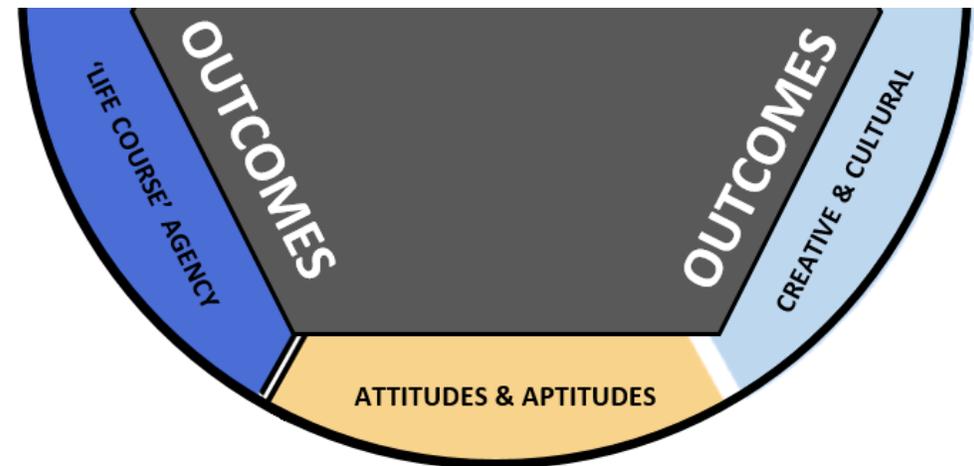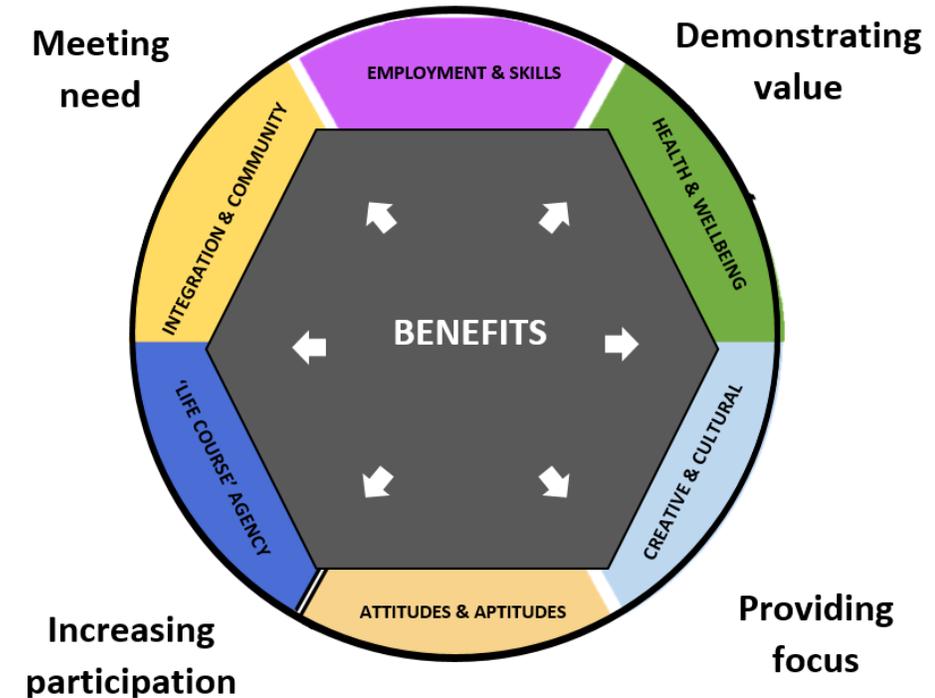
A national outcomes framework:
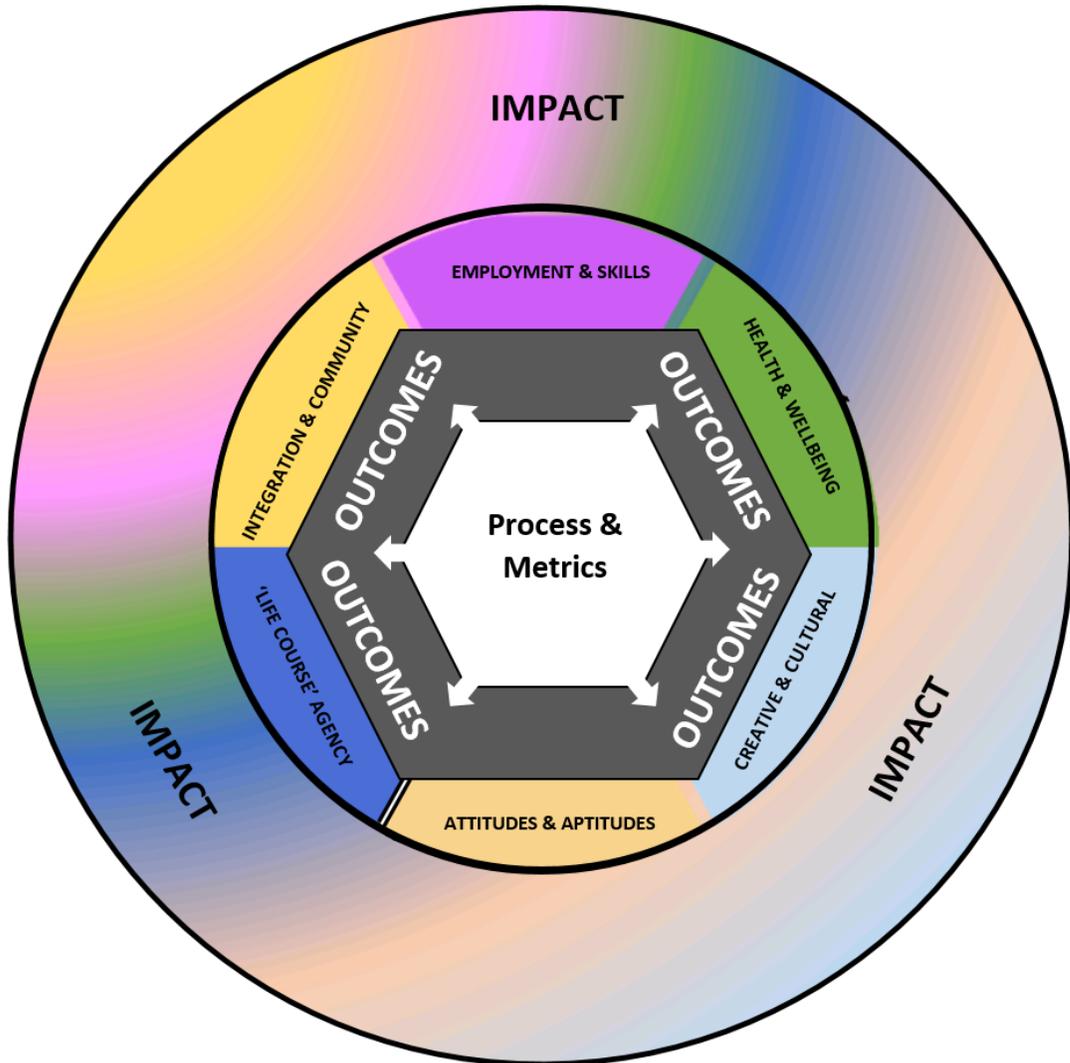
- A clear distinction between impact and outcomes

- Six strands of outcome based on analysis of first principles, literature review, and empirical research

- These strands contain within them specific outcomes, which will need to have specific metrics, and measurement processes, attached to them
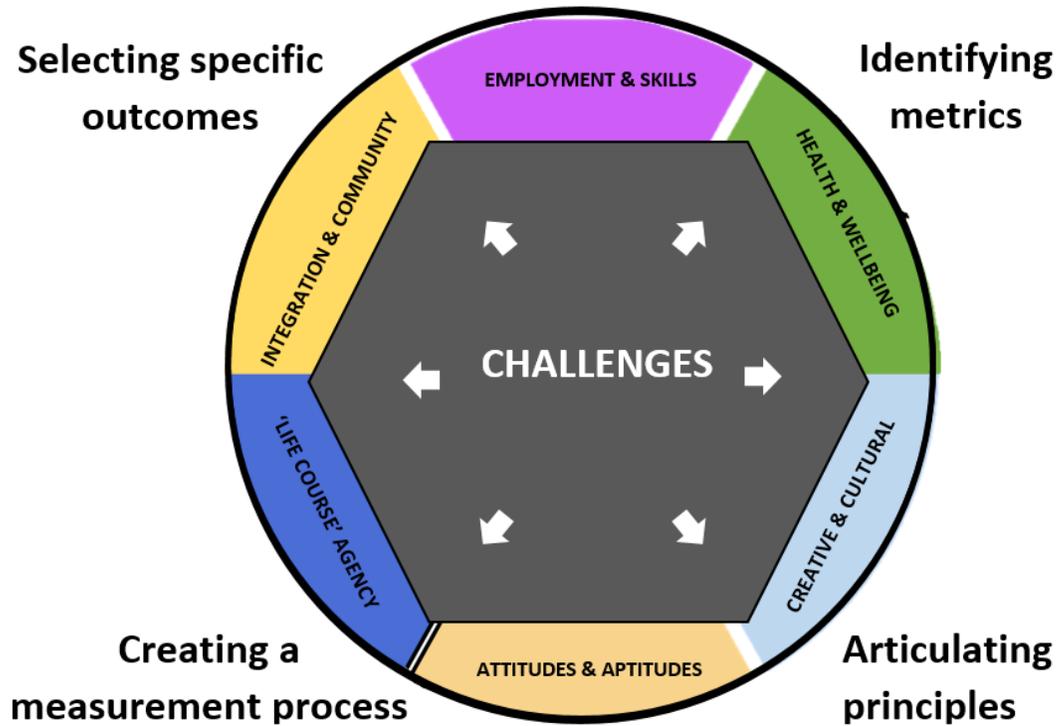
Benefits and challenges

What benefits does this framework have?

- Providers adjusting their curriculum, aligning it with relevant outcomes according to local need

- Demonstrating value to funders, to Ofsted, to policy makers and to the Treasury

- Helping both tutors and learners direct their attention towards these life-changing outcomes

- Increasing participation by being clearer to potential customers about the point of adult learning: people want to change their lives, and may not know how an adult learning course can help them achieve this

What challenges does this framework face?

Selecting specific outcomes

Identifying metrics

Creating a measurement process

Articulating principles

EMPLOYMENT & SKILLS
HEALTH & WELLBEING
INTEGRATION & COMMUNITY
'LIFE COURSE' AGENCY
CREATIVE & CULTURAL
ATTITUDES & APTITUDES

CHALLENGES

1. What principles should underpin the measurement of outcomes?

2. What outcomes should we be measuring within each strand?

3. What metrics can we use for each outcome?

4. What process (at a provider and funder level) can capture these outcomes

1. Measuring outcomes - principles

- Measuring outcomes diverts resources from delivery - it has costs for learning (it's no good constantly weighing the goose – eventually it starves - we need to feed the goose too!)
- There need to be general principles:
    - To employ **proportionate** metrics
    - To utilise wherever possible those measures **already available**, familiar and in-use
    - To employ **proxy** measures (e.g. outputs) or sampling where appropriate and possible
    - To introduce **new** mechanisms (e.g. SF-8 surveys) only where necessary
    - To **sample**, rather than measure everything

2. Specific outcomes within each strand

- The framework is a framework... within each strand a number of specific outcomes can be articulated, for example:

| 1. Health & Wellbeing	2. Integration, Inclusion & Building Communities	3. Employment, Qualifications & Further Training	4. Creativity & Culture	5. Attitudes, Aptitudes and Character	6. Agency across the Life Course
Progression towards wellbeing	Reduction in isolation	Progression to a higher level study	Increased participation in cultural opportunities	Improved confidence	Progression towards independent living
Improved or maintained mental health	Increase in integration	Progression towards work	Production, exhibition or sale of a creative product	Improved critical and creative thinking	Improved parenting skills
Improved or maintained physical health	Strengthened communities	Gained a job, or a better job	Contribution to community or regional culture	Improved resilience and grit	Increased capacity to support child's learning

3. Establishing metrics for each outcome

The table below represents current metrics available at Adult Learning Lewisham (new measures, not yet in place, are in red)

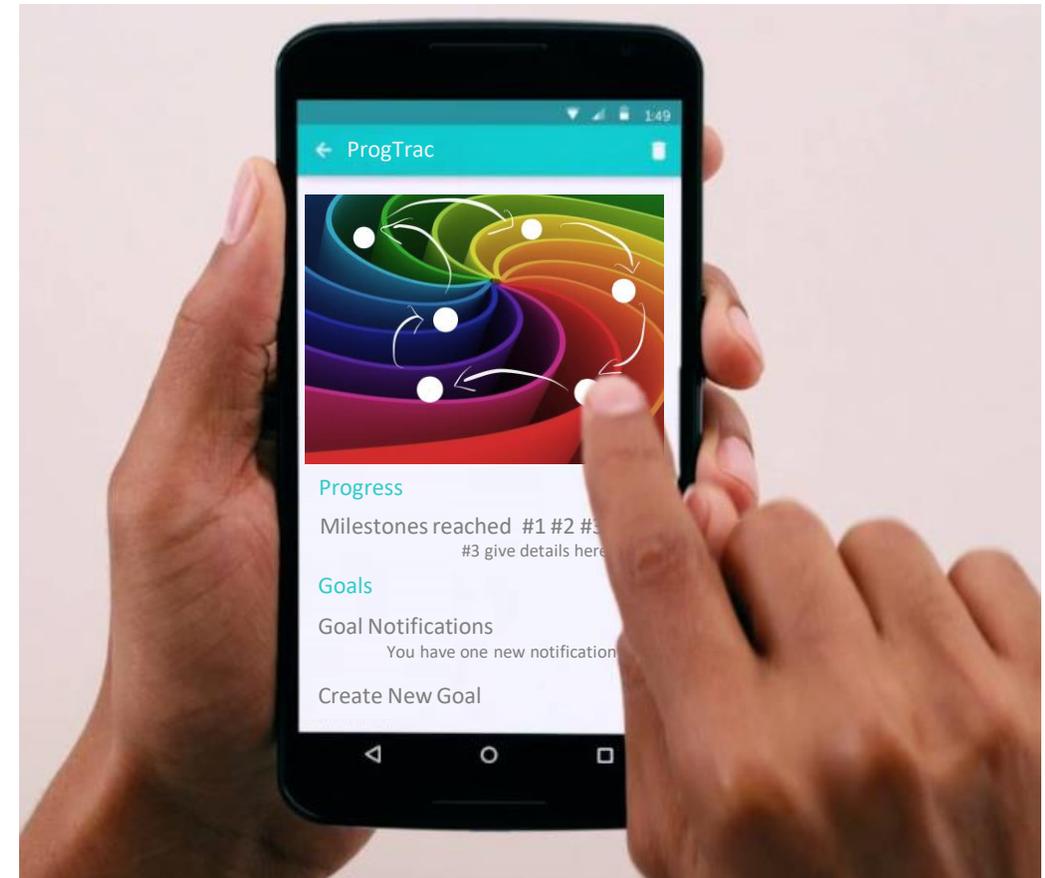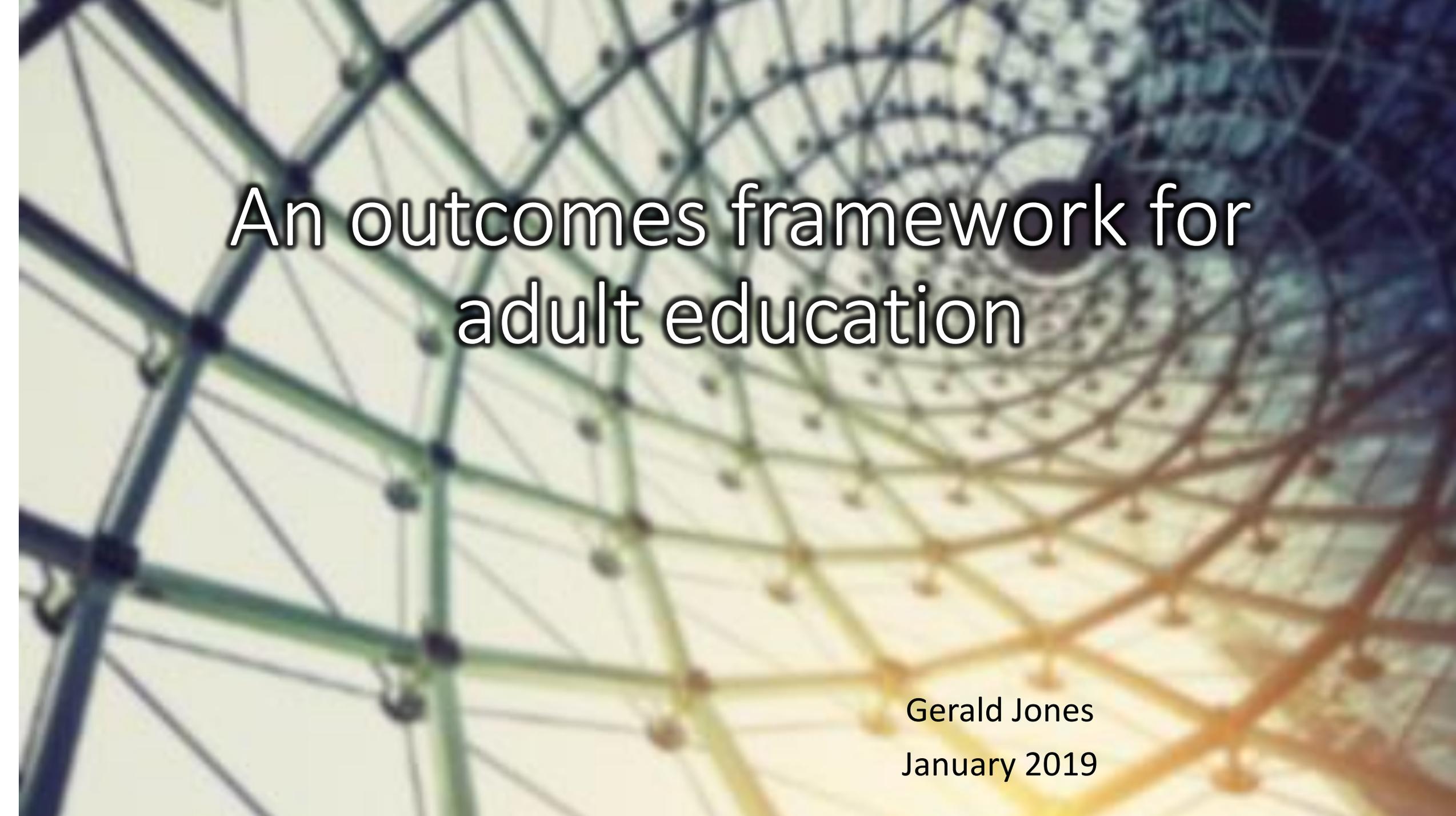| Source	Example of metrics	Question addressed by each metric	Health and wellbeing	Integration, inclusion and building communities	Creative and cultural development	Attitudes, aptitudes and character	Family, parenting and adult living	Employment, qualifications and further training
Data	Number of retained enrolments- MIS	How many learners stayed on this type of course?	y	y	y	y	y	y
	Achievements- MIS	How many learners achieved on this type of course?	y	y	y	y	y	y
	Distance travelled- levels- MIS	How many learners progressed on this type of course?						y
	Mosaic/ postcode Matrix (tbc) - MIS	How many learners from different postcodes attended this type of course?		y				
Narrative	Pound plus- new, from CLs?	How many learners sold their work?			y			
	Comments from ILP??							
Surveys	SF8 or new simpler version?	How many learners maintained or improved their physical/mental health?	y					
	Warwick-Edinburgh new, Simpler version?	How many learners maintained or improved their wellbeing?	y					
	Emp status at start and end	How many learners went into work?						y
	Specific surveys for core skills/characteristics	E.g. the Duckworth 'Grit' scale				y		
	Destination data (inputted onto ILR)	How many learners went into work, volunteering, independent living?					y	y
Current ILP / RARPA	a) I improved my skills in this subject	How many learners improved their skills?	y		y	y	y	y
	b) I moved closer to my personal ambition	How many learners moved towards a personal ambition?			y			y
	c) I created a product or project	How many learners created a product or project?			y			y
	d) I improved my health or wellbeing	How many learners improved their health or wellbeing?	y					
	e) I built friendships that I wouldn't otherwise have	How many learners built friendships?		y				
	g) I was able to progress towards work, or in my job	How many learners progressed towards work?						y
	h) I have progressed towards further training	How many learners progressed towards further training?						y
	i) I developed a Core Characteristic or Skill	How many learners improved a characteristic or core skills?					y	
	f) I was better able to support my children or grandchild	How many learners were better able to support their children or grandchildren?		y				

4. Tracking progress towards outcomes…
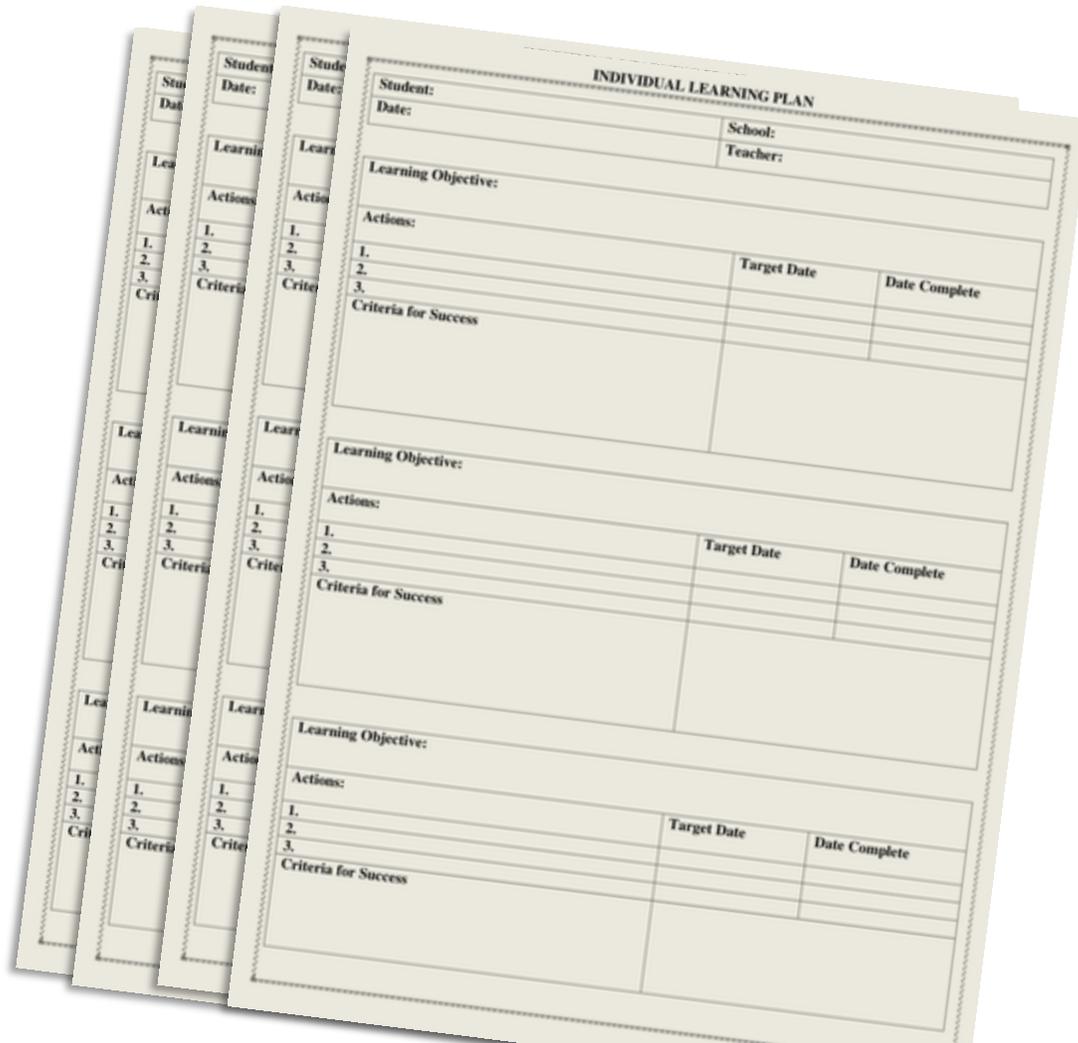
From this…

To this…

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