



The Value of Downtown Learning

Program Summary



Learning**CITY**
COLLECTIVE



Photo: Andrew Bain

About the LearningCITY Collective

The [LearningCITY Collective](#) collaborates with organizations and individuals engaged in Calgary's learning system, including learners, educators, employers, funders, and policymakers. The LearningCITY Collective is independent of government or civic entities. Below is the 2023-2024 LearningCITY Collective Board of Directors.

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Executive Summary

The Talent Challenge

Like many other cities, Calgary faces revolutionary changes in how people live, work, and learn. The city's economic plan, *Calgary in the New Economy*, set out an ambitious vision and framework to develop our city's future-proof, sustainable economy. This plan is anchored to Calgarians adapting to meet new and dynamic demands. To meet this challenge, *Calgary's Skills Development Framework* is a guide to empower Calgarians to learn, unlearn, and relearn new skills.

Downtown Postsecondary Models

In recent years, policymakers have argued that a critical pillar for revitalizing downtown Calgary is expanding the scope of learning programs delivered in the core. Advocates suggest the benefits include increased vibrancy, utilization of unused commercial property, and enhanced employment pathways for learners through increased experiential learning. Today, in many cities, diverse learning is being delivered in the downtown core. If we consider only postsecondary programs, there are four different models: (1) central campus, (2) satellite campus, (3) embedded learning, and (4) learning commons.

Beyond Geography

To appreciate the potential value of learning programs in downtown Calgary, it is essential to recognize that policymakers, employers, and learners increasingly demand flexibility and responsiveness to a dynamic labour market. As a result, learning faces pressure to shift from the traditional closed learning model to a model based on open innovation, where learning transforms into a co-creation process incorporating the learner, educator, and community partners (such as employers).

The introduction of open learning requires high-level alignment between these stakeholders. For this reason, Calgary's current dynamics, including economic and labour market disruption and a structural change in our commercial real estate, may create an opportunity to accelerate the transition to open learning, anchored to expanding learning programming downtown. For this reason, it is essential to recognize that this question extends beyond geography. Hence, though geographic proximity of partners can play a role in removing barriers, it must coincide with increased investment in the tangible and intangible processes and infrastructure that remove impediments to and advance opportunities for increased harmonization, collaboration, innovation, and shared learning.

Study Scope

This 18-month study is designed to explore the opportunities for expanding different forms of learning to downtown Calgary. Three research questions guide this study:

1. What are the aspirations of learners, educators, and community partners?
2. How can the system deliver on these aspirations?
3. How can we operationalize the optimal model?

The project team will conduct a concurrent mixed-methods study between April 2023 and December 2024 to answer these questions. This includes secondary, experimental, qualitative, and quantitative methods.

Calgary in the New Economy

Calgary in the New Economy is the economic strategy for Calgary. This plan set out an ambitious vision and a strategic framework to develop a future-proof, sustainable economy for our city.

To be the place where bright minds and big ideas come together with an unmatched spirit to help solve global challenges.

To deliver this vision, *Calgary in the New Economy* defines a strategic framework (see below) comprised of five connected drivers to develop a future-proof, sustainable economy for our city.

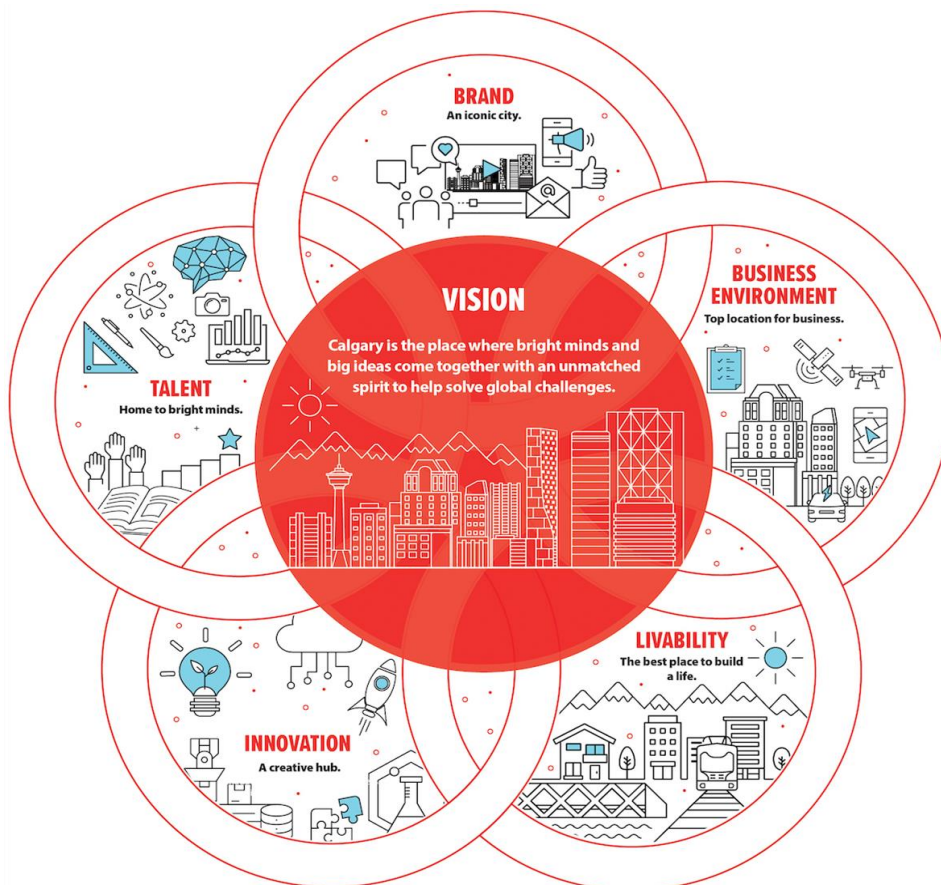


Figure 1: Calgary in the New Economy

91%

Of hiring managers define adaptability as a core skill.

40%

40 percent of Calgary's labour force is from racialized communities.

17

Young people are forecasted to have 17 jobs in five different sectors over their lifetime.

Calgary's Skills Framework

The Vision

The future of Calgary will be defined by the ability of the city to develop, attract, and retain talented people. The LearningCITY Collective developed a community-level solution: Calgary's Skills Development Framework to meet this challenge. This framework is designed to deliver the promise of *Calgary in the New Economy* by empowering Calgarians and accelerating collaboration across Calgary's vast learning system. This framework is rooted in a vision for the city's learning system:

Calgary's open learning system develops exceptional, creative, and adaptable talent who thrive in a fast-changing world.

Insights

Calgary's Skills Development Framework is the outcome of four years of community engagement and [research](#) by diverse partners. This work identified five core insights to guide the learning system.

Insight 1: It's a community challenge

Eighty percent of Calgary's 30,870 current certified and non-certified learning programs are outside the provincial domain. Calgary-based organizations are delivering the vast majority. Yet, no mechanisms exist to align community priorities and resources. Aligning these priorities and resources requires community-level leadership.

Insight 2: Recognizing the legacy

For decades, Calgary's labour market supported the demands of the oil and gas industry and adjacent sectors. This included prioritizing job skills and compensating staff far above the national average. One side-effect of this legacy is a significant gap between current labour market skills and the skills essential to meet the demands of a fast-changing world. Transitioning Calgary's learning system to meet these emerging demands requires increased harmonization and collaboration across the entire system.

Insight 3: Demand for adaptive capacity

Employers demand people with the capacity to adapt in times of uncertainty. This adaptive

Capacity is rooted in an ability to learn faster and better than others. This requires a systematic approach that empowers Calgarians to develop skills and believe they can prosper. However, today's learning system is not optimized to meet these demands. Developing adaptive capacity is a critical community priority.

Insight 4: Barriers to an inclusive labour market

There are significant barriers to Calgary becoming a fully inclusive labour market. These barriers range from culture to hiring practices. Calgary must adopt strategies to unlock and develop the potential for all to prosper in a diversified economy.

Insight 5: Barriers Limiting System Innovation

Though Calgary possesses a vast learning system, significant barriers impede collaboration and competition. These barriers range from infrastructure to culture. Strategies should be adopted to stimulate innovation to accelerate cooperation and competition.

The Framework

In Calgary, 3,063 organizations deliver 30,870 programs and 3.5 million learning experiences annually. In addition, Calgarians have access to an infinite array of learning opportunities from across the globe. Therefore, the challenge is less about capacity and more about optimizing these isolated learning experiences into an open system that can support the unique goals of every Calgarian.

Confronting this talent challenge extends beyond the capacity of any single level of government, educational institution, sector, or employer. The LearningCITY Collective proposed Calgary's Skills Development Framework to meet this challenge. The framework defined four strategic drivers, each with specific goals, priority actions, and key performance indicators. Below are the four drivers: **adaptable**, **accessible**, **empowered**, and **open**. Refer to the appendix for additional information on the goals, priorities, and key performance indicators.



Driver 1: Adaptable

Calgarians embrace disruption and change as an opportunity.



Driver 2: Accessible

Justice, equity, diversity, and inclusion are embedded in the learning process and championed by all.



Driver 3: Empowered

Calgary's learning system empowers personalized, purpose-based learning.



Driver 4: Open

Calgary's learning system is open and drives performance and innovation.

Delivering the Vision

This study explores how expanding the forms of learning programs in downtown Calgary generates incremental value for learners, educators, and community partners. This includes examining how downtown programming could be developed to deliver the drivers and goals of Calgary's Skills Framework.

3,063

Number of skill development providers currently in Calgary.

30,870

Number of skill development programs currently offered annually in Calgary.

3.5 M

Number of skill development experiences currently offered annually in Calgary.

Rethink Learning

From Ladder to Climbing Wall

Imagine a Calgary where citizens view disruption as a chance to reinvent themselves. Imagine a Calgary with a dynamic and ever-changing talent pool. Imagine a city that attracts investment and talent from across the globe because it's known as one that learns its way forward. To create this city, we need to rethink how we learn.

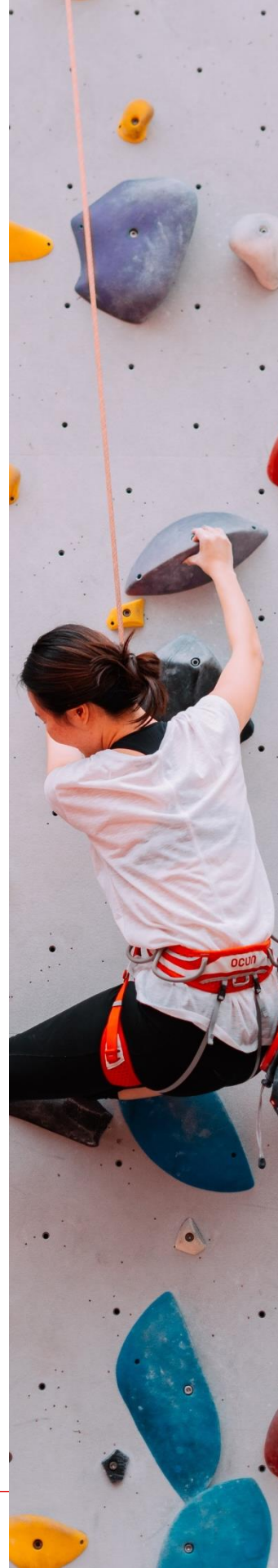
How we've learned for the past 170 years is rooted in the industrial revolution. For efficiency, time and place became the defining characteristics of learning. People studied a standard curriculum within the certified learning system from age 5 to 17. People developed economic-value job skills in their late teens and early twenties; they could monetize them for the next 30 years because they were relatively stable. In 1900, life expectancy was under 50, so these skills were what most Canadians required to make a living.

However, the world is very different today. In our current framework, most job skills need constant updating to maintain economic value. Moreover, with the rapid extension of life expectancy, careers now exceed 50 years. These changes demand a radical redefinition of when and how people will learn. We now understand that a one-size-fits-all model no longer works. So, we must shift the industrial paradigm and recognize that time and place can be personalized. For example, challenging the assumption that learning is best anchored to time (age) and place (a classroom) will redefine learning. This redefinition will transition learning from a closed model, in which a narrow group of organizations control learning, to an open model of continuous learning, unlearning, and relearning.

In closed learning, educators produce talent, and employers consume (hire) talent. However, in open learning, educators, employers, community, and learners are co-creators and share the responsibility to deliver an agile and adaptive learning system. If the closed learning model resembles a **static ladder**, **this open learning model resembles a rapidly expanding climbing wall**. It incorporates infinite ways to learn, from traditional classrooms to employment, to volunteering, an art class or playing sports, listening to a podcast and everything in between.

Open learning empowers individuals to define their destination and map their path on the climbing wall. It also recognizes employers must be more active in Calgarians' learning journey. Finally, open learning acknowledges that sometimes the most valuable learning is not scripted; instead, it is a spontaneous collision of new ideas and experiences.

The expansion of learning programs in downtown Calgary must reflect this emerging open learning model.



The Downtown Opportunity

Open learning is based on the principle of **open innovation**. Traditional innovation is best described as a hierarchically closed system where internal staff are responsible for the research, development and commercialization of products or services. Benefits of this system include the ability to control the entire innovation process and its outputs. Weaknesses include the slow innovation process, lack of agility, overall costs, and the concentration of the innovation process with internal staff.

Over the last two decades, there has been a shift towards open innovation: a networked model of innovation based on collaboration and co-creation. In this open model, an organization transitions from controller to facilitator. Examples include systems designed by Google, Amazon and Lego that enable ecosystem partners to develop and distribute products and services within a defined framework while encouraging interaction with users, commercial organizations, and their customers.

The benefits of open innovation include increased value creation, access to external resources and capabilities, speed, agility, and reduced cost, and the ability to exponentially grow and diversify the people engaged in the design, development, and delivery of new products and services.

In a learning context, embedding the principles of open innovation in experiential learning provides similar potential. [Experiential learning](#) is a circular model of education which integrates formal academic learning into a workplace or practice setting. Experiential learning has been shown to [support](#) employment readiness, improve student engagement, and increase distributed and situational cognition and employment rate pre- and post-graduation. Today, experiential learning reflects a more traditional hierarchical closed model, leveraging mechanisms such as cooperative education, practicums, internships, apprenticeships, course-based projects, and field schools. However, the rapid expansion of experiential learning through open learning demands investment in new social and built infrastructure to maximize collaboration among learners, educators, and community partners.

The Open Learning Lab

The [Open Learning Lab](#) is an initiative of the [LearningCITY Collective](#) supported by the City of Calgary and Oxford Properties. The lab is designed to identify and pilot approaches to talent development through increased collaboration between learners, businesses, universities and colleges, government and non-profit organizations. The lab will complement and augment Calgary's learning system by focusing on three goals: harmonize, collaborate, and innovate.

The pilot lab will be open from August 2023 to April 2024 in Bow Valley Square. The lab will be a place for employers, skills developers, policymakers, researchers, and learners to work together to pilot new approaches to collaborative learning. In addition to hosting Mount Royal University students as part of the pilot [AccelerateU](#) program, the lab is a diverse collaboration with learning organizations, businesses, and non-profit organizations.

The Bigger Picture

The opportunity for downtown learning programs contributes to the reframing of downtown and sits as a single component in a much larger chance for Calgary's economic and social prosperity. Unlocking city-level innovation through increased harmonization, collaboration, innovation, and shared learning is a priority for many organizations and ongoing initiatives. **Examples** of ongoing initiatives that incorporate system-level collaboration at their core include:

Collaborative Processes

- [Calgary in the New Economy](#)
- [Greater Downtown Plan](#)
- [TalentED YYC](#)
- [Innovation District Project](#)
- [LearningCITY Collective](#)
- [The Open Learning Lab](#)
- [ActiveCITY Playbook 2030](#)
- [CreativeCITY: Prosperity through the Creative Economy](#)

Collaborative Infrastructure

- [East Village](#)
- [Central Public Library](#)
- [Platform Innovation Centre](#)
- [Studio Bell](#)
- [University Innovation Quarter](#)
- [Arts Commons Transformation](#)
- [BMO Centre Expansion](#)
- [The Ampersand](#)
- [The Edison](#)

The scope of this study will reflect these ongoing initiatives and how investment in learning programming and related social and built infrastructure can contribute to the broader mission of increasing harmonization, collaboration, innovation, and shared learning.

Creativity and Innovation

Creativity is the capacity to generate new or novel ideas. Innovation is about taking this idea and creating value by delivering a new product, service, or process. Research shows that creativity and innovation are highly social processes that result from structured or unstructured interactions between people with diverse backgrounds. To maximize the value of learning programs in downtown Calgary, we must invest in built and social infrastructure to facilitate spontaneous and curated collisions.

\$3B

Private sector investment in East Village.

\$6.6M

Investment in TalentED YYC work-integrated learning pilot.

\$647M

Venture capital investments in Calgary in 2022. .

32%

Downtown Calgary commercial vacancy rate

Downtown Postsecondary Models

Over the past year, numerous stakeholders have proposed expanding postsecondary programming in Calgary's downtown. Advocates suggest that the benefits include increasing downtown vibrancy, utilizing unused commercial property, and enhancing employment through increased experiential learning.

Today, a diverse array of postsecondary institutions are delivering programs in their respective downtowns. This delivery can be categorized into four different models:

The Central Campus Model

This model includes institutions that started and grew in the core of their cities. In Canada, examples include [McGill University](#), [Toronto Metropolitan University](#), [OCAD University](#), [NSCAD University](#), the [University of Winnipeg](#), and [MacEwan University](#).

The Satellite Campus Model

This model includes single institutions that have established a satellite campus (or campuses) near their professional community. Examples of the satellite campus model in Canada include:

[Fanshawe College](#) delivers digital and performing arts programs, information technology, tourism, hospitality, and the culinary arts in downtown London.

[Laurier University](#) owns or leases 24 buildings in downtown Brantford, delivering programs to 5000 learners in the Faculty of Human and Social Sciences and the Faculty of Liberal Arts.

[SAIT](#) launched their Culinary Campus on Stephen Avenue in Calgary.

[Simon Fraser University](#) opened eight community campuses in downtown Vancouver, incorporating programs across arts and business, delivering courses to 10,000 credit and non-credit learners, and hosting over 11,000 events annually.

[The University of Alberta](#) hosts programming in the old HBC location in downtown Edmonton, rebranded Enterprise Square.

[The University of Calgary](#) houses its School of Architecture and Landscape and their City-Building Design Lab in the former downtown public library.



The University of Lethbridge houses programming in Health and Business at a campus co-located with Bow Valley College in downtown Calgary.

The University of Waterloo launched its Health Sciences Campus in downtown Kitchener.

Queens University offers a Master of Finance at a campus in downtown Toronto.

The Embedded Program Model

This model embeds collaborative programming and experiential learning in a professional community. These programs are delivered at a class or cohort level and are distinct from other forms of experiential learning, such as cooperative education, internships, practicums, and apprenticeships. Examples of embedded programs include:

Mount Royal University piloted delivering business classes embedded at Platform Calgary's Innovation Centre.

Vivacity is a collaborative civic innovation program including learners across Calgary that has been delivered in downtown Calgary since 2017.

The Learning Commons Model

The previous three models reflect the traditional institution-first model of higher education. The learning commons model is designed to bridge the divisions between institutions, between disciplines, and between higher education and community by shifting from the legacy institutional-first model to one founded on the principle of a public commons. Postsecondary institutions and other learning partners collaborate in this model and work in a shared space. Learning commons have a physical and cultural porousness that bridges learners, educators, disciplines, institutions, and the community. This model recognizes that sometimes the most valuable learning is not scripted or linear; instead, it is a spontaneous collision of new ideas and experiences - and the Learning Commons is designed to facilitate this spontaneity. The Learning Commons may be a single space or a designated part of a city, such as London's Knowledge Quarter.

This concept of a public commons is rooted in ancient Greece as a place for open debate and dialogue. In recent years, the commons model has been adopted by public libraries as a community hub for learning. Modern learning commons are physical and digital, defined by openness, sharing, and collaboration.

This study will test the learning commons model by piloting the Open Learning Lab located in Bow Valley Square. This Lab is hosting up to 1000 Mount Royal University business students as part of their AccelerateU program, other learning partners, businesses and non-profit organizations, all while being in a building with 190 different companies.

1/3

of postsecondary students in Canada do not complete their program.

70%

the proportion of all jobs in Alberta estimated to be directly in oil & gas by young people

6.1%

the proportion of all jobs in Alberta in oil & gas

75%

of learning organizations are headquartered in Calgary

Stakeholder Value

This study is defined by three stakeholder clusters: learners, educators, and community.

1. Learners

A learner is an individual who is engaged in some form of certified, non-certified, or informal learning. The potential incremental value to learners of expanding learning programs downtown has:

- Incremental experiential learning opportunities
- Incremental skills development (inclusive of knowledge acquisition and aptitude development)
- Incremental development of skill evidence (e.g., portfolio)
- Incremental development of professional networks
- Incremental employment opportunities
- Enhanced self-efficacy

2. Educators

Skill Developers

Skill developers are individuals who make an educational contribution to advancing a disciplinary field. The potential incremental value to skill developers of expanding learning programs downtown includes:

- Expansion of practitioner network
- Enhance curriculum through increased engagement with practitioners
- Enhance scholarship through increased engagement with practitioners

Institutions

This includes any certified or non-certified educational institutions. The potential incremental value to these institutions' expanding programs downtown consists of the geographic concentration of learners (including alumni) and skill developers in proximity to community partners to enhance institutional-level performance. Enhanced performance may lead to increased public funding, philanthropic funding, alumni funding, and learner and skill developer demand.

3. Community

Business

This includes all for-profit and non-profit organizations. The potential incremental value to the business of expanding learning programs downtown has:

- Business growth
- Increased opportunities for employee skill development

Government

This includes all levels of government, mandated with education, skills and workforce development, and economic and community development. The potential incremental value to the government of expanding learning programs downtown includes:

- Incremental economic growth
- Incremental community development
- Incremental tax revenues

Mapping the Value Chain

It is essential to disaggregate the value into discrete but interdependent building blocks to understand the potential incremental value of expanding learning programs in downtown Calgary. Together, these building blocks form a systematic value chain demonstrating how value is generated. Figure 2 is a conceptual value chain incorporating four major building blocks.

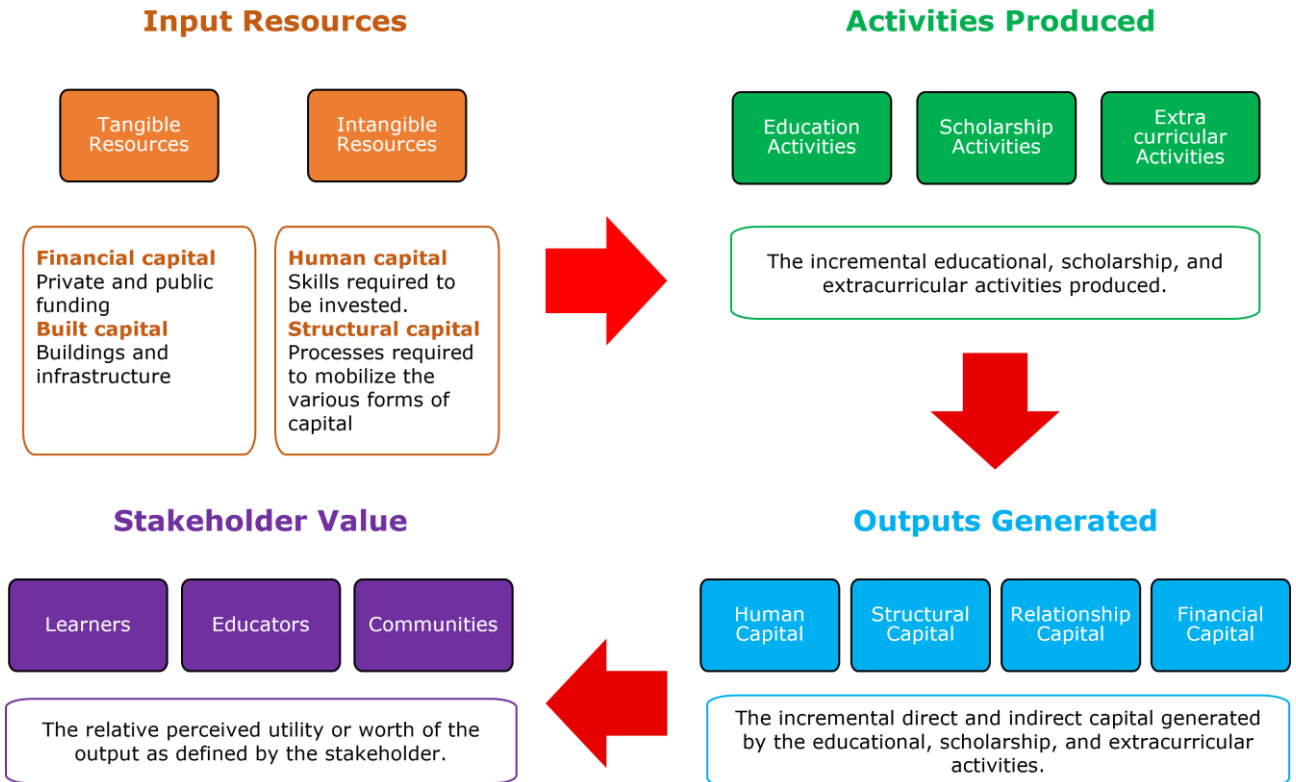


Figure 2: Mapping the Value Chain

Input Resources

Tangible or intangible resources are required to be mobilized. These may include dimensions such as human capital, financial capital, built capital, relationship capital, and structural capital.

Activities Produced

Tangible or intangible educational, scholarship, and extra-curricular activities are produced by combining input resources.

Outputs Generated

Incremental direct and indirect human, structural, relationship, and financial capital generated by the activity. For example, total human capital (e.g., knowledge and skills) may be developed by delivering an immersive experiential program downtown.

Stakeholder Value

Value is the perceived utility or worth of the output as defined by the stakeholder. The perceived value of the outputs of downtown learning programs may vary by stakeholders.

Research Questions

The expansion of learning programs downtown raises three primary research questions.

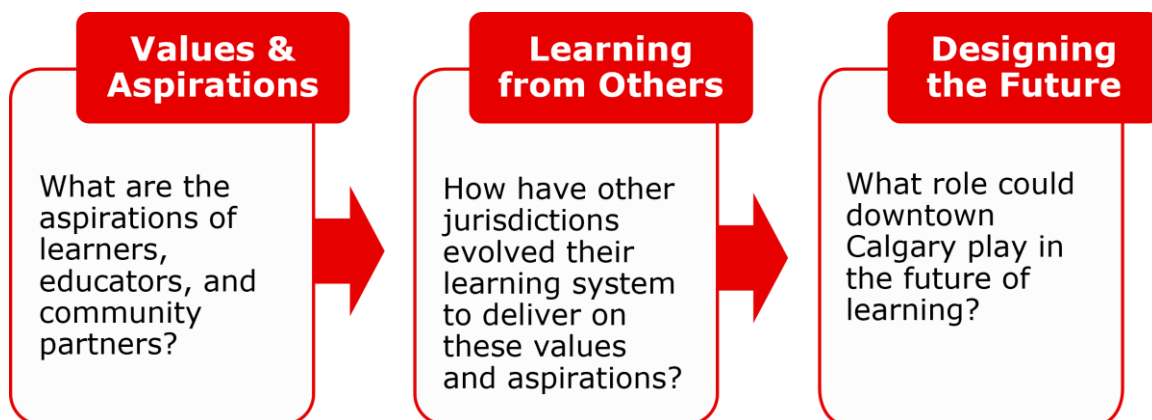


Figure 3: Research Questions

Research Question 1

What are the aspirations of learners, educators, and community partners?

Learners

1. How do learners define success?
2. What are learner expectations of the learning system today?
3. What skills, competencies, and attributes do learners believe they require to be successful?
4. What non-academic experiences do learners expect from their learning journey?
5. How can learners be most effectively clustered to deliver on their needs efficiently?

Educators

1. How do educators define their impact?
2. How do educators define an ideal professional life?
3. How can educators be most effectively clustered to deliver on their needs efficiently?

Community Partners

1. What do community partners want from the learning system?
2. Is the current learning system delivering on this today?
3. How can community partners be most effectively clustered to deliver on their needs efficiently?

Research Question 2

How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

1. How have other “best of class” learning systems evolved to meet the changing aspirations of learners, communities, and educators?
2. How do we define and measure “best of class”?
3. How have other jurisdictions evolved learning on- and off-ramps to meet changing demands?
4. How have other jurisdictions evolved programs?
5. How have other jurisdictions evolved program delivery?
6. How have other jurisdictions evolved to ensure learners can move within the system?
7. How have other jurisdictions evolved hiring practices?

Research Question 3

What role could downtown Calgary play in the future of learning?

Operational

1. What defines the optimal location?
2. How can the optimal model be designed to ensure maximum flexibility?
3. How will we maximize accessibility?
4. What are the scheduling and transportation implications for learners if they must take classes at two locations?
5. How will the perception of public safety impact the model?

Financial

1. How will the capital costs be funded?
2. How will the operational costs be funded?
3. What are the financial implications of delivering programming on multiple campuses?

Governance

1. What is the legal structure of the optimal model?
2. What is the management structure of the optimal model?
3. How do we secure intra-institutional support?
4. How do we secure inter-institutional support?

Demand

1. What disciplines demand an outward-looking curriculum?
2. What disciplines across different institutions may benefit from increased collaboration?
3. How do we maximize learner engagement?
4. How do we maximize educator engagement?
5. How do we maximize community partner engagement?

Study Methodology

This concurrent mixed-methods study will be completed between April 2023 and June 2024. In addition to this brief, the feasibility study will release two additional reports.

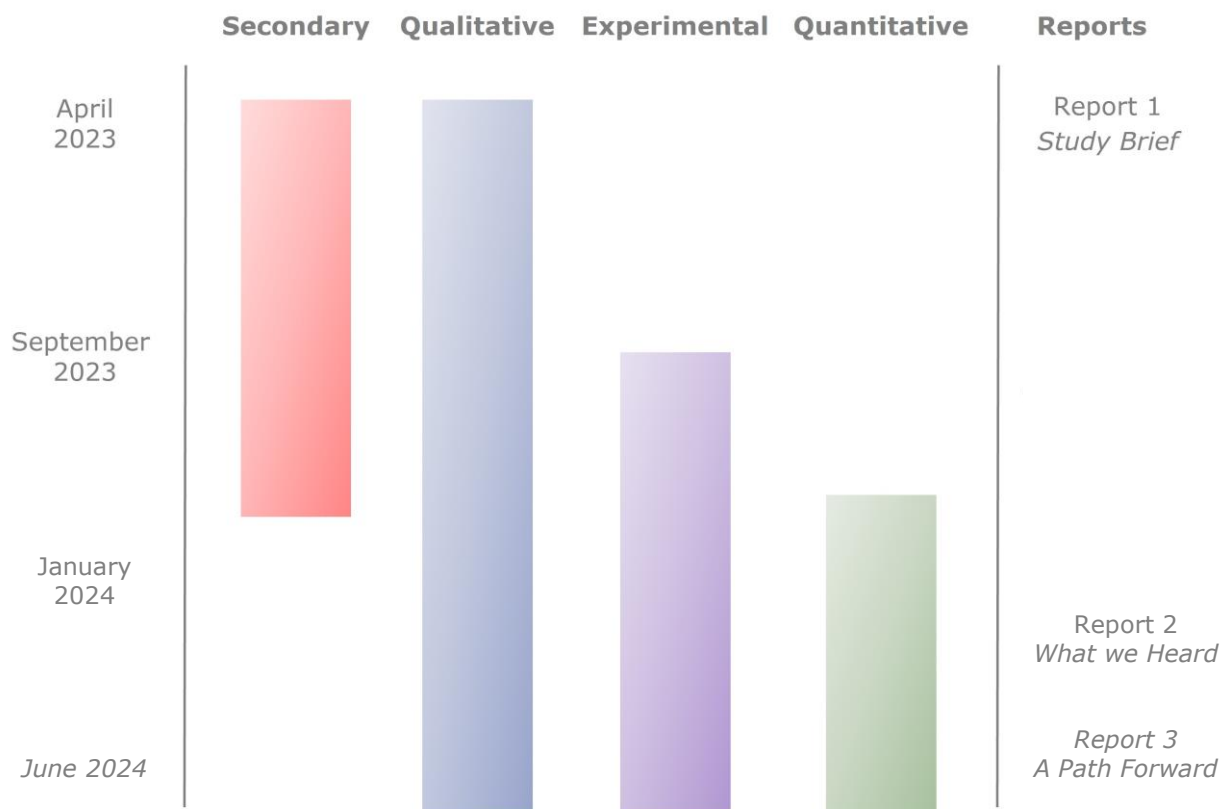


Figure 4: Study Methodology

Secondary Research Study (Phase 1)

Goal: Conduct secondary and case study-based research to refine the scope of the three research questions:

RQ 1: What are the aspirations of learners, educators, and community partners?

RQ 2: How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

RQ 3: What role could downtown Calgary play in the future of learning?

Scope: Canadian, American, and global literature and contextually-relevant case studies.

Completion Date: June 1, 2023

Outcome: Release of *Report 2: Starting the Conversation*

Qualitative Study (Phase 1)

Goal: Conduct qualitative research to explore research question 1 and research question 3:

RQ 1: What are the aspirations of learners, educators, and community partners?

RQ 3: What role could downtown Calgary play in the future of learning?

Scope: This study will conduct one-on-one or group interviews across three population groups. (learners, educators, and community partners).

Completion Date: January 15, 2024

Outcome: Release of *Report 2: What We Heard*

Experimental Study

Goal: Leverage both the Open Learning Lab and the City Building Design Lab to pilot processes to expand open learning between learners, businesses, universities and colleges, government and non-profit organizations. This will include developing an inter-institutional downtown student working group to pilot and evaluate collaborative activations.

RQ 2: How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

RQ 3: What role could downtown Calgary play in the future of learning?

Completion Date: June 15, 2024

Outcome: Release of *Report 3: The Path Forward*; Academic publication.

Secondary Research Study (Phase 2)

Goal: Based on a secondary research study 2 and the qualitative study, model various economic impact scenarios.

RQ 1: What are the aspirations of learners, educators, and community partners?

RQ 2: How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

RQ3: What role could downtown Calgary play in the future of learning?

Completion Date: June 15, 2024

Outcome: Release of *Report 3: The Path Forward*; Academic publication.

45%

Of Canadian employer's report difficulty in recruiting staff.

56%

Of Canadian employers report a skills gap in their current labour force.

6.7x

High income households have 6.7 times greater savings for education, compared to low-income households..

\$78,000

Total cost of a four-year university degree in Canada.

Talented YYC

Talented YYC is a new online platform to help Calgary employers navigate students' engagement for practical work experiences. Placements include internships, co-ops, practicums, community service-learning opportunities, field placements and projects. The new platform is the product of Calgary Work Integrated Learning (Calgary WIL), a collaboration of Calgary-based postsecondary institutions supported by \$6.6M in funding from the Canadian and Alberta governments. The pilot project is set to run until Spring 2025 and will continue to evolve with more programs and services to expand WIL opportunities in Calgary.

Quantitative Study

Goal: Conduct a quantitative study to build on the phase 1 qualitative research to explore research question 1 and research question 3:

RQ 1: What are the aspirations of learners and community partners?

RQ 3: What role could downtown Calgary play in the future of learning?

Scope: This study will collect survey data across two population groups (learners and community partners).

Completion Date: June 15, 2024

Outcome: Release of *Report 3: The Path Forward*; Academic publication.

Qualitative Study (Phase 3)

Goal: Conduct a qualitative study to support the interpretation of the quantitative study.

RQ 1: What are the aspirations of learners and community partners?

RQ 3: What role could downtown Calgary play in the future of learning?

Scope: This study will conduct one-on-one or group interviews across three population groups of learners, educators, and community partners.

Completion Date: June 15, 2024

Outcome: Release of *Report 3: The Path Forward*; Academic publication.



Project Management

Program Critical Path

Action	Date	Accountability
Disseminate draft study summary with potential stakeholders and research partners	2023-03-01	Study Team
Finalize study team Initiate secondary research study	2023-04-01	Study Team
Study team kick-off	2023-04-19	Study Team
Release Report 1: The Value of Downtown learning programs Finalize study teams	2023-05-01	Study Team
Initiate partner conversations for engagement and activation in the Open Learning Lab	2023-05-01	Study Team
Complete secondary study data collection Secure institutional ethics approval Initiate qualitative study data collection Open Learning Lab goes live Secure incremental project funding (if required)	2023-09-15	Study Team
Complete phase 1 qualitative data collection and analysis Initiate phase 1 quantitative data collection Complete economic impact forecasting	2024-05-15	Study Team
Release Report 2: What we Heard	2024-09-01	Study Team
Complete phase 2 quantitative and qualitative data collection and analysis	2024-09-01	Study Team
Release Report 3: A Path Forward	2024-12-01	Study Team

Appendix 1: Calgary's Skills Development Framework

Our Goals	Our Priorities	Our Measures
<p style="text-align: center;">Adaptable Calgarians embrace disruption and change as an opportunity.</p>		
<p>Calgarians possess a culture of adaptive capacity and continuous learning</p> <p>Calgarians possess professional identities that enable them to adapt to rapid change and uncertainty</p> <p>Calgary's learning system is agile and adaptive</p>	<p>Refine and scale harmonized enabling skills as the foundation of personal adaptive capacity</p> <p>To unlock system capacity, refine and scale decoupled credentials</p> <p>Leverage work-integrated learning (WIL) to accelerate adaptation</p> <p>Design and scale supports for Calgarians to develop adaptive professional identifies</p>	<p>% of Calgarians developing high-demand enabling skills</p> <p>% of Calgarians developing high-demand functional skills</p> <p>% of Calgarians possessing confidence in their capacity to adapt professionally</p>
<p style="text-align: center;">Accessible Justice, equity, diversity, and inclusion are embedded in the learning process and championed by all.</p>		
<p>Calgarians are committed to confronting the systemic bias in our labour market</p> <p>Employers are committed to confronting the systemic bias in our labour market</p> <p>Learning opportunities are designed by the communities for the communities</p>	<p>Develop and scale justice, equity, diversity, and inclusion (JEDI) resources for small-medium enterprises</p> <p>Calgary refines and scales decoupled skills certification</p> <p>Collaborate with Canadian peer cities to harmonize JEDI benchmarking</p>	<p>% of employers implementing justice, equity, diversity, and inclusion (EDI) initiatives</p> <p>% of employers adopting skills-based hiring practices</p> <p>% learning opportunities designed by the community they are intended to support</p> <p>Alignment of executive and board to city's demographic composition</p> <p>Tracking national media mentions of Calgary's inclusive labour market</p>
<p style="text-align: center;">Empowered Calgary's learning system empowers personalized, purpose-based learning.</p>		
<p>Calgarians are empowered to define their unique personal and professional goals and develop a dynamic plan to achieve these goals</p> <p>Calgarians are empowered to explore career pathways and match pathways to learning opportunities</p>	<p>Scale EDGE UP reskilling program</p> <p>Launch WIL consortium</p> <p>Expand inclusive programing</p> <p>Harmonize career and skill navigation tools</p>	<p>% of Calgarians aged 25–54 are active on a common career and skills navigation platform</p> <p>% of Calgarians who view they have agency over their professional and personal learning and skills development</p>
<p style="text-align: center;">Open Calgary's learning system is open and drives performance and innovation.</p>		
<p>Calgary's learning system is open, competitive, and driven by innovation</p> <p>Employers transition from being consumers of talent to becoming active co-creators of talent</p>	<p>Pilot the Calgary Talent Lab</p> <p>Refine and scale harmonized enabling skills as the foundation of personal adaptive capacity</p> <p>To unlock system capacity, refine and scale decoupled credentials</p> <p>Host annual "state of talent" event</p> <p>Conduct a skill development policy review to explore approaches to stimulating increased competition and innovation</p>	<p>% of the skills developers engaged in collaborative projects</p> <p>Number of collaborative projects within, and across, the ten skills developer sectors</p> <p>Funding secured for collaborative projects both within and across the ten skills developer sectors</p> <p>% of new skills developers who achieve year ten</p>



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