

Young People's Education and Skills Plan 2021 to 2022

Summary of the Evidence Base

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.

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	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%

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

Annex 2	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

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

Annex 3	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

October 2021

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