LOCAL ANCHOR ORGANISATION(S)

For example: Our Future City

- Convene
- Catalyse
- Communicate
- Champion
- Coordinate

PARTNER ORGANISATIONS & ADVOCATES

For example: Co-design groups, employers, educational institutions, learning organisations, Councils and public sector organisations, third sector, community leaders.

- Provide learning and work opportunities
- Co-design badges and pathways
- Create local buzz and energy

NATIONAL ANCHORS

Including: **The RSA** and **Digital Me**

- Coordinate national knowledge network
- Build strategic partnerships and influence
- Evaluate and share learning
- Develop and scale CofL model

Local anchors and partners will also play a key quality assurance role

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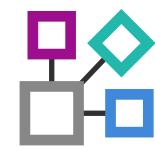
Non-formal/informal learning organisations and resources

For example: Makerspaces, museums, coding clubs, parents, families and communities

Formal education institutions

For example: Schools. Colleges, universities careers, information, advice and guidance

Employers

For example: Businesses, employer and business associations, industry bodies

Public and civic institutions

For example: Public services such as health, trade unions, community organisations, youth centres

Policy and decision makers

For example: Political leaders, local, regional and national policies, regulations, key strategic partnerships and programmes, regulations

Online resources

For example: MOOCs, social media platforms, web-based learning

For more depth, see city CofL blueprint for system maps

LEARNERS AND ADVOCATES

- Young people sign up to CofL platform, acquire and share badges
- Use open badges as a platform for accessing educational, work and civic activities
- Promoting the CofL platform and advocating the importance of informal learning - e.g. developing peer led "champions programme" to seed idea
- Creating and co-designing learning experiences, CofL platform priorities, badges and learning pathways
- Practically applying the skills that are gained and sharing skills with peers and other young people in the city
- Advocates undertake outreach and connect young people through key community resources and services such as youth centres, youth work, parks and recreational spaces, and summer programmes
- Advocates use CofL platform as a means to reconnect young people with the city's history of radical thought and action

EMPLOYER AND FORMAL LEARNING PROVIDERS AND INSTITUTIONS

- Undertake strong and direct engagement between young people, schools and employers on informal learning and open badges - e.g. through school based programmes, employer visits, work experience, and careers guidance
- Campaign to raise awareness of open badges/CofL
- Business influencers, networks and associations ensure organisations and companies involved in non-traditional work are engaged with the programme: e.g. recruitment agencies, "Saturday job" employers, those that use part-time and casual work
- Develop user charters and pledges to embed CofL based practice

LEARNING ORGANISATIONS

- Offer and develop a range of learning and volunteering opportunities linked to the CofL platform
- Support outreach into places and communities that are typically not connected to or benefit form informal learning programmes
- Make co-design part of the CofL DNA - work actively with young people and other organisations
- Raising awareness of obstacles and helping to address these ('making the system work')
- Support needs-led creation of badges and targeting strategy, linked to a universal offer
- Identify methods and opportunities for retrospectively issuing badges for things already done

WIDER CITY STAKEHOLDERS

- " Look, listen, learn"
- Lead and commission further research and discussion to support CofL programme aims, especially with young people
- Create incentives for employers to recognise alternative routes into work, e.g. undertaking cost benefit analysis
- Build capacity of ecosystem of employers and institutions delivering CofL
- Support the testing of open badges
- Promote and publicise the programme
- Link into other relevant programmes, for example ensuring CofL shapes local apprenticeship provision and technical education reform and innovation
- Key organisations write CofL approach into their strategic priorities and the city strategy, alongside major employers and anchors (e.g. universities, Amex, NHS, and tourism and hotel sectors)

LEARNERS

- Awareness of learning opportunities and open badges
- Motivation to engage with CofL activities
- Knowledge of how to engage and make best use of CofL to support personal development goals
- Development of peer networks and support

- Active and extensive engagement in learning, work and civic opportunities
- Active and extensive use and sharing of open badges
- Strong peer networks and social norms that promote informal learning and engagement with CofL
- Strong, actionable recognition of the currency and value of open badges among young people and peers

- Long term norm and attitude shifts: Widespread and sustained recognition among young people that informal learning and "soft skills" are of equal value to formal learning and cognitive skills
- All young people feel empowered to contribute to and shape the city
- Young people regard learning as something they can direct and influence; and something that enables a 'fun' and interesting future

EMPLOYERS, EDUCATION AND TRAINING, AND LABOUR MARKET

- An increased awareness of open badges and how they work, as well as the range of activity and youth engagement that underpins CofL
- A clear understanding/map of the range of organisations within and outside of school that can define and develop the "soft" skills that the labour market and city needs
- A stronger and more nuanced understanding of current and future employer and skills needs, linked to cutting edge technology and creative skills and knowledge

- Employers, formal education institutions and associated organisations recognise, value and actively use open badges, including for recruitment, admissions and person specifications
- Employers, formal education institutions and associated organisations co-design pathways, badges and a wide range of activities and opportunities that provide evidence of the importance of "soft" skills and their application in the city and benefit to young people
- Engagement with learners solidified through schools, college and university-based programmes and innovative information, advice and guidance supported by CofL insights

- More successful and meaningful recruitment, leading to better retention and higher productivity
- Significant improvement in "soft" skills supported by a long-term cultural shift around learning and work that strongly recognises the currency of non-cognitive skills
- Closing of opportunity gaps across the city, with increased and higher quality economic participation and progression pathways into good quality jobs

INFORMAL LEARNING ECOSYSTEM

- Good participation rates in learning activities and CofL initiatives, especially among disadvantaged groups
- Projects are busy, well-used and have a buzz about them
- Activities respond to what young people want
- Positive organisational change where appropriate to better support young people
- Learning organisations more effectively support young people to reflect on their own outcomes
- CofL platform enables broad skills to be credentialised, including skills already gained (retrospective credentialisation)

- Significant increase in the quality of collaboration between learning organisations and a wide range of city stakeholders
- Strong understanding and development of a network of inter-linked opportunities, leading to shared resources and less duplication
- Strong understanding of the full range of young people's skills and capabilities and how to support them to progress further

- Ecosystem of learning becomes strongly connected and cohesive, enabling more effective and impactful provision
- Informal learning is firmly embedded in the city, and is meaningful and flexible, empowering young people to know where they can further their own learning in ways they want to
- Learning ecosystem develops engaged and creative young people across the city and its communities

WIDER CITY OUTCOMES

- Strong understanding of CofL and digital badges
- Development of stronger cross-sector working related to learning, work and wider city initiatives
- CofL and wider learning is as a starting point youth led and youth focused, linked to a wide range of city priorities such as health and wellbeing and community engagement

- Evidence base for CofL emerges and develops: underpinned by evidence-based research/"proof" of value and impact
- Improved data, sharing and evidence around learning and CofL - leading to a strong and responsive collective understanding and analysis of provision
- An ecology of policymakers, employers, educational institutions, public services, parents and communities develop sustained understanding of "soft skills" and informal learning as equally important as traditional cognitive knowledge and skills

- CofL supports wider city outcomes, particularly improvements in health and wellbeing - which is recognised through government engagement and funding
- CofL approach becomes embedded and integrated into the general and daily practice of stakeholders across the city - shifting long term behaviours and cultures
- A shift in power and influence across the city - with services and decisions increasingly youth-led
- Shift in policy and regulation to enable a more 'enabling' DIY culture of addressing city challenges

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GOAL: Brighton becomes a city where all young people have the confidence, ambition, passion and agency to learn, collaborate and lead flourishing lives - and for all people to have their talents recognised, valued and nurtured to help them progress

RSA · digitalme · ourfuturecity