

The Cultural Learning Curve



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Culture South East


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Cover picture courtesy of Hampshire County Council

Foreword

by **David Smith**, Director of Area, the Learning and Skills Council Sussex Culture South East Board member and chair of the CSE Learning and Skills Task Group and **John Parsonage**, Director of Regional Learning & Skills, South East England Development Agency

2012 stands out as a milestone year for the cultural offer of this country. Delivery of the 2012 Olympic Games and Paralympic Games will require a united approach across the cultural industries and between those industries and the education, skills and employment key agencies that will challenge all kinds of historical views on 'priorities' for economic development and social inclusion.

There will be a 'once in a lifetime' opportunity to make the necessary connections and relationships between the 'soft' agenda of cultural and sporting social enrichment and the 'hard' agenda of productivity improvement by skills development.

This relationship is perhaps best symbolised by the fact that the UK hosts 'World Skills 2011', where, we hope, we can demonstrate world class performance as a learning and skills centred, modern, professionally trained economy and the 2012 Games, where training and skills development will put to a supreme test and the skills of the country as a deliverer of the biggest global cultural event will be fully scrutinised.

Nationally we have five 'educational years' from 2006/7 to prepare for the challenges of 2011/12. In my view, those years bring five key challenges to the South East region, here summarised as follows:

1. Today's 14 year olds will leave secondary education and training at 18 in 2011 as the new entrants into adulthood and the workforce delivering the 2012 Games. We should create inspirational new, culturally enriched pathways through the 14-19 pathway, that enable them to be better equipped than any previous entrants to make the crucial life-links between culture, learning and personal and professional fulfilment that seems so vital to human wellbeing. If we can create those new hooks and pathways, they can become embedded in ways and systems that can serve the 21st century's generations to follow.

2. We should find a unity of purpose among leaders and workers across the cultural industries, sector skills councils and cultural agencies, so vital to delivery of the 2012 Games, that will enable the cultural sector to speak, lobby and develop in common purpose and with a simple, clear vision. If we can do this, we will open up an opportunity for priority, volume and scale of learning and skills activity that will be impossible to replicate with entirely differentiated sectors.

3. We should find common purpose at local, community level, between young and adult residents, planning and public service delivery authorities and school, college and university governors and executives. Such a 'common purpose' could create a well planned set of cultural, including sporting, facilities in and alongside educational and training settings and within cultural and sporting venues themselves, that could make a reality of the notion of making public sector capital projects serve multi-purposes. We would have 'extended colleges' and 'community multiversities' as well as 'extended schools'.

4. We should create a regional 'compact' between the regional lead agencies, the

local authorities and the key cultural employers and champions that makes a reality of the new regeneration agenda that unifies 'knowledge and skills-led regeneration' and 'culture-led regeneration' in high visibility towns and cities across the region. Everyone has the feeling that a high level of cultural engagement together with a high skilled and educated resident population is the winning formula for a thriving community. Can we make the right 'local area agreements' in the right places to achieve this?

And finally, as a reminder of the value of competition as a sharpener of minds and eyesight...

5. We should aim to get South East medallists in the cultural professions at World Skills 2011 and the 2012 Games.

The region will have a special story to tell if it can meet these challenges in the time to be ready for 2012.



We will have a special story to tell if we win an Olympic medal in the South East, photo Tourism South East

About this publication

This publication aims to set the context for the joint work between the South East England Development Agency (SEEDA), the Learning and Skills Council (LSC) and Culture South East in developing the cultural skills agenda in the region.

We begin with an overview of learning and the cultural sector.

Then we introduce some thought-provoking pieces from organisations and speakers who took part in the Learning Curve Conference in June 2006. They address some of the challenges facing us as we try to find new ways of working together to bring culture and skills into mainstream programmes of work and funding. There are no "off-the-shelf" answers, so we need to consider successful projects, existing structures and funding mechanisms, and the underpinning statistics and trends affecting our sector.

At the back of the publication we run through some of the structures that have been established to address skills issues in the South East. And we have included a "jargon buster" of common acronyms and phrases.

Who this publication is for

We hope that this publication will be useful for people working in the education and culture sectors, local and regional government, and those planning for the legacy of London 2012.

Partners' involvement

Partners involved in the development of the Learning Curve Conference and this publication include:

- Arts Council England, South East
- Brighton & Hove Albion Football Club
- Culture South East
- English Heritage
- Government Office for the South East (GOSE)
- Hampshire County Council
- The Learning and Skills Council (LSC)
- Lifelong Learning UK
- MLA South East (Museums, Libraries and Archives South East)
- NIACE
- People First
- Screen South
- Skills Active
- Sport England, South East
- Tourism South East
- Culture and Creative Skills
- Skillset
- The South East England Development Agency (SEEDA)
- Women in Digital Entertainment

The context

by **Jayne Jones**, Sector Skills Development Manager and **James Emmett**, Skills Active South East Development Manager

How do we define the cultural and creative industries?

Culture embraces the following:

- Arts
- Sport
- Heritage
- Film and broadcasting
- Libraries, archives, museums
- Tourism

The Department for Culture, Media and Sport (DCMS) defines the creative industries as "Those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property. This includes advertising, architecture, the art and antiques market, crafts, design, designer fashion, film and video, interactive leisure software, music, the performing arts, publishing, software and computer games, television and radio."

Who promotes the interests of cultural and creative industries?

The interests of the cultural and creative Industries are promoted by the following cultural agencies, funded by the DCMS:

- Arts Council England, South East
- Sport England, South East
- English Heritage
- MLA South East (Museums, Libraries and Archives South East)
- Screen South
- Tourism South East

Culture South East works with all of these agencies to celebrate the contribution of culture in the region and to look at issues that affect the whole of the sector - including learning and skills.

The importance of the cultural and creative industries

Research in 2002 by David Powell Associates found that the South East's creative and cultural industries provide jobs for 560,000 people, and contribute an annual turnover of some £46.5 billion to the region. Between 1995 and 2000 employment in the sector grew rapidly - by 28.4 per cent. In employment terms the sector is one of the most significant in the South East - it employs 13.2 per cent of the regional workforce.

The sector is also important in terms of its wider contribution to economic development, social inclusion, active citizenship, regeneration, work with young people, and health and fitness. Many cultural organisations are heavily dependent on the work of volunteers. Their involvement leads to increased participation in leisure and cultural activities and helps promote social inclusion. Involvement as a volunteer can develop an individual's talent, and can also provide work experience as a route into employment.

What type of organisation works in the sector?

The organisations working in the cultural and creative industries are often hard to categorise in traditional economic terms. They operate in the public, private and voluntary sectors, and range from multinationals to micro-firms, working locally, nationally and internationally. Furthermore, individuals frequently work for more than one organisation and across sub-sectors - building portfolio careers spanning sector boundaries. Anyone planning to meet the learning and skills needs of such organisations must plan for such diversity.

Three learning and skills paradigms for the cultural and creative industries

In developing "A Learning Agenda for the Cultural Industries in the South East", Dr Neil Ravenscroft and Paul Gilchrist of the University of Brighton identified three separate learning and skills paradigms:

1. Skilling in culture - the skills required to be an artist or an athlete
2. Skilling through culture - engagement in learning as a result of participating in culture. This might include access to information, transferable skills resulting from volunteering or creativity gained through experience of cultural activity
3. Skilling for economic development

These distinctions recognise and relate to important intersections between individual, community and business needs.

The challenge: The 2012 Games

How do we make the most of the opportunities offered to the South East region by the 2012 Games?

- Tourism and hospitality industries will be expected to meet the challenge of increased visitor numbers to the region.
- The sport and physical activity sector will need to prepare for increased participation and a heightened interest in sport.
- It is likely that the 2012 Games will be the first digital Olympics. This will have significant implications for the broadcast media sector.



We gain creativity through our experience of cultural activity, photo: Hampshire County Council

- The region's artistic vibrancy and diversity will also be showcased as the 2012 Games put the spotlight on the Greater London and South East region.
- Additionally London 2012 will have a major impact on the construction industry and transport-related industries.

Partners in the South East are working together on these issues through the South East Group for the 2012 Games. One of the priorities that has been identified is workforce development for both the paid and voluntary sectors. Consequently a dedicated sub-group is being established to ensure the 2012 Games are used as a focus to improve skills and employment opportunities before, during and after the five weeks of the Games in the summer of 2012.

In addition, the South East is represented on a national steering group looking at the skills legacy of the 2012 Games. At both a national and regional level, there is agreement on what can and needs to be achieved. The focus is now turning to how we get there.

A number of initiatives are underway. Sport England, for instance, is hoping to capitalise on the increased interest in sport and is looking to fund increases in capacity - so that more and more highly qualified coaches and leisure industry professionals can be employed.

European Social Fund investment will make a difference to construction and leisure industry skills. And those concerned with the impact of the Games on the visitor economy are using their Welcome Host scheme to boost skills in tourism.

In addition, London is to host World Skills 2011. This once again gives a focus for all partners across the diverse cultural sector as they work together to build strong learning and skills development opportunities within the region.

The challenge: Creating new 14 - 19 pathways

How can we use culture to inspire young people to develop learning habits and skill-sets which contribute to the productivity and regeneration of the region/sub regions? At a national level, The White Paper, 14-19 Education and Skills, set out the need to develop stronger vocational routes for young people.

They should be able to develop through practical experience, with qualifications that give them the broad education they need to progress further in learning as well as into employment. Specialised Diplomas are new qualifications for 14-19 year olds that will provide a broad programme of applied and other learning, underpinned by essential skills. Available at levels 1, 2 and 3 in subjects covering wide economic areas, the first Diploma courses will be available in 2008.

In the South East, we have started the creation of some new 14-19 pathways with strong cultural input. Dorothy Stringer School, Brighton, a specialist sports college, identified 10 per cent of students at the end of year nine who would be interested in pursuing a career in sport and who may not cope successfully with GCSEs. The pupils take a BTEC national diploma in sport which can be equivalent to four GCSEs. The course is delivered in a number of settings in the workplace, giving students a taster of the sort of work they could do in the future. The school has built links with local employers and currently releases the pupils to assist PE delivery in local primary schools.

The cultural and creative industries provide a powerful means of engaging young people to take a more active interest in their own academic and social development. There are opportunities for the sector to improve young people's attainment and contribute towards educational targets.

To build on this success we need an increase in such provision and work placement opportunities. We cannot rely on project funding. Instead we need providers to see the benefits of developing and mainstreaming further vocational opportunities within the current curriculum offer.

The challenge: Upskilling the workforce

We need to support Local Skills and Productivity Alliances so that they make the most of the way creative industries can upskill the existing workforce by improving adult employability skills (leadership and management skills, working literacy/numeracy/ICT).

There has been significant investment across the South East to develop Centres of Vocational Excellence (CoVEs) in digital media, sports and recreation, performing arts, e-skills/ICT, hospitality, tourism. Their focus is on upskilling the workforce within the Cultural Industries sector through the development and delivery of Level 3 provision.

Additionally, the Train 2 Gain service supports businesses in identifying skills needs, pinpointing appropriate training provision and agreeing a tailored package with funding support. We need to develop these opportunities by fostering a recognition by industry the need to invest further in education and training to secure a more efficient and effective work force and working environment.

Sustained and effective partnerships between industry and training providers will create further opportunities to continue to improve employability skills within the workforce through new and innovative learning programmes with a cultural hook.

The challenge: Learning in the community to gain basic and transferable skills

Culturally-linked learning has the power to reach harder-to-reach groups and to inspire them to get involved in learning.

One such example is Brighton & Hove Albion Football Club, which has engaged learners in their community, through the development of a study support centre at the ground (see Martin Perry's article on page 14). This is a way of working that will be encouraged through NIACE Action for Communities. This partnership framework will build opportunities for adults to learn in communities. The cultural and creative industries can play a key role, and Jenny Williams explains more in her article.

The Regional Economic Strategy

Learning providers will need to work effectively with the community to provide outcomes for adult learners related to employability, economic and social well-being, contribution to the community, individual confidence, self-esteem and enjoyment, health, safety, progression and achievement.

The 2012 Games has been identified as a transformational action in the draft Regional Economic Strategy 2006-2016. The RES recognises that the 2012 Games is likely to be the single biggest event in the life of the RES and emphasises its power to transform the region in a wide spectrum of activity from business to cultural activity and skills and employment. One of eight transformational actions, the 2012 Games offers huge opportunities for the region's economy and key to the success of the South East's involvement is an understanding that they should be seen as an opportunity to bring forwards or catalyse investment of programmes that will leave a legacy and contribute to the sustainable development of the region. Skills and employment opportunities are a big part of this activity.

Culture and the Creative Economy

by *Charles Leadbeater*

How others see us

The US is regarded as an icon of openness. China is regarded as having the biggest and fastest growing economy. The UK requires its own unique description, and won't get far until it has one.

A couple of weeks ago I was in China at a Science and Innovation conference and asked the delegates how they regarded the UK.

I thought maybe they would say Issac Newton, Shakespeare, The Beatles or Stonehenge. They said they thought of the UK in terms of Premiership football, Wayne Rooney, David Beckham, Mr Bean, rain, gentlemen.... They also saw it as an isolationist island culture, the "Taiwan of Europe".



A tour of Asia repeated this message. The UK is seen as an interesting place, but very opaque, nowhere near as easy to connect to as others and not as open as we think. Out of 90 graduates I met, 77 were going to the US and none to the UK.

Competing globally

The UK's economy is based on assets that cannot be measured or weighed, such as ideas, images, meanings and recipes.

When we think of our economic competitors we view China as the world's factory and India as provider of the world's business services. The UK's valuable assets are things that are not that easily copied. They are based on culture, ideas, and intangibles. We actually face intense competition in these areas.

Across Asia there is investment in these areas and China is on course to become the second biggest investor. The Shanghai Research & Development Centre took five months to build and at a tenth of the cost of training a scientist in the UK. We can't be complacent that we will succeed just by doing the knowledge jobs.

There is a cluster of 100 universities in one part of Beijing, for example, and 100,000 scientists and engineers graduate each year.

The changing nature of innovation

The nature of innovation is changing. The use of scientific software allows creative ideas to flow up the pipeline and also between customers. The Wikipedia online resource has more content than the Encyclopaedia Britannica and more traffic than most other websites - but it has only one employee.

Increasingly the tools to participate are being distributed to the audience.

The state of learning

In learning, the basics matter. Unfortunately 25 per cent of 11 year olds are unable to read and write - clearly a problem. Education is imposed by the State and the Key Stages are standardised by the DfES. Pupils are reading the same texts at the same time. But they should have special time that is individualised to them. This system is out of kilter with the world we're entering.

Why do we think schools are the future of education? We should think of education as a personal project that people will invest in. It can be tailored to places and needs. Education should be active and co-creative and should engage pupils at all times and in all places. Education should be collaborative and informal but structured.



Culture and learning

We have an image of ourselves as a cultural, creative nation able to accommodate new ideas. Culture enables metaphorical thinking across sectors and helps us understand and explore shared understanding and meaning. Museums and galleries are one of the best places for children to learn outside school.

The rise of computer games has led to users who generate their own content for the games. They help shape and contribute to the design of the game and also participate in the game. The Sims game, for example, contains a tool that was developed by a user and has been downloaded by 400,000 people. The software has enabled users of the game to become a free research and development resource, and extended the life of the game.



How do you get children to want to download tools to learn maths? Can we use computer games? If one million children are playing the game and if only one per cent contribute to the game, you will get a development workforce of 10,000 people. If one per cent of 14 - 19 year old children in the South East were to contribute back to the system, think what that would do.

In the future, jobs for young people will be to design, advise, serve and think. Education should provide them with the appropriate skills.

The changing nature of culture

Culture should be thought of as mobile, pervasive, open, collaborative and participatory. We can't just hope creativity will carry us through, thinking that culture is by special people for special people. Culture is for everyone - it should be

inclusive and should embrace everyone. Culture and collaboration should be an absolutely normal part of everyday life like going on holiday or washing.

The 20th Century was dominated by the organisation of work and consumption but in the 21st Century people want to be participants, not consumers or workers. Spectators want to be entertained and also be part of the spectacle.

The audience take to the stage

When I first started in journalism the only way people could participate was to write a letter to the letters page. Now readers want to be writers and publishers. Eighty thousand people a day write blogs on the Internet.

Professions and institutions that retain authority by being in control are under threat. Cultural organisations should be on the side of the new emerging, participative culture.

The audience wants to take to the stage.

Focus on culture, creativity and workforce development

A new and dynamic partnership has come together to develop an innovative approach to workforce development in the creative and cultural heritage sectors. MLA South East has been working with Arts Council England South East, the sector skills council Creative and Cultural Skills, and the LSC to establish a new partnership post - on a fixed term basis - to drive forward regional workforce development in relation to the creative and cultural heritage sectors.

The post will be co-hosted by Creative and Cultural Skills and Sussex LSC and is designed to provide strategic leadership and insight into Learning and Skills Councils across the South East in the planning and delivery of provision to meet the needs of these sectors.

The initiative will complement and make links with a further new regional programme of work focused on the 14 to 19 agenda and the new specialised diplomas. The Arts Council's four Creative partnerships in the region will be leading the delivery of this work from 2006 to 2008.

This programme will work within an overall regional framework and a range of partners such as MLA South East, Learning and Skills Councils, Children's Services Authorities, the FE sector, schools and the creative and cultural sectors. There will be a particular emphasis on the Department for Communities and Local Government Growth Areas and other areas of cultural and social deprivation. Funding comes from the DfES and other partners.

The aim is to put creativity and creative approaches at the heart of the new specialised diplomas in a series of pilot programmes - maximising the expertise and experience of the region's Creative Partnerships.

Arts Council England, South East is keen to ensure that through both the above initiatives, new and sustainable links can be made with Learning and Skills Councils, FE colleges and AOSSEC, Business networks, Children's Service Authorities. It also hopes the work of both the education sector and employers in the region will be enhanced through the embedding of creativity into their work.

Reaching harder-to-reach groups through football

by **Martin Perry**, Chief Executive, Brighton & Hove Albion Football Club

As an industry, football has been at the very heart of British culture for well over a century, and yet it is only over recent years that we are beginning to see just what a leading role it can play in benefiting society.

One need only to look at the community sections of professional English football club websites to see what provision is being offered, and to turn to local and national newspapers to see the effect it is having.

At Brighton & Hove Albion, we are extremely proud of what we have achieved so far within our local community, particularly for the harder-to-reach groups. Our Community Department (Albion in the Community) is a registered charity, and has four sections: Education, Football Development, Disability and Social Inclusion - with the latter two being solely dedicated to the disadvantaged. However, for the purposes of this article I want to highlight the role of our Education section.

Funding to kickstart

In July 2002, Brighton & Hove Albion was given funding by the Sussex Learning and Skills Council to open its own Study Support Centre for adult learning. The provision offered at this centre included IT training, basic skills and careers guidance.

Due to the success of this centre the club was given additional funding to open eight more centres at semi-professional clubs across Sussex. By December 2006 it is expected that over 3,000 people will have benefited from these centres with over 2,000 having gained formal qualifications. The majority of people who have used the centres have been referred to us by local Job Centres, with whom we have an excellent relationship.

Our work within adult literacy and numeracy has also been supported by the DfES, who asked us to lead their new campaign "Heading for Success" which is based at professional football clubs and is aimed at raising achievement levels in basic skills.

The power of football

From a very early stage, we became aware of the huge power football can have, attracting learners who would under normal circumstances shy away from education - particularly if it is delivered within the formal environment of a local school or college. Some of the surprise findings about the learners using our centres include; there is an almost exact gender balance of those who use the centres; their ages are fairly evenly spread between 16-85; and that even those who don't like football attend due to the quality of provision.

In light of this experience, the Club is keen to broaden provision. In September 2005, Brighton & Hove Albion became the first football club to offer BTEC Sports Development to adult learners who had not studied at this level before. In October of 2006 the Club will be assisting Sussex Downs College in delivering a Foundation Degree aimed at those who would not normally have considered higher education. With the exciting prospect of the 2012 Olympic Games and Paralympic Games, the Club is also currently offering the qualification of Certificate of Event and Match Day Stewarding for those looking for part-time employment.

We have also set up a Sports Training Project that caters for 16-18 year olds not involved in either employment or education, and is aimed at helping them to gain qualifications in football coaching and sports leadership.

As for links with schools, the Club houses a Playing for Success Centre that provides help with IT, literacy and numeracy within a sporting context for 9-13 year olds who are lacking in motivation. There are also plans to assist with the delivery of a wide range of other courses, either through visits from players and coaches, or through pupils being taught at the Club's home ground, Withdean Stadium. For school children, we feel that the opportunity to be taught away from the school premises and at the local football club, can give them the incentive they need to achieve. Whichever form this may take, we are keen to become fully involved with the extended schools agenda.

Expanding horizons

However, the Club's vision for the development for educational projects within the community is not limited to our current home at Withdean - indeed we expect our new ground at Falmer to be the hub for the whole of Sussex for the teaching of basic skills. We hope that it will act as an essential link in the vocational pathway for recreation and sport between the community and schools.

There is no doubt that there is a valuable lesson that can be learned through all that we have achieved so far - that as a professional sports club, we have a key and pivotal role to play within the development of our community - particularly for the harder to reach groups. We are very keen to play this role - the only limitation being not our will to participate, or the ideas that we generate, but the funding that we ultimately receive.

Focus on: Inclusive creative industry practice

Since April 2005, young people at the Slough Young People's Centre (SYPC) have been asking some searching questions about their own identity, their place in the wider community of Slough and in 21st Century Britain.

In collaboration with the conflict resolution charity Aik Saath and professional artists, SYPC set up a variety of masterclasses and workshops to explore these themes, through an initiative called "Common Ground".

The Afterhours Arts Academy, Creative Partnerships-led Inclusive Theatre Project, Thames Valley's Summer University and SYPC's Positive Activities for Young People holiday programme, considered issues from identity and friendship to racism, diversity and our sense of place. These themes were then developed through dance, drama, video, poetry, rap, song, music production, radio production and interviews.

The initiative is enabling young people between 14-26 to develop skills and gain experience within the creative arts through participatory workshops, masterclasses and training sessions with artists. The young people are involved in the whole process of producing high quality multi-media performances, whilst developing a heightened understanding of Creative Industry practice.

The results of the young people's commitment, enthusiasm and sheer creative drive were showcased at SYPC on 28-29 October 2005, culminating in a street procession for Common Ground audiences and 50 performers led by members of the Inclusive Theatre Company to St Mary's Church.



Focus on: Libraries and Museums support basic skills through Project Hero

The project partners were Reading Museum and Libraries, HM Young Offenders Institute (YOI) Reading and South East Museum, Library & Archive Council (now MLA South East) who were also co-funders. Project Hero established reader and writer development courses with library, museum and YOI education resources and staff for young offenders with basic skills needs. Amongst the benefits of the project were the raising of young offenders' self esteem and enhancing of their key skills in literacy, creativity, communication and social interaction.

The content for Project Hero was developed by David Kendall - an experienced consultant with a background of work with excluded audiences, museum and library learning, and graphic novels. He was appointed to coordinate the steering group and to develop the workshops, training and toolkit alongside stakeholders. David consulted with the group of young men in the Separated Prisoners Unit to find out what they wanted. Baseline and summative evaluation, based on a questionnaire and focus group, was also commissioned from an external consultant. Building on this consultation, David created and piloted the following two eight week courses:

- Superheroes Graphic novels - sourced by Reading Prison Library - were the main focus of a reader development group on 'What makes a hero?' During the second half of this eight week course, a comic artist, Ed Hillier, worked with David and the young men to create graphic novel storyboards and to encourage the young men to design their own original superhero. The course ended with a prison-wide superhero drawing competition with artist quality materials prizes for all participants. An Education Unit exhibition facilitated by education staff was designed to follow.
- Inside Voices Four members of staff from The Museum of Reading, including the Education Manager, worked with David and the young men on handling artefacts from Reading's loan boxes in order to inspire their creative writing development. During the second half of the course, a professional poet worked with the objects to facilitate a book of participants' poems. A copy of this book was given to all participants. The work will also be included in the loan boxes as inspiration for schools-based work.

The following quotes are examples of the evidence collected by the evaluation:

- "I got to learn more about art history and how to write poems and it felt satisfying. I write a poem every week for the prison poem book now, it's to give inspiration to new prisoners" (SPU participant)
- "I've just learnt to read properly and have just read a book from back to front, Winchester's got some brilliant museums, I would like to learn more about museums, I liked it when they brought Bob the tortoise" (SPU participant)
- "The major success of the project was the creative results, the poetry and some of the superheroes art is fantastic" (Stella Robinson, FE Tutor Reading Young Offenders Institute)
- "They've loved the hands on objects and poetry - some of the guys are requesting poetry books from the library. I've seen a tremendous difference in the lads and in 'dine out' they debate and discuss things, it's brought the group together. The more powerful personalities are helping the younger ones. I can see a team feeling. I missed the middle part of the project because I was on night shifts and now I'm looking at eight guys I hardly recognize. They've actually started thinking about each other - a transformation." (Mr. Day, Prison Officer).



Slough Creative Academy

by *Alison Hibbert*, Cultural Strategy & Operations Manager

With the highest black and minority ethnic population outside of London - at 41 per cent - over 50 languages spoken as a first language, and high levels of new arrivals and asylum seekers from more than 70 different countries, Slough is a rich mixture of culturally diverse communities.

Background

Slough is an urban area of just 32,55km in the east of Berkshire and is geographically one of the smallest unitary authorities in the UK. Excellent transport and communication links account for its importance, growth and success as a commercial centre. It is home to the largest, privately owned trading estate in Europe. And it has a population in excess of 121,200 people, an increase of 14 per cent since the last census and well above the average rate of growth nationally.

However, despite the town's prosperity some areas of Slough do not share in the town's wealth. Slough contains some of the poorest people in the South East region with some of the highest rates of poverty in the UK. Three of its 14 wards appear as the most-deprived in the region due to the prevalence of low income, high crime, inferior housing and poor health. A child born in Slough today has a three year shorter life expectancy than that of a child born 12 miles west, in Wokingham.

Slough also has the highest rates of poor literacy and numeracy in the region. Since 1995, 7,000 jobs have been lost in the manufacturing sector but service sector jobs have grown by 9,500. Settled families originally moved to Slough for manual and semi-skilled work. Their children and grandchildren now need the skills required by the service and hi-tech sectors. Much work is being undertaken to address this acute skills mismatch between the town's resident population and the businesses that are located here.

What the Academy did

In response to the demand for skills in the creative industries, Slough Creative Academy, a partnership of creative training providers, agencies and businesses, was launched in November 2003.

The Academy provides the strategic framework and administrative infrastructure to support and develop further growth in the creative industries. It does so by developing networks of opportunity and learning and providing continuous and focused investment in creative skills. In particular, it aims to target and address the lack of female and black and minority creatives in employment in the industry.

The Academy has developed a close working relationship with the community. It has also been instrumental in bringing all of Slough's creative agencies and organisations together; creating a key partnership, which now has a co-ordinated approach to the delivery of training and skills opportunities across the town and in neighbouring authorities.

Partners include: East Berkshire College, Slough Young People's Centre, Thames Valley University (including Reading College of Art & Design), Slough Creative Partnerships (Arts Council), Amersham and Wycombe College, Fusion Dance Company, Resource Productions, Paperknife Productions, Slough Borough Council (Arts Development, Library Service, Slough Services for Young People), Slough Enterprise Hub (SEEDA), Music4Slough (Youth Music).

Key areas

Over the two years the Academy has been established it has prioritised the following key areas:

- Work with the creative industry sectors to identify the skills needed
- Work with further and higher education to plug the identified gaps in learning and training provision, which is industry endorsed
- Identify work placements, work experience and mentoring opportunities with industry
- Offer showcasing opportunities for the marketing and selling of local talent so that people can earn a living, make money or set up a business
- Create a one-stop-shop for career and business advice in creative industries
- Pilot with industry appropriate modern apprenticeships in the creative industries at sub-sector level (dance, music, film & TV)

The Creative Academy has successfully secured European Social Fund money to ensure its current programme, operates up to the end of 2007. The Academy is also actively working in conjunction with both its national and European partners in developing a central e-commerce/directory platform, which is designed to extend the market reach of minority creatives, like an 'E-Bay' for minority talent.

To date the Academy has had over 5,000 people through its programmes, has achieved over 400 vocational qualifications for its participants, has created five social enterprises and supported large numbers of young businesses to get established. Through its work placement programme 10 young dancers have recently been given the opportunity to train with the acclaimed Rambert Dance Company and performed in Helsinki in July. Earlier in June, 10 local creatives travelled to Rotterdam for two months, to assist in the filming and production of an international feature film starring James Gandolfini.

The Academy hosted the first 'Urban Action' festival in July in Slough celebrating and showcasing local young talent, through dance, mcng, music and street sports. The event aims to attract an audience of 10,000 and will host BananaJam, the national B-boy 2 on 2 battle. The Academy has also been asked to organise the opening ceremony celebrations and artistic content for this year's World Rowing Championships at the Olympic rowing venue at Dorney Lake, Eton. This event was televised by the BBC worldwide and was a once in a lifetime opportunity for Slough's creative community to showcase its talents on an international platform.



Dorney Lake, photo Stephen Wright for Sport England

Tourism Skills Network South East

by *Sue Gill*, Head of Skills and Training, Tourism South East

The visitor economy is one of the region's key economic drivers. Its social and economic impact is massive.

SEEDA estimates the potential for 10 per cent growth in the sector over the next decade. Alternative forecasts for the "cultural sector" suggest double this figure. However, growth can only happen if the sector has the right people, with the right skills to provide the right quality of product.

This is made difficult because the labour market is tight with acute competition for workers. Around 60 per cent of tourism businesses are currently reporting skills gaps. An influx of overseas workers is helping to fill gaps, but ultimately without a co-ordinated and focused intervention to raise standards and bring new people into the industry, problems will deepen.

Considerable progress has already been made to tackle some of these issues through the establishment in 2004 of the Tourism Skills Network South East. The Network is led by Tourism South East through funding from SEEDA and supported by People 1st. It is based on models of the South West and North West. Both of these receive in excess of £500,000 a year of core Regional Development Agency funding to achieve their objectives. In the South East SEEDA core investment (circa £36,000 per annum currently) the Tourism Skills Network has, in only 18 months, achieved many of the same outcomes by securing the commitment of sub-regional partners, including LSCs, Business Links, CoVEs, Colleges and local authorities.

The Network provides a sound foundation for the delivery of region-wide approaches to learning and skills. It is the driving force for the delivery of regional and sub-regional tourism skills strategies and the glue which binds the multitude of support agencies which have an impact on tourism.

The Sub-Regional Co-ordinator role involves:

- delivering the priorities of the regional and sub-regional skills strategies
- securing commitment from support agencies
- acting as a single point of contact
- providing and produce resources which focus on tourism specific skills needs
- understanding and communicate demand and supply side needs
- encouraging participation in training/workforce development
- building and gather intelligence on current and future needs and make this accessible to support agencies
- encouraging the spread of best practice and sharing of materials from a variety of sources

At a regional level the Co-ordinator role involves:

- undertaking national and regional liaison with SEEDA, LSCs, Sector Skills Councils, GOSE, Awarding Bodies, other Skills Networks, DCMS, providers and CoVEs/Action for Business Colleges
- being a lobby for tourism, influencing funding and skills development programmes
- advising on, accessing and sourcing funding streams for delivery of specific tourism-related activities at regional and local level

- creating the foundations for a support structure which will deliver the region's ambitions for a skilled, motivated and customer-focused tourism workforce leading up to the 2012 Olympic Games and Paralympic Games

The network of Co-ordinators help to deliver priorities identified by the Regional and Local Skills Alliances. They have strong employer and provider links and are plugged into industry need at all levels. This gives them the unique ability to develop and maintain employer and partner engagement so that they can shape and develop customer-responsive provision.

The aim is to facilitate a more joined-up skills offer for the industry, thus increasing take-up of learning. This will in turn lead to an improvement in business productivity and competitiveness.

In the past the tourism sector has been very lethargic in its approach to learning and skills, however, since the Network has been set up, 900 businesses have become engaged in activities resulting in over 3,000 participants taking up training of one sort or another.

The impending 2012 Olympic Games and Paralympic Games brings fresh impetus to finding solutions to skills gaps. Whilst businesses in the South East are likely to be principal beneficiaries, there needs to be a co-ordinated and sector-specific approach to ensure the best use is made of the limited resources available.



Tourism is becoming more active in its approach to learning, photo Tourism South East

Supporting the region's digital media industries

by *Nerin Hodgson*, WiDE Project Co-ordinator

The University College for the Creative Arts at Canterbury, Epsom, Farnham, Maidstone & Rochester was formed in August 2005. Already it has launched two significant initiatives: Women in Digital Entertainment (WiDE), and Business and Digital Media Training Initiative (BDMTI), with ESF funding.

These initiatives support individuals and companies in the South East's digital media industries. They form part of a series of creative industry-focused programmes co-ordinated through the Knowledge Transfer Office whose teams are based at both the Farnham and Rochester sites of the University College.

Supporting women in the industry

Women in Digital Entertainment (WiDE) launched last year to support women working in the region's industry. With Skillset identifying the proportion of women in some key industry roles as low as seven per cent (Skillset Employment Census 2004), the initiative aims to address skills shortages by overcoming the main barrier for women in Continuing Professional Development activities, namely access to high quality, affordable and accessible training.

The industry comprises largely of freelancers and Small and Medium-sized Enterprises (SMEs) to whom the costly nature of continually upgrading technology and associated skills has a significant impact. In particular freelancers face obstacles of isolation, together with a lack of support systems that are commonly available to those working within organisations towards training fees, travel and childcare costs. This vulnerable and disadvantaged group need support to overcome barriers and re-engage with learning and development opportunities.

Research conducted by SEEDA (ILS Report 2002) indicates a need for higher level skills targeted to professionals in order to maintain their effectiveness in new technologies and the skills required to further develop their careers in an increasingly global and competitive industry.

A range of free events and activities including business training, technical skills development, mentoring and networking is planned, with support from key industry associations to ensure that activities are current and relevant to professionals at all levels. Over 80 women have benefited so far, largely freelancers, and those who have higher level qualifications but have not accessed opportunities for funded activities before. Women are encouraged and supported to examine development needs and tailor their participation in the scheme, accessing workshops and utilising resources such as coaching and mentoring, financial bursaries, e-learning, online discussion forum and networking opportunities as they see appropriate.

Partnership working

The initiative continually reviews and maintains an up-to-date technological and industry focus for its activities through consultation with beneficiaries and a steering group. The steering group includes Skillset - the Sector Skills Council, BECTU - Trade Union, South East Media Network, Women in Film and Television and representatives from the University College's academic departments and Research and Knowledge Transfer Office.

The effect on individual beneficiaries of the initiative so far has been significant in many ways. One workshop entitled 'Marketing Me' aims to develop both the business and personal skills required for female professionals to take the next step in their careers. With the workshop split into two sessions over a period of approximately three months. Participants are mentored by an experienced industry professional throughout this period to maximise the impact on their development.

The women shared experiences and developed a strong bond and sustainable support network - through situations such as returning to work after having a family and overcoming cultural prejudices in an industry dominated by young, white, middle-class men. Of the seven women who took part three started their own business, two got their first work placements and five said it had changed their life.

Reaching under-represented groups

The Business & Digital Media Training Initiative (BDMTI), began in April 2006 and aims to support 280 individuals within the region from disadvantaged and under-represented groups. This new initiative is planning a number of activities including support for 15 places on the University College's MA programmes both in Digital Games Design and Artist's Film, Video & Photography to support higher level skills, drive cultural growth and the associated economic benefits in the region.

Industry-relevant technical and business qualifications will be developed with partners in the region such as voluntary, community and cultural groups, local authorities and educational organisations, including CoVEs, to run intensively over four to six weeks. Hard to reach and engage groups are targeted - to switch them on to exciting learning and career opportunities, improve their employability and raise the potential for diverse groups to develop careers in the region's digital media industries.

The potential for more collaboration

There is potential to link opportunities for such cultural skills development with existing initiatives within the region that aim to further support economic and community benefits such as those to reduce criminality, reduce unemployment levels and even raise health awareness through projects linked to the 2012 Olympic Games and Paralympic Games.



Women in Digital Entertainment launched in 2005, photo: WiDE

Hastings Multiversity: transforming a town

by Margaret Wallis

The University Centre Hastings (UCH) was officially opened in February 2004 as the first higher education institution of its kind in the country. It was originally described as a "serviced university" but more recently has come to be known as a "multiversity". UCH was designed and built as a key part of the Hastings and Bexhill Regeneration programme to improve opportunities for higher education in the area.

It is led and managed by the University of Brighton and offers a range of courses and excellent facilities for its students. It is an innovative approach to providing higher education with a significant focus on raising the participation rates in Higher Education in an area of severe economic and social deprivation.

The UCH multiversity is a partnership venture. The courses on offer are approved by a number of universities but taught in one building. The universities currently offering courses at UCH include University of Brighton, University of Sussex, Canterbury Christ Church University, University of Greenwich, Open University and the University of Chichester. The courses offered include both vocational and academic programmes: Computing, Business, Social Sciences, Education, Tourism et al and the range of subjects is growing all the time.

Working in partnership

UCH is founded on partnership and it would not exist if it were not for the contribution of three partners:

- SEEDA through its local regeneration company Sea Space. Sea Space provided the majority of the capital, just over £8 million, for the refurbishment of an existing building - the former British Telecom exchange.
- The Higher Education Funding Council (HEFCE) through its Strategic Development Award Fund awarded £3.5 million to establish the multiversity and provide revenue support for the first five years.
- The University of Brighton has provided the essential infrastructure and management to build the development in the early stages of its life. The building is now complete and has been designed and fitted out to a very high standard, part of the regeneration objective to deliver urban renaissance in the heart of Hastings.

Historically levels of education attainment in Hastings and Bexhill have been below the national and regional averages for many years. UCH working with the local schools and colleges is committed to meeting local education and business needs by delivering excellent provision in higher education for local learners and raising the skills base locally.

Importance of creative industries

One clear area of local need emerged particularly strongly. Sea Space, through its Enterprise Hub identified a vibrant creative industries sector in Hastings, Bexhill and Rother and together with the University of Brighton established a creative industries sector group as part of the ProfitNet SEPIA funded project in 2004-05 (an EU funding initiative) at UCH.

The creative industries sector is now one of the key sector groupings in the area. Sectors represented include marketing and design, Internet TV, writers and publishers, film producers and a radio specialist. This development would not have happened without the physical existence of UCH to provide space to meet, but also equally importantly the input of academics and researchers to the group to provide ideas and encouragement.

The Creative Media Centre opened in the town centre in 2005 providing office and studio space for innovative media companies. However, what has been missing is the equipment and facilities for professionals to produce high quality programmes, films and documentaries locally. The University of Brighton working with Sea Space successfully bid to SEEDA in February 2006 for £235,000 to build and equip the Broadcast Media Centre (BMC) at UCH to address and fill this gap.

The BMC is equipped with a state of the art multi-media teaching facility with 24 multi-media work spaces for students and one lecturer's work space, together with two multi-media digital editing facilities using Avid Express, the industry standard software as well as a radio editing studio built and equipped to commercial standards for small local media businesses to use.

The Centre is designed to raise the profile of Hastings as a centre of world class film and television production and to attract companies to the area to work and live. But there is still one further strand to be added - the provision of a local skills base to work in the creative industries.

The University of Brighton has a proven track record in delivering relevant and attractive media degree courses and is currently designing, in partnership with local media professionals, a Foundation degree in Broadcast Media for delivery at UCH from September 2006. In addition a UCH Modular degree programme is being developed which will include a Broadcast Media strand. These degrees will provide students with essential practical skills to enable them to work in the media industry.

None of this would have been possible without the existence of UCH as a catalyst for change. There is much more to do and many other aspects which could have been mentioned but to end with words from the speech given by Sir David Watson, Vice-Chancellor of the University of Brighton at the opening of UCH "...there is also that vitally important cultural spark, of pride and joy in an important local institution. Quentin Hogg (founder of Regent Street Polytechnic) said that the polytechnic was a place where "the head, the hand and the heart" were educated together. Benjamin Disraeli said that a university "should be a place of light, of liberty and learning." This is our dream for the University Centre Hastings.

Focus on: Museums, Libraries and Archives working with new and emergent learners

In 2005/6 MLA South East grant aided Portsmouth City Arts, Libraries and Museums Service to take forward a programme of activity aimed at new and emergent learners. The grant funded the recruitment of a project worker and the development of outreach activities to engage and consult with new and emergent learners.

The project involved liaison with tutors of English for Speakers of Other Languages (ESOL) and basic skills and - in consultation with learners - looked at new ways of learning through the arts, libraries and museums. The project also looked at how best the arts, libraries and museums could communicate with learners, providing relevant and useful material and tailored courses.

Working with ESOL, the Essential Skills Support Unit, Highbury College, Learning Links, Parentlink team family learning section and Portsmouth College, the project leader visited learning sessions and planned relevant topics to be followed up in future sessions within the libraries, museum and arts centre. The project leader also worked with the multicultural services librarian to build on contacts already made with various asylum and refugee groups.



Some of the challenges of the project:

- It took time to establish confident use of the services by new learners beyond the formal group or class visits
- The libraries service aimed to support reading groups for new and emergent learners and initial take up for these was low
- It was challenging to establish comfortable two-way communication where the learners could feel able to express their needs
- Finding triggers for motivating new learners proved hard. ESOL students were easier to engage and reach as they often had more time and a desire to keep in touch with friends and family overseas through the internet. Libraries have a natural place in this process and as a result these students were less reluctant to use them as an information resource and for study
- The need to respond quickly to different cultural group needs in order to build confidence
- The short term nature of the project funding and the need to consider how to sustain good work

Some of the outcomes of the project

- The students were genuinely empowered through involvement in the selection of book stock. The views and needs of new learners informed the libraries' stock purchases for 2005/6
- Weekly drop in at the central library has been established when new learners can get direct support
- Other library campaigns and promotions have been exploited in the projects with new learners, in particular the BBC RaW campaign and the libraries' Rapid Reads books stock
- Learners have gained a wider understanding of the local area through planned visits to museums, the records office and arts centre
- Regular trips and visits to museums have been established as part of the formal learning

Discovering learning through culture in communities

by *Jenny Williams*, NIACE Regional Development Officer

Whether it's through sport, music, the arts, or libraries and museums, culture offers a great gateway to lifelong learning.

The Government acknowledges the fact - through its adult learning policies which include a commitment to supporting personal and community development learning; and its priorities for culture, for example through the role that libraries are playing in supporting the Skills for Life strategy. But with increasing pressure on resources and a growing need to break out of policy and public service silos, how can we maximise the opportunities to link culture and learning?

Gosport Discovery Centre

Discovery is the name of the game in Gosport. Whether you want to find the latest blockbuster, dig up information on your ancestors, watch a dance performance, or learn to surf the net, it's all under one roof at the new 'Discovery Centre' in Gosport.

It's proving to be a successful concept: combining the best of traditional libraries with fun, learning and leisure. There are books, art, local history, reference materials, museum exhibits, film, music and events - something for all ages and interests. There are special zones for children and young people, plus comfy seating areas for reading or relaxing. For those who want to study, there are quiet areas, as well as a full range of library services.

Gateway to opportunities ...

In fact, arts and culture based projects are a great way to engage learners. Participation in cultural activities provides many people with a gateway to develop skills. And evidence suggests that arts, music and sports projects play a significant role in building confidence and in developing pride in the place where people live.



Engaging learners in a comfortable environment, photo:Hampshire County Council

They also help to promote healthy, safe and active lifestyles, and contribute to the development of employability skills.

For example, the library development team offers very popular individual and small group IT enabling sessions with learners who can then progress to learndirect programmes or other learning opportunities. Some adult learning courses have been offered on site by the local community arts centre. This has meant that courses can be tailor-made to fit a need reasonably quickly and offered locally. New opportunities are being investigated to offer blended learning - offering some face to face learning with a facilitator and access to a whole range of online learning.

Engaging with the community

One of the secrets of success has been the importance of informal links with local organisations and groups which has built up a feeling of the centre belonging to the local community. This means that groups and individuals ask for what they want rather than the Centre having to market its programme of activities.

A sub group of the Testbed Community Learning group is looking at supporting family learning groups in the area and how they can interface with the work of the Discovery Centre. This is one way of keeping local schools in touch with their communities. For example a group of families from the Gosport area who took part in a weekend residential in the New Forest have recently given feedback to local family learning providers about their learning priorities for the coming year.

The partnerships

The success of the Discovery Centre is built on close working between partners. The diverse range of opportunities at the Centre could not be offered by one partner alone. Local people have initial easy access to services they want and a feast of other ideas and opportunities to explore. There are people who can signpost and support, and activities can be enriched by links with the neighbouring arts and museums facilities.

Hampshire County Council Recreation and Heritage Department have worked closely with a number of organisations on the development of the Centre, including Gosport Borough Council, Arts Council England, South East, and *learndirect*. The Discovery Centre is an excellent example of what can be achieved when learning and cultural organisations come together to invest jointly in a community project and plan complementary activities which open up learning journeys for individuals and families to discover.

Action for Communities

The Gosport Discovery Centre is a good example of how opportunities can open up when culture and learning are linked with local community interests and aspirations. Across the South East region, cultural agencies already offer a wide range of projects to engage reluctant adult learners. These include sport and arts projects to support people recovering from mental illness to build confidence, and video projects and a range of projects which engage older people. The possibilities for using culture to support learning are endless: the only limit is our imagination!

In the past, however, many of these initiatives have taken place outside the mainstream structures of post-16 education. Work is now starting in the South East to develop a model which could bring cultural activities, as well as other learning in the community, within a framework, in order to make joined-up working easier, more efficient and more effective.

Action for Communities is an emerging regional and local partnership framework which aims to maximise opportunities for adults to learn in their communities, and

through this learning to support the development of social networks and sustainable communities where people stay and thrive. A range of impact measures are being developed within an 'Every Adult Matters' framework to reflect wider benefits of learning in relation to health and wellbeing, feeling safe and confident, and being part of a community, as well as the contribution learning makes to skills and employability. It is particularly focused on supporting people with multiple needs that are not easily met from one type of provision or service provider.

For this reason, the Action for Communities model will encourage collaborative working both regionally and locally between local networks of statutory and voluntary and community sector partners. Building on the best of projects like the Discovery Centre, the idea is that, adults will be supported and helped right from the stages of outreach and first contact, through the learning experience itself and onwards to progression opportunities. Providers will also be supported in shaping their learning offer to ensure it meets learners' needs.

The aim is to develop an Action for Communities framework that can enable opportunities for discovery, like those in Gosport, to become more widely available and place learning and culture at the centre of approaches to securing community and economic well-being. As a contribution to the development of the Action for Communities framework Culture South East and NIACE (the National Institute of Adult Continuing Education) will be working in partnership, over the next few months, to explore the links between culture and learning in communities in the South East in more detail to feed into the wider Action for Communities developments.

Focus on: Offenders learning skills by protecting our heritage

Tide Mills in Bishopstone, Newhaven was the largest tidal mill in Sussex in the 19th Century and as such represents an important part of local history. However, it has been sadly neglected since it was effectively destroyed by the Royal Artillery at the beginning of World War Two as part of the Coastal Defence Strategy.

Through this project English Heritage Outreach Department (EH) and Sussex Probation Community Punishment (CP) worked in partnership to increase public access to the site and to clear the site of debris and overgrowth, making the remaining walls far more visible. Approximately 50 offenders have taken part, between the ages of 17-60, over the last year. Ex-offenders often experience high levels of exclusion from society and employment opportunities. The South East region has a disproportionately high number of prisons compared to other regions in the country, so re-settlement is an important issue.

Enhanced Community Punishment aims to develop community service by involving offenders in projects that have a focus on increasing the personal skills and employability of participants. To work in and for the care of the historic environment has proved, through a previous community project (Whitehawk School Air Raid shelter), to be an excellent way of adding value to offer a more meaningful experience for ex-offenders.

The project at Tide Mills offers the very practical work which ECP aim to provide whilst developing interpretation for the site will provide opportunities for the participants to find out about the historic environment and develop useful research skills, basic ICT and presentations skills invaluable for future employment.

Groups of approximately eight offenders worked on the site for a day twice a week from November 2003. From May - September 2004 the group learnt about historical interpretation through a series of guided tours, intensive research and six workshops. Following a successful launch in September 2004, the Brighton Community Punishment team have made a commitment to the site to ensure it remains accessible to the public and is looked after for the moment. However other local partners will share this responsibility and eventually take over care of the site.

Olympic partnerships

by *Astrid Flowers*, Astrid Flowers Ltd Skills Consultancy

The somewhat predictable, yet commendable, ambitions of the organisers of the 2012 Games is not only for them to be "the best Games the world has ever seen", but to inspire young people and leave a lasting legacy. We all know that London 2012 represents huge challenges and opportunities, but how will the South East's cultural and skills stakeholders work together on this agenda?

It is said that the 2012 Games will be the largest cultural event ever to be held in the UK. The pressure will be on the South East to provide appropriate facilities to meet the needs of the competing teams and the demands of spectators and the media. The South East will host the Olympic rowing and flat water kayaking events at Dorney Lake, near Eton in Berkshire. Moreover, several of the participating teams are likely to train in the region in the run up to the Games and many visitors will use the region as a base.

There are obvious skills and employment issues around the 2012 Games in relation to sectors such as construction, tourism and transport. Ensuring that an appropriately skilled workforce is operating within these sectors will be critical to the success of the Games. Furthermore, when you consider what is needed to make 2012 Games a truly extraordinary event and deliver a lasting legacy, the wider cultural industries accelerate up the agenda.

The South East Group for the 2012 Games and the Regional Skills for Productivity Alliance have given their support for the formation of the South East Skills and Employment for London 2012 Group. Culture South East, the South East of England Development Agency, SkillsActive, Sport England and the Learning & Skills Council are in the process of forming this group and I am providing support.

This new regional Olympic skills and employment group provides a vehicle to help South East stakeholders ensure that the South East region has the skills necessary to maximise the employment and engagement opportunities provided by 2012 Games.

This will mean:

- Inspiring young people, especially 14-19 year olds (who will be 19-24 come 2012);
- Developing the workforce in key sectors;
- Engaging employers and communities;
- Promoting WorldSkills 2011 and its contribution to 2012 Games.

One of the many challenges the group face will be to engage the key stakeholders. It is only with their creativity, insight and involvement that the agenda will become a deliverable one. As is so often the case, there are huge expectations and not much in the way of additional resource to make this happen. To make things more difficult still, there are a vast array of stakeholders in the region who all have a legitimate interest in the 2012 Games.

If we are to make a difference, the agenda needs to be clear, simple and easy to engage with. The Games are an incredibly positive force that provides the South East with a common cause and, unlike many 'here today, gone tomorrow' initiatives, has the potential to truly spark the imagination of everyone in the region. We will need to work smartly if we are to grasp our chance to capitalise on the unique draw of the 2012 Games.

Who's who... in skills development in the region

The **Learning and Skills Council (LSC)** exists to make England better skilled and more competitive. It has an overall goal to improve the skills of England's young people and adults to make sure we have a workforce that is of world class standards.

The LSC is responsible for planning and funding high quality vocational education and training for everyone. Their vision is that by 2010, young people and adults in England have the knowledge and skills matching the best in the world and are part of a fiercely competitive workforce.

The LSC's aims include:

- Extend participation in education, learning and training
- Increase engagement of employers in workforce development
- Raise achievement of young people and adults
- Raise the quality of education, training and user satisfaction

www.lsc.gov.uk

The **South East England Development Agency (SEEDA)** works with The LSC, Sector Skills Councils and other partners, to improve the levels of qualifications of the workforce - to meet priorities as defined in Regional Frameworks for Employment and Skills and to help meet national learning targets.

They also chair the Regional Skills for Productivity Alliance, which decides on sector skills priorities for the South East. It focuses on:

- The Action for Business College Network
- Regional Skills Brokerage Model - working with Learning and Skills Councils, Business Links, Skills Development Agency and Quality South East
- Technician skills
- Development of young people
- Sector skills - for key sectors

www.seeda.co.uk

The **Regional Skills for Productivity Alliance (RSPA)** has identified the following sectors as key priorities for the region:

- Construction
- Health and Social Care
- Business Services
- Manufacturing and Engineering
- Wholesale and Retail

In January, however, the RSPA agreed a proposal from the LSC and Culture South East to develop the cultural and Olympic Skills agenda. CSE, the LSC and SEEDA are currently developing the implementation plan for this proposal which will lead to development of a cluster of sector skills councils which will work with Local Skills Productivity Alliances and the RSPA to develop the cultural and Olympics skills agenda in the region.

This work is designed to:

- Identify skills development needs with the cultural and Creative Industries in the region
- Identify the impact of the Olympics on skills requirements in the region
- Support Local Skills and Productivity Alliances in identifying appropriate local strategies to meet these needs
- Support Local Skills and Productivity Alliances as they make the most of the benefits of sport and culture to engage hard to reach groups - offering a way in to acquire basic and transferable skills

There are six **Local Skills for Productivity Alliances** which feed into the work of the Regional Skills for Productivity Alliance. Locally the LSCs are key partners on these alliances.

The Local Skills for Productivity Alliances validate or replace the key priorities identified by the Regional Skills for Productivity Alliance. They collect baseline data and measure the impact of action taken in these sectors. The LSPAs work with employer and employee networks, as well as provider networks and forums to implement their plans. They also feed back to the Regional Skills for Productivity Alliance on their local issues.

http://www.seeda.co.uk/Work_in_the_Region/Learning_&_Skills/Skills_for_Productivity/

The **Sector Skills Councils (SSCs)** look at the skills needs of their particular sectors nationally and regionally.

They are independent, UK-wide organisations, licensed by the Secretary of State for Education and Skills. Many have regional officers.

They involve employers and other stakeholders in setting a strategic direction for their sector. The idea is to give employers and others a greater involvement in tackling their sector's needs.

Each SSC agrees its particular sector priorities and targets with employers and partners to address the following goals:

- Reducing skills gaps and shortages
- Improving productivity, business and public service performance
- Increasing opportunities to boost the skills and productivity of everyone in the sector's workforce, including action on equal opportunities
- Improving learning supply, including apprenticeships, higher education and national occupational standards

SSCs come together in the Skills for Business Network, led by the region's Sector Skills Development Agency.

Of particular relevance to the cultural and Creative Industries are:

- SkillsActive
- CCSkills
- Lifelong Learning UK
- Skillset
- People First
- E-skills
- Lantra - Land-based industries

These SSCs work together in a cultural cluster.

(Contact details are included at the end of this publication).

The **Regional Olympic Co-ordinating Group** is addressing key issues including learning and culture. The group is chaired by Pam Alexander, Chief Executive of SEEDA. The group's Terms of Reference are around three main areas:

- Maximising the benefits (legacy)
- Involving all the region
- Undertaking a two way information channel to and from the London Organising Committee.

Sub-groups have been set up to focus on six key themes:

- Business and inward investment
- Communities and participation (benefits to residents, inclusion, and skills)
- Sport (facilities and building capacity)
- Visitor economy and culture
- Physical infrastructure (transport and regeneration)
- Skills and employment

The Association of South East Colleges (AOSEC) promotes and supports the interests of further education (FE) colleges in the region.

It aims to:

- *participate pro-actively in the shaping of regional issues through advice to relevant agencies
- *support the development of world class further education within the South East
- * encourage its members to be able to play a full part in developing the national education, learning and skills agenda.

www.aosec.org.uk

Association of Learning Providers South East (ALPSE) brings together six local Provider Networks operating in the South East region to look at strategic needs and to participate in a wide range of forums with key partners within the region.

www.learningproviders.org.uk

Higher Education South East (HESE) was created in 1999 to promote higher education institutions in the South East. It aims to help universities and HE colleges realise their potential regional contribution to the economy and society.

The 24 higher education institutions in the region are both direct wealth creators and catalysts for further prosperity.

The total income of the region's higher education institutions is over £1,900 million per year. This does not include the Open University's income of over £319 million. The sector employs 50,000 staff, of which 19,300 are academic.

Higher education in the region plays a major role in delivering the expertise and 'know-how' in an increasingly knowledge based regional economy.

www.hese.ac.uk

Culture South East is one of eight cultural consortiums, set up by the Department for Culture, Media and Sport to:

- champion the whole spectrum of cultural and creative interests in each region, including tourism and sport
- forge links across this spectrum
- create a common vision expressed in a cultural strategy for the region

Culture South East has established a Learning and Skills Task Group which focuses on culture and the creative industries and ways in which the sector can work collaboratively on learning and skills issues.

www.culturesoutheast.org.uk

Jargon buster

Adult and community provision

Learning opportunities from Local Education Authorities which are designed to engage new adult learners and enable all learners to gain knowledge and skills.

A Level: Advanced level qualification.

ALI: The Adult Learning Inspectorate is responsible for inspecting Further Education Colleges, Work-based Learning Providers and Adult and Community Learning.

AS Level: Advanced Supplementary - a 'half A level', which enables learners to follow a wider range of subjects post 16 than the traditional 3 A-Level approach. Can be combined with other A level subjects.

Basic skills: The ability to read, write and speak English and use mathematics at the level necessary to function and progress at work and in society.

Business Link: Local agency, funded through the Regional Development Agency, which advises local businesses, particularly small businesses.

Connexions: Provides learning and personal information, advice and guidance for 13-19 year olds.

CoVE: Centre of Vocational Excellence - bringing together colleges, other providers, businesses, other agencies and communities to plan and deliver learning and skills within particular sectors and geographic areas. See list at the end of this publication of relevant CoVEs in the cultural and creative sector.

CPD: Continuing Professional Development - training or activity that improves someone's ability at work by increasing knowledge, skills or capabilities.

DfES: Department for Education and Skills - the government department which is concerned with learning and skills.

e-learning: Learning which involves extensive use of ICT (information, communications technology).

EBL: Education Business Links.

ESF: European Social Fund.

ESOL: English for Speakers of Other Languages.

FE: Further Education.

FEC: Further Education College

Foundation Degrees: Vocational degrees designed to equip students with higher-level skills required by employers.

FRESA: Framework for Regional Employment and Skill Action established by Regional Development Agencies.

GCSE: General Certificate of Secondary Education.

GNVQ: General National Vocational Qualification in subjects relevant to working life but not to a specific occupation/job.

HE: Higher Education.

HEFCE: Higher Education Funding Council for England.

HEI: Higher Education Institution such as a University or a University College.

HND/C: Higher National Diplomas/Certificates.

IAG: Information, advice and guidance.

IAGPs: Information, Advice and Guidance Partnerships - providing help to adults who want to find learning opportunities.

ICT: Information, communication and technology.

liP: Investors in People - the national standard for training and development of people in the workplace.

Key Skills: Six skills which make people more employable and are portable from job to job. They are communication, information technology, application of numbers, problem solving, working with others and improving your own learning and performance.

LEA: Local Education Authority has responsibility for 5-16 educational provision and adult and community education.

Learning Centres: Centre established at a workplace, library or other venue to provide learning facilities.

Learndirect: offers a range of on-line learning programmes through a network of local learning centres.

Level 1 qualification
GCSEs (D-G) or Level 1 NVQ.

Level 2 qualification
5 GCSEs (A*-C) or Level 2 NVQ (or equivalent).

Level 3 qualification
2 A Levels (A-E) or Level 3 NVQ (or equivalent).

Level 4 qualification
First degree or level 4 NVQ (or equivalent).

Level 5 qualification
Post Graduate or full professional qualification (or equivalent).

LLL: Lifelong Learning -continuous learning after the age of 16.

Local Learning Partnerships: Local forums which co-ordinate the activities of local providers.

LSCs: Learning and Skills Councils are responsible for all post-16 education and training other than higher education.

MA: The Modern Apprenticeship is a vocational qualification for 16-24 year olds leading to an NVQ up to Level 3. www.apprenticeship.org.uk

NEC: The National Extension College provides distance learning courses, focusing on Level 1, Level 2 and vocational courses.

NgFL: The National Grid for Learning portal is the gateway to educational resources on the Internet.

NQF: National Qualifications Framework
'Higher level skills'
NQF Level 3-NQF Level 5 (or A-level - Foundation Degree range)
'Advanced skills'
Skills and knowledge acquisition above NQF Level 5 (>HE Level 2)

NVQs: National vocational qualifications are work-based qualifications based on people's competence in defined tasks.

OCN: The Open College Network provides accreditation services for adult learning.

OfSTED: The Office for Standards in Education - inspects provision in schools and for 16-19 year olds.

OU: The Open University provides a wide range of Degrees and Post Graduate qualifications, involving distance learning.

QCA: Qualifications and Curriculum Authority regulates qualifications, including vocational qualifications.

RDAs: Regional Development Agencies develop and implement regional strategies to meet the needs of regional economies.

ROCG: Regional Olympic Co-ordinating Group set up in the South East to ensure a legacy for the region from the 2012 Olympic Games and Paralympic Games.

Skills for Life: Skills for Life is the national strategy for improving literacy and numeracy and includes ESOL (English for Speakers of Other Languages).

SMEs: Small and medium-sized enterprises (businesses) employing under 250 staff.

SSCs: Sector Skills Councils are employer-led sector bodies, set up to develop more effective sector strategies. They analyse the skills and learning needs of clusters of industrial sectors, develop qualifications and promote learning opportunities to employers.

SSDA: Sector Skill Development Agency funds and supports the UK-wide network of Sector Skills Councils.

TNA: Training Needs Analysis - An assessment of the training needs of an organisation's workforce.

Ufi: The University for Industry - responsible for Learn Direct Centres and UK Online.

UK Online: A network of community-based centres which offer access to the Internet and training in the use of ICT.

WEA: Workers Educational Association is a voluntary provider of Adult Learning.

Workforce Development: Learning activities that build up the capacity of individuals to participate effectively at the workplace.

Cultural Sector CoVEs

Brighton and Hove City College
Digital Design
01273 667706 Mark Greco
mjg@ccb.ac.uk

Brockenhurst College
Chichester College
City College Brighton & Hove
Oxford & Cherwell College
Abingdon & Witney College
Hospitality & Tourism
People 1st
Hospitality/Sports/Leisure/Travel
01590 625517 Neil Flanagan
nflanagan@brock.ac.uk

Canterbury College
Travel & Tourism
People 1st/Go Skills/CCI
Hospitality/Sports/Leisure/Travel
01227 811111 ext 1318 Celine Mcgeown
c.mcgeown@cant-col.ac.uk

Guildford College
Travel & Tourism
People 1st/Go Skills/CCI
Hospitality/Sports/Leisure/Travel
Mandy France 01483 448 500 ext 8493
mfrance@guildford.ac.uk

Hospitality Training Partnership Ltd
Isle of Wight College
Hospitality & Catering Skills
People 1st
Hospitality/Sports/Leisure/Travel

Sussex Downs College
Performing Arts & Entertainment Industries
CCI Skills
Visual/Performing Arts/Media
Jodie Cook, Mon, Tue, Fri 01273 402301
Wed, Thur 01273 402439
jodie.cook@sussexdowns.ac.uk

Sussex Downs College
Plumpton College
Chichester College
Richard Collyer College
Sports & Recreation
Skills Active
Hospitality/Sports/Leisure/Travel
David Williams, 01273 402255,
david.williams@sussexdowns.ac.uk

Thanet College
Hospitality & Catering
People 1st
Hospitality/Sports/Leisure/Travel
Paul Norman, 01843 605022,
catering@thanet.ac.uk

The Hotel & Catering Training Company
Northbrook College Sussex
City College Brighton & Hove
Hospitality in Sussex
People 1st
Hospitality/Sports/Leisure/Travel
Stuart Prior e: Stuart.prior@hctc.co.uk
01444 410589 07979 861341 (mob)

Sector Skills Councils

Creative & Cultural Skills
(Advertising, crafts, cultural heritage, design, music, performing, literacy and visual arts).
0131 225 8125

e-skills
(I.T, Tele Communications, Contact Centres)
- Chris Warren
Chris.warren@e-skills.com
0207 963 8920
07739 477414

Life Long Learning
(Skills for learning professionals)
- Lyn Bruce
Regional Manager, London & the South East
lynbruce@lifelonglearninguk.org

Lifelong Learning UK
People 1st
(Hospitality, Leisure, Travel, Tourism Industries)
- Lindsay Campbell
Director, UK Skills Development
Lindsay.campbell@people1st.co.uk
07795 813095

Skills Active
(Active leisure and learning)
- James Emmett
South East Regional Development Manager
James.emmett@skillsactive.com
07841 743 203

Skillset
(Audio Visual Industries)
- Alex Leach
South East Regional Manager
alex@skillset.org
020 7520 5757

Culture South East works in partnership with the main cultural agencies in the South East region.



www.artscouncil.org.uk



www.mlasoutheast.org.uk



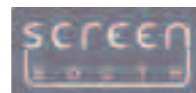
www.sportengland.org.uk



www.industry.visitsoutheastengland.com



www.english-heritage.org.uk



www.screensouth.org

Culture South East

Government Office for the South East

Bridge House

1 Walnut Tree Close

Guildford

GU1 4GA

Telephone: 01483 882275 / 01483 882696

www.culturesoutheast.org.uk

Email: info@culturesoutheast.org.uk

Registered in England and Wales

Company number 5255476

Compiled by Karen Gilchrist, Resource Base, for Culture South East, SEEDA and the LSC

Designed and Printed by Watermark Printing Company Limited 023 8033 1713

2006