

CLEAR Project: Innovation and Creativity – Why here? Why now?

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in Higher Education

GUILDHEM

About GuildHE...

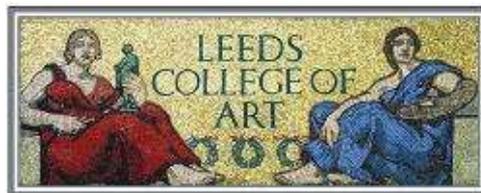
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GuildHE

- Formal representative body for specialist universities and higher education institutions
- 36 members throughout UK
- Specialists in Art & Design and Creative Industries, Agriculture, Education and Teacher Training, Health
- Some larger, new universities
- Public and private members including:



St Mary's
University College
Twickenham
London



About the CLEAR Project...

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- Confindustria Veneto SIAV Spa: Service Agency of the Industrial Federation of Veneto Region, representing 12,000+ enterprises
- IPRASE - Istituto Provinciale per Ricerca e Sperimentazione Educativa (Trento, Italy):
- GuildHE (London, UK): Representative organisation for 36 universities and specialist HE institutions in UK
- EVTA - The European Vocational Training Association (Brussels, Belgium): Vocational training network: 20 members 18 EU countries
- FVEM - Federación Vizcaína de Empresas del Metal (Bilbao, Spain): 1060 companies – 40,000 workers)
- TKNIKA - Centro de Innovación para la Formación Profesional – (Errenteria/Gipuzkoa, Spain) Innovation centre for Basque Vocational Training System
- Bergen University College - Hogskole i Bergen (Bergen, Norway)



CLEAR - Creativity and innovation:
pedagogical framework for the LEARning chain

Higher Education reform in England since 2010...

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- Major reforms to higher education funding – teaching grants replaced by student tuition fees up to £9,000 per year (financed through loans repayable after graduation and in work).
- Policies to increase competition between universities and colleges for students including from private sector.
- Cuts in other funding and in total numbers of students
- Maintained funds for science, research and innovation 2010-2015

'Plan A' for economy?

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- Cut deficit – thereby improving macro-economic conditions
- Cut regulation, bureaucracy and red tape
- Support growth – private sector enterprise
- Rebalance economy – sectorally and geographically, but....

*'That doesn't mean picking winners, but it does mean supporting growing industries – aerospace, pharmaceuticals, high-value manufacturing, hi-tech engineering, low carbon technology. And all the knowledge-based businesses including the **creative industries**.'*

David Cameron's first key economic speech June 2010

Plan B: Innovation strategy?

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High end technical/sectoral innovation – linked to scientific and technological assets/investment

Research and Science policy – concentrates on high end, focus on high knowledge sectors, HE assets etc, but UK economy needs more....?

Broader based innovation – including ‘non technical’ innovation, broader economic focus and public sector reform/social innovation. Focus less ‘linear’, more ‘open’ and user/demand led models more common.

Prioritisation of some key sectors including advanced manufacturing, life sciences, renewable energy, creative industries, agri-business, science and new technologies

Case Study 1: Ravensbourne

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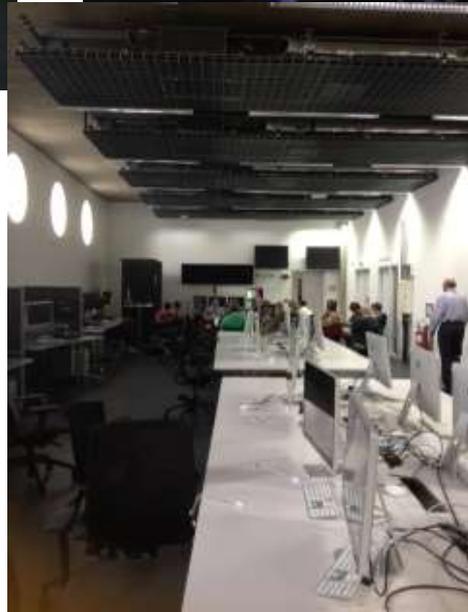


- Brand new £43 million building next to O2 in North Greenwich, London
- Focus on digital technologies as well as fashion, design , broadcast etc
- New theories of learning, co-creation and learning and work?
- Very different experience to traditional university....





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Case Study 2: Plymouth College of Art

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Plymouth
School *of*
Creative Arts

Primary & Secondary Education

Case Study 3: the 'Hive' Worcester (University & City)

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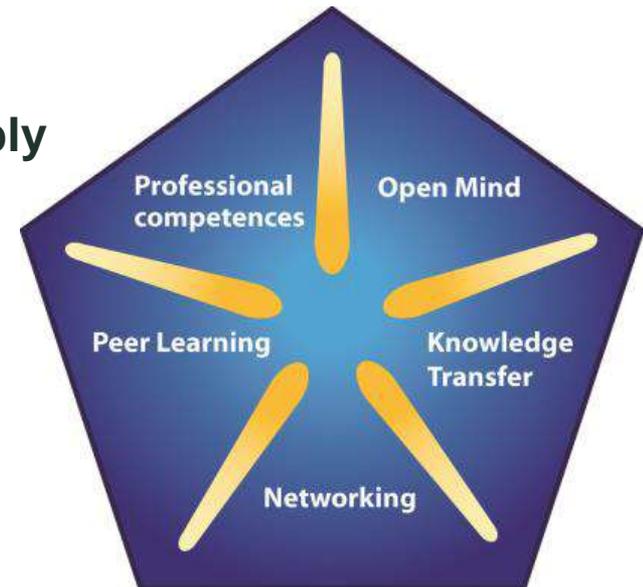
- Europe's first fully integrated university & local authority library
- Membership up from 100s joining July-Sept 2011 to 8,500 in July-Sept 2012
- Opened 2012 by the Queen
- Houses 12 miles of archive collections
- Winner of two international awards for the building's design & sustainability
- Contains a quarter of a million books
- Expecting 1 million + visitors per year
- 10,000m² of public space
- 800 study stations
- 26,000 records of historic monuments

CLEAR Case studies

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- Learning Chain – **new courses** for SMEs, entrepreneurs and business leaders (Lider21, Masters courses at **University of Padua**, LUISS, University College Bergen, Welfare Technology for Health,)
- Learning Chain – **new buildings and philosophies** (Hive, Ravensbourne, Plymouth)
- Learning Chain – **new partnerships between supply and demand sides**
- (Innobasque, Applied Creativity Network)





'A theory of sorts has been handed down that assumes a linear pathway from university research to commercial innovation to an ever-expanding network of newly formed companies. This is a naive and mechanistic view of... economic development.'

Richard Florida, 'The Rise of the Creative Classes'

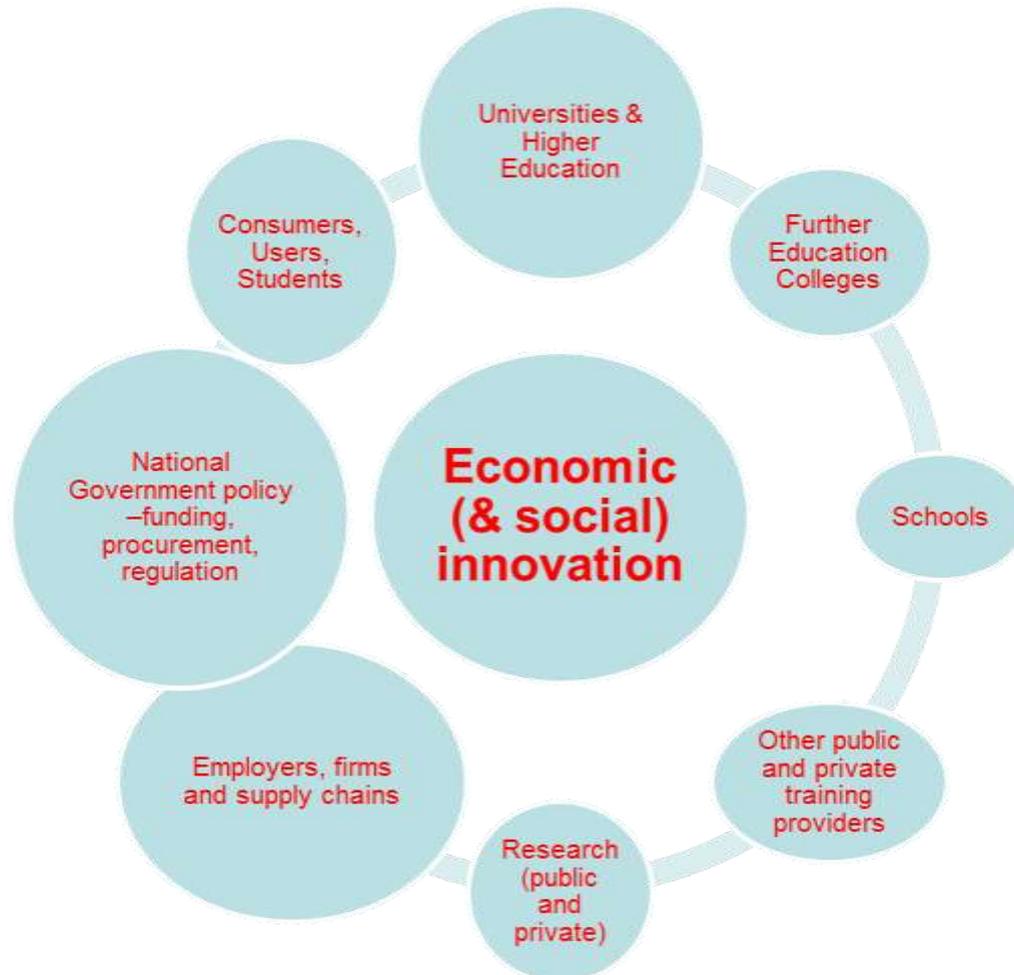
The 'innovation mix'

- Science and technology
- Anchor institutions
- Human capital

- Open innovation
- Lead users and intelligent demand
- Public policy support and understanding
- 'Geeks and shrinks'
- 'creative classes'
- A proactive (not passive) learning chain...

Education institutions and the 'innovation' supply chain...

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The only game in town?

“Europe should not react to the crisis by cutting back on its investment in skills and innovation. We must have the confidence to rely on the quality of our ideas and our human capacity to adapt. At the same time we must of course make the available public financing work harder and deliver better results,”

EU Commissioner Hübner.

Global Innovation Index 2012

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- Sweden, Finland, Denmark, **Norway**, the Netherlands, Belgium and Ireland can be considered as “Creativity leaders”;
- **United Kingdom**, Switzerland, France, Germany, **Spain**, Italy, Austria, Greece, Slovenia and Hungary might be defined “Creativity followers”;
- Portugal, **Italy**, Czech Republic, Estonia, Latvia and Croatia “Moderate creative countries”;
- Lithuania, Bulgaria, Slovakia, Poland, Cyprus and Romania “Modest creative countries”.

Different national and regional approaches?

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- Common prioritisation of innovation (and economic growth)
- Strong drivers and ambitions at national level in Norway, Spain, Italy and UK – and EU
- But rhetoric may not match reality
- Different understanding of innovation mix and role of public policy?
- Different understanding of innovation models – the ‘sausage machine’...

Active or passive learning chain?

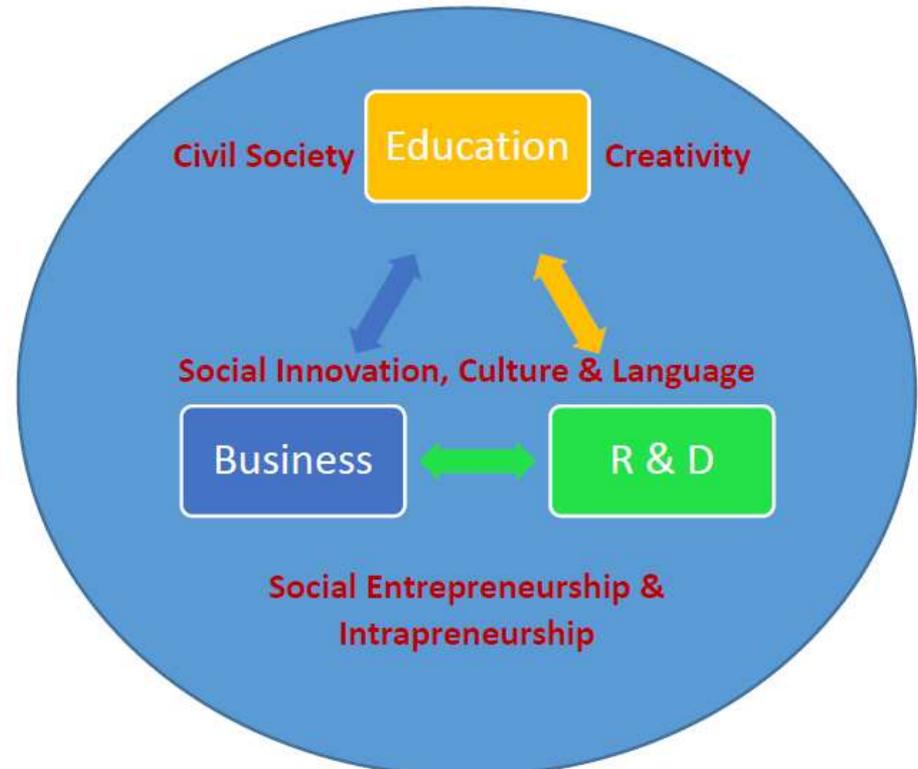
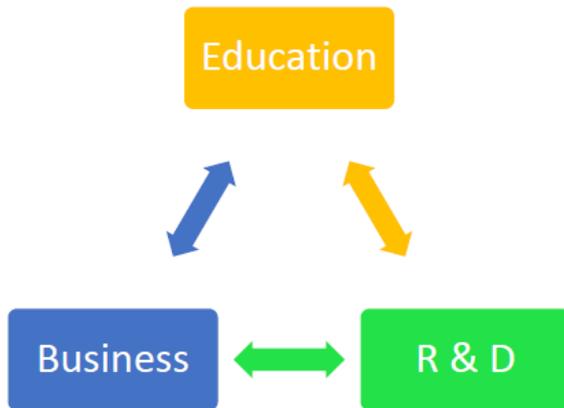
Table 1 Education in Creativity and Innovation, Norway

	Education <i>about</i> creativity and innovation*	Education <i>for</i> creativity and innovation*	Education <i>through</i> creativity and innovation*
	About the role of creativity and innovation, and how creative and innovative processes develops	About methods and training that prepare students for creative and innovative activity	Learning from within (as part of creative and innovative activities)
Pedagogical practices in Scientific /Technology Academic Education	+++	+	+
Pedagogical practices in Post-academic / Executive/ Non-academic Higher Education		+	+
Pedagogical practices in Continuous Training	+++	+	+

*Adapted from: Educating entrepreneurs in modernising economies / edited by Peter Rosa , Heinz Klandt and Michael G. Scott 1996

From 'linear' to holistic view of learning chain and innovation?

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Summary of issues for CLEAR partners

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- Innovation & creativity widely adopted as key economic policies in partner countries but understanding and policymaking limited in concept, context and funding. Gap between political rhetoric and practice?
- Conceptual problems underestimate role of demand side in catalysing innovation (from firms and consumers) - traditional assumptions of science, technology and a 'pipeline' model of innovation.
- Creativity also provides challenges -confusion over creative industries and definition, policy and impact.
- Key education institutions (in the 'learning chain') also experiencing difficulties in understanding roles and impact - institutional understanding, missions and resources.
- Budgets and scale of activity problematic. The paradox of policymakers focusing on innovation and creativity as a route out of recession whilst reducing key budgets