

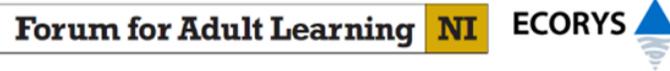


EAAL Impact Forums 2017-19
Impact insight: England
Forum Theme: Policy to practice
Date: 18th April 2018

Organisations represented	16 participants, including four ACL providers, four HE, one VCS (housing) and GLA.
1. Key evidence sources presented	<ul style="list-style-type: none"> • <i>Healthy, Wealthy and Wise</i> – overview presented by Dr Jan Eldred, with discussion on a series of questions around prioritizing and initiating actions identified in the report. • Qualitative research from the University of Nottingham on the impact of residential adult education.
2. Impact dialogue: What impact? On whom? What questions arise?	<ul style="list-style-type: none"> • What are the opportunities and threats posed by devolution? • Multi-agency approaches – adult ed can only be part of the solution to challenges set out in <i>HWW</i>. There is potential to achieve more effective collaboration between adult ed and other services / agencies via eg. action research, joint CPD, and fostering skills for partnership working. But the past decade has also seen an erosion of skills and career pathways in community development. How can these be re-invigorated? Is there a role for JPD? • Digital skills – multiple questions and challenges exist around the digital skills that will be needed for life and work. e.g. How will digital learning be funded? How can we plan for digital skills and workforce development in the context of rapid change and AI? • In the context of devolution, the language of “inclusive growth” resonates and can

	<p>encourage a focus on adult learning – e.g. West Midlands Combined Authority is developing STEM entry and progression pathways to support this agenda.</p> <ul style="list-style-type: none"> • How far do funding and planning systems, including devolved systems, recognize and reflect the critical importance of “lines of sight” – integrated and coherent learning pathways - for individuals? • The impact of austerity in shifting the wider landscape for adult learning needs to be better understood. How has it impacted on what is possible and the change mechanisms available? • Skills gaps – the notion needs to be challenged as is often used to mask poor skills utilization and weak L&M within employing organisations.
<p>3. Links with Work Packages</p>	<p>WP2: Citizens’ Curriculum Vocational Plug-in</p> <ul style="list-style-type: none"> • WMCA is taking forward STEM pathways approach. CC is key to this (has been flagged up to Alex to follow up)
	<p>WP3: Family Learning – Wider Outcomes</p>
	<p>WP4: Sector Focus</p> <p>Kath attended the forum</p>
	<p>WP5: Excluded Groups</p> <p>Kath attended the forum</p>
	<p>WP6: Joint Practice Development</p> <ul style="list-style-type: none"> • Input from Colin Forrest, to inform thinking about potential of JPD approach to help take forward some of solutions identified in <i>HWW</i>. To be followed up with think piece. • Forum members encouraged to identify a) potential members for Expert Group and b) case studies of JPD / JPD-like approaches involving adult ed.

<p>4. Linkages with National Coordinators cluster theme <i>Basic Skills Stakeholder Coordination</i></p>	<ul style="list-style-type: none"> • Participants encouraged to share case studies of basic skills good practice
<p>5. Areas for further investigation/action</p>	<ul style="list-style-type: none"> • Understanding the implications of devolution, and how high-level local indicators drive delivery.
<p>6. On-going impact evidence and activities</p>	<p>Employer representation / voice at forum meetings has yet to be achieved. The forum could consider inviting employers to present on specific issues, rather than seeking to engage them as regular members.</p>



Co-funded by the Erasmus+ Programme of the European Union