

CITIES OF LEARNING: BRIGHTON & HOVE

DEVELOPMENT DAY
26 MARCH 2019



PERSPECTIVES

Helen Kennedy

Head of School of Media, University of Brighton

We are in times of ideological, technological, environmental instability – and this calls for some imaginative ideas.

The University of Brighton positions itself at the axis of digital and technological transformation and what it means to be human. As we generate more data, we should ask how it says more about who we are and what we need as communities.

A new world structure is raising fundamental questions about our competence and understanding in managing the fundamental structure we are used to.

The International Future Forum has described what we're living through as a 'conceptual emergency'. And there are ten steps we need to take in order to come out the other side.

These include 'trusting subjective experience', 'taking the long view' and 'sustaining networks of hope'. We must become 'midwives' for a new generation of workers, helping them to shape whatever comes next. This takes courage.

As adults / professionals we can genuinely build thinking from the ground-up about the future of work, but our main role is to build the people of tomorrow.

We do that through

Learning to be

Learning to live together

Learning to learn (check)

Learning to do

Learning to transform one's self



PERSPECTIVES

Andrew Comben

**CEO, Brighton Dome & Festival;
Chair, Arts & Creative Industries Commission**

I thought what we are doing here was important - but I know now that it's urgent.

How do we include everyone in the city in its cultural capital, its economy and its ability for people to be who they want to be? Children and young people (CYP) protesting around climate change on the streets of this city, for example, should be captured and celebrated.

A City of Learning presents a new way to galvanise the city's rich community around some key ideas.

Peter Chivers

**Director, Our Future City;
Director, Brighton & Hove Music & Arts**

Our Future City has a 10-year mission around all CYP in the city having access to culture and creative skills development

And what do they tell us?

There is an overwhelming need for clearer information and flexible learning. There needs to be better progression routes, at every level. The recognition of skills needs to be paramount. Qualifications are only part of the story.

A City of Learning helps us to find new entry-points for CYP:

- A more joined-up conversation about skills & employability
- A digital platform to connect, capture and sign-post
- Digital badges that provide a trusted tool with which young people can articulate their learning



PERSPECTIVES

Peter Chivers / cont...

We are about to enter a proto-typing phase around two pivotal strands of thinking:

A city of wellbeing

A city of ideas

In response to what young people have asked for Brighton & Hove City of Learning will:

- Increase progression routes
- Recognise informal learning
- Help to secure a talent pipeline

Donna Close
Our Future City Skills Lead;
Research Fellow, University of Brighton;
Creative Producer

In this project, we are drilling down in what is authentic to Brighton, and this is what will make it sustainable.

As a starting point, we want to provide clear connections for learning, opportunity and accessibility around Brighton's two greatest economic strengths:

The Experience Economy (culture, tourism, festivals, hospitality, heritage)

The Creative & Digital Economy (innovation, technology, enterprise, knowledge)

We want to untap the innovation that drives these, and make it accessible to young people. These economic and cultural strengths are what will drive a city of ideas and a city of wellbeing. It cannot be the other way around.



PERSPECTIVES

Rosie Clayton
Associate Director, The RSA
(Cities of Learning)

We are refining a model to engage leadership at a city level.

The success of this pilot relies on Brighton's network of businesses, communities and institutions getting around some key focal points.

This is a platform for new digital skills and pathways will help provide the data to drive inclusive employment. This is NOT another skills framework. This is a developmental tool, that will give young people agency.

With data we can more easily spot, and respond to, trends and gaps. We can completely rethink corporate social responsibility, and the impact it has. Connected learning makes learning more important.

Tim Riches
Executive Director, Digitalme

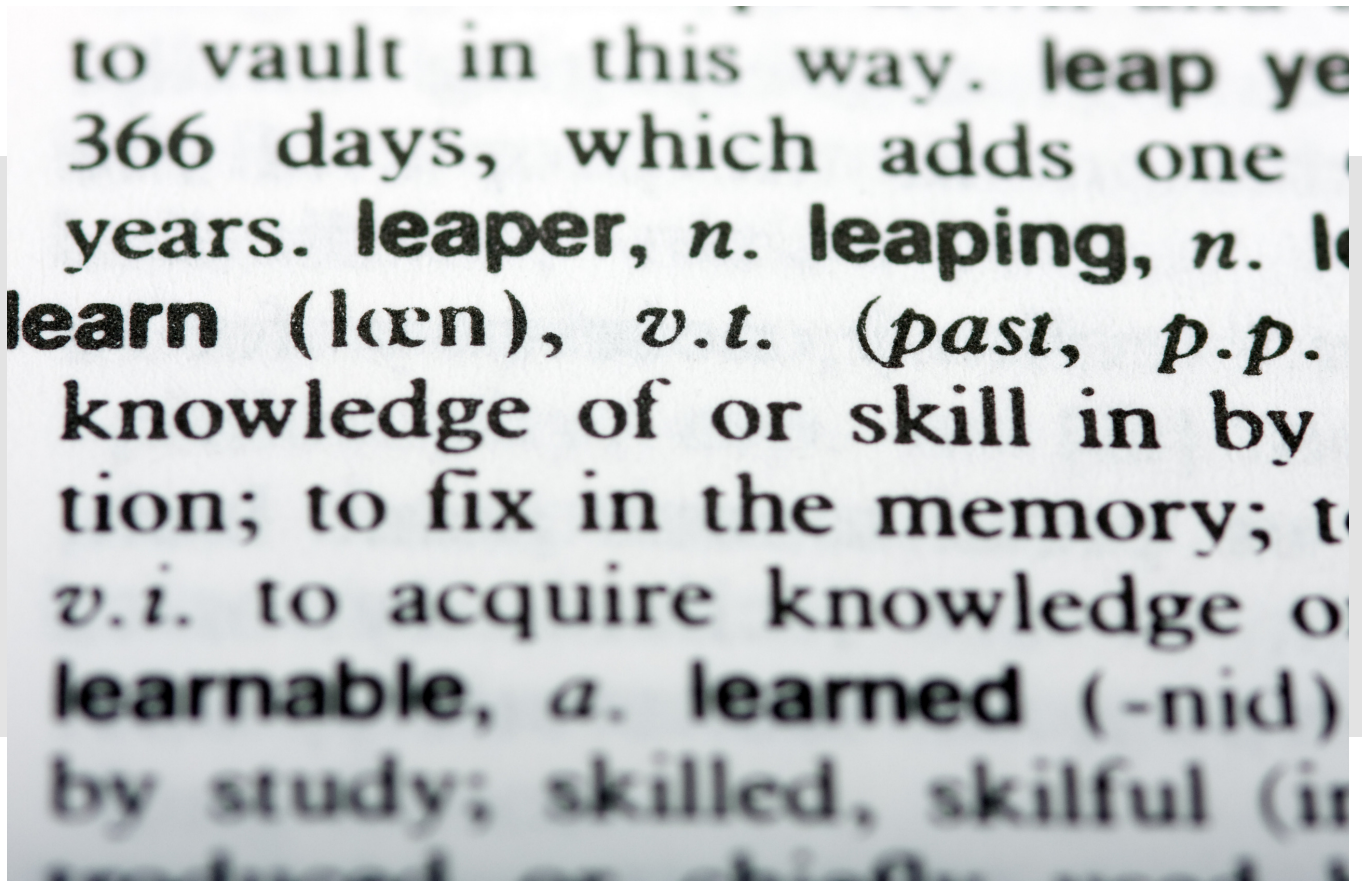
We want to provide a place-based skills currency, recognising that each place is completely different. Small is beautiful. This is an evolution.

How do we build currency/trust into a local skills currency?

Digital badges are used, recognised and championed by familiar names and for existing learning outcomes - BBC, O2, Amazon, City & Guilds, Siemens, Worldchefs are using badges to accredit their existing continual professional development programmes.

Digital badges need to be verified, current, expert issued and transferable. They are not here to replace qualifications, but to sit alongside.

The Institute of Leadership & Management use digital badges within qualifications.



PERSPECTIVES

Tim Riches / cont...

Pathways across a city will uncover new pathways to learning and work.

Formal / informal learning -> FE / Apprenticeships -> HE / Professional and CPD

An important process:

We capture and amplify what is already in the city - the opportunities to participate and gain experiences and skills

We issue badges that honour and recognise those experiences and skills

We visualise pathways towards the next opportunity, and how badges link together towards higher level learning and experiences

We use data insights from participation and issuing to decide where to focus next, and to bridge the gaps

Skills are built in different contexts, but if we start to build a diverse and connected set of engagements and opportunities – then we build a diverse and confident workforce or a new set of creative entrepreneurs.

Brighton, Plymouth & Greater Manchester Cities of Learning have already been named one of the top 100 global education innovations in 2019 by hundred:

<https://hundred.org/en/innovations/cities-of-learning-uk>



CHALLENGES & CONSIDERATIONS

How do we ensure quality?

Cities are free to design their own badge eco-system, but all pilot participants have chosen to establish quality assurance systems that are right for the city and for the young people taking part.

The credibility of an issuing organisation will come before a prescriptive model of any specific badge. The tensions are between trust and quality, specific organisation authenticity and transferability.

Can a customer service badge from Brighton & Hove Albion be used in a digital agency? Whilst a volunteering badge from a small community group might have authenticity and a rigorous approach, will this be as well-recognised as if it was issued in partnership with a bigger organisation?

Badges do not exist until they are designed and tested.

And design **MUST** be collaborative, between young people, employers and the education eco-system.

Will millions of badges dilute the system? Do badges just unlock more badges?

The level, expectation and pathway must be clear – some badges will take more time than others and will require more effort and complex thought than others. But this is **NOT** a new assessment framework. Badges will clustered, and opportunities might be easier to obtain when a few different badges are gained.

But this is where the digital platform data is key – helping individuals to map out what they need to do to get where. And issuers can spot bottle-necks or under-representation, and respond accordingly. Work experiences, internships, courses and mentoring opportunities will be flagged based on individuals' interests and passions. Participating young people, from right across the city, could be flagged to organisations looking for fresh ideas.



WHAT HAPPENS NEXT?

A group of participating organisations will pilot the development of some badges. Children and young people will inform the process. Education settings will help shape and influence.

As momentum builds and the story unfolds, more will come on board until we have a critical mass – based on what works and what is right for the city.

FURTHER READING

<https://www.thersa.org/action-and-research/rsa-projects/creative-learning-and-development-folder/cities-of-learning>

<http://www.ourfuturecity.org.uk/blog-news/cities-of-learning-education-innovations>

WHAT VALUE WILL A CITY OF LEARNING CREATE FOR YOU?

If you are an employer
If you are an educator
If you are a creative
If you are a young person
If you are a parent
If you are curious

ourfuturecity@brightondome.org

Get in touch



CITIES OF LEARNING BRIGHTON & HOVE CORE PARTNERS

ourfuturecity



University of Brighton

