

# Young People's Education and Skills Board

Thursday 28 January 2021, 1500 to 1700

**Location** The meeting will be held via Microsoft Teams

**Contact Officer** Peter O'Brien

**Telephone** 020 7934 9743

**Email** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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## Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising - For decision
4. Policy Update - For discussion  
**Paper – Peter O'Brien**
5. Skills for jobs: lifelong learning for opportunity and growth (White Paper)  
- For discussion and decision  
**Paper – Peter O'Brien**
6. Plan for 2021 to 2022 - For decision and action  
**Paper – Peter O'Brien**
7. Pan London Supported Employment Board - For decision and action  
**Paper – Yolande Burgess**
8. Any other business

**Date of next meeting: Thursday 20 May 2021, 1000 to 1200**

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# Young People's Education and Skills Board

**Date** 15 October 2020 **Venue** Microsoft Teams and livestreamed

**Meeting Chair** Cllr Georgia Gould, Leader of Camden Council and Chair of London Councils

**Contact Officer** Peter O'Brien

**Telephone** 020 7934 9743 **Email** [peter.obrien@londoncouncils.gov](mailto:peter.obrien@londoncouncils.gov)

## Present

Cllr Georgia Gould Leader, Camden Council and Chair of London Councils

Brian McKeown DWP London and Essex Group

Cllr Claire Coghill Leader, London Borough of Waltham Forest and London Councils Lead on Skills and Employment

Cllr Elizabeth Campbell Leader, Royal Borough of Kensington and Chelsea and London Councils Lead on Schools and Children's Services

Gail Tolley Strategic Director for Children and Young People, London Borough of Brent) representing the Association of London Directors of Children's Services

Graeme Atherton Director, AccessHE

John Prior Principal, Orchard Hill College

Mary Vine-Morris Area Director (London) and National Lead on Employment, Association of Colleges

Sarah Wilkins Head of Education and Youth, Greater London Authority (GLA) representing Joanne McCartney, Deputy Mayor of London for Education and Childcare

Yolande Burgess Strategy Director, London Councils

## Presenter

Lib Peck Director of the Violence Reduction Unit, GLA

## Officers

Peter O'Brien Manager, London Councils - Young People's Education and Skills

Lisa Dominic                      Senior Governance Support Office, London Councils

## **Apologies**

Ben Anderson                      Landsec, employer representative on the London Economic  
Action Partnership (LEAP)

Michael Heanue                      GLA / LEAP

Paul Wakeling                      Havering Sixth-Form College, representing AoC – Sixth-Form  
Colleges

Dr Sam Parrett OBE                      London South East Colleges Group, representing AoC –  
General Further Education Colleges

## **1 Welcome, Introductions and apologies**

- 1.1 The Chair welcomed Board members, introduced Cllr Coghill, who will take over as Chair of the Board after this meeting, thanked Lib Peck for agreeing to present to the meeting and invited those in attendance to introduce themselves. Cllr Coghill said she was looking forward to working with the Board and Board members reciprocated this sentiment. Comments from Ben Anderson, who had given apologies for absence, were made available to the meeting.

## **2 The work of the London Transition and Recovery Boards in relation to young people**

- 2.1 Yolande Burgess introduced the item and spoke about the London Transition Board - which is focused on co-ordinating London's response to Covid-19, emergence from lockdown and outbreak control - and the London Recovery Board, which has been established to reverse the economic and social effects of the pandemic, especially unemployment, narrow inequalities and accelerate the delivery of a cleaner, greener London. Through a process of co-production involving City Hall, London Councils, London's civic society, business and other stakeholders, the overall challenge has been defined as 'restore confidence in the city, minimise the impact on London's most vulnerable communities and rebuild the city's economy and society', which will be delivered through nine interconnected missions (indicated in Yolande's presentation, attached to these minutes as Appendix 1).

- 22 Lib Peck spoke about the new deal for young people mission and explained that it was to ensure that, by 2024, all young people are entitled to a personal mentor and all young Londoners have access to quality local youth activities (Lib's presentation is attached as Appendix 2). Lib talked through the elements of the mission and emphasised the importance of engaging young people; how we need to re-imagine the concept of 'mentoring'; and that youth activities considered as part of this mission went beyond the creation of youth centres. Lib also referred to the close links between the new deal for young people and the other missions that related to education, employment and health and well-being.
- 23 The Chair thanked Lib for her presentation. In discussion, the Board welcomed both the overall approach that had been taken to London's recovery and the new deal for young people mission. In particular, the Board:
- appreciated the emphasis on individualised support and Board members offered to assist the Recovery Board in articulating universal entitlements within which specific needs could be addressed
  - stressed the importance of engaging young people in the design and delivery of solutions to both the current priorities and the chronic problems that young Londoners have faced
  - agreed that the priority for the Board and team at London Councils should be to support the London Recovery Board's missions, gather and analyse information in conjunction with boroughs and other partners and build on activities and projects that have had successes in the past.
- Action:** Peter O'Brien to develop an action plan for the Young People's Education and Skills Team to support the London Recovery Board's missions

### **3 Mayor's response to recommendations made by the Education Panel of the London Assembly**

- 3.1 Sarah Wilkins referred to papers that had been circulated with the agenda and said that the Education Panel had made recommendations in March. The recommendations covered areas that were not within the Mayor's remit and in his response, he had referred to the Young People's Education and Skills

Board. These included special educational needs and disabilities (SEND) and school sixth forms.

3.2 It was agreed that:

- the Education Panel's recommendations on SEND provision would best be addressed when the Department for Education (DFE) published the findings of its review of the national system that had been put in place in 2014
- Board members should send their views on small sixth forms to Peter O'Brien at London Councils to relay to Sarah.

**Action:** On the release of the findings of DfE review of the SEND system, Yolande Burgess to convene a task and finish group to consider both the DfE review and the recommendations from the Mayor's enquiry.

**Action:** Board members to send views on small sixth forms to Peter O'Brien ([peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)) by 6 November 2020.

#### **4 Feedback and intelligence from borough officers**

4.1 Peter O'Brien reported back from a meeting of borough officers held in September. He said that, although there had been some re-deployment of resources from 14 to 19 teams, the level of NEET had been relatively stable throughout the pandemic and boroughs had continued with work experience and careers events. There was scope for closer integration and simplification of services in the future. A follow-up meeting is taking place in November 2020.

#### **5 Other business**

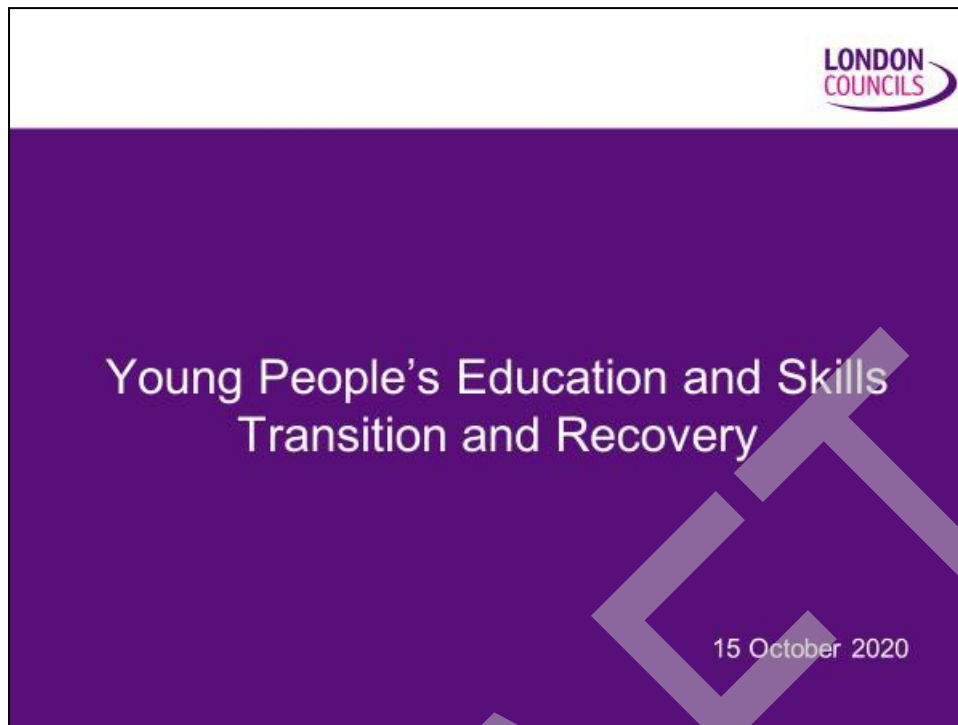
5.1 Mary Vine-Morris said that Colleges Week will take place 19 to 25 October 2020 and invited Board members to share details within their networks.

#### **6 Valediction**

6.1 On behalf of the Board, Yolande Burgess congratulated Cllr Gould on her appointment as Chair of London Councils and thanked her for chairing the Young People's Education and Skills Board and contributing to its work. The meeting

echoed Yolande's comments and offered its best wishes to Cllr Gould in her new role.

DRAFT

A presentation slide with a white background. In the top right corner is the London Councils logo. The title "Transition Board" is in a large, bold, purple font. Below the title is a bulleted list of three points in purple text. A large, light grey "DRAFT" watermark is oriented diagonally across the slide.

- Established to co-ordinate London's response as it emerges from the COVID-19 lockdown, while still controlling the virus
- Co-chaired by the Secretary of State for Housing, Communities and Local Government and the Mayor of London, and made up of senior leaders from across London
- Provides strategic direction for the next phase of response and restart, focusing on the key issues, including outbreak control and businesses reopening

2



## Recovery Board

- Chaired jointly by the Mayor of London and the Chair of London Councils
- Brings together leaders from across London's government, business and civil society, health and education sectors, trade unions and the police to oversee the long-term recovery effort

3

## Recovery Board Aims

- Reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of COVID-19
- Support our communities, including those most impacted by the virus
- Help young people to flourish with access to support and opportunities
- Narrow social, economic and health inequalities
- Accelerate delivery of a cleaner, greener London

4

## Recovery Board Challenge

“Restore confidence in the city, minimise the impact on London’s most vulnerable communities and rebuild the city’s economy and society”

Meeting the challenge through a mission’s based approach

5

## Recovery Board Missions



A Green New Deal



A Robust Safety Net



High Streets for All



A New Deal For Young People



Good Work For All



Mental Health & Wellbeing



Digital Access For All



Healthy Food, Healthy Weight



Building Strong Communities

6

## THE LONDON RECOVERY PROGRAMME

### Recovery Mission:



*By 2024 all young people in need are entitled to a personal mentor and all young Londoners have access to quality local youth activities.*

### A New Deal for Young People

#### Examples of the types of projects that might deliver this mission:

- | Ensure Young People's voice is at the heart of shaping and delivering the mission.
- | Developing personalised mentoring schemes and other tailored support which focus on those young people facing the greatest barriers to realising their potential - from social skills such as confidence & mental health support alongside educational and employment skills.
- | Align funding and resources across London so there is place-based access to youth provision across the whole of London
- | Recognise and endorse the importance of positive professional youth work.
- | Promote a strong emphasis on the link between youth workers, youth activities, positive mental & physical health and safety.

## THE LONDON RECOVERY PROGRAMME

### Recovery Mission:



*By 2024 all young people in need are entitled to a personal mentor and all young Londoners have access to quality local youth activities.*

### A New Deal for Young People

- | How can we best support young people and work towards the mission's objective?
- | What role can you play and what can/should City Hall do?

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# Young People's Education and Skills

## Item 4. Policy Update

**Date:** 28 January 2021

**Contact:** Peter O'Brien

**Telephone:** 020 7934 9743

**Email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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**Summary** This paper provides an update on young people's education and skills issues.

**Recommendation** Recipients are asked to note the content of this report and submit any comments to [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

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## 1 Introduction

1.1 Since the start of the Covid-19 outbreak, while meetings have not been held regularly, we have been producing regular updates to Young People's Education and Skills Board members and councillors and officers in London's local authorities. Meetings have resumed since the start of 2021, albeit in an on-line format until the situation permits face-to-face meetings (or 'hybrid' meetings). We are therefore returning to the practice of providing Policy Updates for termly meetings of the Young People's Education and Skills Board that will capture the main developments in post-16 education and skills; policies and strategies of major stakeholders and other significant research in this field. We will continue to circulate this paper widely.

## 2 Context

2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.

- 2.2 Two bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:
- London Transition Board<sup>1</sup>
  - London Recovery Board<sup>2</sup> (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme<sup>3</sup>.

### **3 Data**

- 3.1 The House of Commons Library<sup>4</sup>, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown.
- 3.2 The Local Authority Interactive Tool (LAIT)<sup>5</sup> produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.
- 3.3 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting

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<sup>1</sup> <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

<sup>2</sup> <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

<sup>3</sup> <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

<sup>4</sup> <https://www.parliament.uk/commons-library>

<sup>5</sup> <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme<sup>6</sup>, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points.

- 3.4 Data specific to London is published monthly by Greater London Authority (GLA) Economics<sup>7</sup> and Intelligent London<sup>8</sup> is also updated frequently with the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics<sup>9</sup>. London Councils' Executive discussed a paper that provides an overview of the current state of London's economy and the steps being taken to overcome the current challenges.<sup>10</sup>
- 3.5 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief performance update. (the government uses the term "education settings" to describe any institution in which learning takes place - for consistency, we use the same term in this paper).

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<sup>6</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysisimarchtooctober2020/2020-10-28>

<sup>7</sup> <https://data.london.gov.uk/gla-economics/>

<sup>8</sup> <http://www.intelligentlondon.org.uk/>

<sup>9</sup> <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

<sup>10</sup> <https://www.londoncouncils.gov.uk/download/file/fid/27120>

## **Part One: Current Issues**

### **4 Government Announcements**

- 4.1 On 4 January 2021 the Prime Minister announced new national restrictions which now include the closure of school and college buildings, except to the children of key workers and vulnerable children. The new plans from the government will see primary school, secondary school and college buildings closed for the majority of pupils until February, while also confirming that not all exams will go ahead as planned in the summer. The government has resumed daily Covid-19 briefings and its response addresses the constantly changing situation.
- 4.2 In a Statement to the House of Commons, the Education Secretary confirmed the arrangements for the partial closure of education settings and for the award of qualifications in summer 2021<sup>12</sup>.
- 4.3 As a consequence of the decision that there should not be GCSE and A level exams this year, there was an exchange of correspondence between the Education Secretary and Simon Lebus, Ofqual's Chief Regulator, to reach agreement on the replacement process and a rapid consultation addressed principally to the students affected.

### **5 Parliament/Education Select Committee**

- 5.1 A Westminster Hall debate on the 'Support for pupils' education during school closures' was held on Wednesday 13 January 2021<sup>13</sup>. The debate has been initiated by Matt Western MP and the House of Commons Library produced a briefing ahead of the debate<sup>14</sup>.

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<sup>11</sup> <https://www.gov.uk/government/news/46-billion-in-new-lockdown-grants-to-support-businesses-and-protect-jobs>

<sup>12</sup> <https://www.gov.uk/government/speeches/education-secretary-statement-to-parliament-on-national-lockdown>

<sup>13</sup> <https://hansard.parliament.uk/Commons/2021-01-13/debates/EDA06425-FC24-46E9-917D-954A142825A7/SchoolClosuresSupportForPupils>

<sup>14</sup> [https://commonslibrary.parliament.uk/research-briefings/cdp-2021-0004/?utm\\_source=HOC+Library+-+Research+alerts&utm\\_campaign=20f74d670b-](https://commonslibrary.parliament.uk/research-briefings/cdp-2021-0004/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=20f74d670b-)



5.2 Robert Halfon MP, Chair of the Commons Education Committee, set out his suggestion for an educational roadmap out of Covid-19 in an article in inews on 7 January<sup>15</sup>.

## **6 Participation and the risk of young people being not in education, employment or training (NEET)**

6.1 Free support, to help local authorities engage and support young people at risk of NEET, is still available through the ASK (Apprenticeship Support & Knowledge) Service<sup>16</sup>. The support includes:

- Supporting activities organised through the authority to engage and support young people who are at risk of becoming, or have already become, NEET. This can include awareness presentations to employability skills workshops.
- Supporting activities for teachers, careers advisors and parents that are organised through the council.
- Staff training workshop for teams within the authority to develop knowledge on apprenticeships, traineeships and T Levels.

6.2 The Education Policy Institute has released its analysis of school attendance among local authorities throughout the autumn term, for both primary and secondary schools<sup>17</sup>. The analysis shows that average attendance among secondary schools was around 80-85% throughout most of the term – though there was significant variation within this, and large fluctuations in attendance among individual areas from week to week. Attendance changed dramatically in the last week of term, just before Christmas: average secondary attendance dropped to 72 per cent, driven by the upsurge in infections from mid-December. The drop was considerable around London and the Thames

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[EMAIL\\_CAMPAIGN\\_2021\\_01\\_06\\_08\\_00&utm\\_medium=email&utm\\_term=0\\_a9da1c9b17-20f74d670b-102517489&mc\\_cid=20f74d670b&mc\\_eid=d34cbf25d7](mailto:EMAIL_CAMPAIGN_2021_01_06_08_00&utm_medium=email&utm_term=0_a9da1c9b17-20f74d670b-102517489&mc_cid=20f74d670b&mc_eid=d34cbf25d7)

<sup>15</sup> <https://inews.co.uk/opinion/to-save-our-childrens-futures-from-coronavirus-we-need-a-proper-educational-plan-819999>

<sup>16</sup> <https://amazingapprenticeships.com/local-authorities/how-ask-works-with-local-authorities/>

<sup>17</sup> <https://epi.org.uk/wp-content/uploads/2021/01/Analysis-Autumn-Attendance-EPI.pdf>

estuary, with secondary attendance falling to about 40 to 45 per cent in Bexley, Bromley, Enfield, Reading and Greenwich, about 35 per cent in Medway and Kent, and under 25 per cent in Redbridge, Thurrock and Havering.

## **7 Apprenticeships**

- 7.1 The Institute for Apprenticeships and Technical Education (IfATE) is further extending apprenticeship flexibilities (previously announced in November 2020) until at least the end of August 2021<sup>18</sup>. This is to help apprentices continue their training and complete wherever possible during the Covid-19 pandemic.
- 7.2 The Royal Horticultural Society (RHS), responding to the gardening boom during the pandemic, is offering 40 new apprenticeships in one of its five gardens in 2021<sup>19</sup>.

## **8 T Levels**

- 8.1 Second wave T Level technical qualifications (TQs) have been published by awarding organisations (AOs) in preparation for them being taught to the first students from September 2021<sup>20</sup>. Overseen by the Institute for Apprenticeships and Technical Education (IfATE) following an extensive procurement exercise, these qualifications have been developed by the AOs with the support of providers and employers. They have been accredited by Ofqual and published for construction by City & Guilds and digital by NCFE.
- 8.2 upgrade classrooms and buildings in readiness for students starting courses in September 2022<sup>21</sup>. Part of this funding will also be made available to pay for specialist kit such as surveying equipment and engineering tools to make

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<sup>18</sup> <https://www.instituteforapprenticeships.org/about/newshub/news-events/apprenticeship-flexibilities-extended-until-end-of-august/>

<sup>19</sup> <https://www.rhs.org.uk/education-learning/qualifications-and-training/work-based-training/rhs-apprenticeships>

<sup>20</sup> <https://www.instituteforapprenticeships.org/about/newshub/news-events/wave-2-t-level-technical-qualifications-tqs-approved/>

<sup>21</sup> <https://www.gov.uk/government/publications/t-levels-capital-fund-wave-2-successful-applications>

sure students have access to the industry standard devices they need to be ready for the workplace. These changes are reflected in an updated version of the T level action plan<sup>22</sup>.

- 8.3 Gatsby has designed a set of online materials to help employers and staff give mentoring support for students on T-level industry placements.<sup>23</sup>

## **9 Quality and Standards**

- 9.1 To support the renewed move to online learning, BBC Bitesize has increased its output covering all stages of learning<sup>26</sup> and in support of these resources the Science Museum Group has released complementary materials<sup>27</sup>, including talks, activities, games and apps to explore from home. The British Education Suppliers Association (BESA) has also compiled a range of resources to help teachers deliver remote learning effectively<sup>28</sup> and the Education and Training Foundation has released 14 new educational technology (EdTech) training modules on the Enhance Digital Teaching Platform<sup>29</sup>. The aim is to support teachers and trainers across the sector with digital content creation and delivery at a time when remote working is required.
- 9.2 Oak National Academy, which has provided more than 28 million lessons accessed by over 4 million pupils since the start of January, has partnered with the National Literacy Trust to provide a free digital library.

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<sup>22</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/951488/T\\_Level\\_Action\\_Plan\\_2020\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/951488/T_Level_Action_Plan_2020_.pdf)

<sup>23</sup> <https://www.gatsby.org.uk/education/latest/new-support-materials-for-industry-placement-mentors>

<sup>24</sup> <https://www.gov.uk/government/news/hundreds-of-thousands-more-laptops-to-support-disadvantaged-pupils-learn-at-home>

<sup>25</sup> <https://www.gov.uk/government/publications/review-your-remote-education-provision>

<sup>26</sup> <https://www.bbc.co.uk/bitesize>

<sup>27</sup> <https://learning.sciencemuseumgroup.org.uk/resources/?type=at-home>

<sup>28</sup> <https://www.besa.org.uk/news/besa-announces-free-support-for-teachers-during-national-lockdown/>

<sup>29</sup> <https://www.et-foundation.co.uk/news/new-bite-size-edtech-modules-to-support-digital-learning/>

- 9.3 Research by Sutton Trust<sup>30</sup> has found that the digital divide has not improved since March, with two-thirds of heads saying they have had to source devices for pupils themselves while waiting for government support.
- 9.4 The Education and Training Foundation has launched a new two-strand development programme for FE and Sixth Form Colleges governing bodies that will be delivered by the AoC. The first strand<sup>31</sup> is for those relatively new to the role and the second<sup>32</sup> is for those with more experience.

## 10 Progressions - the Labour Market

- 10.1 London government (the Mayor / GLA and London Councils) has produced an online roadmap to safe and full reopening of London's economy<sup>33</sup>, which sets out the conditions for each phase of reopening and the actions that need to be taken to achieve progress from one step to the next. The website is updated regularly.
- 10.2 Labour market experts EMSI have published *UK Regional Labour Market Outlook: Evaluating 2020 and anticipating 2021*<sup>34</sup>. It is possible to ask for the main report, which relies on visualisations to show key facts, and local analyses.
- 10.3 The World Economic Forum's annual Global Competitiveness Report<sup>35</sup> focuses exclusively on the world-wide response to Covid-19. Broadly looking at the impact of the pandemic, social and economic revival and the capacity for transformation, the report comments on debt, human capital, markets, innovation and resilience.
- 10.4 CV-Library, an employment website that boasts of hosting the UK's largest CV database, has published the most in demand candidates of 2020 based

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<sup>30</sup> <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

<sup>31</sup> <https://booking.etfoundation.co.uk/course/details/1049>

<sup>32</sup> <https://booking.etfoundation.co.uk/course/details/1050>

<sup>33</sup> <https://www.london.gov.uk/publications/roadmap-safe-and-full-reopening-londons-economy-next-12-months>

<sup>34</sup> <https://www.economicmodelling.co.uk/uk-regional-outlook/>

<sup>35</sup> [https://www.weforum.org/reports/the-global-competitiveness-report-2020?utm\\_source=sfmc&utm\\_medium=email&utm\\_campaign=2738721\\_Agenda\\_weekly-18December2020&utm\\_term=&emailType=Newsletter](https://www.weforum.org/reports/the-global-competitiveness-report-2020?utm_source=sfmc&utm_medium=email&utm_campaign=2738721_Agenda_weekly-18December2020&utm_term=&emailType=Newsletter)

on jobs posted by recruiters. The list includes: Warehouse Operative, Support Worker, Registered Nurse, Care Assistant, Labourer, Customer Delivery Driver, Cleaner, Production Operative, Project Manager and Maintenance Engineer.

- 10.5 The Resolution Foundation has considered the implications of the UK's new immigration system on the labour market in its report Home and away: the UK labour market in a post Brexit world<sup>36</sup>. In particular, the report comments on the reliance of some UK-based companies on overseas labour and the ability of the domestic labour market to fill what may become labour shortages. Taken together with other pressures as a result of Covid-19, it speculates on whether business models that existed before the UK left the European Union (EU) may continue in the new relationship and how adept enforcement may be in the event of irregular migration and employment. Further analysis on how the UK labour market is likely to change can be found in the Resolution Foundation report A Changing Labour Market.
- 10.6 The Chartered Institute of Personnel and Development (CIPD) has highlighted the challenging state of the youth labour market, examined the response of the government and proposed additional measures to support apprenticeships, traineeships and work placements<sup>38</sup>.
- 10.7 The Centre for Economic Performance at the London School of Economics and Political Science (LSE) explored the effects of negative labour market shocks experienced by parents during Covid-19 on their children and the potential for widening existing inequalities in child outcomes<sup>39</sup>.
- 10.8 The think-tank Onward has produced a report<sup>40</sup>, backed by charities and leading MPs, that is calling on the government to pay young people to work for charities, to mitigate against the long-term scarring of unemployment

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<sup>36</sup> <https://www.resolutionfoundation.org/app/uploads/2020/12/Home-and-away.pdf>

<sup>37</sup> <https://www.resolutionfoundation.org/app/uploads/2020/12/Home-and-away.pdf>

<sup>38</sup> [https://www.cipd.co.uk/Images/covid-19-youth-labour-market\\_tcm18-88287.pdf#\\_ga=2.208055570.1644239645.1608135523-864504974.1595425456?platform=hootsuite](https://www.cipd.co.uk/Images/covid-19-youth-labour-market_tcm18-88287.pdf#_ga=2.208055570.1644239645.1608135523-864504974.1595425456?platform=hootsuite)

<sup>39</sup> <https://cep.lse.ac.uk/pubs/download/cepcovid-19-015.pdf?platform=hootsuite>

<sup>40</sup> <https://www.ukonward.com/wp-content/uploads/2021/01/The-Policies-of-Belonging-1.pdf>

caused by Covid-19. The report says that the move would help charities better support their local communities as well as provide employment for NEET young people. Under the 'year in service' proposal, young people aged between 18 and 24 would be offered national minimum wage jobs at charities for a year, with their salaries met by the government. Work suggested in the report includes tutoring young children, supporting care home residents, tree planting and teaching English to migrants. The suggests that the charity jobs initiative could be developed within the government's Kickstart scheme, which covers wages and administrative costs for employers taking on young workers.

- 10.9 As a larger section of the population has gained experience of on-line learning activities, the Open University sees great potential for individuals to have new, inclusive opportunities to develop their skills and improve their performance in work (or gain the chance to improve their career)<sup>41</sup>.

## **11 Progression to Further and Higher Education**

- 11.1 The House of Commons Education Select Committee published its four pillar approach to revolutionise Adult skills and lifelong learning<sup>42</sup>. The report is the culmination of the Committee's inquiry into Adult skills and lifelong learning that was relaunched in March 2020 following on from the work of the previous Committee. It makes recommendations on areas including: community learning, individual learning accounts, part-time education and employer-led training. The report calls for community learning centres in every town, individual learning accounts and boosting part-time Higher Education and employer-led training, which should be at the centre of an adult education revolution to tackle social injustice and revitalise the country's economy.
- 11.2 The Universities and Colleges Admissions Service (UCAS) 2020 End of Cycle report: *What happened to the COVID cohort?*<sup>43</sup> shows record numbers

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<sup>41</sup> <http://www.open.ac.uk/business/learning-as-a-benefit>

<sup>42</sup> <https://publications.parliament.uk/pa/cm5801/cmselect/cmeduc/278/27802.htm>

<sup>43</sup> <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-reports/2020-end-cycle-report>

of acceptances from the lowest participation areas and some progress in widening access and participation. In addition, there have been more students than ever declaring disabilities accepted. UCAS said that the UK's 38 most selective universities would each only need to admit an additional 70 students from the most disadvantaged backgrounds in England every year to close the collective equality gap in their admissions by 2030.

- 11.3 Students from disadvantaged backgrounds who fail to meet the University of Cambridge's entry requirements will be given a chance to study at the institution<sup>44</sup>. A free foundation year – for talented students who miss out on the top grades at A-level – will be introduced next year in an attempt to diversify the student population at Cambridge. The launch comes amid concerns that disadvantaged students are likely to have felt the impact of the Covid-19 pandemic disproportionately amid lengthy school closures and a switch to remote learning. Young people who have been in care, who are estranged from their families and those who have missed significant periods of learning because of health issues are among the groups the scheme aims to reach.
- 11.4 Please see paragraph 13.1 for information about the Preparing for Adulthood programme's work.

## **12 Careers Guidance**

- 12.1 Engineering UK has proposed improvements in careers education relating to science, technology, engineering and maths (STEM), including better employer engagement and tailored careers advice<sup>45</sup>.

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<sup>44</sup> <https://www.cam.ac.uk/news/cambridge-foundation-year-offers-new-route-to-undergraduate-study-for-educationally-and-socially>

<sup>45</sup> <https://www.engineeringuk.com/media/232356/our-careers-our-future-briefing.pdf>

## **13 Special Educational Needs and Disabilities (SEND)**

- 13.1 Special Educational Needs Co-ordinators (SENCOs)<sup>46</sup> shows that schools are experiencing significant difficulties in providing support to pupils with SEND during the Covid-19 pandemic.
- 13.2 The Preparing for Adulthood programme (PfA) is delivered by the National Development Team for inclusion (NDTi) and funded by the DfE as part of the Delivering Better Outcomes Together consortium. PfA has provided an updated selection of resources and useful information for young people thinking about starting higher education (HE).
- 13.3 In Planning, commissioning, funding, and supporting provision for post-16 high needs students<sup>47</sup>, acl consulting – commissioned by the Local Government Association in collaboration with NATSPEC- presents a reformed model for High-Needs Funding covering planning, commissioning, transition and collaboration that builds on good practice and aims deliver a stronger and more robust approach to high needs learning.

## **14 Funding**

- 14.1 London Councils has said that it is disappointed with this year's local government financial settlement as it does not go far enough to cover London boroughs' additional costs and lost income during the pandemic<sup>48</sup>.
- 14.2 The Institute of Fiscal Studies' (IFS) assessment<sup>49</sup> of the provisional settlement is that the majority of the increase in core funding is expected to come from increased council tax and that the core funding per person is set to be lower than in 2015-16. It suggests that funding should be seen in the light of anticipated increase in demand for services in the coming financial year and continued pressure of local authority income.

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<sup>46</sup> <https://nasen.org.uk/news/senco-workforce-survey>

<sup>47</sup> [https://www.local.gov.uk/sites/default/files/documents/Planning-commissioning-funding-supporting-provision-for-post-16-high-needs-students-report\\_0.pdf](https://www.local.gov.uk/sites/default/files/documents/Planning-commissioning-funding-supporting-provision-for-post-16-high-needs-students-report_0.pdf)

<sup>48</sup> <https://www.londoncouncils.gov.uk/press-release/21-december-2020/disappointing-settlement-after-councils-pushed-themselves-limit-help>

<sup>49</sup> <https://ifs.org.uk/uploads/BN314-Assessing-England%27s-2021-22-Local-Government-Finance-Settlement-5.pdf?platform=hootsuite>



- 14.3 *Assessing Covid-19 cost pressures on schools*, a report by the Education Policy Institute (EPI)<sup>50</sup>, finds that fewer than a third (31%) of the additional costs facing schools as a result of the pandemic are covered by the government's support fund. The research finds that virtually all schools have had to spend more this year in order to operate in a 'Covid-safe' environment, with half of schools having to use their reserves and half unlikely to balance their budget by the end of the year. The analysis, which is based on responses from over 700 schools covering March to November 2020, distributed through the Association of School and College Leaders (ASCL) and the National Association of Head Teachers (NAHT), finds that almost all schools reported extra expenditure on PPE and cleaning supplies, while a large majority faced additional costs from signage, digital equipment and handwashing facilities.
- 14.4 The National Foundation for Educational Research (NFER)'s report *The implications of COVID-19 on the school funding landscape*<sup>51</sup> explores the implications of Covid-19 on the funding of mainstream primary and secondary schools in England, highlighting the additional cost pressures on schools resulting from implementing Covid-19 measures in the 2020/21 academic year. It considers the extent to which schools were in a position to meet unexpected costs before Covid-19 and looks at whether the additional funding provided by central government for COVID-19 has been sufficient, suggesting that it is unlikely to ease pressures on school finances. Its recommendations include the need for emergency support to help schools in deprived areas meet their extra costs.

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<sup>50</sup> <https://epi.org.uk/publications-and-research/covid-19-cost-pressure-on-schools/>

<sup>51</sup> [https://www.nfer.ac.uk/media/4225/the\\_implications\\_of\\_covid\\_19\\_on\\_the\\_school\\_funding\\_landscape.pdf](https://www.nfer.ac.uk/media/4225/the_implications_of_covid_19_on_the_school_funding_landscape.pdf)

## **15 Equality, Race and Social Justice**

- 15.1 The Institute of Health Equity, supported by the Health Foundation, published *Build Back Fairer: The Pandemic, Socioeconomic and Health Inequalities in England (The Marmot Review)*<sup>52</sup>, which examines the impact both of Covid-19 and the societal response to the pandemic to show inequalities in terms of the risks of infection and mortality. It demonstrates the effects of these inequalities in social determinants of health, including early life, education and more widely on children and young people.
- 15.2 The Institute for Fiscal Studies, in a New Year's message update on its review of inequalities<sup>53</sup>, has said the most vulnerable – those on lower incomes, the young, the least-educated and people from minoritised ethnic backgrounds – had been hit hardest by the crisis. The report finds that:
- The COVID crisis has exacerbated inequalities between the high- and low-paid and between graduates and non-graduates.
  - The crisis has hit the self-employed and others in insecure and non-traditional forms of employment especially hard.
  - Educational inequalities will almost certainly have been exacerbated by the crisis.
  - Between March and July 2020, mortality rates from COVID-19 were twice as high in the most deprived areas as in the least deprived.
  - The crisis has had very different impacts on different ethnic groups.
  - Through 2020, pensioners have on average reported becoming financially better off, whilst the young have borne the brunt of job and income loss.

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<sup>52</sup> <http://www.instituteofhealthequity.org/resources-reports/build-back-fairer-the-covid-19-marmot-review/build-back-fairer-the-covid-19-marmot-review-full-report.pdf?platform=hootsuite>

<sup>53</sup> <https://www.ifs.org.uk/inequality/the-ifs-deaton-review-of-inequalities-a-new-years-message/>

- 15.3 The Resolution Foundation has commented on the gap in wealth between different ethnic groups that has been highlighted during Covid-19<sup>54</sup>. Analysing official data, the report finds that Black African and Bangladeshi families are more likely to fall into the low wealth category and outlines the factors that drive wealth inequalities, including educational attainment. The report concludes that wealth gaps based on ethnicity are large and persistent and reforms of taxation, changes in tenancy law and support for new business ventures may reduce these inequalities.
- 15.4 The Joseph Rowntree Foundation (JRF)'s annual report on poverty in the UK<sup>55</sup> finds that families in poverty start 2021 are reeling from a triple financial blow: Before coronavirus, incomes were falling – and falling fastest – for people with the lowest incomes because the value of benefit payments decreased, meaning millions were financially exposed when the pandemic hit. People already trapped in poverty were worst affected by the economic storm caused by COVID-19, as they were more likely to be working in the hardest hit sectors. Unless the Government makes the right decisions now, there is a risk that families in poverty find it much harder to recover from the economic shock of a long third lockdown as the UK looks to rebuild its economy.

## **16 Social Mobility**

- 16.1 This years' report on poverty in the UK by the Joseph Rowntree Foundation<sup>56</sup> highlights early indications of how poverty has changed since the start of the Covid-19 outbreak, as well as the situation revealed by the latest poverty data collected before the outbreak. It examines overall changes to poverty, with sections looking at the impact of work, the social security system and housing.

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<sup>54</sup> <https://www.resolutionfoundation.org/app/uploads/2020/12/A-gap-that-wont-close.pdf?platform=hootsuite>

<sup>55</sup> <https://www.jrf.org.uk/report/uk-poverty-2020-21>

<sup>56</sup> <https://www.jrf.org.uk/report/uk-poverty-2020-21?platform=hootsuite>

## **17 Mental Health, Anxiety and Homelessness**

- 17.1 A package of reforms has been set out in a wide-ranging new Reforming the Mental Health Act white paper<sup>57</sup>, which builds on the recommendations made by Sir Simon Wessely's Independent Review of the Mental Health Act in 2018.
- 17.2 Centrepont has published its annual Youth Homelessness Databank<sup>58</sup>, which shows that over 120,000 young people sought help as they were homeless or at risk of homelessness in 2019-20. Made up of Freedom of Information (FOI) requests to local and devolved authorities across the UK, the Databank shows how many young people are seeking support and what - if any - assistance they received from their local council. This year's Databank found that 121,000 young people approached their local authority for housing support in 2019/20, with over 23,000 facing homelessness over the winter period alone. However, almost six in ten young people did not receive any recorded positive outcome - meaning that their homelessness was not prevented or relieved, and they were not offered accommodation under the main homelessness duty.
- 17.3 The Local Government Association has warned that 127,240 children are now living in temporary accommodation and called on central government to take urgent action<sup>59</sup>.

## **18 Youth Work**

- 18.1 Partnership for Young London (PYL) is looking to conduct one of the largest studies of young Londoners to help inform its work ahead of the election. PYL will be talking to more than 5,000 young people on a range of subjects and is consulting with organisations and young Londoners about designing the questions. PYL is inviting organisations to inform them of any topic that they would like to explore through this survey, or specific questions on which

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<sup>57</sup> <https://www.gov.uk/government/news/landmark-reform-of-mental-health-laws>

<sup>58</sup> <https://centrepont.org.uk/databank/>

<sup>59</sup> <https://www.local.gov.uk/around-450-primary-schools-worth-children-stuck-temporary-accommodation-during-lockdown>

they want to know the views of young Londoners (contact [matthew.walsham@cityoflondon.gov.uk](mailto:matthew.walsham@cityoflondon.gov.uk)).

## 19 London

- 19.1 Reaching Higher's leadership programme, which helps vulnerable young people in Croydon boost their career and life prospects, will triple the size of its operation thanks to new funding. The Youth charity's scheme currently supports 20 teenagers at risk of being excluded from school or drawn into a spiral of criminal activity or gang involvement. Now, the South Norwood-based organisation will be able to help an additional 40 young people a year, thanks to a £143,750 grant from City Bridge Trust – the City of London Corporation's charity funder. The five-year funding will support a series of workshops on topics such as relationship-building, self-esteem and financial literacy, alongside mentoring, work experience and volunteering opportunities.
- 19.2 People with mental health issues in Tower Hamlets will support each other in a new scheme aimed at targeting hard-to-reach groups and tackling 'hidden homelessness'. The project will see support groups set up in 12 wards across the borough, while people with experience of mental ill health will be trained as 'peer leaders' to offer face-to-face and online support to others. It will particularly target people in minoritised communities and homeless people, including those forced to 'sofa surf' or stay with families or in other insecure accommodation. The scheme, which hopes to reach hundreds of people across the borough, is being run by Mind in Tower Hamlets and Newham, with £107,800 funding from City Bridge Trust.
- 19.3 *London Recovery Manifesto*<sup>60</sup>, the Centre for London presents the polarised effects of the pandemic on different economic sectors and the knock-on effects on different people. It highlights evidence of community solidarity and establishment of local support networks and among its recommendations to help recovery are: introducing support for better jobs and a fairer labour

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<sup>60</sup> <https://www.centreforlondon.org/wp-content/uploads/2020/10/Centre-for-London-London-recovery-manifesto.pdf>

market – including support targeted at people at risk of long-term unemployment and young people, in particular disadvantaged or disabled young people and revitalising governance and resetting devolution – towns and cities should be given the capacity to create their own recoveries, such as through new devolution deals, and London’s town centres need new governance models that bring residents and businesses together to plan and realise their future.

## **20 Summary: the key issues for the recovery of Young People's Education and Skills in London**

- 20.1 The lift in the national mood that was palpable at the end of last year when news of vaccines against Covid-19 made the headlines, bringing the prospect of a more sociable Christmas and New Year, was dashed by the emergence of variant strains of the virus, including one believed to have arisen in Kent. Inevitably as the infection rate rose, a new national lockdown commenced in January, which led to fresh restrictions on the children and young people who were expected to attend educational settings – although the definition of ‘key worker’ in the latest lockdown means more children and young people are able to attend their educational setting now than in spring 2020. The DfE and Ofqual are consulting on measures to replace summer academic and vocational written exams with a teacher-assessed model that learns the lessons from the 2020 award process. The safe, full re-opening of all educational settings and the fairness of awarding qualifications this year are the key priorities for the immediate future.
- 20.2 More excellent resources are becoming available to support on-line teaching and learning, but the ‘digital divide’ is still a major issue to address.
- 20.3 The youth labour market is still badly affected by uncertainties in the economy, though the London Recovery Board, through its mission-based programme, is overseeing a co-ordinated effort to address youth unemployment in London.

## Part Two: Policy Update

This part of the Briefing Note covers policies and reports that have been received since mid-December 2020.

### 21 Recognition

- 21.1 Those recognised in the New Years' Honours List from the wider FE and skills sector include Nicki Hay, vice chair of the board at the Association of Employment and Learning Providers and chief operating officer at Estio Training Ltd, who received an MBE and Mark Siswick, Headteacher at Chesterton Primary School, who also received an MBE.
- 21.2 The TES named membership organisations (including the AoC, AELP and ASCL represented on the Young People's Education and Skills Board) and our Board member Sam Parrett OBE among its people of the year 2020.

### 22 Skills for jobs: lifelong learning for opportunity and growth<sup>61</sup>

- 22.1 *Skills for jobs: lifelong learning for opportunity and growth*, is the White Paper that sets out the government's reforms to post-16 technical education and training to support people to develop the skills needed to get good jobs and improve national productivity. The measures it proposes include:
- Business groups, including Chambers of Commerce, working alongside colleges to develop tailored skills plans to meet local training needs; supported by a £65 million Strategic Development Fund to put the plans into action and establish new College Business Centres to drive innovation and enhanced collaboration with employers.
  - Giving employers a central role in designing almost all technical courses by 2030, to ensure that the education and training people receive is directly linked to the skills needed for real jobs.

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<sup>61</sup> <https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

- Boosting the quality and uptake of Higher Technical Qualifications - that provide the skills that many employers say they need and that can lead to higher wages – by introducing newly approved qualifications from September 2022 supported by a government-backed brand and quality mark.
- Changing the law so that from 2025 people can access flexible student finance so they can train and retrain throughout their lives, supported by funding in 21/22 to test ways to boost access to more modular and flexible learning.
- Launching a nationwide recruitment campaign to get more talented individuals to teach in further education and investing in high quality professional development including a new Workforce Industry Exchange Programme.
- Overhauling the funding and accountability rules, so funding is better targeted at supporting high quality education and training that meets the needs of employers; and introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.

## **23 New relationship with the European Union**

- 23.1 The UK and the EU reached an agreement on their long-term relationship, including a Trade and Cooperation Agreement that came into effect when the Transition Period of the UK's exit from the UK expired on 31 December 2020<sup>62</sup>. The UK decided not to participate in the EU's Erasmus+ Programme and has instead established a new Turing Programme to allow international educational exchanges to take place<sup>63</sup>.

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<sup>62</sup> [https://www.gov.uk/government/publications/agreements-reached-between-the-united-kingdom-of-great-britain-and-northern-ireland-and-the-european-union?utm\\_source=bd1c78db-4723-4a24-8253-aa98454abb53&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/publications/agreements-reached-between-the-united-kingdom-of-great-britain-and-northern-ireland-and-the-european-union?utm_source=bd1c78db-4723-4a24-8253-aa98454abb53&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

<sup>63</sup> <https://www.gov.uk/government/news/new-turing-scheme-to-support-thousands-of-students-to-study-and-work-abroad>



## **24 Youth Engagement**

- 24.1 The Co-op Foundation is set to award £1.8m to organisations which empower young people to help their local community, support their peers and improve their wellbeing<sup>64</sup>.

## **25 Institute of Teaching<sup>65</sup>**

25.1 The DfE has announced that a new Institute of Teaching is set to be established in England to provide teachers and school leaders with “prestigious training and development” throughout their career. Training will be delivered through at least four regional campuses, launching in September 2022, with the Institute being the first of its kind in the world. The national initiative will deliver evidence-based approaches to teacher training, and also include mentoring and early career support, alongside leadership courses and continued professional development, building on existing high-quality provision. The Institute will be funded as part of £22 million for teacher quality agreed at the Spending Review, which also includes funding for mentor time for early career teachers as part of the Early Career Framework reforms.

## **26 Commission on Education and Employment Opportunities for Young People<sup>66</sup>**

- 26.1 The final report of the Commission on Education and Employment Opportunities for Young People makes a case for improvements and among its recommendations are devolution of education responsibilities, increasing

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<sup>64</sup> <https://www.coopfoundation.org.uk/news/iwill-funding-awarded-2021/>

<sup>65</sup> [https://www.gov.uk/government/news/new-institute-of-teaching-set-to-be-established?utm\\_source=7404f0e1-6ee5-4bc6-95e1-c676084678a0&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/news/new-institute-of-teaching-set-to-be-established?utm_source=7404f0e1-6ee5-4bc6-95e1-c676084678a0&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

<sup>66</sup> <https://learningandwork.org.uk/wp-content/uploads/2020/12/Youth-Commission-report-6-Unleashing-talent.pdf?platform=hootsuite>

the post-16 funding rate to £5,000, a Careers Advancement Service and creating learning accounts.

## **27 National Graduate Development Programme<sup>67</sup>**

- 27.1 The local government NGDP programme has recruited its biggest and most diverse cohort to date in 2020, with 149 graduate places around the country, of whom 28 per cent identified as minoritised ethnic and of whom more than ever before felt able to disclose a disability. The LGA has received a record of over 7,400 applications for 2021 placements. Councils interested in signing up and hosting graduates can visit the webpage or email [helen.reeves@local.gov.uk](mailto:helen.reeves@local.gov.uk) for an informal conversation.

## **28 Appointments**

- 28.1 The Education Secretary has named Lord Wharton of Yarm as his preferred candidate to be the next Chair of the Office for Students, following approval by the Prime Minister<sup>68</sup>. Lord Wharton will now go on to attend a pre-appointment hearing before the Education Select Committee on a date to be confirmed by the Committee.

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<sup>67</sup> <https://www.local.gov.uk/national-graduate-development-programme>

<sup>68</sup> <https://www.officeforstudents.org.uk/news-blog-and-events/press-and-media/statement-on-preferred-candidate-for-ofs-chair/>

## Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used<sup>69</sup>.

### 29 Participation

#### ***Attendance***

29.1 The figures on schools and colleges attendance published by DfE<sup>70</sup> are as follows:

- In the week commencing proportion of open state schools including schools on INSET was 98.5% (down from 99.2% on 10 December) and Attendance in all state schools was 79.2% (Down from 84.6% on 10 December).
- In the week commencing 11 January overall attendance was 13.9 per cent.

(Thursday is the usual 'spot' day on which weekly attendance is counted, but this was changed to Wednesday 16 December in the week before the Christmas break).

#### ***Young people not in education, employment or training***

29.2 Publication of the September Guarantee figures has been delayed and the Annual NEET Report is now expected in March.

### 30 Achievement

30.1 Updated figures for Key stages 4 and 5 are now expected to be published in March.

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<sup>69</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

<sup>70</sup> <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

### **31 Progression**

- 31.1 The revised figures for 2018/19 are now expected to be published in March.

### **32 Intelligent London<sup>71</sup>**

- 32.1 Intelligent London makes the very best of data analysis and visualisation techniques so that those with an interest in supporting and promoting the interests of young people can easily access reliable and up-to-date data.

### **33 Recommendation**

- 33.1 Recipients are asked to note the content of this report and submit any comments by email: [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

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<sup>71</sup> <http://www.intelligentlondon.org.uk/>

## Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response<sup>72</sup>

Specific guidance on education<sup>73</sup>

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence<sup>74</sup>.

NHS information on coronavirus: <sup>75</sup>

Q&A from Public Health England on coronavirus: <sup>76</sup>. **Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together Public Health England (PHE), NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

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<sup>72</sup> <https://www.gov.uk/coronavirus>

<sup>73</sup> <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

<sup>74</sup> <https://www.gov.uk/search/research-and-statistics>

<sup>75</sup> <https://www.nhs.uk/conditions/coronavirus-covid-19/>

<sup>76</sup> <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>

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# Young People's Education and Skills Board

## Skills for jobs: lifelong learning for opportunity and growth (White Paper) Item: 5

**Report by:** Peter O'Brien    **Job Title** Regional Commissioning Manager

**Date** 28 January 2021

**Telephone** 020 7934 9743    **email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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**Summary**      This paper provides a summary of *Skills for jobs: lifelong learning for opportunity and growth*, a White Paper published by the government on 21 January 2021. This paper also gives an indication of the response to the White Paper from key players in the education, skills and employment sector, explains the key issues for London and sets out an analysis of the implications for the Young People's Education and Skills Board.

**Recommendations**    Board members are asked to discuss this paper and raise any points of action they wish the team to take forward.

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### 1 Background and introduction

1.1 A White Paper on Further Education had been expected to be published in autumn 2020. Its publication was delayed, to take account of other, related government decisions, including:

- deferring the full multi-year Comprehensive Spending Review and replacing it with a Winter Economy Plan<sup>1</sup>, which prioritised continued support for the Plan for Jobs<sup>2</sup> introduced in the summer.

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<sup>1</sup> <https://www.gov.uk/government/topical-events/winter-economic-plan>

<sup>2</sup> <https://www.gov.uk/government/topical-events/a-plan-for-jobs-2020>

- the Prime Minister’s announcement of a Lifelong Learning Guarantee<sup>3</sup> aimed at adults without an A-Level or equivalent qualification and entitling them to free, fully funded college course.

1.2 The White Paper, *Skills for jobs: lifelong learning for opportunity and growth*<sup>4</sup>, was published by the government on 21 January 2021 to set out reforms to post-16 technical education and training to support people to develop the skills needed to get good jobs and improve national productivity.

## **2 What does the White Paper recommend?**

2.1 The reforms proposed in the White Paper include:

- An "overhaul" of the funding and accountability rules, so funding is better targeted at supporting high-quality education and training that meets the needs of employers, and an introduction of new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.
- Employers to have a central role in designing almost all technical courses by 2030 "to ensure that the education and training people receive is directly linked to the skills needed for real jobs".
- Business groups, including chambers of commerce, to work alongside colleges to develop tailored skills plans to meet local training needs, supported by a £65 million strategic development fund to put the plans into action and establish new college business centres to drive innovation and enhanced collaboration with employers.
- New higher technical qualifications to be introduced in September 2022, which will be supported by government-backed brand and quality work.
- A change in the law so that from 2025 people can access flexible student finance so they can train and retrain throughout their lives, supported by

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<sup>3</sup> <https://www.gov.uk/government/news/major-expansion-of-post-18-education-and-training-to-level-up-and-prepare-workers-for-post-covid-economy>

<sup>4</sup> <https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>



funding in 2021-22 to test ways to boost access to more modular and flexible learning.

- A nationwide recruitment campaign to get more talented individuals to teach in further education, and investment in high-quality professional development including a new workforce industry exchange programme.
- Toughening up enforcement of the “Baker Clause”, with schools’ careers funding conditional on compliance. Schools will also be required to offer independent careers advice from the lower age group of Year 7.
- Turbo-charging Apprenticeships by driving up quality, expanding the sectors in which Apprenticeships are available, removing barriers for smaller businesses and ensuring value for money.

### **3 What has the reaction been?**

- 3.1 There has been general support for the White Paper for putting FE in the spotlight and putting businesses at the heart of the system. FE Week published an article that brought together the reaction<sup>5</sup>, in which some of the support was qualified by suggestions on how the reforms could be strengthened. Some of the reaction has been that the FE White Paper that had been promised has materialised as a skills White Paper, leaving some important issues in the system unresolved.

### **4 What does this mean for London?**

- 4.1 Although this is not the first White Paper that seeks to put businesses at the heart of the skills system, it is the first to propose making more imaginative use of existing structures, the Chamber of Commerce network. It is proposed that employer involvement should be at the level of Local Enterprise Partnership areas and the work in London for the Mayor to hold strategic discussions with businesses is likely to mean that London will be well placed to implement these reforms. Known inconsistencies in the Chamber of Commerce network across the rest of the country may, however, lead to unevenness. We should press for

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<sup>5</sup> <https://www.fenews.co.uk/fevoices/61938-skills-for-jobs-white-paper-is-launched-sector-response>

light touch oversight by the government and intervention only by exception, rather than bureaucratic regulation from the outset.

- 4.2 Some of the less eye-catching reforms, such as in Apprenticeships and careers guidance, are nonetheless important and we should look to take these reforms forward with colleagues in London's councils as soon as possible.
- 4.3 It is disappointing that the White Paper restricted itself only to Technical Education. Many young people in London are following hybrid Post-16 Programmes and there is a risk that the academic-technical divide may develop into mutually exclusive silos that young people may find difficult to navigate out of and institutions may not be able to support such moves easily. The narrower focus of the White Paper also means that the role of FE Colleges in the delivery of basic skills is not addressed. This type of provision plays an important role in social inclusion and it may be prudent for boroughs to consider alternatives if the FE sector focuses more exclusively on technical education.
- 4.4 There are therefore some issues that the White Paper does not address and that we have previously stated work against the interests of young Londoners, among which are the reduction of funding for 18 year-olds (particularly those who have needed to catch-up on learning after low attainment at Key Stage 4); differences in the funding rates paid to schools and colleges; and planning three year Post-16 programmes for young people who need more time and support to achieve a level 3 qualification. Continued lobbying on these issues may be needed. We also know that there is significant demand in the London workforce for first level 2 qualifications that will be outside the scope of the Lifelong Learning Guarantee.
- 4.5 Integration of education, skills and employment support is a major omission from the White Paper. While implementing the system in London we may wish to develop an approach that more effectively aligns funding and performance targets so that technical education does not become separated from other elements of business support and local planning. This approach would maximise the possible benefits of cross-funding and return on public investment.

- 4.6 It is also of concern that the White Paper makes little mention of the role local authorities could make to realise the new system more quickly and to provide support when it is up and running. We should continue to advocate local devolution of all responsibilities for funding all provision for 16 to 19 year-olds.

## **5 Implications for the Young People's Education and Skills Board**

- 5.1 The government will seek to introduce legislation to implement some of the changes proposed in the White Paper. It is possible that some of the measures currently envisioned may be amended. Assuming that these amendments are minor there are some measures that the Young People's Education and Skills Board may wish consider taking early action in consultation with partner organisations to ensure that the reforms work in the interests of London's businesses and young people.
- 5.2 There will be other measures not addressed in the White Paper that remain valid areas of concern because they affect the life chances of young people. These should remain areas for future lobbying.

## **6 Recommendation**

- 6.1 Board members are asked to discuss this paper and raise any points of action they wish the team to take forward.

# Young People's Education and Skills Board

## Young People's Education and Skills Plan 2021 to 2022

Item: 6

**Report by:** Peter O'Brien    **Job Title** Regional Commissioning Manager

**Date** 28 January 2021

**Telephone** 020 7934 9743    **email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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**Summary** This paper provides a summary of the evidence reviewed in the briefings we have produced during the Covid-19 pandemic, highlights the current issues and suggests how we can move forward, aligning our actions with the London Recovery Board's missions. It asks for the Board's opinions on the actions the Young People's Education and Skills Board and Team can take in the next year.

**Recommendation** Board members are asked to note and discuss the attached report and provide feedback on the questions posed in paragraph 3 of this paper by 26 February 2021 to [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

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### 1 Background and introduction

- 1.1 In place of regular meetings during the Covid-19 pandemic we have been producing Briefings to information to the Young People's Education and Skills Board, lead councillors and officers in London boroughs and other partners and stakeholders. The Briefings consider the main effects on different aspects of the education and skills sector in London. The analysis of the information presented in our Briefings provides a comprehensive evidence base upon which to build policies and strategies for young people's education and skills in London.
- 1.2 The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner,

greener London. The London Recovery Board has committed to taking a missions-based approach to the Recovery Programme to address the grand challenge: “to restore confidence in the city, minimise the impact on London’s most vulnerable communities, to recover and renew the city’s economy and society”.

- 1.3 It is critically important that the actions of all public, private and community organisations align with and contribute to the London Recovery Board’s Missions and key outcomes.

## **2 Summary of the Evidence Base**

- 2.1 The attached document provides a summary of the evidence reported in our regular briefings produced during the Covid-19 pandemic. It gives an indication of how Young People's Education and Skills can move forward in alignment with the London Recovery Board’s missions. and it asks Board members for their views on topics where the Board’s decisions shape policies and strategies we can take forward.

## **3 Options for change**

- 3.1 The Young People's Education and Skills team at London Councils will continue to support Board members as leaders of the post-16 sector, both in their roles within their organisations and as part of London’s recovery.
- 3.2 From the evidence base, we have synthesised the following possible policy lines to take forward in our annual plan and that may combine to provide both an element of London’s recovery programme and complement other aspects of the programme: Board members are asked to comment on these points:
  - What steps can be taken to create the new structures London needs to gather the views of young people and businesses and enable their voices to have weight in decisions that affect them?
  - How should London develop a comprehensive youth offer that integrates education, skills and employment support that, working with schools, post-16 FE sector and HE, supports transitions at 14, 16 and 18?

- In what ways could London develop and deliver a series of London 'entitlements', for example:
  - A Young Londoner Careers Entitlement, as part of a London all-age offer, based on a refreshed version of London Ambitions, particularly the entitlement to 100 hours of the world of work while in education, and that prioritises the careers cluster initiative developed by the GLA in any future structural funds in the capital, including the UK Shared Prosperity Fund. How could the careers guidance needs of young people who left education or training at the early stages of the Covid-19 crisis or during the lockdown be addressed to ensure that they take up appropriate opportunities through, for example, Kickstart that enable them to achieve their goals in life and so boost their self-esteem?
  - A Lifelong Learning Entitlement to deliver the Right To Retrain (one of the government's manifesto pledges) that captures the skill set required of London's workforce from basic skills to higher level technical and professional skills, but is not limited to or by a deficit-reduction model for people who have not attained English and maths GCSE, or full level 2/ level 3 qualifications) and ensures full geographic coverage in Greater London. London's Lifelong Learning Entitlement should be truly lifelong and seek to link together all stages of education, skills training and employment support – it should be more than an adult learning entitlement.
- How could London achieve devolved control of local post-16 learning ecosystems that provide a rich mix of learning opportunities and that support the 15 minute city concept, bringing the best of the blended learning experiences in lockdown while ensuring access to everyone? How might we work better with community partners to develop new assets that support self-study and development near to home, with a more embracing (and honest) inclusion of the opportunities that community volunteering provides?
- How can we support the establishment of local partnerships that bring businesses and educational settings together with local councils and communities to match labour supply and demand more effectively and

efficiently than is possible in the current centrally driven system? Should we seek to pilot post-16 local learning agreements that cover local, sub-regional, regional and national needs for each industrial sector?

- How can we secure investment in the develop of specialist provision so that, at every stage of learning, those young people and adults who are struggling to reach the required standard are given additional support as a regular feature of London's learning ecosystem, particularly for those who have traditionally been at a disadvantage?
- In what ways can we assist safe opening of educational settings?
- Should we take a position that before making changes in regulations on specific workplaces, the government and local decision-makers should consider the impact on apprenticeships and other work-based learning?
- Do we wish to encourage local dialogues involving councils, educational settings and other social partners to identify community assets that could be used to support the education and training of young people both as part of catch-up activities and in the event of a future lockdown (for example, to support catch-up, homework clubs or other 'out-of-school' activities) ?
- Should we suggest that educational settings should consider evaluating their experiences of the use of blended and on-line learning during the lockdown and establish the scope for its use in the future?
- Some are arguing for the abolition of GCSEs and it could be useful to consider discussing the disadvantages and benefits of such a move.
- How should we develop the 'youth voice' and maintain close working relationships with youth representatives in London?
- What type of activities can we support to tackle enduring loneliness and isolation for young people who did not cope well during the lockdown and have not adjusted with the resumption of education or employment?
- How should we continue to lobby for full funding for full-time 18 year-old students; an end to the distinction between school and college funding (both should increase to the same rate – a minimum of £5,000 per student
- that guarantees high quality teaching and learning to all students,



whatever route to success they choose); young people who would benefit from a three-year programme of study to achieve a level 3 qualification should be able to do so, with their learning institution being assured of full funding.

- Are there any other issues on which we should lobby or act?

#### **4 Recommendation**

- 4.1 Board members are asked to note and discuss the attached report and provide feedback on the questions posed in paragraph 3 of this paper by 26 February 2021 to [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

# **Young People's Education and Skills Plan 2021 to 2022**

## ***Summary of the Evidence Base***

London Councils  
59½ Southwark Street  
London  
SE1 0AL

## **About Young People's Education and Skills**

*Young People's Education and Skills* is a partnership body supporting local authorities to deliver their responsibilities for young people's effective participation, achievement and progression; and working with other partners who also have responsibilities for education, skills and employment of young people.

Sitting within London Councils, the cross-party organisation that works on behalf of London's 32 boroughs and the City of London, *Young People's Education and Skills* is the only forum in London where London government (Local Authorities and the Mayor/GLA), representatives of learning institutions and business representatives come together strategically to review the crucial 14 to 19 stage of learning and consider the impact of education and skills on London's labour market and economy.

### ***Purpose of this document***

This document summarises the evidence analysed by the Young People's Education and Skills Board to develop its plan to align its work with the London Recovery Board.

## **Summary**

In this paper we have summarised the evidence that we have gathered, analysed and reported on during the Covid-19 pandemic. We consider this evidence in the context of the current issues being taken forward by the London Recovery Board to ensure that the work we propose to take forward aligns with the Recovery Board's missions.

We have provided a 'spotlight' on each of the topics upon which we have reported during the pandemic.

# Introduction

## **Context**

The initial and current response of the government to the pandemic was to preserve lives and protect the NHS, with the intention to open up sections of society and the economy in a gradual, phased process.

At the same time, there is a strong desire to protect jobs and ensure that economic activity can resume when it became safe to do so. Even now, almost a year since the pandemic first arose there are inescapable and far-reaching economic consequences that cannot yet be accurately predicted. Early in the pandemic there were forecasts of the economic issues presented by Covid-19. Announcements of profit warnings, redundancies and business closures throughout the summer, autumn and winter have fuelled increased uncertainty about the prospects for first-time entrants into the labour market. The effects of local and national lockdowns (and the threat of them) and the peaks and troughs in reported cases of Covid-19 have also demonstrated the cautious nature of returning all sectors to full speed. The Prime Minister announced a Lifetime Skills Guarantee and a range of measures to support the economy, the workforce (including self-employed) specific sectors and localities.

The labour market, predictably, has been extremely volatile during the pandemic. In the last two weeks of March 2020, nearly one million people claimed Universal Credit, around 10 times the usual rate (the position has subsequently improved but is still significantly above the seasonal average). Official labour market statistics demonstrate how young people, and those aged over 50, have suffered most in job losses during the pandemic. The figures also show an increase in zero-hours contracts and temporary and part-time employment.

Where businesses have re-opened, they have generally reported a recovery in their trade, but the enduring effects of the lockdown and a level of uncertainty over the durability of easements announced by the government is believed to have dampened down the pace and scale of the recovery.

While some industries have adapted to new ways of working, such as remote working and on-line trading, others that depend on personal interaction with customers are on a knife-edge. Many office-workers in central London are continuing

to work from home, which has led to significant decline in use of transport, in the creative industries and in the trade in shops, including international shopping destinations, that are dependent on both business and tourist customers. At the same time, shopping centres in outer London are reporting increased footfall - and yet outer London has witnessed the greatest increase in the number of people claiming unemployment benefits. This suggests that within London – and possibly even within boroughs – a more nuanced approach may need to be taken as many neighbourhoods, groups of people and economic sectors in London have been hit just as hard (or even harder) than anywhere else in the UK. The changing directions given to the population reflect the unpredictable nature of the pandemic, especially when a proven cure was awaited.

Even with the roll-out of vaccines, it is clear that what were first thought to be temporary arrangements to control the spread of Covid-19 may prove to be far longer-lasting and that some features of working life may be permanent, making longer-term employment and recruitment patterns difficult to predict.

### ***London's recovery***

London government's (London Councils/the Mayor/Greater London Authority (GLA)) response to the pandemic focussed on preserving lives and livelihoods and protecting essential services. As the first wave concluded, the emphasis was on reimagining London's recovery and managing Covid-19 through the second wave and the subsequent emergence of variants of the Covid-19 virus. The London Recovery Board have been set up to restore confidence in the city, minimise the impact on London's most vulnerable communities, to recover and renew the city's economy and society ("the grand challenge").

The challenge is intended to be addressed through nine missions, each with their own partnership-based task groups that reflect London's society and economy, while at the same time ensuring that transition to recovery ensures outbreak control and the safe reopening of business, education and society. The missions are being co-produced with partners and stakeholders and are still in course of refinement, but the following have emerged as the main topics, each with its own mission:

- A green new deal
- A robust safety net

- High streets for all
- Building strong communities
- A new deal for young people
- Good work for all
- Mental health and wellbeing
- Digital access for all
- Healthy food and weight

The Mayor's Skills for Londoners Board, combined with Mayor's Business Advisory Board, is expected to be part of the longer-term delivery of these missions, pursuing its strategic agenda of making sure Londoners, employers and businesses get the skills they need to succeed in a fair, inclusive society and thriving economy.

In many ways, the work of Young People's Education and Skills impacts on – and is impacted by – each of the recovery missions, but our core remit on young people's education and skills is most closely aligned with the new deal for young people, good work for all and mental health & wellbeing missions.

### **Championing post-16**

The Young People's Education and Skills Board's remit is to provide pan-London leadership in Post-16 education and skills in London, prioritising effective participation, achievement and progression to positive destinations. These priorities are crucial in London's recovery from Covid-19 as they increase the resilience of young people and enable young Londoners to reach their potential and goals in life and contribute to stronger communities and business competitiveness in London.

The elements of delivering these priorities include:

- *Participation* – reduce the number of young people who are NEET and whose status is not known to their local authority and secure full participation
- *Achievement* – increase resilience by improving attainment of Level 2 and Level 3 by 19 and reduce performance gaps
- *Progression* – preparing young people for life, work and continuing learning
- *Careers guidance* – enabling young people and their families to make informed choices, taking forward *London Ambitions*, so that young people can take greater ownership over their learning and determine their own future.

- *Special Educational Needs and / or Disabilities (SEND) / High Needs* – supporting London’s councils in their legal duties and contribute to a government review.
- *Technical Education* – including Apprenticeships, Traineeships, T levels and work experience.
- *Funding* – increased investment and its returns, equality across funding streams and education settings, three-year Level 3 programmes, devolution of planning and funding.
- *Inclusion* – promote race equality, diversity and social justice by closing gaps in performance measured in participation, achievement and progression.
- *Social Mobility* – improving chances to improve the financial and social situation of individuals and their families.

Young People's Education and Skills' ethos and ways of working include: data-driven decision-making from an evidence base that is shared with partners and stakeholders; collaborative partnership working around shared values and objectives, particularly equality and closing performance gaps at every stage of learning; open and honest dialogue with young people and businesses; transparent target-setting, including benchmarking against other world-class cities and jurisdictions; supporting quality improvement; lobbying for the reforms agreed by the Young People's Education and Skills Board.

The education and skills system has suffered considerable shocks during the Covid-19 pandemic and the youth labour market, which had taken so long to recover following the financial crash over a decade ago, has declined significantly. This combination has had a detrimental effect on the confidence, morale and wellbeing of young Londoners.

Restoring lost confidence and building resilience are key elements of the London Recovery Plan and the Young People's Education and Skills Board is demonstrating how our work in the year ahead aligns with this plan by:

- Reducing the number of young people who are not in education, employment or training (NEET) and securing full participation in education and skills provision to build young people's confidence in the future.



- Improving achievement of qualifications to provide young people with opportunity to develop their future career pathways and increase their resilience from any future labour market downturns.
- Increasing progression into further and higher education outcomes and into good work, preparing young people for adulthood and enabling them to continually develop their talents.

The Young People's Education and Skills Board's plans, delivered through London Councils, contributes to the work proposed by the London Recovery Board, particularly

- The London Recovery Board's Young People's Mission includes the provision of mentoring support and excellent youth work – the Young People's Education and Skills Board's on-going work on supporting education and skills will form a component of a transformation in the prospects for young people, particularly in their desire for self-determination.
- The London Recovery Board's Good Work Mission includes the reduction of NEET and increase in youth employment – the Young People's Education and Skills Board has a track record in supporting London's councils and educational settings in securing high levels of participation in education and skills and progression to further study and jobs.
- The London Recovery Board's Mental Health and Wellbeing Mission, which seeks to remove the long-standing health inequalities that have been exacerbated by the pandemic. The Young People's Education and Skills Board had been addressing concerns about young people's mental health before the outbreak of Covid-19 and is looking for this to contribute to the recovery mission.

Throughout the pandemic, we have been producing Briefings that summarise the major policy developments, statistics and considerable research output that have been issued. Our briefings have helped Board members and other leaders in London to engage in the London Recovery Board as well as in their organisations. The briefings reinforce the importance of the post-16 phase of learning in London's recovery plans because:

- This is the period of life when young people choose their courses and learning pathway that will see them through adulthood. The consequences of decisions

made by 16 to 18-year-olds determine their prospects in ways that are more critical than at other times in their education journey.

- While London's education system has improved greatly in the last 20 years and the performance of its pre-16 provision excels at every stage, the post-16 system still has some way to go to be consistently the best in the country and the best of comparable world-class cities, though these gaps are closing.
- London possesses excellent post-16 provision in every context - schools, colleges and independent providers – and tremendous support from businesses that see the benefit in investing in learning. We have a rich pool of talented young people who are looking to make their mark on the world. Bringing these elements together in new and resilient collaborations in the post-16 phase will be a great contribution to London's recovery and its status as a premium world-class city.

### ***Alignment with London's recovery missions***

We are firmly committed to the London's recovery and there is joint membership of most of the Young People's Education and Skills Board and the London Recovery Board, its Taskforce, Mission Boards and task groups. In this plan, we are describing our remit in the context of the Recovery Missions, setting out a summary of the evidence we have reviewed during the pandemic, identifying the key current issues and suggesting how we can move forward developing a programme of work that is consistent with our remit and aligns with the Recovery Missions.

### **Ways of working**

We are setting out here the key elements of how we intend to work in the coming year.

#### ***Data***

We will recommend options and decisions based on a shared evidence base and published data. We will indicate the source of data and evidence and present our analyses clearly and transparently. Our principal sources of information will be GLA Intelligence and Intelligent London. Wherever possible, we will commission additional research in collaboration with other partners and stakeholders.

## ***Partnerships***

As a partnership-based organisation, we instinctively seek opportunities to collaborate with partner organisations (that is, organisations represented on our Board) and stakeholders (organisations that have an interest in the wider children, education, skills and employment systems in London) based on shared values and objectives. We will take part in purposeful partnerships and actively create new partnerships that are consistent with the *Young People's Education and Skills* remit and priorities, including equality and closing performance gaps at each phase of learning – participation, achievement and progression.

## ***Engagement***

We will take every opportunity to engage in open and honest dialogue with young people and businesses to ensure that our analysis of data and evidence, our proposals for action and recommendations for action will have a positive effect on London's communities and economy.

## ***Benchmarks***

We will be transparent, realistic and ambitious in setting targets. In so many indicators used in the education and skills sector London is leading the way among English regions. Where appropriate, we will measure London against other world-class cities and jurisdictions to help preserve its status as one of the premier world cities.

## ***Lobbying***

We will take every opportunity to lobby government to support medium-to-long-term reforms agreed by the Young People's Education and Skills Board.

# Evidence Spotlights

## Spotlight on Participation – Summary of the Evidence Base

### What we know

#### *Attendance*

During the Covid-19 pandemic, there have been three distinct phases affecting young people's education and training

- Between March and September 2020 educational settings were closed to most children and young people, though educational settings remained open throughout this period for vulnerable children and those of key workers. From June 2020 until the end of the academic year, educational settings opened to children in primary schools and later to those in Years 10 and 12. Not all of these young people attended for various reasons but attendance improved until the end of term.
- Educational settings opened in full at the start of the new academic year and were remained open during the lockdown announced in December 2020, though attendance was affected by Covid-19 infections at students' homes or within their educational setting – approximately 80 per cent of students were in attendance by the time of the Christmas break.
- Educational settings partial reopened in January 2021; on the same basis as the original lockdown, albeit with more parents being categorised as 'key workers'. Official statistics that have been published during early January 2021 have suggested that attendance is between three and five times the rate achieved in the first lockdown period.

While educational settings have been in lockdown, education and training continued to be provided through on-line learning (livestreamed or pre-recorded lessons) and self-directed learning at home. The government, BBC and others moved swiftly to provide additional resources to support home-schooling. This rapid transformation in teaching and learning had positive and negative effects:

- Positively, many more young people than would normally be the case have become accustomed to self-directed learning and will have begun to develop time management skills that will prove a great asset as they continue learning and into their adult life. The availability of high quality resources on-line has increased tremendously during lockdowns and many more teachers and tutors

have become adept in the use of technology, which has highlighted the potential for these resources to become a more prominent component of teaching and learning.

Moreover, exposure to self-directed study and the development of research skills in Years 9 and younger suggests that pupils and students may be far better placed for study at key stage 4 and beyond than previous cohorts. The extent to which these aspects of the current situation shape the future and attainment of young people will be clearer over time.

Furthermore, the increased take-up of on-line learning by adults, particularly those on furlough, suggests that blended learning will become a permanent feature of lifelong learning and continuing development. Young people who have been exposed to a new pedagogy will be in a strong position to continue to learn new skills throughout their lives.

- However, many disadvantaged young people did not have access to on-line teaching and learning, either because they did not have the equipment or because their home setting was not conducive to learning. Young people whose learning required additional support, especially where support was delivered face-to-face, may not have been helped adequately during lockdowns.

Before the pandemic, we were developing our understanding of “effective participation”, which takes into account exclusions and persistent absence. It is not possible to confirm at present the extent to which these need to be factored into our understanding of participation or “effective participation”.

### ***NEET and Not Known and Not Participating***

The level of NEET and young people whose status is not known to their local authority has remained relatively stable during the pandemic – although London’s councils have deployed staff to priority tasks, especially early on in the pandemic, they have nonetheless maintained this work. There are also some young people whose current status is not known to their local authority. This may be because they are studying in another local authority area (inside or outside of London) or because they have moved home. London’s boroughs have also made sterling efforts to trace young people with whom they may have temporarily lost contact to establish their

status and reengage early leavers into the education. This work has been particularly successful in recent years and the low level of young people who are not known to their local authority in London is testimony to this work. There are also increasing numbers of young people who, though in work, are not participating in education or training. These young people should not be overlooked as we move into recovery, as evidence shows that young people who are better qualified and have experience of work are better placed to advance in their careers and to withstand future challenges to their jobs.

### **Current situation**

At the time of writing, it is unclear when educational settings will fully reopen. We do know though that it is likely that some students may not attend as either the student or members of their family or their teacher / tutor is unwell or waiting for the results of tests. Preparing for a safe re-opening of educational settings is one of the key priorities for London's education and training sector.

### **Moving forward**

We should not underestimate the tremendous efforts that our education and training sector has made during the lockdowns to ensure that young people who are most vulnerable or whose parents are key workers continued to learn. Keeping so many educational settings open safely during the lockdown required exceptional leadership, creative thinking and hard work by all concerned, especially in the early days of the pandemic. Although the long-term effects of disruption in learning will take some time to be felt, we can look back on the last twelve months with gratitude and appreciation of our schools, colleges and training providers. Moreover, the rapid adoption of a whole new pedagogy was inspiring. As we look forward to the future, we can have great confidence in the ability of London's education and skills sector to adapt to changing circumstances.

However, the education and skills sector works best if there is clarity and consistency in the guidance with which it is provided. Involving the representatives of educational settings and their staff in decision making at an early stage through to implementation will help to maximise engagement in formulating and adopting workable solutions to problems as they arise and reduces the chance – and impact – of any unforeseen developments. It is encouraging that the sector is well represented in the structures

guiding London's recovery from the Covid-19 crisis and it hoped that this spirit of collaboration will continue into and beyond London's period of recovery.

## **Spotlight on Achievement – Summary of the Evidence Base**

### **What we know**

There was considerable controversy over GCSE, A levels and other qualifications awarded in 2020 and the full effects of the final outcome are still being felt by young people and throughout the education system.

The announcement of the lockdown that started in January 2021 included the decision that exams would not take place in the following summer. At the time of writing, arrangements are being made to implement revised procedures agreed by the DfE and Ofqual.

The final grade profile of candidates in 2020 showed a marked improvement on the previous year, though the government has cautioned against making direct comparisons due to the very different way in which grades were awarded. In particular, there was an increase in the number of young people who attained grades at GCSE that enabled them to move on to post-16 study. There were also more young people who were able to progress to university.

Whereas there has been considerable research into the issues affecting participation, particularly attendance, in post-16 provision, there has (so far) been a more limited independent analysis of students' results in 2020; the update on the provisional results published in December has been delayed until March 2020. The research that is available indicates that the disparities in attainment based on wealth appear to be at risk of increasing, which has consequences on both the immediate opportunities for advancement available to young people from disadvantaged backgrounds and their long-term choices.

### **Current Situation**

The leadership and staff at London's educational settings responded magnificently to the challenges of 2020's examinations. There is great confidence that they will implement the revised arrangements that have been agreed by the DfE and Ofqual with equal rigor so that academic and vocational qualifications and apprenticeships awarded in 2021 will provide young people with the credentials they need to achieve

their goals. It is impossible to quantify with any accuracy how many young people will have had their learning so badly affected by the disruption that has occurred in the last year that they will not achieve the grades and qualifications they would have attained under different circumstances and there could be greater call for catch-up provision when educational settings reopen fully, or for resits later in the year.

### **Moving Forward**

Gaining recognised qualifications at the highest level typically opens up more opportunities and choices for young people and supports their long-term employability. Evidence both before and during the pandemic demonstrates that better qualified young people secure employment more quickly than those who have lower qualifications (or none), their employment is better paid, and they are more resilient to labour market shocks. Understandably therefore, educational institutions are prioritising putting in place systems to implement the revised arrangements for the award of qualifications this year.



## **Spotlight on Progression – Summary of the Evidence Base**

### **What we know**

The lag in producing statistics means that we will not know for certain the destinations of young people who completed their post-16 studies in 2020. Surveys of educational settings suggests that more young people have progressed to higher education and fewer into sustained employment.

### ***Employment destinations***

The youth labour market was exhibiting causes for concern before the onset of the coronavirus crisis. Support for young people has been fragmented for some time, with responsibilities split between different government departments and funding lines that rely of astute management at local and institutional levels to maximise their impact. Uncertainty about the future of the economy and the possibility of local lockdowns has affected the confidence of both young people and employers. Those young people who have been at a disadvantage in the past are likely to find it particularly difficult to access the labour market in the future. Coordinated action is needed to address the urgent needs of young people and London's economy to respond to the damaging consequences of the pandemic and to take steps to build long-term resilience into the system. We have provided suggested policy lines for further consideration.

UK (and some London-level) data are available from the Office for National Statistics (ONS), while *The London Intelligence*, produced by the Centre for London - though scoping the broad effect of Covid-19 on London since January 2020 - provides some useful information about impacts on the labour market (including employment levels and new job postings), business confidence and specific sectors. Although primarily intended for Members of Parliament, the House of Commons Library compiles regularly updated briefings on Covid-19 and its impact on the labour market that brings together data and analysis from government and other reliable sources.

The latest set of statistics on the UK and London economy and labour market suggest that the negative effects of Covid-19 will persist for some time.

The proportion of young people who are aged 16 and 17 who were not in education, employment or training (NEET) in London during the period March to August 2020 has been relatively stable, taking into account seasonal factors. Annex 1 provides a

borough-level breakdown, but at a London level the proportion of young people who were NEET in March 2020 was 1.9 per cent (2.8 per cent in England) and 2.2 per cent in August 2020 (3.4 per cent in England). The figures for the same months in 2019 were 1.9 per cent and 2.1 per cent respectively (2.8 per cent and 3.2 per cent in England).

Those young people whose status was not known to their local authority (for example because they moved home or changed their learning institution) was 1.8 per cent in March 2020 (2.3 per cent in England) and 2.7 per cent in August 2020 (7.0 per cent in England) – the period August to December in any year is usually difficult to trace young people in this age-range as they move between educational settings or into work

The number of people aged between 18 to 24 who were unemployed and claiming benefits (the Claimant Count) increased from 28,125 in March 2020 to 81,770 in December 2020.

The government has brought together information for employers on a range of programmes that support the ‘Plan for Jobs’, so that employers understand what’s available and can better decide which programme is best suited to their business. The programmes covered include apprenticeships, T level industry placements, Kickstart (for 16 to 24-year-olds on Universal Credit), sector-based work academy programme, traineeships.

The Department for Work and Pensions (DWP) launched a new Job Entry Targeted Support (JETS) scheme aimed at adults aged 25 and over and is recruiting an additional 13,500 work coaches nationally to help deliver the scheme.

With several schemes and programmes all competing for the attention of employers, there is a risk of overlap and for young people to cycle through programmes rather than establish themselves in stable employment. There has never been a more compelling case for the closest integration of the various education, skills and employment support initiatives and the diverse government departments sponsoring them and a clear justification for local devolution of the public funding behind them. It is at a local level that partners and providers work best to join up programmes conceived in isolation at the centre, but it is often difficult to adapt rapidly to changing local situations without the power to do so.



## ***Further and Higher Education***

The official statistics covered in our Briefings show that more young people went to university in 2020 than in 2019. It is possible that young people from neighbourhoods ranked highly in the Income Deprivation Affecting Children Index (IDACI) may have progressed to Higher Education in record numbers, though a progression gap is still likely to exist.

Although historic research has shown that a relatively large number of London resident graduates return to the capital after graduation and contribute their talents to London's economy, the changing nature of the labour market and the complexion of London's businesses make it difficult to predict with accuracy whether this will remain the case in the medium-term.

## **Current Issues**

There remains great uncertainty about the short-to-medium-term shape of the economy and, consequently, the prospects for young people. Sectors that tend to offer young people their first job are among the worst affected by the pandemic and the jobs that require fewest qualifications and are lowest paid have experienced more redundancies than jobs requiring higher qualifications. Many commentators have suggested that when we fully emerge from the pandemic, we should not aspire to return to what existed prior to March 2020. The government is looking for a green recovery and for greater social equality across the country, aspirations shared by London Recovery Board.

London borough leaders have also signalled their ambition to deliver a green, sustainable and inclusive recovery from Covid-19 by unanimously agreeing eight proposals for tackling the climate emergency and safeguarding London's environmental future. The proposals include improving the energy efficiency of London's homes and public buildings, growing London's green economy, working via the planning system to prioritise net zero developments and developing innovative funding and financing proposals to tackle the climate emergency.

Within this framework, partners have been considering a London Youth Offer, which aims to bring together the array of assistance that is currently available from national government (such as the Kickstart programme that aims to provide work experience to young people aged 16 to 24 and who would otherwise be unemployed).

## **Moving forward**

Despite the support available to businesses and other employers, some enterprises may not survive the pandemic, some activities may cease and some – possibly very many – redundancies may occur. At the same time however new business opportunities have arisen and sections of the Public Sector look set to expand. It may therefore take a considerable amount of time before the economy and labour market stabilise.

In the interim, forecasters generally agree that the effects of recovery will not be felt equally by all industrial sectors, localities or sections of society. Concern is being expressed about families living on the breadline and young people entering the labour market, especially those with low attainment.

Businesses that are reported to be considering relocating their office functions outside of London may draw more highly qualified young people away from central London and the move to remote working could incentivise more people to live outside greater London.

A London Youth Offer informed by and coproduced with young people would help restore confidence in the future. The degree to which decision-makers are engaging with young people through organisations with a track record of working with young people (such as Partnership for Young London and London Youth) or directly through surveys and online discussions means that the emergence of a powerful ‘youth voice’ in London, which helps young people shape their own futures, could prove to be a positive legacy of the pandemic.

## **Spotlight on Careers Guidance – Summary of the Evidence Base**

### **What we know**

Prior to the outbreak of Covid-19, action had been taken to address long-standing concerns over the state of careers guidance in London. Careers guidance had represented a critical information failure that affected the functioning of our education system and contributed significantly to some of the inequities that became apparent during the lockdowns in 2020.

Some initiatives that were addressing the failures in the system had proved difficult to maintain during lockdowns and others lost some momentum. Other projects that had been planned to start during 2020 have been shelved. There were, however, some activities – such as joint working between London's councils and the Careers and Enterprise Company – successfully adapted their delivery to match changing circumstances.

Projects that had been funded through the European Social and Investment Fund, including the Greater London Authority (GLA) Careers Cluster Programme, are at risk now that the UK has completed its exit from the European Union. Although the government is planning to consult on the specification of a new UK Shared Prosperity Fund (UKSPF), it will take some time before this comes on stream. Other initiatives, such as those led by the Careers and Enterprise Company, have modified their delivery process to be better suited to online delivery.

Young People's Education and Skills had revised *London Ambitions* with a view to its promotion during 2020, but these plans were also held back by the pandemic.

### **Current Issues**

There are many ideas, plans and projects that are ready to launch under the right conditions, though it is likely that this will not be the case until autumn 2021.

In the meantime, it is possible that time in the curriculum that was previously allocated to careers guidance may be replaced by catch-up teaching and learning. While the motivations for this move are understandable, its effects could prove detrimental to young people's long-term interests.

## **Moving Forward**

Although the main focus of educational settings is to ensure the safe return to learning and preparing for the revised arrangements for awarding qualifications in the summer, attention should still be paid to advising pupils in secondary schools of the most appropriate courses they should follow to reach their goals in life. More resources are becoming available that can be integrated into online learning.

Once the purposes and commissioning arrangements for the UKSPF become clear, consideration should be given to prioritising projects that support improvements in the quality and availability of careers guidance, such as Careers Clusters.

London is well-placed to take forward the elements of the FE White Paper that relate to careers guidance, including stronger enforcement of the 'Baker Clause' (that is, promoting Apprenticeships to young people) and providing formal careers advice to young people in year 7.

London Councils is likely to work with colleagues in boroughs to take forward the proposals in *London Ambitions*.

## **Spotlight on Special Educational Needs and Disabilities and High Needs – Summary of the Evidence Base**

### **What we Know**

The arrangements for agreeing Education Health and Care Plans (EHCP) and High Needs Funding have been in place since 2015 and were reviewed by the government in 2019. Major actors in the system that supports young people with special educational needs and disabilities (SEND) have been advocating changes to the process to address its financial sustainability and some systemic problems that exist. The results of the government's review are still awaited at the time of preparing this paper.

Using the powers available to him through the Coronavirus Act 2020, the Secretary of State for Education disapplied the requirements on local authorities to secure provision agreed in EHCPs.

During the first lockdown, concerns were expressed by parents about the safety of their child's education setting and it is estimated that a third of children with SEND who were eligible to stay in learning were kept at home by their parents. Some may not have returned at the start of the academic year. There have been concerns about the support for young people with SEND who have been home-schooled during the lockdowns.

Although performance gaps exist between the participation in education or training, achievements of qualifications at levels 2 and 3, and in progression to positive destinations of young people with SEND and those without SEND, these gaps have (until 2019) been much lower in London than the rest of the country. The most marked performance gap is in the participation of people with SEND in the labour market, where (in 2019) approximately half of disabled people were in employment compared with just over four out of five non-disabled people. Additionally, people with disabilities who are in employment are more likely to be in part-time positions and in elementary roles compared to their peers without a disability. For people with learning disabilities, the position is shockingly stark; in 2019-20, only 5.6 per cent of adults with learning disabilities aged 18 to 64 and known to Councils with Adult Social Services Responsibilities were in paid employment ([ASCOF, England 2019-20](#)).



## **Current Issues**

The government's review of the arrangements for SEND and High Needs Funding is eagerly anticipated, and it is hoped that this will help address the concerns felt by leaders and practitioners in this field.

While in recent years considerable progress had been made in addressing the performance gaps between young people with and without SEND, there is some uncertainty about the extent to which this progress has been maintained in the last twelve months and we await the publication of official statistics to confirm the position.

The support needs of young deaf people and young people with autism have been highlighted by charities that represent their interests and their families.

## **Moving Forward**

Although medium-to-long-term plans will need to take the results of the government into account, all partners will want to provide as much support as possible to education settings delivering to young people with SEND so that they can provide assurances to young people and their families that their learning can continue safely.

Increasing the availability of employment opportunities with the right support, needs to be a vital component of London's recovery.

## **Spotlight on Technical Education – Summary of the Evidence Base**

### **What we know**

Technical Education covers Apprenticeships, Traineeships, T levels, provision leading to Vocational Qualifications and Work Experience.

The government published its long-awaited FE White Paper in January 2021. It proposes a system that places businesses at the centre of local systems of technical education.

### ***Apprenticeships***

The government introduced additional flexibilities to enable apprentices to continue and complete their Apprenticeships during the first lockdown and has extended these flexibilities into 2021. This was important at a time when youth employment is in decline, young apprentices are furloughed and companies are struggling to survive or are closing. Education settings delivering Apprenticeships have performed magnificently in overcoming practical difficulties in conducting end point assessments. The number of Apprenticeship opportunities available to young people has reduced from an already low base.

### ***Traineeships***

Early indications are that Traineeships numbers have declined significantly. Some employers who offered Traineeships are turning to Kickstart and the commitment of some potential trainees has declined as confidence in securing good work at the end of a placement has diminished.

### **T levels**

Although the government has pressed ahead with its planned phased introduction of T levels from September 2020, no official figures on their take-up have been made available. Some anecdotal evidence from education settings delivering T levels suggests that there has been some difficulty in delivering the mandatory work experience element.

## ***Vocational Qualifications***

In addition to the exceptional efforts in awarding theoretical / academic qualifications in 2020, educational settings ensured the award of Vocational Qualifications that combine written examinations and assessment of competence. Alternative arrangements are being put in place for the exams that were due to take place at the start of 2021. The government is consulting on the future of vocational qualifications outside T levels.

## ***Work Experience***

Experience of the world of work is an essential element of the curriculum. It serves not just to clarify the career goals of young people but to assist in their personal development. Anecdotal information from London's local authorities suggests that there were several imaginative ways in the first lockdown and over the summer that provided young people with exposure to the world of work and take-up by young people was high. However, it appears that catch-up of lost learning has been prioritised over work experience since the start of the academic year.

## ***Current Issues***

The government published its long-awaited FE White Paper in January 2021. Although it proposes reforms in technical education, it doesn't address other issues of concern in post-16 provision, particularly funding disparities between different educational settings and for people aged 18. While action on technical education is welcome, we should work to implement the government's proposals to overcome the risk that technical education's separate treatment will only entrench some of the silos the current system encourages. Experience shows that these silos serve against the interests of young people. We would have preferred a white paper that sought to better integrate existing spending on education, skills and employment support and that put the needs of young people more prominently in the planning system.

The government has been promoting skills and employment options to businesses as part of a more comprehensive package of support.

## **Moving Forward**

Because there is such a close connection between technical / vocational learning opportunities and business activity, rebooting this aspect of the education and skills system depends on the overall economic situation and reopening of society in general.

Prior to Covid-19 there had been a sharp increase in the number of young people in employment but not participating in education or training. It is likely that this will continue for the foreseeable future. These young people and their employers (together with those offering Kickstart) could be the focus of a post-Covid-19 Apprenticeship recruitment campaign.

We should work to establish the employer-led systems envisioned in the FE White Paper, but continue to lobby for closer integration of education, skills and employment support through a locally devolved system of planning, commissioning, funding and accountability.

## **Spotlight on Mental Health – Summary of the Evidence Base**

### **What we know**

Even before the lockdown, the Young People's Education and Skills Board had expressed concern over reports of the declining mental health among young people, especially those who are NEET, and its effects on their well-being and success in the education system.

During the pandemic, our updates have confirmed that there are significant concerns about increases in mental ill health and anxiety, in particular:

- the scale of the problem. Immediate fear of ill-health, uncertainty over current education and anxiety over future prospects result in an as yet unquantifiable increase in the number of young people in need of support and in both the nature and severity of the mental health issues that need to be addressed.
- the practical difficulties in addressing young people's problems during the lockdown and mobilising support during gradual emergence, especially by detached youth work.

### **Current situation**

The evidence base shows how concerns over the state of young people's mental health have grown during the Covid-19 pandemic and especially during the lockdowns when attendance at educational settings and other social contact has been reduced to a minimum. Educational settings of all types are very much alive to the needs of their learners but, even after the start of the new term, we know that not every child that should have returned has done so and that the needs of those who are not in education or training may not be addressed adequately.

Although there is a great determination – at all levels of government - to keep fully open as many educational settings as possible for as many young people as possible, for as long as it is safe to do so, it is likely that the lockdown that started in January 2021 may endure for some time. Prolonged isolation / home-schooling, doubt about this year's exams and uncertainty about future prospects weigh heavily on the minds of young people.

While London's social services have performed admirably during the crisis, their ability to engage effectively with young people has been hampered by the social

distancing arrangements that have been necessary to preserve public health. At present there is a tremendous effort, involving all partners, in providing support where it is needed most, but it is unclear how this could be sustained in the event of even further restrictions on movement and contact. Continued funding for this vital work is also a concern.

## **Moving Forward**

The mental health and wellbeing mission is that by 2025 London will have a quarter of a million wellbeing ambassadors, supporting Londoners where they live, work and play. Most affected by the pandemic: The delivery of this mission will start with those communities most affected by the pandemic:

- Design the role of a wellbeing ambassador in partnership with local people, building local capacity and developing a scheme that will offer culturally appropriate training, support and coaching. We will learn from and build on similar schemes and networks.
- Enable wellbeing ambassadors to be in place where people most affected by the pandemic already choose to spend time to offer wider support and service

The mental health and wellbeing mission is not age-specific, it applies to everyone but is targeted at those most affected by the pandemic. Equally, the evidence base that refers to children and young people is not exclusively about young people aged 16 to 18. However, we know from our work before the pandemic that a large proportion of young people who are not in education, employment or training (NEET) aged 16 to 18 have poor mental health. We also know that young people in years 10 (usually aged 16) and 12 / 13 (aged 18 / 19) experience anxiety in the build-up to public exams (GCSE and A level / level 3 respectively) and around results time. We hope therefore, that young people in these age groups will be considered most affected by the pandemic.

## **Spotlight on Funding – Summary of the Evidence Base**

### **What we know**

The arrangements that education settings have put in place to ensure safe opening have come at great expense. Although the government has provided additional funding support, the longer lockdowns and other restrictions continue the greater the call on education settings' resources.

These resources have been stretched further in the current academic year as higher attainment at GCSE has resulted in more young people than planned taking part in post-16.

There were funding disparities before Covid-19 that have not been addressed and have not been covered in the FE White Paper published in January 2021.

High Needs Funding – its adequacy and the suitability of the system it serves – has also been of concern for some time.

### **Current Issues**

Prior to the publication of the FE White Paper a number of organisations took the opportunity to develop thinking about how the Post-16 sector may be reshaped for the future. Several think tanks have also contributed to this debate, as has the LGA and other local government-based organisations, but the prominent set of proposals have derived from the Commission on the College of the Future sponsored by the Association of Colleges. The Commission's recommendations, which had not yet been discussed thoroughly with all stakeholders, have only partially been taken forward by the FE White Paper. There is great merit in considering the other proposals of the Commission alongside the other proposals published by partner organisations.

### **Moving Forward**

Shifting around legal duties for participation, planning and commissioning within the education and skills system occurs at regular intervals, but the crucial issue is that the system needs to be adequately funded to provide excellent teaching and learning. Whatever changes occur in the system, the acid test is whether it enables young people to succeed in their goals, equips them with the skills and qualifications

that contribute to business competitiveness and ensures that they can contribute to London's civic society.

The White Paper's recommendations include:

- Business groups, including Chambers of Commerce, working alongside colleges to develop tailored skills plans to meet local training needs; supported by a £65 million Strategic Development Fund to put the plans into action and establish new College Business Centres to drive innovation and enhanced collaboration with employers.
- Giving employers a central role in designing almost all technical courses by 2030, to ensure that the education and training people receive is directly linked to the skills needed for real jobs.
- Boosting the quality and uptake of Higher Technical Qualifications - that provide the skills that many employers say they need and that can lead to higher wages – by introducing newly approved qualifications from September 2022 supported by a government-backed brand and quality mark.
- Changing the law so that from 2025 people can access flexible student finance so they can train and retrain throughout their lives, supported by funding in 21/22 to test ways to boost access to more modular and flexible learning.
- Launching a nationwide recruitment campaign to get more talented individuals to teach in further education and investing in high quality professional development including a new Workforce Industry Exchange Programme.
- Overhauling the funding and accountability rules, so funding is better targeted at supporting high quality education and training that meets the needs of employers; and introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.
- Giving greater prominence to careers education and guidance.

Young People's Education and Skills will work to implement the White Paper, but even if the recommendations are taken forward in full by the government, it will still leave unaddressed some critical funding discrepancies (such as the difference in rates paid to schools and colleges and to young people aged 18 and over and those aged 17 and younger). It will still leave funding silos that will be difficult to overcome and make it harder for young people who might need to change track in the course of their studies. It could also separate technical education and skills from other



elements of business support and local planning, the possible benefits of cross-funding – maximising the returns on public investment – risk being substantially reduced.

## **Spotlight on Inclusion – Summary of the Evidence Base**

### **What we know**

Several surveys have demonstrated that Black people and some other minoritized ethnic groups have suffered disproportionately in the Covid-19 pandemic.

Expressing concern that children in England have fallen behind in their studies - and now continue to do so – several surveys have suggested that the learning gap between rich and poor pupils in particular is growing and quick catch-up is unlikely.

In response to these fears, the government provided additional funding for small-group tuition to enable young people whose education was adversely affected by the absence of classroom-based teaching or face-to-face support during the lockdowns to catch-up on what they had missed. In post-16 learning in colleges, this is restricted to those who did not achieve at least grade 5 in GCSE English and maths.

Early in the first lockdown, a ‘digital divide’ emerged – young people in poorer families lacked both the kit and fast broadband to follow online learning opportunities effectively, where those from better-off families gained richer learning experiences.

### **Current Issues**

The disparities in access to essential technology have only been partially addressed. The government responded by providing extra kit to educational settings to distribute to students, but there is still some shortfall. Home-schooling remains difficult for many young people and their families because, for example, their household does not have enough devices to meet the demands of all its members at the times they need them, the broadband available to them does not enable fast enough downloads of online lessons and material. Restrictions to after-school and homework groups that have continued since educational settings re-opened could mean that ‘catch-up’ provision may need to be a more regular feature of some students’ educational journey.

The standard of home-schooling varied considerably, with parents’ / carers’ own educational attainment proving to be the greatest determinant on the scale and

success of young people's ability to learn effectively during the lockdown. The support provided to young people's learning and to families also varied. In some cases, young people who had been receiving support before the lockdown did not continue to receive support to the same level of consistency as they had been accustomed.

The evidence base we have reviewed during the lockdown and the research we conducted before the Covid-19 crisis suggest that those children and young people who fared less well in education before the emergence of Covid-19 are most likely to need support during the recovery. For example:

- White British young people have the lowest rate of participation in post-16 learning of all of London's ethnic groups. White British young people may therefore need greater encouragement to return to and stay in their education setting.
- Gypsy, Roma and Traveller (GRT) and Black Caribbean children and young people have high rates of permanent exclusion and there is a strong correlation between exclusion and both low attainment and poor progression outcomes, short-term and long-term. This could mean that considering the most suitable provision for GRT and Black Caribbean young people may be essential if all young people are to return to and remain in their education setting.
- Children and young people from low income families and those in large family groups are likely to have found it more difficult than most to participate in on-line and distance learning and may be in greater need of support on their return to learning.
- Attainment by young people with special educational needs and disabilities, those entitled to free school meals and those in care or who have left care, though much improved in recent years, is still lower than average. Moreover, the progression rates for young people with these characteristics are still much lower than those without them.

## **Moving Forward**

London's local authorities will need continued support as the capital moves into recovery to ensure that its most vulnerable young people are not left behind. Education settings are likely to be providing additional support to ensure that

increasing numbers of young can keep pace with their learning and to have the means to study at home for some time.

## **Spotlight on Social Mobility – Summary of the Evidence Base**

### **What we know**

It is generally accepted that a good education provides the best opportunities for young people to gain better chances in life than their parents and earlier generations and yet the patterns of persistent deprivation in London show that for too many children and young people they still find it difficult to overcome barriers to success.

Various initiatives and investment over recent years had started to have an effect on social mobility before the emergence of Covid-19. Research suggests that performance gaps based on family wealth had been reducing in participation, attainment and more young people from deprived areas than ever are progressing to university – major universities are putting in place measures to encourage enrolments from deprived areas and support students they recruit.

During the pandemic, various researchers suggested that progress could have been set back considerably, principally by the ‘digital divide’ that has resulted in a substantial number of young people falling behind in their courses – despite efforts by education settings to provide opportunities to catch-up, supported by government initiatives.

Young people have also been hit particularly badly by unemployment during the pandemic and are more likely to have been furloughed than other age groups. The long-term effects on the confidence and morale of young people will not be clear for some time.

### **Current Issues**

The disproportionate effect of Covid-19 on young people is well documented in our evidence base. It is evident that without effective participation in their courses young people from deprived backgrounds are at a distinct disadvantage in completing their studies and achieving their planned qualification or apprenticeship and then progressing to a positive destination. It is vital that young people are given the opportunity to catch-up on lost learning and to have the opportunity to achieve their goals in life. It is greatly encouraging to have seen evidence of many education institutions delivering to young people a curriculum that incorporates learning, mentoring and experience of the world of work and that is carefully tailored to individual needs.

## **Moving Forward**

Mentoring is a major element of the London Recovery Board's New Deal for Young People mission. The mentoring service that is planned to be launched in London provides an excellent opportunity to restore young people's confidence in their ability to take greater ownership of their learning and determine their own route to success. Supported by skilled mentors working alongside their education setting, young people can be helped to set and achieve ambitions in life and work.

## **Spotlight on Quality Improvement – Summary of the evidence base**

### **What we know**

The inspection grade profile of London's education settings before the pandemic was better than the national average. Ofsted inspections were suspended during the first lockdown and tentative steps to their resumption started in the autumn term of 2020. Online inspections are planned until February 2021 (at the earliest).

Various organisations have supported online learning by making materials available that complement the curriculum at each key stage.

Additional training has been made available to teachers and tutors so that they can adapt their teaching to online delivery.

Local authorities' school improvement activities have been scaled down considerably during the pandemic.

### **Current Issues**

For most young people, their learning is taking place online. Education settings have adapted delivery to match the level of restrictions that have been in place at various times in the last year. The turnaround achieved at the start of the first lockdown demonstrated the commitment of London's education settings to their students' welfare and learning outcomes. It also showed their flexibility when given clear guidance.

The variable ability of young people and their families to engage in home-schooling is well evidenced and the challenge now is to ensure that all young people are given the opportunity to continue to learn so that qualifications – academic, vocational, technical and apprenticeships – are awarded fairly and appropriately.

### **Moving forward**

Catch-up provision is likely to remain a feature of Post-16 for the foreseeable future, even when education settings are able to offer face-to-face teaching to all students. Many imaginative methods of delivering catch-up provision are emerging and many more resources becoming available to support teaching and learning. Some education settings are working with families to encourage better home-schooling for all students.

## Annex 1: Statistical evidence: Combined NEET and status not known (age 16 and 17)

	March 2020	April 2020	May 2020	June 2020	July 2020	August 2020
Barking & Dagenham	3.7%	3.7%	3.8%	3.8%	4.0%	4.0%
Barnet	1.5%	1.5%	1.5%	1.5%	1.6%	1.6%
Bexley	2.6%	2.8%	2.8%	2.9%	2.8%	3.0%
Brent	2.5%	2.6%	2.8%	2.8%	3.0%	3.2%
Bromley	1.8%	1.9%	2.3%	2.5%	2.9%	4.3%
Camden	4.0%	4.3%	4.8%	5.2%	5.3%	5.3%
Croydon	4.4%	4.3%	4.9%	4.9%	5.0%	5.5%
Ealing	2.1%	2.0%	2.0%	2.1%	2.0%	2.2%
Enfield	3.5%	3.4%	3.2%	3.0%	3.5%	3.9%
Greenwich	4.1%	4.4%	4.6%	4.4%	4.5%	4.4%
Hackney	3.1%	3.3%	3.4%	3.4%	3.6%	3.9%
H'smith & Fulham	1.7%	1.7%	1.7%	1.7%	1.8%	2.5%
Haringey	8.9%	7.9%	7.5%	7.0%	6.9%	6.7%
Harrow	1.8%	1.9%	2.0%	2.0%	2.1%	2.1%
Havering	2.6%	2.8%	2.9%	3.1%	3.2%	3.6%
Hillingdon	3.2%	3.6%	3.9%	4.0%	4.2%	6.0%
Hounslow	4.0%	4.3%	4.5%	4.6%	4.7%	4.9%
Islington	4.0%	4.3%	5.1%	5.3%	5.6%	8.0%
Kensington & Chelsea	3.7%	3.5%	3.5%	3.7%	3.7%	4.1%
Kingston	1.9%	2.2%	2.5%	2.1%	2.5%	3.6%
Lambeth	6.4%	6.5%	6.9%	7.0%	7.8%	8.0%
Lewisham	4.4%	4.3%	4.4%	4.6%	5.2%	7.6%
Merton	2.2%	2.5%	2.9%	2.8%	3.7%	6.3%
Newham	3.7%	4.1%	4.3%	4.5%	4.7%	5.8%
Redbridge	2.8%	2.9%	3.0%	2.9%	2.9%	3.2%
Richmond	2.5%	2.6%	2.8%	2.4%	2.8%	3.7%
Southwark	7.4%	6.8%	7.0%	7.2%	8.2%	8.8%
Sutton	3.6%	3.8%	3.7%	3.4%	4.1%	6.1%
Tower Hamlets	5.4%	5.4%	5.7%	6.0%	6.7%	9.6%
Waltham Forest	2.5%	2.7%	3.3%	3.6%	4.3%	2.7%
Wandsworth	8.9%	9.0%	9.2%	9.5%	9.3%	9.6%
Westminster	2.7%	2.8%	2.7%	3.1%	3.2%	3.2%
LONDON	3.7%	3.7%	3.9%	3.9%	4.2%	4.9%

Source: National Client Caseload Information System (NCCIS)

## Description

The table in Annex 1 shows the percentage of 16 and 17-year-olds in each borough of London who were either not in education, employment or training or whose status was not known to their local authority between March and August 2020. The figures vary in each borough but overall, the figure for London increased from 3.7 per cent to 4.9 per cent in this period. If you wish to discuss the figures further, please contact this paper's author on 020 7934 8743 or email [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).



## Annex 2: Statistical evidence - Youth Unemployment (18 to 24) – March to August 2020

	March 2020	April 2020	May 2020	June 2020	July 2020	August 2020
Barking & Dagenham	1,020	1,400	2,400	2,440	2,530	2,550
Barnet	880	1,345	2,450	2,675	2,745	2,845
Bexley	685	1,155	1,710	1,700	1,760	1,775
Brent	1,085	1,590	2,930	3,190	3,255	3,200
Bromley	720	1,090	1,900	1,990	2,105	2,105
Camden	670	1,045	1,535	1,605	1,685	1,740
Croydon	1,930	2,820	3,815	3,930	4,010	4,205
Ealing	1,000	1,530	2,740	2,940	3,060	3,130
Enfield	1,270	1,960	2,995	3,120	3,225	3,235
Greenwich	1,115	1,740	2,550	2,640	2,760	2,845
Hackney	1,070	1,625	2,545	2,620	2,745	2,815
H'smith & Fulham	565	820	1,375	1,455	1,505	1,510
Haringey	950	1,550	2,730	2,870	2,920	2,885
Harrow	510	795	1,595	1,775	1,770	1,800
Havering	785	1,390	1,970	2,005	2,085	2,125
Hillingdon	815	1,280	2,275	2,325	2,385	2,450
Hounslow	945	1,395	2,245	2,330	2,410	2,440
Islington	825	1,185	1,830	1,910	2,010	2,055
Kensington & Chelsea	270	405	690	735	770	790
Kingston	360	510	915	980	1,050	1,055
Lambeth	1,270	1,805	2,810	2,920	3,105	3,135
Lewisham	1,340	1,985	3,075	3,155	3,245	3,315
Merton	585	945	1,440	1,485	1,480	1,520
Newham	1,325	1,925	3,725	3,940	4,005	4,070
Redbridge	870	1,570	2,285	2,450	2,535	2,580
Richmond	290	480	820	860	960	975
Southwark	1,080	1,820	2,590	2,725	2,890	2,910
Sutton	485	775	1,155	1,140	1,195	1,195
Tower Hamlets	1,330	2,415	3,140	3,285	3,435	3,475
Waltham Forest	980	1,730	2,580	2,615	2,685	2,700
Wandsworth	690	1,080	1,880	1,915	2,020	2,015
Westminster	415	665	1,205	1,265	1,335	1,380
LONDON	28,125	43,840	69,920	73,065	75,715	76,820

Source: NOMIS

## Description

The table in annex 2 shows the number of people aged 18 to 24 who were unemployed and claiming benefit in each borough of London between March and August 2020. There is a great deal of variation between each borough but the overall position in London shows that the number increased from 28,125 to 76,820. If you wish to discuss the figures further, please contact this paper's author on 020 7934 8743 or email [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

### Annex 3: Statistical evidence - Youth Unemployment (18 to 24) September to November 2020

	September 2020	October 2020	November 2020
Barking & Dagenham	2,535	2,575	2,705
Barnet	2,815	2,885	2,905
Bexley	1,815	1,805	1,815
Brent	3,340	3,460	3,550
Bromley	2,120	2,125	2,235
Camden	1,785	1,840	1,880
Croydon	4,280	4,350	4,380
Ealing	3,125	3,195	3,345
Enfield	3,260	3,400	3,435
Greenwich	2,910	2,915	2,905
Hackney	2,885	2,990	2,980
H'smith & Fulham	1,515	1,510	1,575
Haringey	2,970	3,070	3,110
Harrow	1,820	1,905	1,885
Havering	2,140	2,120	2,115
Hillingdon	2,485	2,565	2,590
Hounslow	2,465	2,600	2,630
Islington	2,065	2,140	2,215
Kensington & Chelsea	800	820	830
Kingston	1,065	1,080	1,045
Lambeth	3,165	3,270	3,360
Lewisham	3,370	3,455	3,560
Merton	1,525	1,565	1,600
Newham	4,170	4,345	4,480
Redbridge	2,580	2,710	2,755
Richmond	1,005	1,020	980
Southwark	3,070	3,145	3,240
Sutton	1,265	1,265	1,250
Tower Hamlets	3,525	3,725	3,765
Waltham Forest	2,750	2,875	2,955
Wandsworth	2,060	2,105	2,135
Westminster	1,400	1,435	1,530
LONDON	78,115	80,300	81,770

## Description

The table in annex 3 shows the number of people aged 18 to 24 who were unemployed and claiming benefit in each borough of London between September and November 2020. There is a great deal of variation between each borough but the overall position in London shows that the number increased from 78,115. to 81,770. If you wish to discuss the figures further, please contact this paper's author on 020 7934 8743 or email [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

# Young People's Education and Skills Board

## Pan-London Supported Employment Board

Item: 7

**Date:** 28 January 2021

**Contact:** Yolande Burgess

**Telephone:** 020 7934 9739

**Email:** [yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)

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**Summary** Young People's Education and Skills was commissioned by NHS England to develop proposals for a pan-London supported employment board in 2019. Due to the pandemic, work to progress the board was postponed. This paper sets out recommendations to restart the work to develop and implement a pan-London supported employment board, to strategically tackle the issue of low employment rates for people with disabilities.

**Recommendations** Board members are asked to discuss this paper, **agree** that work to implement the Board should progress, and make recommendations for:

- membership of the board (with reference to section 4 of Annex 1)
  - alignment with recovery missions
  - first year objectives for the Board.
- 

## 1 Background

1.1 In 2018 Young People's Education and Skills worked with the NHS and Health Education England to promote [Disability Matters](#) to improve employment outcomes for disabled young people, particularly those with learning disabilities. The resources available through Disability Matters helps people to understand the range of work that young people with additional needs can do. It also aims to challenge perceptions and beliefs about what people can achieve with the right support and encourage people to recognise that positive change is possible when everyone is part of the solution. The *Disability Matters in Employment Resource Pack* was developed to help colleagues from the NHS, further education colleges and schools to create and sustain supported internships and lasting employment opportunities for young people with physical or intellectual disabilities.

- 1.2 Following discussions with NHS England, the Royal College of Paediatrics & Child Health and [Preparing for Adulthood](#), it was agreed that a London-wide strategic approach to the employment of young people with learning disabilities should be explored.

## **2 A pan-London Supported Employment Board**

- 2.1 Supported Employment has been successfully used for decades as a personalised model for supporting people with significant disabilities to secure and retain paid employment. The model uses a partnership strategy to enable people with disabilities to achieve sustainable long-term employment and businesses to employ valuable workers and diversify the workforce.
- 2.2 Whilst the model is successful, changing employment practices, at scale, is a key reason why learning disability employment rates have remained shockingly low for several years (5.6 per cent of adults with learning disabilities aged 18 to 64 and known to Councils with Adult Social Services Responsibilities were in paid employment in 2019-20). Tackling the issue of employment practices needs to be approached strategically to make a meaningful and lasting impact to employment rates for people with disabilities.
- 2.3 Young People's Education and Skills was commissioned by NHS England to develop proposals for a pan-London supported employment board in 2019. It was envisioned that the board would be co-chaired by senior leaders from London local government and the NHS to reflect the need to enhance joint commissioning, and to significantly improve the quantity and diversity of paid employment opportunities available to young people with special educational needs and disabilities (SEND). This early project work included:
- an environment scan to assess and confirm the evidence base a proposal for a pan-London Supported Employment Board
  - draft terms of reference and proposals for membership (see Annex 1)
  - high level draft three-year Strategic Plan, including a Board vision, first year objectives and work plan.

### **3 Recovery**

- 3.1 Due to the pandemic, work to progress the board was postponed. Continued pressure on services, acutely for the NHS, into the current year has further delayed work.
- 3.2 However, considering plans for recovery, especially the Recovery Missions, it would be sensible to align any proposals for a pan-London Supported Employment Board with that recovery work and discuss plans with the relevant Mission leads, namely:
- Good work for all Londoners
  - A new deal for young people
- 3.3 The pandemic and strategies to halt the spread of the virus have severely impacted the labour market, and minoritised communities have been hardest hit by unemployment. To ensure that the Good Work for all Londoners mission truly reflects the needs and aspirations of every Londoner, developing a pan-London Supported Employment Board could be an essential component to 'building back better'.

### **4 Recommendations**

- 4.1 Board members are asked to discuss this paper, **agree** that work to implement the Board should progress, and make recommendations for:
- 4.1.1 membership of the board (with reference to section 4 of Annex 1)
  - 4.1.2 alignment with recovery missions
  - 4.1.3 first year objectives for the Board.



# Pan-London Supported Employment Board

## Terms of Reference

**Date:**

**Contact officer:**

**Telephone:**

**Email:**

### 1 Background

- 1.1 Part 3 of the Children and Families Act 2014 (*Children and Young People In England with Special Educational Needs and Disabilities*) sets out the strategic planning duties on local authorities and other services, including the NHS, in relation to both disabled children and young people with special educational needs.
- 1.2 The Act also laid the foundations for statutory bodies to realise the vision for children and young people with special educational needs and disabilities (SEND), which is the same as for all children and young people - that they lead happy and fulfilled lives. This includes employment.

### 2 Role of the Pan-London Supported Employment Board

- 2.1 **Scope:** To develop a pan-London strategic approach to improving employment outcomes for young people with SEND, particularly young people with learning disabilities.
- 2.2 **Objectives:**
  - 2.2.1 (strategy) bring together stakeholders from different agencies that support young people with SEND to set the strategic direction of supported employment, from early years to employment opportunities, across London
  - 2.2.2 (infrastructure) identify, develop (where there are clear gaps) and promote resources that schools, colleges and employers can access to make meaningful paid work a realistic outcome for all children and young people with SEND, including
    - best practice (education, support and employment)
    - evidence base
    - employer schemes
    - guidance
    - training and professional development
    - experts and champions
  - 2.2.3 (advocacy) identify opportunities for stakeholders, as employers and strategic planners, to:
    - contribute employment opportunities for young people with SEND



- raise awareness levels of supported employment among London employers
- work with other organisations to improve the employment prospects of young people with SEND
- influence national education and employment policy

### 2.3 *Activity:*

- 2.3.1 confirm scope, objectives and membership of the group
- 2.3.2 develop and agree a time-limited strategic plan, that identifies resources and methods of communication and implementation, to deliver the Boards objectives
- 2.3.3 determine the short, medium and long-term impact measures that will be used to assess the success of the Boards activity
- 2.3.4 provide annual progress reports on the delivery of the strategic plan.

## 3 **Accountabilities**

- 3.1 The Board will report to the London Councils Young People's Education and Skills Board and NHS England Equality and Diversity Council. It will report to these bodies, annually, on the progress being made to deliver its agreed objectives.
- 3.2 *Identity and competence:* The Board is empowered to influence, through advice and recommendations; it is not a decision-making body and does not have a delegated budget. The Board will be responsible for seeking and identifying funding to assist with the development of any associated work it commissions, and for establishing project/task and finish groups to undertake specific tasks.

## 4 **Membership of the Pan-London Supported Employment Board**

- 4.1 The membership of the Board will comprise representatives from:
  - 4.1.1 London Councils Leaders' Committee (Co-Chair)
  - 4.1.2 NHS England London Region (Co-Chair)
  - 4.1.3 Association of Colleges London Region
  - 4.1.4 Association of London's Directors of Children's Services
  - 4.1.5 Association of Directors of Adult Social Services
  - 4.1.6 Department for Education
  - 4.1.7 Department for Work and Pensions
  - 4.1.8 Health Education England
  - 4.1.9 NHS Employers
  - 4.1.10 London Recovery Board
  - 4.1.11 National Network of Parent Carer Forums London Region
  - 4.1.12 NATSPEC
  - 4.1.13 Public Health England London Region
  - 4.1.14 Young people representative (with peer group support/outreach)
- 4.2 The Chairs of the Board may co-opt additional expert members permanently or to attend all or any part of any meeting or sequence of meetings as appropriate to support the delivery of its agreed objectives.

## **5 Key Responsibilities of Board Members**

- 5.1 Members have a responsibility to provide guidance, advice and information germane to their areas of expertise and/or in a representative capacity as nominated members of representative bodies.
- 5.2 Members will be expected to share information from Board meetings with colleagues (that they deem appropriate) within their own organisations, and/or organisations that their body represents, and champion the work of the Board more broadly.
- 5.3 Members must declare any interest they have in any matter being discussed at any meeting of the Board and shall comply with the direction of the Chair in that respect (such direction may be to withdraw from discussion or from the room whilst the discussion takes place or for the interest to be noted in the minutes). For the avoidance of doubt, the definitions of “interests” shall be as set out in the relevant London Councils corporate protocols and policies.

## **6 Frequency of Meetings and Secretariat Function**

- 6.1 The Board will meet at least twice times per year and will undertake business, under the direction of the Chairs, virtually (emails, on-line, telephone) between meetings.
- 6.2 The secretariat function for the group will be provided by the Young People’s Education and Skills Strategy Director within the resources agreed by London Councils Leaders Group.

DRAFT - To be agreed