



## Education Board

**Date:** TUESDAY, 17 OCTOBER 2023  
**Time:** 11.00 am  
**Venue:** COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

**Members:** Caroline Haines (Chair)  
Naresh Hari Sonpar (Deputy Chair)  
The Rt. Hon. The Lord Mayor, Nicholas Lyons  
Alderman Robert Howard  
Deputy Shravan Joshi  
Joanna Tufuo Abeyie  
James Adeleke  
Bolu Faseun  
Steve Goodman OBE  
John Griffiths  
Benjamin Murphy  
Mary Robey  
Ruby Sayed  
Mandeep Thandi

**Enquiries:** Jayne Moore  
Jayne.Moore@cityoflondon.gov.uk

### Accessing the virtual public meeting

Members of the public can observe the public part of the meeting here:

<https://youtube.com/live/8RDR8GbD0mU?feature=share>

or by searching 'Education Board' here:

<https://www.youtube.com/@CityofLondonCorporation/streams>

A recording of the public meeting will be available via the above link for up to one civic year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material. Whilst we endeavour to livestream all of our public meetings, this is not always possible due to technical difficulties. In these instances, if possible, a recording will be uploaded following the end of the meeting.

**Ian Thomas CBE**  
**Town Clerk & Chief Executive**

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

### Governance

3. **PUBLIC MINUTES**  
To agree the public minutes of the meeting held on 21 June 2023.  
**For Decision**  
(Pages 7 - 14)
4. **OUTSTANDING ACTIONS**  
Report of the Town Clerk.  
**For Information**  
(Pages 15 - 16)
5. **RECOMMENDATIONS OF NOMINATIONS SUB-COMMITTEE**  
To consider the outcome of the meeting of the Nominations Sub-Committee held on 04 October 2023.  
**For Decision**  
(Verbal Report)
6. **MEMBER DEVELOPMENT STANDARDS FORUM**  
To receive an update on the forum (verbal report of the Clerk).  
**For Information**  
(Verbal Report)
7. **EDUCATION, CULTURAL & CREATIVE LEARNING, AND SKILLS STRATEGIES 2024-2028 UPDATE**  
Report of the Director of Community and Children's Services.  
**For Information**  
(Pages 17 - 20)
8. **EDUCATION BOARD BUDGET UPDATE**  
To note the report of the Director of Community & Children's Services.  
**For Information**  
(Pages 21 - 24)

9. **SUMMARY OF CHILD Q FINDINGS**  
To receive the report of the Director of Community & Children's Services.

**For Information**

**Education**

10. **GOVERNOR APPOINTMENTS UPDATE**  
To receive the report of the Director of Community and Children's services.

**For Information**  
(Pages 25 - 42)

**Cultural & Creative Learning**

11. **EDUCATION CULTURAL CREATIVE LEARNING AND WREN300 UPDATE**  
To receive an update on Education Cultural Creative Learning, and on the Wren300 project.

**For Information**  
(Pages 43 - 52)

12. **CULTURAL AND CREATIVE LEARNING FUND UPDATE**  
To receive the report of the Director of Community and Children's Services.

**For Information**  
(Pages 53 - 58)

13. **TRT UPDATE INCLUDING BLACK HISTORY MONTH ACTIVITIES**  
To receive an update on the Tacking Racism Taskforce.

**For Information**  
(Verbal Report)

14. **GOLDSMITHS EQUITY AWARDS PRESENTATION**  
To view the presentation on the Goldsmiths Equity Awards.

**For Information**

**Skills**

15. **LONDON CAREERS FESTIVAL 2023 EVALUATION REPORT**  
To receive the report of the Director of Community & Children's Services.

**For Information**  
(Pages 59 - 94)

16. **LONDON CAREERS FESTIVAL 2024**  
To consider the report of the Director of Community & Children's Services.
- For Decision**  
(Pages 95 - 98)
17. **ADULT SKILLS, EDUCATION AND APPRENTICESHIP SERVICE UPDATE**  
To receive the report of the Director of Community & Children's Services.
- For Information**  
(Pages 99 - 106)
18. **CONNECTING COMMUNITIES**  
To receive the report of the Director of Community & Children's Services.
- For Information**  
(Pages 107 - 164)
19. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
20. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**
21. **EXCLUSION OF THE PUBLIC**  
**MOTION** - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act
- For Decision**

## **Part 2 - Non-Public Agenda**

22. **NON-PUBLIC MINUTES**  
To agree the non-public minutes of the meeting held on 21 June 2023.
- For Decision**  
(Pages 165 - 166)
23. **SCHOOLS FAIR FUNDING REVIEW**  
To consider the report of the Director of Community and Children's Services.
- For Decision**  
(Pages 167 - 172)

24. **FINANCE UPDATE ON CITY CHARITIES**  
To consider the report of The Chamberlain on: 1. The City Educational Trust Fund (290840) and 2. City of London Corporation Combined Education Charity (312836).  
**For Decision**  
(Pages 173 - 222)
25. **UNVALIDATED 2023 EXAM RESULTS DATA FOR FAMILY OF SCHOOLS**  
To receive the report of the Director of Community & Children's Services.  
**For Information**  
(Pages 223 - 240)
26. **CITY OF LONDON ACADEMIES TRUST - DUE DILIGENCE REPORT ON LONDON NAUTICAL SCHOOL**  
To consider the report of the CEO of City of London Academy Trust.  
**For Decision**  
(Pages 241 - 254)
27. **CHAIRS' UPDATES**  
Update from Chairs of City of London family of schools.  
**For Information**  
(Verbal Report)
28. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
29. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

This page is intentionally left blank

## EDUCATION BOARD

Wednesday, 21 June 2023

Minutes of the meeting of the Education Board held at Committee Room 2 - 2nd Floor West Wing, Guildhall on Wednesday, 21 June 2023 at 11.00 am

### Present

#### Members:

Alderman Sir Peter Estlin	Ruby Sayed
Steve Goodman OBE	Naresh Hari Sonpar
Caroline Haines	James Adeleke
Alderman Robert Howard	Bolu Faseun
Deputy Shравan Joshi	Mary Robey
Benjamin Murphy	
John Griffiths	

#### Also in Attendance

Deputy Ann Holmes (Chief Commoner)  
Catherine McGuinness CBE  
Anne Corbett

#### Officers:

Deborah Bell	- Strategic Education & Skills Director
Mark Jarvis	- Chamberlain's Department
Caitlin McMillan	- Community & Children Services Department
Vasima Patel	- Community & Children's Services Department
Torriano Stewart	- Community & Children's Services Department
Chandni Tanna	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Barbara Hamilton	- Community and Children's Services Department
Mark Emmerson	- City of London Academies Trust
Clare Verga	- City of London Academies Trust
Melanie Peel	- City of London Schools
Judith Finlay	- Director of Community & Children's Services

#### 1. APOLOGIES

Apologies were received from the Rt Hon. The Lord Mayor Nicholas Lyons, and Alderman Sir Peter Estlin.

The Board welcomed these people to the meeting: Chief Commoner (Deputy Ann Holmes), the newly-appointed Director of Community & Children's Services Judith Finlay, and Chief Standards Officer at CoLAT Clare Verga.

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

There were no declarations.

3. **ORDER OF THE COURT OF COMMON COUNCIL**

The Board received the Order of the Court of Common Council of 27 April 2023.

4. **ELECTION OF CHAIR**

In accordance with Standing Order No. 29, Caroline Haines was elected Chair of the Board.

The Board congratulated Caroline Haines on her election, and noted that she would serve as Chair until January 2024.

5. **ELECTION OF DEPUTY CHAIR**

In accordance with Standing Order No. 30, Naresh Sonpar was elected Deputy Chair.

The Board congratulated Naresh Sonpar on his election.

6. **APPOINTMENT OF SUB COMMITTEES**

**RESOLVED**, That the Board elect the following Members to these Sub Committees:

Nominations: Mary Robey, Ruby Sayed, John Griffiths (as well as the Chair and Deputy Chair of the Education Board)

Member Development and Learning: Naresh Sonpar, John Griffiths

The Board agreed that Ruby Sayed and John Griffiths would be involved in steering and organising the London Careers Festival alongside Naresh Sonpar.

7. **PUBLIC MINUTES**

**RESOLVED**, That the public minutes of the meeting held on 24 April 2023 be approved, subject to Cristina Odone being shown as attending as a guest in her capacity as Head of Family at the Centre for Social Justice.

8. **OUTSTANDING ACTIONS**

The Board agreed that the two actions be removed as both were fully embedded and actioned.

9. **TACKING RACISM TASKFORCE ACTION PLAN**

The Board noted the key recommendations of the education workstream of the Tacking Racism Taskforce, noting that section 1 (Staff) was not in the remit of the Education Board.

The Board noted two further projects agreed during the last week: 1) a bid that features a four-day poetry festival led by poets from the global majority in a partnership between London Metropolitan Archives and Keats House exploring colonial stories



around coffee, tea, opium and spices to benefit c.240 children; and 2) an opportunity to work with the FlashAcademy (that supports EAL) to support up to 75 children at two CoLAT primary schools.

A Member sought clarification that the objectives shown would remain live – the Board confirmed that the objectives would continue to be scrutinised and progressed.

Members commented that there was merit in further leveraging support around role models for black students, and supporting disadvantaged groups including white boys as well as supporting anti-racism initiatives and promoting work experience initiatives, noting that the City Premium Fund gives schools the autonomy to identify groups in need.

A Member expressed an interest in the take-up rate of independent school bursaries as recently promoted to CoLAT schools. The meeting noted that some able children were leaving CoLAT schools before Y6 to attend CJS thereby compromising the outcomes of the CoLAT school, and heard that there did not appear to be any PP/disadvantaged children entering the independent school system via the bursary system. Some Members commented that there was merit in reviewing the bursary system to address those issues, noting that the relevant entities were already having discussions on that topic.

**10. GOVERNOR APPOINTMENTS UPDATE**

The meeting noted the governor updates, noting also the recent election of a Chair and Deputy Chair at CJS.

**11. REVENUE OUTTURN 2022/23**

The meeting noted the Outturn report of the Director of Community & Children's Services and the Chamberlain, noting (in response to a question) that the £19k overspend is related largely to additional recruitment costs.

**12. CITY PREMIUM GRANT: FINDINGS AND LOOKING AHEAD**

The Board noted the report of the Director of Community and Children's Services confirming that the organisation was sticking to its strategic aims, and heard from the School Partnerships Officer at ImpactEd, noting in particular partnerships that supported disadvantaged pupils with projects targeting well-being and anxiety, and the involvement of independent schools in supporting schools with high numbers of disadvantaged pupils.

Members sought clarification on the internal feedback mechanism, evaluation processes and methodology, and how programmes were adjusted in line with outcomes. The meeting heard that schools were being encouraged to reflect on the data provided and adjust programmes in line with feedback, commenting also on the importance of considering the potential distortions of small sample sizes and noting that schools were encouraged to consider individualised data. On the question of whether some kind of dashboard could be produced covering key data points, the meeting heard that such a tool could be created provided consistency was achieved across the different areas of activity.

13. **CITY PREMIUM GRANT 2023 - ALLOCATION TO ACADEMIES**

The Board received a verbal update: the total applications to date was 94 and money was being transferred to schools to enable planning and preparation to take place. Feedback would be gathered at the end of the term, and had been largely positive so far notwithstanding a few challenges around aligning administration with the scale of a project.

14. **PUPIL PLACE PLANNING: DATA AND TRENDS 2023/24**

The Board received the report of the Director of Community and Children's Services, noting the 17% reduction in the number of children in Greater London since 2010 resulting in excess school places (though some future-proofing needed to be factored in across the next decade), noting also that sixth-form places were holding up and secondaries were aligned to planned numbers apart from Highgate Hill.

A Member asked for further information on any marketing or branding around ensuring that City of London schools were viewed as desirable destinations. The Board heard that the matter was expected to be discussed the next day at the CoLAT Head Teachers' forum and would encompass parental involvement, marketing and reputation management. The meeting heard that the Education Strategy Unit (ESU) was ready to support schools in any such initiative, and that the ESU was happy to facilitate co-learning across the family of schools including independent schools on marketing and communications. The Board also noted that a core driver in a CoLAT school's appeal was Ofsted reports and exam results, and these were focus areas for the Trust to ensure schools were protected from any further downturn in pupil numbers.

15. **PUPIL ALLOCATION FOR SEPTEMBER AT COLAT**

The Board received the report of the Director of Community and Children's Services.

On the statutory duty of local authorities to provide sufficient school places, a Member asked whether a strategy existed to ensure that duty was fulfilled. The Board heard that the Corporation worked alongside neighbouring local authorities and across the Corporation to ensure children would be provided with a school place within reasonable travelling distance (see action point 1/2023/P).

The Board noted that two schools would be piloting the new parental toolkit (as discussed in the meeting of 24 April 2023) as of September 2023: Hackney, and Galleywall, and Members commented on the importance of positioning schools as community hubs alongside core drivers such as exam results.

Members noted that robust financial scrutiny meetings were generating positive outcomes and that 2023-24 was secure - though there were several areas of uncertainty beyond that (teacher pay, political landscape etc) that covered a range of risks covered by the Board including outcomes, safeguarding, and financial stability.

The Board noted that due diligence on a further potential school to join CoLAT had begun.

16. **REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**

The Board considered the report of the Principal, Guildhall School of Music & Drama (GSMD), and thanked the GSMD for circulating testaments to Board Members from students who had received scholarships.

**RESOLVED**, That the Board

- Review and approve as satisfactory the submission of the School's impact report on the use of the £30,000 grant in 2022/23, in particular noting Appendix II detailing how social mobility is considered in the awarding of scholarships at the School; and
- Approve the grant continuation to 2023/24 on the basis of this satisfactory submission.

17. **PARTNERSHIP REPORTS - INDEPENDENT SCHOOLS**

The Board received the partnership reports of these schools: City of London School (CLS), City of London School for Girls (CLSG), and City of London Freemen's School (CLFS), and heard from the Headmaster of CLFS on the locally based community partnerships as well as other enrichment work, and from the Director of Partnerships at CLS who delivered a presentation on current and future partnership initiatives of the City family of independent schools.

18. **STRATEGY UPDATE**

The Board received an update on the Board's strategies, referencing the recent Board awaydays and updates at previous meetings.

A Member commented on the usefulness of recent social mobility conferences and sought confirmation that the expertise and ideas were being harnessed in the formation of further strategies.

19. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS ACTIVITY IMPACT UPDATE**

The Board noted the report of the Director of Community and Children's Services, including Wren300 activities, noting that impact reports would be submitted to the Board in autumn 2023.

20. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE**

The Board noted the report of the Director of Community and Children's Services.

21. **CULTURAL AND CREATIVE LEARNING FUNDING APPLICATIONS 2023/24**

The Board considered the report of the Director of Community and Children's Services.

**RESOLVED**, That in consultation with the Chair and the Strategic Education and Skills Director, the Town Clerk approve distribution of the Cultural and Creative Learning funds to the relevant cultural partners.

22. **CULTURE MILE LEARNING - REPORT ON ACTIVITY APRIL 2022 TO JUNE 2023**

The Board noted the report of the Director, Museum of London, setting out the activity that funding for Culture Mile Learning (CML) from April 2022 to end May 2023 has supported.

The Board expressed its gratitude to CML for their hard work over the last three years.

23. **ENVIRONMENTAL & OUTDOOR LEARNING UPDATE**

The Board noted the report of the Director of Community and Children's Services.

A Member commented that City Bridge Trust merited clearer involvement in the initiatives set out in the report given its support of such learning.

A Member emphasised the importance of promoting the teaching of facts around the natural world and climate action, commenting on the inappropriately alarmist tone of some media coverage that often contributed to anxiety among children. The Board commented that proposed accreditation could serve to monitor such teaching.

A Member commented on the potential for involving the GLA in such initiatives.

24. **CONNECTING COMMUNITIES UPDATE**

The Board noted the report of the Director of Community and Children's Services, noting also the following updates to the report (noting that a full report would be submitted to the Board in autumn 2023):

- the reference in paragraph 3 to a young man being "a care-leaver" was erroneous, the young man in question is not a care-leaver;
- both interviewees for the demolition course were successful;
- on the Security Industry Training course, 16 have now passed their SIA course and are applying for the SIA badge.

25. **SKILLS: TRENDS AND NEXT PRACTICE CONFERENCE -EVALUATION SUMMARY REPORT**

The Board noted the report of the Strategic Director for Skills and Education.

The Board thanked the Head of Adult Skills for her contribution to the conference.

26. **LONDON CAREERS FESTIVAL - UPDATE**

The Board received an update on the London Careers Festival due to begin on 27 June 2023.

27. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

28. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

There were no items of urgent business.

29. **EXCLUSION OF THE PUBLIC**

**RESOLVED** – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on

the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act.

30. **NON-PUBLIC MINUTES**

The Committee considered the non-public minutes of the meeting of 24 April 2023.

31. **CHAIRS' UPDATES**

The Board noted the update of the Chairs.

32. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

33. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

**The meeting ended at 1.05 pm**

-----  
Chairman

**Contact Officer: Jayne Moore  
Jayne.Moore@cityoflondon.gov.uk**

This page is intentionally left blank

# Agenda Item 4

## Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
1/2023/P	21 June 2023	Provide further detail on ensuring sufficient school places are provided within reasonable travelling distance	ESU/CCS	

This page is intentionally left blank



# Agenda Item 7

<b>Committee(s):</b> Education Board	<b>Dated:</b> 17/10/2023
<b>Subject:</b> Education, Cultural & Creative Learning, and Skills Strategies 2024-2028 Update	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	2,3,8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>N/A</b>
<b>What is the source of Funding?</b>	<b>N/A</b>
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>N/A</b>
<b>Report of:</b> Director of Community and Children’s Services	<b>For Information</b>
<b>Report author:</b> Torri Stewart, Lead Officer, Strategy & Impact	

## Summary

This report updates Members on the current position regarding the development of the Education, Cultural & Creative Learning and Skills Strategies 2024-28. The report:

- Explains that three reviews are currently in progress to:
  - a) Identify key learnings from the current strategies;
  - b) Identify potential education opportunities across the range of departments within the City Corporation; and
  - c) Consider the current external education landscape with key stakeholders and interested partners.
- The report provides an update on the stakeholder engagement activity that has taken place to date, sharing initial findings from stakeholders who have collectively identified the following key focal areas: ‘Self-Development’, ‘Wellbeing’, ‘Equity, Diversity & Inclusion’ (EDI), ‘Technology’, ‘Careers’, and ‘Engagement’.

## Recommendation(s)

Members are asked to note the updates shared in this report.

## **Main Report**

### **Background**

1. As noted in the February 2023 meeting of the Education Board, the Education, Cultural & Creative Learning and Skills Strategies 2019-23 will expire at the end of the 2023 calendar year. As this falls in the middle of an academic year, to minimise disruption to schools and learners the Education Strategy Unit (ESU) will continue to deliver against these strategies until July 2024.
2. Development work for the new strategies is scheduled to be completed in February 2024. This will provide enough time for them to be shared more broadly with key partners and across the City Family of Schools before they are launched in September 2024.

### **Current Position**

3. To document key learnings from the Education, Cultural & Creative Learning and Skills Strategies 2019-23, a retrospective review is currently in progress. This review will examine how the existing strategies have delivered against their original aims and objectives, helping the ESU to understand where the existing strategies have and have not been effective, and why. This will in turn offer guidance on which elements might continue, and which should stop.
4. To understand how the new strategies can effectively align with the broader work of the City Corporation, and to promote greater collaboration across departments, an internal review of education opportunities is also being conducted. This report will map the internal landscape of the City Corporation through the lens of education, highlighting opportunities that exist within the ecosystem.
5. Alongside this, to help acknowledge major developments taking place outside of the City Corporation's internal ecosystem, an external review is being conducted. This report will look to thought leaders and successful organisations globally, noting key considerations such as new practices and toolsets, research findings, and case studies as well as future challenges.
6. To help the ESU collect different perspectives on the future of education, groups of key stakeholders have been regularly engaged. Six sessions have taken place to date, engaging stakeholders from groups including: Teachers, Headteachers, Trust CEOs, Governors, Education Charities, Education Researchers, Employers, Arts & Culture professionals, Skills Development specialists, the City of London Family of Schools, Governors, Local Authority Officers and Livery Companies & Guild members.
7. From within the City of London Corporation, Members of the Education Board have been engaged, as well as officers from the Department of Community & Childrens Services (including Early Years, the Virtual School, Adult Skills and Education Services, and Libraries), Innovation & Growth, Natural Environment, City of London Police, Barbican and Guildhall School of Music & Drama.

8. Engagement with parents, children and young people is being addressed through a collaboration with Brunel University to ensure extra attention is given to these groups.
9. Outside of operations and the curriculum itself, six key themes have been identified from the dialogue with stakeholders. These are – ‘Wellbeing’, ‘Technology’, ‘Careers’, ‘Equity, Diversity and Inclusion’ (EDI), ‘Engagement’ and ‘Self-Development’.
10. 66 people representing 42 organisations have been engaged so far through six stakeholder engagement sessions. Collectively, participants have prioritised the themes in the following descending order:  
  
Self-Development  
Wellbeing  
EDI  
Technology  
Careers  
Engagement
11. Across these themes, over 300 individual points for consideration have been identified. These will be considered along with the findings of the three reviews, and collectively this material will be processed and synthesised to form the basis of the new strategies.
12. An initial draft of the new strategies will be brought to the December Education Board committee meeting. Following this an additional, informal meeting of the Education Board will take place in mid-January 2024 to gather Member feedback, with a view to the final documents being presented at the February 2024 Education Board committee meeting.

### **Options**

N/A

### **Proposals**

N/A

### **Corporate & Strategic Implications**

13. Strategic Implications - This work is aligned to the goals and outcomes of the City Corporation’s Corporate Plan 2018-23 and will be aligned to the new Corporate Plan which is currently in development by the Corporate Strategy and Performance Team.

## **Conclusion**

14. This report has highlighted the work that is currently in progress to support the development of the Education, Cultural & Creative Learning and Skills Strategies 2024-28. Three review documents and input from a cross-section of key stakeholders will inform the design of the new strategies which are due to be finalised in February 2024, and fully launched in September 2024.

## **Appendices**

- None

### **Torri Stewart**

Lead Strategy & Impact Manager

T: 07935 514 463

E: [torriano.stewart@cityoflondon.gov.uk](mailto:torriano.stewart@cityoflondon.gov.uk)

# Agenda Item 8

<b>Committee(s)</b>	<b>Dated:</b>
Education Board	17/10/2023
<b>Subject:</b> Education Board Budget Update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Scott Caizley, Lead Policy Officer	

## Summary

This report asks Members to note the latest forecast outturn position for the 2023/24 Education Board Budget.

## Recommendation(s)

Members are asked to note the report.

## Main Report

### Background

1. The latest forecast outturn position is submitted to the Education Board at each committee meeting.

### Current Position

2. Local risk is on course to be spent in full for 23/24 but with a possible budget realignment regarding the London Careers Festival 2024.
3. There is also the matter of the maternity cover pushing the local risk over but this is currently contained due to one post not being refilled.
4. The CPG is due to be fully spent when the second round of funding is arranged in Jan 2024.

## **Proposals**

1. This report is for information only

## **Options**

2. This report is for information only

## **Key Data**

3. The full current Education Board budget update is available in **Appendix 1**.

## **Corporate & Strategic Implications**

4. This report is for information only.

## **Conclusion**

5. Members are asked to note the spend to date and forecast outturn for the 2023/24 financial year.

## **Appendices**

- **Appendix 1** – Education Board Budget

### **Scott Caizley**

Lead Policy Officer

Department of Community and Children's Services

E: [scott.caizley@cityoflondon.gov.uk](mailto:scott.caizley@cityoflondon.gov.uk)

## Appendix 1 – Education Board Budget

Cost centre	Budget Full Year	Commitments	Actual	Committed	Balance	Forecast Outturn	Projected Remaining	End Year Actual
	£	£	£	£	£	£	£	£
<b>LOCAL RISK</b>								
LB030 Education Policy	0.00	0.00	9,206.87	9,206.87	(9,206.87)	0.00	0.00	0.00
LB030 Education Policy	324,000.00	0.00	152,892.75	152,892.75	171,107.25	323,804.88	195.12	316,699.51
LB030 Education Policy	0.00	0.00	1,933.45	1,933.45	(1,933.45)	0.00	0.00	0.00
LB030 Education Policy	71,000.00	0.00	34,090.63	34,090.63	36,909.37	72,800.64	(1,800.64)	48,500.14
LB030 Education Policy	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,575.50
LB030 Education Policy	35,000.00	0.00	18,585.68	18,585.68	16,414.32	35,573.54	(573.54)	38,280.55
LB030 Education Policy	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00	0.00
LB030 Education Policy	0.00	0.00	20.83	20.83	(20.83)	20.83	(20.83)	0.00
LB030 Education Policy	0.00	0.00	63.37	63.37	(63.37)	63.37	(63.37)	136.09
LB030 Education Policy	0.00	0.00	110.23	110.23	(110.23)	110.23	(110.23)	66.66
LB030 Education Policy	2,000.00	0.00	368.25	368.25	1,631.75	1,473.00	527.00	600.48
LB030 Education Policy	0.00	0.00	5.82	5.82	(5.82)	5.82	(5.82)	0.00
LB030 Education Policy	0.00	2,112.00	0.00	2,112.00	(2,112.00)	2,112.00	(2,112.00)	0.00
LB030 Education Policy	15,000.00	0.00	1,105.00	1,105.00	13,895.00	1,105.00	13,895.00	8,884.00
LB030 Education Policy	0.00	0.00	43.49	43.49	(43.49)	43.49	(43.49)	47.98
LB030 Education Policy	3,000.00	0.00	224.52	224.52	2,775.48	224.52	2,775.48	565.27
LB030 Education Policy	2,000.00	0.00	4.32	4.32	1,995.68	4.32	1,995.68	211.41
LB030 Education Policy	0.00	0.00	63.66	63.66	(63.66)	63.66	(63.66)	82.30
LB030 Education Policy	0.00	0.00	864.30	864.30	(864.30)	864.30	(864.30)	2,874.23
LB030 Education Policy	1,000.00	0.00	178.68	178.68	821.32	178.68	821.32	2,302.43
LB030 Education Policy	0.00	0.00	995.00	995.00	(995.00)	0.00	0.00	0.00
	454,000.00	2,112.00	220,756.85	222,868.85	231,131.15	438,448.27	15,551.73	
LB031 Education Strategy	0.00	0.00	(1,374.00)	(1,374.00)	1,374.00	(1,374.00)	1,374.00	7,270.50
LB031 Education Strategy	0.00	0.00	(11.70)	(11.70)	11.70	(11.70)	11.70	40.47
LB031 Education Strategy	35,000.00	0.00	12,165.99	12,165.99	22,834.01	12,165.99	22,834.01	13,435.00
LB031 Education Strategy	0.00	0.00	1,104.20	1,104.20	(1,104.20)	1,104.20	(1,104.20)	0.00
LB031 Education Strategy	0.00	0.00	70.00	70.00	(70.00)	70.00	(70.00)	0.00
	35,000.00	0.00	11,954.49	11,954.49	23,045.51	11,954.49	23,045.51	
LB032 Skills Strategy	0.00	0.00	4,190.00	4,190.00	(4,190.00)	4,190.00	(4,190.00)	5,046.00
LB032 Skills Strategy	0.00	0.00	1,617.00	1,617.00	(1,617.00)	1,617.00	(1,617.00)	741.00
LB032 Skills Strategy	0.00	0.00	111.20	111.20	(111.20)	111.20	(111.20)	0.00
LB032 Skills Strategy	0.00	0.00	30,516.00	30,516.00	(30,516.00)	30,516.00	(30,516.00)	35,186.75
LB032 Skills Strategy	0.00	1,325.04	315.00	1,640.04	(1,640.04)	1,640.04	(1,640.04)	17,962.50
LB032 Skills Strategy	0.00	0.00	13.70	13.70	(13.70)	13.70	(13.70)	235.75
LB032 Skills Strategy	65,000.00	0.00	0.00	0.00	65,000.00	65,000.00	0.00	6,712.84
LB032 Skills Strategy	0.00	0.00	113.90	113.90	(113.90)	113.90	(113.90)	257.00
	65,000.00	1,325.04	36,876.80	38,201.84	26,798.16	103,201.84	(38,201.84)	
LB033 Cultural & Creative Learn	0.00	0.00	2,702.91	2,702.91	(2,702.91)	20,315.91	(20,315.91)	0.00
LB033 Cultural & Creative Learn	0.00	0.00	567.61	567.61	(567.61)	4,266.34	(4,266.34)	0.00
LB033 Cultural & Creative Learn	0.00	0.00	163.80	163.80	(163.80)	2,194.12	(2,194.12)	0.00
LB033 Cultural & Creative Learn	0.00	800.00	475.00	1,275.00	(1,275.00)	1,275.00	(1,275.00)	2,975.00
LB033 Cultural & Creative Learn	0.00	595.00	0.00	595.00	(595.00)	595.00	(595.00)	0.00
LB033 Cultural & Creative Learn	0.00	0.00	336.00	336.00	(336.00)	336.00	(336.00)	0.00
LB033 Cultural & Creative Learn	0.00	0.00	600.00	600.00	(600.00)	600.00	(600.00)	9,630.07
LB033 Cultural & Creative Learn	0.00	0.00	200.00	200.00	(200.00)	200.00	(200.00)	1,200.00
LB033 Cultural & Creative Learn	17,000.00	5,982.50	(175.00)	5,807.50	11,192.50	5,807.50	11,192.50	0.00
LB033 Cultural & Creative Learn	250,000.00	17,820.00	160,695.00	178,515.00	71,485.00	231,410.13	18,589.87	248,000.00
	267,000.00	25,197.50	165,565.32	190,762.82	76,237.18	267,000.00	0.00	261,805.07

<b>TOTAL LOCAL RISK</b>	<b>821,000.00</b>	<b>28,634.54</b>	<b>435,153.46</b>	<b>463,788.00</b>	<b>357,212.00</b>	<b>820,604.60</b>	<b>395.40</b>	<b>824,394.44</b>
Fees and Services								
LB036 Partnership	25,000.00	0.00	0.00	0.00	25,000.00	25,000.00	0.00	0.00
LB037 Strategic	25,000.00	0.00	0.00	0.00	25,000.00	25,000.00	0.00	0.00
Total Fees and Services	50,000.00	0.00	0.00	0.00	50,000.00	50,000.00	0.00	0.00
Grants and Subscriptions								
LB036 Partnership	359,000.00	0.00	153,750.00	153,750.00	205,250.00	359,000.00	0.00	384,000.00
LB037 Strategic	359,000.00	0.00	100,203.00	100,203.00	258,797.00	359,000.00	0.00	384,000.00
LB060 Academy Funding	1,458,000.00	0.00	1,404,646.00	1,404,646.00	53,354.00	1,458,000.00	0.00	1,414,000.00
Total Grants and Subscriptions	2,176,000.00	0.00	1,658,599.00	1,658,599.00	517,401.00	2,176,000.00	0.00	2,182,000.00
Supplies and Services	2,226,000.00	0.00	1,658,599.00	1,658,599.00	567,401.00	2,226,000.00	0.00	2,182,000.00
Total Expenditure	2,226,000.00	0.00	1,658,599.00	1,658,599.00	567,401.00	2,226,000.00	0.00	2,182,000.00
<b>TOTAL CENTRAL RISK</b>	<b>2,226,000.00</b>	<b>0.00</b>	<b>1,658,599.00</b>	<b>1,658,599.00</b>	<b>567,401.00</b>	<b>2,226,000.00</b>	<b>0.00</b>	<b>2,352,895.01</b>
RECHARGES								
Support Services								
LB030 Education Policy	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00	0.00
Total Support Services	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00	0.00
Support Services	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00	0.00
Total Expenditure	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00	0.00
Recharges from / (to) other services	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00	0.00
<b>TOTAL NET EXPENDITURE / (IN)</b>	<b>3,049,000.00</b>	<b>31,514.54</b>	<b>2,107,155.83</b>	<b>2,138,670.37</b>	<b>910,329.63</b>	<b>3,040,000.00</b>	<b>9,000.00</b>	<b>3,177,289.45</b>



<b>Committee(s)</b>	<b>Dated:</b>
Education Board	17/10/2023
<b>Subject:</b> Governor Appointments Update	Public
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	2, 3, 8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	N/A
<b>Report of:</b> Director of Community and Children’s Services	For Information
<b>Report author:</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This report updates Members on the recent appointments of governors across the City Family of Schools. An updated list of the governing body membership is attached in **Appendix 1**.

## Recommendation(s)

Members are asked to note:

- The City of London Academies Trust (CoLAT) Board of Trustees (BoT) ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 22 September 2023, as detailed in paragraph 2.

## Main Report

### Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approve the appointment of Chairs to Local Governing Bodies (LGBs) and are consulted on governor vacancies and notified of governor appointments.

### Appointment of governors to CoLAT LGBs

2. At the CoLAT Board of Trustees meeting on 22 September 2023, the following appointments were ratified:
  - Nicola Davidson at the City of London Academy Highbury Grove

- Dr Joanna Abeyie at the City of London Academy Shoreditch Park
- Barbara Reichwein at the Southwark Local Governing Body
- Greig Larsen at the Southwark Local Governing Body
- Flora McCormack at the City of London Primary Academy Islington
- Ayla Brewer at the City Academy Hackney

### **Governing body membership across the City Family of Schools**

3. An updated list of governing body membership across the Family of Schools is included in **Appendix 1**.

### **Proposals**

4. This report is for information only

### **Options**

5. This report is for information only

### **Key Data**

6. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

### **Corporate & Strategic Implications**

7. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies reflect the school communities that they serve.
8. Supporting good and effective governance practices across the Family of Schools is aligned the following strategies and plans:
  - The City Corporation's Corporate Plan 2018-23
  - The Education 2019-23 Strategy

### **Conclusion**

9. This report updates Members on the current position of appointments to CoLAT LGBs. The updated list of governors across the Family of Schools is included in **Appendix 1**.

### **Appendices**

- **Appendix 1** – Governing body membership of the Family of Schools.

**Scott Caizley**

Lead Policy Officer (Education, Culture and Skills)  
Department of Community and Children's Services

E: [scott.caizley@cityoflondon.gov.uk](mailto:scott.caizley@cityoflondon.gov.uk)

## Appendix One: Family of Schools Local Governing Body Membership

### City of London Academy Highbury Grove<sup>1</sup>

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
Claire Tunley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Nick Worsley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2023
Anisha Radia	Appointed by the Trust Board	4 years expiring 16 <sup>th</sup> May 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring 28 <sup>th</sup> February 2025
Nicholas Durack	Appointed by the Trust Board	4 years expiring August 2025
Ahlisha Tucker	Parent Governor	4 years expiring 31 <sup>st</sup> December 2025

<sup>1</sup> LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

Ria Holzerlandt	Parent Governor	4 years expiring 28 <sup>th</sup> February 2025
Nicola Davison	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2027
Vacancy	Appointed by the Trust Board	VACANT

## City of London Academy Highgate Hill<sup>2</sup>

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal
Shireen Fraser	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2027
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Peter Bremner	Teaching staff governor	4 years expiring 31 <sup>s</sup> August 2024
Steven Mitchell	Parent Governor	4 years expiring 31 <sup>st</sup> December 2026
Vacancy	Parent Governor	VACANT
Vacancy	Non-teaching Staff Governor	VACANT

<sup>2</sup>Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

### City of London Academy Islington<sup>3</sup>

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Russell Willmer (Chair)	Appointed by the Trust Board	4 Years expires 31 August 2025
Sonia Jacob	Principal	During term of office as Principal
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 31 <sup>st</sup> August 2026
Reema Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Peter Laurie	Appointed by the Trust Board	4 years expiring 31 August 2024
Samantha Hobbs	Parent Governor	4 years expiring May 2025
Andrew Hesketh	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> August 2026
Hannah McHugh	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Richard Kottler	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> December 2026
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Staff Governor (Teaching)	VACANT

<sup>3</sup> Part of the City of London Academies Trust effective from 1 September 2020

## City of London Academy Shoreditch Park<sup>4</sup>

Name	Basis of Appointment	Term of Office
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Holly Arles	Principal – Ex officio	During term of office as Principal
Veronica Wadley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2027
Rita Krishna	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring 5 <sup>th</sup> April 2025
Grant Aidoo Nash	Appointed by the Trust Board	4 years expiring 13 <sup>th</sup> September 2026
Preet Singh	Staff Governor (Teaching)	4 years expiring 2 <sup>nd</sup> October 2026
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring 19 <sup>th</sup> October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring 5 <sup>th</sup> April 2025
Darren Thompson	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2027
Dr Joanna Abeyie	Appointed by the Trust Board	4 years expiring September 2027

<sup>4</sup> Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.



## Southwark Local Governing Body <sup>5</sup>

Name	Appointed as	Term of Office
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Mike Baxter	Principal CoLAS – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Joanna James	Co-Headteachers Redriff – Ex Officio	During term of office as Headteachers of Redriff Primary School
Martin Blain	Head teacher Galleywall – Ex Officio	During term of office as Headteacher of Galleywall Primary School
Shravan Joshi	Trust Governor	2 years expiring 31 <sup>st</sup> August 2024
Elaine Davis	Appointed by the Trust Board	4 years expiring 18 March 2025
Gurjeet Marway	Parent Governor at City of London Academy Southwark	4 years expiring 23 March 2026
Tim McNally	Trust Governor	4 years expiring 31 August 2026
Antony Smyth	Appointed by the Trust Board	4 years expiring 18 March 2025
Hilda Cheong, Vice Chair	Parent Governor at Rediff Primary	4 years expiring 31 <sup>st</sup> December 2026
Barbara Reichwein	Parent Governor at Galleywall Primary	4 years expiring 7 <sup>th</sup> June 2027
Greig Larsen	Staff Governor (non-teaching)	4 years expiring 7th June 2027
Dr Naureen Bhatti	Trust Governor	4 years expiring September 2027
Dr Pam Yeow	Trust Governor	4 years expiring September 2027
Roberta Makoni	Trust Governor	4 years expiring September 2027
Vacancy	Staff governor	

<sup>5</sup>The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School, City of London Academy and Galleywall Primary, City of London Academy.

## City of London Primary Academy Islington

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring 18 <sup>th</sup> May 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Paul Barry	Appointed by the Trust Board	4 years expiring 7 <sup>th</sup> September 2027
Sarah Matthias	Appointed by the Trust Board	4 years expiring 11 <sup>th</sup> December 2023
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring 21 <sup>st</sup> February 2026
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring 2 <sup>nd</sup> September 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring 2 <sup>nd</sup> December 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring 18 <sup>th</sup> June 2024
Timothy Gittins	Appointed by the Trust Board	4 years expiring 7 <sup>th</sup> December 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring 8 <sup>th</sup> September 2025
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring 8 <sup>th</sup> September 2025
Flora McCormack	Trust Governor	4 years expiring 18 <sup>th</sup> September 2027

## Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 30 <sup>th</sup> September 2026
Anita Lomax	Principal – Ex officio	During term of office as Principal
Minesh Talati	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> January 2026
James Owolabi Adeleke	Appointed by the Trust Board BoardOB	4 years expiring 20 <sup>th</sup> March 2026
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2026
Andria Vamadevan	Appointed by the Trust Board	4 years expiring 3 <sup>rd</sup> December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring 3 <sup>rd</sup> December 2023
Peter Greene	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
James Bounds	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> January 2026
Joanne Leary	Staff Governor (Non Teaching)	4 years expiring 4 <sup>th</sup> November 2024
AFM Saiful Islam	Parent Governor	4 years expiring 16 <sup>th</sup> January 2024
Rosy Awwal	Parent Governor	2 years expiring 16 <sup>th</sup> January 2024
Amy Zambon	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Dhruv Patel	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> December 2026

## The City Academy, Hackney<sup>6</sup>

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Steve Goodman (Chair)	Appointed by the Trust Board	4 years expiring 5 <sup>th</sup> October 2026
Anna Sarchet	Principal	During term of office as Principal
Randall Anderson	Appointed by the Trust Board	4 years expiring 16 <sup>th</sup> July 2025
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> December 2025
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> June 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Oleander Agbetu	Parent Governor	4 years expiring 11 <sup>th</sup> July 2025
Olu Ladega	Staff Governor (Non- teaching)	4 years expiring 30 <sup>th</sup> November 2025
Toby Skales	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> December 2024
Debra Robinson	Appointed by the Trust Board	4 years expiring 5 <sup>th</sup> October 2026
Kate-Marie Travis	Appointed by the Trust Board	4 years expiring 14 <sup>th</sup> December 2026
Olivia Willis	Appointed by the Trust Board	4 years expiring 14 <sup>th</sup> December 2026
Ayla Brewer	Staff governor (Teaching)	4 years expiring 20 <sup>th</sup> June 2027

<sup>6</sup> Part of the City of London Academies Trust effective from 1 September 2020

## City of London school

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Alderman Robert Howard (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	(term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	(term subject to Chairmanship of CLFS)
Alderman Vincent Keaveny	Alderman	4 year expiring July 2025
Alderman Tim Levene (Chair)	Alderman	4 years expiring July 2025
Deputy Keith Bottomley (Deputy Chair)	Commoner	4 years expiring July 2025
Florence Keelson-Anfu	Commoner	4 years expiring July 2026
Shahnan Bakth	Commoner	4 years expiring July 2026
Ian Seaton	Commoner	4 years expiring July 2026
Deputy James Thomson	Commoner	4 years expiring July 2026
Dominic Christian	Commoner	4 years expiring July 2024
Paul Madden	Co-Opted	4 years expiring July 2024
Rosie Gill	Co-Opted	4 years expiring July 2026
Andrew Jones	Co-Opted	4 years expiring July 2027
Lesley Cartmell	Co-Opted	4 years expiring July 2027
David Woodgate	Co-Opted	4 Years expiring July 2025
Timi Dorgu	Co-Opted	4 Years expiring July 2025
John Owen	Co-Opted	4 Years expiring July 2027

## City of London School for Girls

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	(term linked to Chairmanship of CLFS)
Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	(term linked to Chairmanship of CLS)
Alderman Robert Howard (Chairman)	Alderman	4 years expiring July 2025
Alderwoman Susan Pearson	Alderwoman	4 years expiring July 2025
Jamel Banda <sup>7</sup>	Commoner	4 years expiring July 2027
The Honourable Emily Sophia Wedgwood Benn	Commoner	4 years expiring July 2026
Deputy Shravan Joshi	Commoner	4 years expiring July 2024
Anett Rideg	Commoner	4 years expiring July 2026
Jaspreet Hodgson <sup>8</sup>	Commoner	4 years, expiring July 2027
Deputy Charles Edward Lord <sup>9</sup>	Commoner	4 years, expiring July 2026
Dr Stephanie K Ellington	Co-Opted	4 years expiring July 2024
Elizabeth Phillips	Co-Opted	4 years expiring July 2024
Mark James	Co-Opted	4 years expiring July 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
Nana Owusu-Ansah	Co-Opted	4 years expiring July 2026
Tanya Seghatchian	Co-Opted	4 years, expiring July 2027
Deputy Mark Bostock	Commoner	4 years expiring July 2026

<sup>7</sup> Reappointed July 2023

<sup>8</sup> Reappointed July 2023

<sup>9</sup> Subject to satisfactory completion of appointment procedures

## City of London Freeman's School

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Alderman Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	(term subject to Chairmanship of CLS)
Alderman Robert Howard (Ex-Officio)	Ex Officio (Acting Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
Alderman Christopher Makin	Alderman	2 years expiring July 2024
Deputy Philip Woodhouse (Chairman)	Commoner	4 years expiring July 2026
Graham Packham	Commoner	4 years expiring July 2024
Michael Hudson	Commoner	4 years expiring July 2026
Jamel Banda (Deputy Chairman)	Commoner	4 years expiring July 2026
John Foley	Commoner	4 years expiring July 2026
Roy Anklesaria	Co-opted	3 years expiring July 2025
Clare Verga	Co-opted	3 years expiring July 2025
Nicholas Goddard <sup>10</sup>	Co-opted	1 year expiring July 2023
Andrew McMillan <sup>11</sup>	Co-opted	4 years expiring July 2023
Cllr Chris Townsend <sup>12</sup>	Co-opted	4 years expiring July 2023
Lady Gillian Yarrow <sup>13</sup>	Co-opted	4 years expiring July 2023

<sup>10</sup> For reappointment in Autumn Term 2023

<sup>11</sup> For reappointment in Autumn Term 2023

<sup>12</sup> For reappointment in Autumn Term 2023

<sup>13</sup> For reappointment in Autumn Term 2023

## City Junior School

*Composition: up to 11 Governors:*

1. *Two ex-officio (Chairs of CLS and CLSG)*
2. *Up to four City Councillors/Aldermen:*
  - a. *Up to two CLS governors who are CCs/Aldermen*
  - b. *Up to two CLSG governors who are CCs/Aldermen*
3. *Up to 2 co-opted non-City Councillors/Aldermen*
  - a. *One from CLS*
  - b. *One from CLSG*
4. *Up to three additional members with experience relevant to the Board*

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Alderman Robert Howard	1	Term subject to Chair of CLSG
Tim Levene	1	Term subject to Chair of CLS
Deputy Keith Bottomley	2a	Term expires 31 July 2026
Deputy James Thomson	2a	Term expires 31 July 2026
Anett Rideg (Chair)	2b	Term expires 31 July 2027
Deputy Shravan Joshi	2b	Term expires 31 July 2026
Rosie Gill	3a	Term expires 31 July 2026
Mark James (Deputy Chair)	3b	Term expires 31 July 2026
Elizabeth Phillips	4	Term expires 31 July 2026
Catherine Gibaud KC	4	Term expires 31 July 2026
Her Honour Judge Anuja Dhir	4	Term expires 31 July 2027





This page is intentionally left blank

<b>Committee(s)</b> Education Board	<b>Dated:</b> 17/10/2023
<b>Subject:</b> Education, Cultural and Creative Learning and Skills Update and Wren 300 update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N/A
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author(s):</b> Georgie Stewart-Smith, Business Administrator and Events Apprentice	

### Summary

This report updates Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education; Cultural and Creative Learning; and Skills. A calendar of meetings, forums and events for the 2023-24 academic year is included in Appendix 1.

### Recommendation(s)

Members are asked to:

- Note the update on events and activities across the three strategy areas; and
- Note the calendar of forums and events over the 2023-24 academic year in Appendix 1

### Main Report

#### Background

1. The Education Board has oversight of three strategies: Education; Cultural and Creative Learning; and Skills (2019-23).

#### Current Position

2. London Careers Festival

Between 27 June – 06 July London Careers Festival took place online, at the Guildhall and off-site workshops. Over the course of the two weeks, over 12,000 pupils across the country attend all different sessions. On the final day of LCF,

some pupils had the opportunity to attend some workshops off-site at law firm Paul Hastings, Museum of London Docklands, Introduction to Construction with Mace and an IT session held at Natilik. Sessions held at Paul Hastings and Natilik were put on as a part of Generation Success' programme of initiatives. More to follow from Lead Projects Officer.

### 3. Wren300

To celebrate the 300<sup>th</sup> anniversary of the death of Sir Christopher Wren, a year-long project has taken place in collaboration with City of London Corporation, Diocese, City of London School and St. Paul's Cathedral. This project involved music, visual art and creative writing, bringing together pupils from across the Family of Schools (and extended) to sing a new composition inspired by Wren's architecture and his achievements.

Phase One of the project took place on Wednesday 28 September 2022 where teachers were invited to St Stephen Walbrook church to officially launch the project. Phase Two was delivered with full day workshops at St Stephen Walbrook & St James Garlickhythe on Monday 13 and 20 March 2023. Eight schools with over 200 pupils travelled between both sites for sessions which included: singing as part of a choir, creating paper-cuttings of the Walbrook dome and writing poetry inspired by the Garlickhythe architecture. During these two phases, feedback from the pupils highlighted how both the architecture from the churches and the atmosphere contributed to them feeling inspired and interested in knowing more about the history of Wren. Many pupils also stated that they wanted to revisit St Pauls Cathedral with their family members.

On Monday 18 September, the rehearsal for the final Wren300 concert took place at the City of London School. 230 pupils attended the rehearsal. To close the project, on Thursday 21 September, 230 pupils came together at the Guildhall to have a full day of final rehearsals prior to the final concert in the Great Hall, Guildhall that evening. Pupils performed to over 430 of their family members in the evening – a celebratory showcase of their artwork and singing. The specially composed Wren-inspired music was created by Richard Quesnel, Director of Music at the City of London School and the City of London School for Girls – as a collection, these compositions formed what was called 'Raising the Roof', a cycle of compositions grouped together to celebrate Wren's achievements with lyrics drawing on historical facts, street names and famous London landmarks designed by Wren. Richard also especially wrote the libretto for the concert. To summarise, the concert was a huge success with positive feedback being received from parents/ carers, guests, staff and pupils.

## **Upcoming**

### 4. London Compact 2030 – Bridge The Gap.

On the morning of Thursday 16 November 2023 at the Guildhall, the annual City Schools Conference will take place. The conference this year aims to improve social cohesion through the connection of disadvantaged young people to a wide range of opportunities across London, increase engagement in education and training to reduce participation and achievement gaps between advantaged and disadvantaged young people and to secure long-term economic prosperity through employers accessing and providing supported pathways for a large and diverse pool of local talent. This is being delivered in partnership between the City of London Academy Trust and the City Corporation's Education Strategy Unit.

### **Options**

N/A

### **Key Data**

N/A

### **Corporate & Strategic Implications**

N/A. This report is for information only.

### **Conclusion**

Members of the Education Board have been updated on recent events and activities across their three strategy areas as well as upcoming events and activities over the 2023-24 academic year.

### **Appendix 1 – Calendar of Forums and Events over the 2023-24 Academic Year**

#### **Georgie Stewart-Smith**

#### **Business Administrator and Events Apprentice**

Department of Community and Children's Services

T: 07706991121

E: [Georgie.stewart-smith@cityoflondon.gov.uk](mailto:Georgie.stewart-smith@cityoflondon.gov.uk)

This page is intentionally left blank



**2023-24**

# Calendar of forums, committee meetings and events



- Best practice and strategy forums
- Events for pupils
- Events for school leaders and teachers
- Forums & training for Governors
- Education Board Members



**Last updated – 26 September 2023**

Please note, all dates, times and venues are subject to change

For more information, please contact [COLEducationStrategyUnit@cityoflondon.gov.uk](mailto:COLEducationStrategyUnit@cityoflondon.gov.uk)



	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

Events and Meetings 2023-24	Date	Time	Location
<b>September</b>			
Wren300 second rehearsal	18/09/2023	09:00 – 15:00	City of London School
Wren300 final rehearsal + Concert	21/09/2023	11:00 – 19:00	Great Hall, Guildhall
CoLAT Trust Board	22/09/2023	11:00 – 13:00	TBC
Education Board Away Day 3	27/09/2023	09:00 – 12:00	City of London Academy, Shoreditch Park
<b>October</b>			
CoLAT Finance & Operations / Audit Risk	04/10/2023	09:00 – 11:00	TBC
Partnerships Forum (Autumn)	05/10/2023	08:30 – 10:00	Committee Room 1, West Wing
CoLAT Scrutiny Meeting	12/10/2023	09:00 – 16:00	Meeting Room 12, North Wing
CoLAT Scrutiny Meeting	13/10/2023	09:00 – 16:00	Meeting Room 12, North Wing
Education Board	17/10/2023	11:00 – 13:00	TBC
<b>Autumn Half Term</b> (Between 16 October 2023 - 27 October 2023) - School dates vary			
<b>November</b>			
Cultural and Creative Learning Forum (Autumn)	02/11/2023	08:30 – 10:00	London Metropolitan Archives
Liveries Education Network (Autumn)	06/11/2023	13:30 – 16:00	Grocer's Hall
Headteachers Forum (Autumn)	07/11/2023	10:00 – 13:00	Committee Room 1, West Wing
CoLAT Standards and Accountability	14/11/2023	14:00 – 15:00	TBC
Skills Forum (Autumn)	21/11/2023	08:30 – 10:00	Committee Room 2, West Wing
CoLAT People, Equality and Inclusion	22/11/2023	10:00 – 11:00	TBC
Governor Training - Finance	28/11/2023	08:30 – 10:00	Virtual
CoLAT Remuneration Committee	29/11/2023	10:00 – 12:00	TBC
<b>December</b>			
CoLAT Finance & Operations / Audit & Risk	06/12/2023	09:00 – 11:00	TBC
Education Board	07/12/2023	10:00 – 12:00	TBC
Education Board Away Day 4	12/12/2023	09:00 – 12:00	Guildhall School of Music & Drama
CoLAT Trust Board	14/12/2023	09:00 – 11:00	TBC
<b>Christmas Holidays</b> Between 14 December 2023 - 5 January 2024 - School dates may vary			
<b>January</b>			
Chair of Governors Forum (Spring)	16/01/2024	08:30 – 10:00	Virtual
Chess Training Workshop 1	23/01/2024	13:30 – 15:30	Virtual
Headteachers Forum (Spring)	30/01/2024	10:00 – 13:00	Committee Room 1, West Wing
<b>February</b>			
Education Board	08/02/2024	11:00 – 13:00	TBC
Christ Hospital Maths Challenge	08/02/2024	08:00 – 12:00	Livery Hall, Guildhall
<b>Spring Half Term</b> Between 12 February 2024 - 16 February 2024 - School dates may vary			



Last updated – 26 September 2023

Please note, all dates, times and venues are subject to change

For more information, please contact COLEducation@cityoflondon.gov.uk

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

Chess Tournament	22/02/2024	09:00 – 15:00	Livery Hall, Guildhall
London Careers Festival	26/02/2024	All day	Guildhall Complex
London Careers Festival	27/02/2024	All day	Guildhall Complex
London Careers Festival	28/02/2024	All day	Guildhall Complex
London Careers Festival	29/02/2024	All day	Guildhall Complex
CoLAT Standards and Accountability	29/02/2024	09:00 – 10:00	TBC

### March

Liveries Education Network (Spring)	05/03/2024	13:30 – 16:00	Leatherseller's Hall
London Careers Festival	01/03/2024	All Day	Virtual
London Careers Festival	04/03/2024	All Day	Virtual
London Careers Festival	05/03/2024	All Day	Virtual
London Careers Festival	06/03/2024	All Day	Virtual
London Careers Festival	07/03/2024	All Day	Virtual
London Careers Festival	08/03/2024	All Day	Virtual
CoLAT People, Equality and Inclusion	06/03/2024	10:00 – 11:00	TBC
CoLAT Finance & Operations	07/03/2024	09:00 – 11:00	TBC
CoLAT AGM	14/03/2024	09:00 – 11:00	TBC
Skills Forum (Spring)	19/03/2024	08:30 – 10:00	Committee Room 1, West Wing
CoLAT Trust Board Meeting	21/03/2024	09:00 – 11:00	TBC

### Easter Holiday

Between 28 March 2024 - 12 April 2024 - school dates may vary

### April

Education Board Dinner	18/04/2024	TBC	Ironmonger's Hall
Education Board	22/04/2024	11:00 – 13:00	TBC
Chair of Governors Forum (Summer)	23/04/2024	08:30 – 10:30	Virtual
Governor Training - Basic Safeguarding	30/04/2024	08:30 – 09:45	Meeting Room 1-2, North Wing
Governor Training - Advanced Safeguarding	30/04/2024	10:00 – 12:00	Meeting Room 1-2, North Wing

### May

Cultural and Creative Learning Forum (Summer)	09/05/2024	08:30 – 10:00	Cultural venue - TBC
CoLAT Standards & Accountability Committee	16/05/2024	09:00 – 10:00	TBC
Skills Forum (Summer)	21/05/2024	08:30 – 10:00	Committee Room 1, West Wing

### Summer Half Term

27 May 2024 – 31 May 2024 - School dates may vary

### June

Education Board	18/06/2024	11:00 – 13:00	TBC
Headteachers Forum (Summer)	06/06/2024	10:00 – 13:00	Committee Room 1, West Wing
Partnerships Forum (Summer)	11/06/2024	08:30 – 10:00	Family of Schools - TBC
Liveries Education Network (Summer)	11/06/2024	13:30 – 16:00	Goldsmiths, University of London
CoLAT People, Equality and Inclusion	12/06/2024	10:00 – 11:00	TBC
Governor Training- School Data and Performance	13/06/2024	08:30 – 10:00	Virtual



Last updated – 26 September 2023

Please note, all dates, times and venues are subject to change

For more information, please contact COLEducation@cityoflondon.gov.uk

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

A-Level Alumni Event	21/06/2024	17:00 – 19:00	Livery Hall, Guildhall
----------------------	------------	---------------	------------------------

#### July

CoLAT Members' Meeting	03/07/2024	09:00 – 11:00	TBC
CoLAT Finance and Operations/ Audit Risk	11/07/2024	09:00 – 11:00	TBC
CoLAT Trust Board	18/07/2024	13:00 – 15:00	TBC

#### Summer Holidays

19 July 2024 onwards - School dates may vary

#### August

Primary Results Day	TBC	N/A	N/A
Results Day (GCSE)	TBC	N/A	N/A
Results Day (A Levels)	TBC	N/A	N/A

Guildhall is formed by a number of buildings and has multiple entrances. Please use the appropriate entrance when arriving for your meeting or event. <https://www.cityoflondon.gov.uk/about-us/find-us>



This page is intentionally left blank

<b>Committee(s):</b> Education Board	<b>Dated:</b> 17/10/2023
<b>Subject:</b> Cultural and Creative Learning Fund Update	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 7, 8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>What is the source of Funding?</b>	<b>Education Board</b>
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	<b>Y</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> James Tibbles, Cultural & Creative Learning Coordinator	

## Summary

This report updates Members with key information relating to the status of the Cultural and Creative Learning Projects following the implementation of the new funding model. 12 projects have now received funding. The combined associated cost of these projects is £184,315 of £190,000 available. An overview of the proposals can be found in Appendix One.

## Main report

### Background

1. The way in which the Cultural and Creative Learning strategy is delivered has changed, with a successful handover of administration from Culture Mile Learning to the Education Strategy Unit (ESU).
2. As reported in the June meeting of the Education Board, the City's cultural partners were invited to bid for up to £20,000 each towards projects targeted at enrichment and additionality in the cultural and creative learning sectors for the benefit of young Londoners. The total pot available this year was £190,000.
3. Partners were encouraged to bid in collaboration with one another and to address specific areas of strategic focus. For the 2023/24 academic year those areas are: oracy, mental health and wellbeing, environmental and outdoor learning, youth voice, and financial literacy.

## **Current Position**

4. All 12 partners have now received funding for their projects. The total expenditure is £184,315.
5. The Cultural and Creative Learning Coordinator has now contacted all 12 lead partners asking for an informal interim update on their projects. Site visits to projects will begin to take place in October 2023.
6. Four projects were required to submit follow-up information to ensure they will maximise their impact. All four projects provided satisfactory information justifying expenditure, and grants have now been awarded.
7. Across all projects, all five of the strategic areas have been addressed.

## **Conclusion**

This report updates Members with key information relating to the status of the Cultural and Creative Learning Projects following the implementation of the new funding model. All 12 projects have received payment and are now planning and/or delivering their projects.

## **Appendices**

Appendix One: Cultural and Creative Learning Project Expenditure 2023/24

### **James Tibbles**

Cultural & Creative Learning Coordinator

T: 07596570543

E: [james.tibbles@cityoflondon.gov.uk](mailto:james.tibbles@cityoflondon.gov.uk)

## Appendix One: Cultural and Creative Learning Project Expenditure 2023/2024

Project Title	Lead Organisation	Total requested (£)	Total awarded (£)	Project Summary
<b>Word on the Street Festival: Poetry VS Colonialism</b>	London Metropolitan Archives (LMA)	20,000	14,200	A four-day poetry festival exploring the colonial stories of artefacts and archives material connected to coffee, tea, opium and spices.
<b>Inspiring Young Londoners</b>	NLA (The London Centre – formally The City Centre)	19,000	15,000	Four activity days based around the themes of; inspire, mentor, access and skills. The activity will engage up to 300 students from disadvantaged backgrounds with creative careers in the built environment industry.
<b>Wild City 2024</b>	The Salters' Institute	20,000	20,000	Wild City is an environmental and outdoor-learning based project that brings biodiversity to life for Year 5 students in London. The project aims to build a green space within a London primary school located in an area facing socio-economic deprivation.
<b>Music Production for Girls (short course at Guildhall School of Music &amp; Drama)</b>	Guildhall School of Music & Drama (Open Programmes)	3,855 or 6323	3,855	The project is a short course (non-accredited) aimed at girls or participants identifying as girls, wanting to develop their understanding of music production. The course will provide the participants with an opportunity to develop their skills in composition and music technology through daily workshops. They will learn the technical skills required to produce a piece of music for a client or a brief.

<b>St John's Gate School Gardening Club</b>	Museum of the Order of St John	17,820	N/A	The after-school club aims to improve health and well-being through creative and outdoor learning activities, developing greater oracy and self-confidence and improved understanding of the natural world.
<b>Young City Poets</b>	Tower Bridge	20,000	20,000	Young City Poets inspires primary and secondary school pupils to write for enjoyment and improve the quality of their writing and oracy skills by using a memorable visit to a cultural venue as the spark for an exciting learning journey.
<b>Culturally Speaking</b>	Keats House	19,900	19,900	This project is the continuation and expansion of a successful pilot delivered in partnership between 5 cultural venues and Speakers Trust. It begins by bringing students aged 13-14 from 20 schools to visit a cultural partner. In the week(s) following, participants take part in a full day public speaking workshop delivered at school by Speakers Trust, helping them explore and deliver a speech on one of these themes.
<b>Nature Learning</b>	City of London Natural Environment Learning Team	18,500	18,500	This project will engage children with special educational needs and disabilities (SEND) with a 'Nature Learning' programme. It will enable bespoke, long-term nature-based learning programmes for school children (EYFS, KS1 and KS2).
<b>New Leaf: a journey through nature, stories, creativity and wellbeing</b>	City of London Natural Environment Learning Team and Barbican Community Libraries	1,920	1,920	Wellbeing, nature and story journeys will be facilitated for children who face additional challenges (poverty, disability or caring responsibilities) within the 12 central London boroughs. The project will enable groups to explore the Barbican Library and an iconic green space (Epping Forest or Hampstead Heath).



<p><b>Reimagining Londinium: a young person's view of the Roman City.</b></p>	<p>London's Roman Amphitheatre</p>	<p>13,100 or 18,100</p>	<p>18,100</p>	<p>This project is a unique opportunity to explore the Roman archaeology of the City of London and create six, large-scale artworks. Exhibited prominently around the City for the duration of the Boudica to Bloomberg festival, these would showcase the artistic talent of the students and promote a sense of achievement.</p>
<p><b>Crafting futures – creative careers platform for KS2/3</b></p>	<p>Guildhall Art Gallery</p>	<p>14,200</p>	<p>14,200</p>	<p>Guildhall Art Gallery proposes to pilot a new project which provides pupils a creative, cultural and careers experience that broadens their horizons and links them to the heart of their city. Pupils will take part in a series of craft workshops, where they work as artists alongside real craft professionals on design projects while learning about the profession.</p>
<p><b>The Big Picture – Maths through movement and art KS1/2/SEN</b></p>	<p>Guildhall Art Gallery</p>	<p>15,020</p>	<p>15,020</p>	<p>The project will focus on one of Britain's largest paintings: The Siege of Gibraltar. The project will explore the maths linked to the work, such as: how making art is doing maths, how maths has real-world applications, financial literacy, and the non-financial value of art.</p>

This page is intentionally left blank

<b>Committee(s):</b> Education Board	<b>Dated:</b> 17/10/2023
<b>Subject:</b> London Careers Festival 2023 Evaluation Report	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3,5,8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	n/a
<b>What is the source of Funding?</b>	n/a
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	n/a
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author:</b> Alice Rogers, Projects Officer	

## Summary

This report updates Members on the outcomes of the London Careers Festival (LCF) 2023 which engaged primary, secondary and post-16 pupils across London in work-related and skills development activities. This year, LCF continued to be delivered as a blended model (with virtual and in-person activities). The full report in **Appendix One** examines the impact LCF had on its participants this year and the extent to which its delivery fulfilled the festival's strategic aims, whilst outlining key recommendations for future delivery.

## Recommendations

Members are asked to:

- Note the LCF 2023 evaluation report with key outcomes and achievements; and
- Note the recommendations for LCF 2024 and onwards.

## Main Report

### Background

1. The City of London Corporation (CoLC) is committed to enabling pupils in its City Family of Schools to make informed career choices and flourish in the world of work.
2. LCF 2023 sought to increase engagement at the festival based on the success of previous years' blended delivery model.

3. The event introduced young people to employers and apprenticeship providers across a variety of different industries.
4. The programme of events was aimed at young people from primary schools through to post-16.
5. The event was predominantly marketed to educators in London, with additional publicity aimed at young Londoners at the post-16 phase.

## Current Position

6. LCF 2023 used a blended delivery model (a mix of online and in-person activities) and was delivered between 26 June and 7 July 2023.
7. The virtual week (20 June – 24 June) included:
  - Employer-led webinars exploring specific job roles, organisations and industries
  - Webinars exploring different career access pathways
  - Workshops exploring entrepreneurship and entrepreneurial skills
  - Virtual talks from employers
  - Online skills building workshops
  - Q&As with experts and professionals
8. The in-person week (3 July – 7 July) was structured as follows:
  - Monday 3 July – Primary (*with Livery Showcase*)
  - Tuesday 4 July – Secondary (*with Livery Showcase*)
  - Wednesday 5 July – Post-16 (*with Apprentice Futures*)
  - Thursday 6 July – Off-site opportunities for Secondary and Post-16 (*with Culture Mile Learning*)
  - Friday 7 July – The 'Big Apprentice Meet Up' (*with the Association of Apprentices*)
9. The Monday, Tuesday and Wednesday in-person sessions all took place at the Guildhall. Careers and skills workshops occurred alongside the Apprentice Futures and the Livery Showcase. The Thursday programme occurred in a range of cultural and corporate venues. The Friday Big Apprentice Meet-up was hosted at the Guildhall.
10. The following points provide headline summaries from the full evaluation report contained in **Appendix One**:
  - In excess of 12,000 young people attended LCF 2023. Of these, 9,831 attended the virtual festival and 2,993 attended in-person. Over 77 businesses, arts organisations training providers and livery companies participated in the delivery of LCF 2022.

- 90% of young people agreed that LCF 2023 helped them to think about their future.
- 83% of participants said LCF 2023 supported them to learn about a range of jobs and careers.
- 100% of teachers agreed that pupils learned about new job opportunities. Likewise, 100% of teachers also agreed that it was highly relevant to careers and skills curriculum and school/college priorities.

11. The key insights developed were:

- LCF still provides valuable exposure to a variety of career and training paths for young Londoners.
- LCF raised aspirations for its participants and opened their eyes to opportunities they would not have previously considered.
- LCF helped young people build transferrable skills such as networking, initiative, collaboration and communication.
- Learner attendees were most responsive to interactive workshops which encouraged teamwork and greater levels of participation.
- There are some sectors that are currently underrepresented in London Careers Festival's delivery which young people are interested in. This is principally in the fields of architecture and construction, business management and administration and health care.
- In a small number of cases, participants' additional needs were not sufficiently met by delivery partners. For more information, please see **Appendix One**.

## Options

12. N/A

## Proposals

13. After analysing the insights and the quantitative data from the London Careers Festival, the LCF team would make the following recommendations for 2024:

- i) **Develop more effective channels of communication between delivery partners and schools regarding pupil's needs.** The Education Strategy Unit (ESU) must ensure that the booking process easily identifies any additional needs of pupils and communicates these as soon as possible to the delivery partners. The suggestion would be to set clear expectations with all delivery partners that a briefing call should be organised between

themselves and their participating school leads around 2-4 weeks prior to the event to allow for adjustments to be made to session plans.

- ii) **Take a harder line on no-shows and last-minute cancellations.** The ESU should consider a range of different scenarios, such as imposing small fines for last-minute non-attendance, and declining those who did not attend sessions in previous years to book onto sessions in future years. The ESU might also consider imposing booking limitations to minimise the disruption caused by large school cohorts dropping out of booked sessions without prior warning. Should a bigger cohort wish to book on than the booking system allows manually, the ESU could consider putting a formal booking agreement in place to further prevent potential disruption caused by dropouts.
- iii) **Better utilise the City's connections to businesses to increase variety of sectors that appeal to pupils.** It is clear from attendee feedback that there are some key career sectors that need an increased level of presence in future years to better acknowledge the needs and interests of pupils. These are principally in the fields of architecture and construction, business management and administration and health care. The ESU must continue to capitalise on City's corporate connections to help bridge this gap. One way the ESU might be able to achieve this is through working with procurement and Innovation and Growth to understand if there are potential tie-ins with LCF delivery and environmental, social and governance (ESG) commitments proposed as part of the tender processes, and the Green Skills agenda.
- iv) **Collaborate more effectively with workshop partners to ensure workshops are consistently interactive and contain at least one fusion skill that pupils can develop in session.** The ESU might consider holding briefing sessions and creating a brief delivery guidance document that informs delivery partners of these expectations.

## Key Data

- 14. The data relevant to the report is included in **Appendix One**.

## Strategic Implications

- 15. LCF aligns directly with outcome 3, 5, 8 and 10 of the Corporate Plan, as well as with the Education Board's tripartite of strategies: Education; Cultural and Creative Learning; and Skills. As outlined in these strategies, the City of London Corporation aims to ensure that everyone has equal opportunities to enrich their lives and reach their full potential, as well as to ensure that young people across London have access to the skills requisite for the workplaces of the future. LCF provides young Londoners with opportunities to explore possible career options and better understand the skills needed to succeed in different sectors. It also helps them to develop key fusion skills through

workshop delivery such as teamwork, creative thinking, public speaking and problem solving. It also provides them opportunities to develop their networking skills. Through gaining an understanding of different routes into careers, it also raises participant's aspirations.

### **Financial implications**

16. The full breakdown of costs is available in **Appendix One** of this report.
17. The festival continues to be a cost-effective event that has significant impact on the participating pupils. The 2023 festival spent approximately £13,000 less on delivery than the spend in FY 2021/22. Despite the decrease in expenditure this year, owing largely to the broad reach that virtual delivery enables and through streamlining the pipeline of paid delivery partners, this year's festival managed to deliver to a record number of young people.
18. Key to running the 2024 festival will be the continuation of contracting out delivery partners to carry out our operations online and in-person. It is also important to note that due to the rising levels of inflation and its implications on the costs to host in-person events at Guildhall, the festival will continue to require financial support to ensure that it can be delivered successfully with meaningful impact for the participating pupils.

### **Resource implications**

19. The festival will continue to need operational delivery contracted to external partners and continued strategic oversight by officers within the Education Strategy Unit.

### **Equalities implications**

20. Four sessions were run specifically for children with SEND, with quiet space being set aside during the festival itself to ensure an inclusive environment. The 2023 LCF delivered to seven alternative provisions that ranged from SEND specialist schools to Pupil Referral Units. Whilst data was not specifically collected around race or gender identity, 75% of surveyed facilitators felt there was strong representation of diverse young people in attendance at LCF 100% agreed that the event's contribution to social mobility was either good or excellent.
21. There are no Legal, Risk, Security or Climate implications identified.

## **Conclusion**

22. The London Careers Festival continues to fulfil its principal objective of connecting schools and young people across London and beyond with the world of work. The blended approach to the festival is significantly and efficiently increasing the scale of the festival, meaningfully reaching over **12,000** young people in 2023. The festival team are responsive to feedback and continues to focus on improving delivery year on year, exploring innovative approaches to ensure it continues to deliver against the Corporate Plan and the Education Board's three strategies.

## **Appendices**

23. Appendix One - London Careers Festival 2023 evaluation report

**Alice Rogers**  
Projects Officer

T: 07706991120

E: [alice.rogers@cityoflondon.gov.uk](mailto:alice.rogers@cityoflondon.gov.uk)



# London Careers Festival 2023

Evaluation Report



## Contents

<b>1. What is the London Careers Festival?</b>	2
<b>2. What was the offer at LCF 2023?</b>	2
2.1 Events	2
<b>3. How did we prepare for LCF 2023?</b>	4
3.1 Corporation Event Management	4
3.2 Partnerships	4
3.3 Marketing & Communications	6
3.4 Media coverage	7
<b>4. How was LCF 2023 evaluated?</b>	7
4.1 Data collection	7
4.2 Methods	8
4.3 Sampling	8
<b>5. So what happened?</b>	8
5.1 Turnout	8
5.2 Finance	10
<b>6. How did the LCF experience affect attendees?</b>	10
6.1 A Focus on Impact:	10
6.2 Impact for Attendees: Youth perspective	10
6.2 Impact for Teachers	15
6.2.1 Online Teacher Feedback	16
6.2.2 Teacher in-person feedback	16
6.3 Impact for Partners and Facilitators	17
<b>7 Key Insights &amp; Recommendations</b>	18
7.2 Key recommendations	19
Appendices	20
Appendix 1	20
Appendix 2	26
Appendix 3	26

## 1. What is the London Careers Festival?

The London Careers Festival (LCF) is an annual event that started in 2019.

The festival was created to serve the City of London Corporation's commitment to ensuring **learning is linked to the world of work at all stages to enable learners to make informed career choices**. It particularly is designed to meet the following outcomes:

- All pupils in the Family of Schools will hear from and be inspired by employers and apprenticeship providers.
- Apprenticeship opportunities are promoted, and all pupils can receive well-informed and impartial advice about apprenticeship options.
- There are clear progression routes through technical and professional education (including apprenticeships) into skilled employment.
- Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their age, background or personal connections.
- Pupils are exposed to professionals in the cultural and creative industries, and self-employment and entrepreneurship are reflected in the offer.

In its commitment to achieve these outcomes, the City of London Corporation entered into a collaboration with The Stationers' Company (Apprentice Futures) and the Livery Schools Link (Livery Showcase) to deliver a festival for learners from Primary to Post-16.

## 2. What was the offer at LCF 2023?

LCF 2023 adopted a blended delivery model<sup>1</sup>, building on the success of last year's event.

**Virtual Festival** 26-30 June 2023.

**In-person Festival** 3-7 July 2023.

**A full list of the events can be found in Appendix 1.**

### 2.1 Events

#### 2.1.1 Virtual Events

The Corporation partnered with 3 organisations to host 8 live virtual events between 27 and 29 June, with a full programme available for students across Key Stages 1-4. These sessions included:

- Employer-led webinars exploring specific job roles, organisations and industries
- Webinars exploring different career access pathways
- Workshops exploring entrepreneurship and entrepreneurial skills
- Virtual talks from employers
- Online skills building workshops
- Q&As with experts and professional

---

<sup>1</sup> 'blended delivery' is defined as the practice of using both online and in-person learning experiences.

### 2.1.2 In-Person Events

The in-person week at LCF 2022 was arranged as follows:

- **Monday July 3** – Primary (*with Livery Showcase*)
- **Tuesday July 4**– Secondary and Post-16 (*with Livery Showcase*)
- **Wednesday July 5** – Post-16 (*with Apprentice Futures*)
- **Thursday July 6** – Secondary and Post-16 (*with Culture Mile Learning and corporate partners*)
- **Friday July 7** –Big Apprentice Meet-up (*with the Association of Apprentices*)

The Monday, Tuesday, Wednesday and Friday sessions all took place at the Guildhall. Alongside the Apprentice Futures and Livery Showcase events were a full range of careers and skills workshops hosted by a range of delivery partners.

**A full list of the events can be found in Appendix 1.**

### 2.1.3. Resources

The LCF team continued to offer businesses the opportunity to share resources/opportunities via the resource page on the LCF website ([Resources – London Careers Festival](#)). The number of resources now available to the LCF audience is now at 175.



23

3

### 3. How did we prepare for LCF 2023?

#### 3.1 Corporation Event Management

From the success of the two-week blended delivery approach adopted at LCF 2022, LCF 2023 was project managed by the ESU's Lead Partnerships & Programmes Officer with support from the Projects Officer. In-event data gathering was led by the ESU's Lead Strategy and Impact Manager with the support of the Lead Policy Officer. A temporary contract support officer was also employed to work across the different aspects of festival preparation, delivery and evaluation.

#### 3.2 Partnerships

This year's LCF continued to build on the established partnership work that was critical to the success of the festival in 2022.

##### 3.2.1 Delivery Partners

Core delivery partners for LCF 2023 were:

- Education & Employers
- The Stationers' Company
- Livery Schools Link
- Association of Apprentices

**Education & Employers** have been a delivery partner for the festival since 2021. This year we re-engaged them to:

- Deliver 11 live careers sessions (7 virtual, 4 in-person) for primary and secondary pupils
- Oversee the management of these sessions
- Confirm inspiring role models from key employer partners.
- Carry out post-session surveys.
- Promote and engage these and other LCF offers to their schools' network.

**The Stationers' Company** and their **Apprentice Futures** event have been a core component of the LCF since its conception. This year the ESU partnered with them to:

- Manage the employers, providers, colleges and universities involved in Apprentice Futures
- Manage communications with participating organisations
- Generate floor plans for the Great Hall including tech requirements
- Provide Stationer apprentices to act as festival guides
- Promote the festival to school contacts

**Livery Schools Link** and their **Livery Showcase** have also been a core part of the LCF since conception. This year the ESU partnered with them to:

- Manage the livery companies involved in the Livery Showcase
- Manage communications with participating livery companies

- Generate floor plans for the Livery Hall, Print Room and Old Library including tech requirements
- Promote the festival to school contacts

Following on from the success of last year’s pilot event, the LCF 2023 team partnered with the **Association of Apprentices** to:

- Manage and deliver a networking, training and social event for current apprentices
- Book speakers/workshop leaders
- Manage bookings for the *Big Apprentice Meet Up*
- Organise food, drinks, and entertainment for the social part of the *Meet Up*.

The Association of Apprentices themselves partnered with **Investors in People** to manage and fund the event.



### 3.2.2 Participating organisations

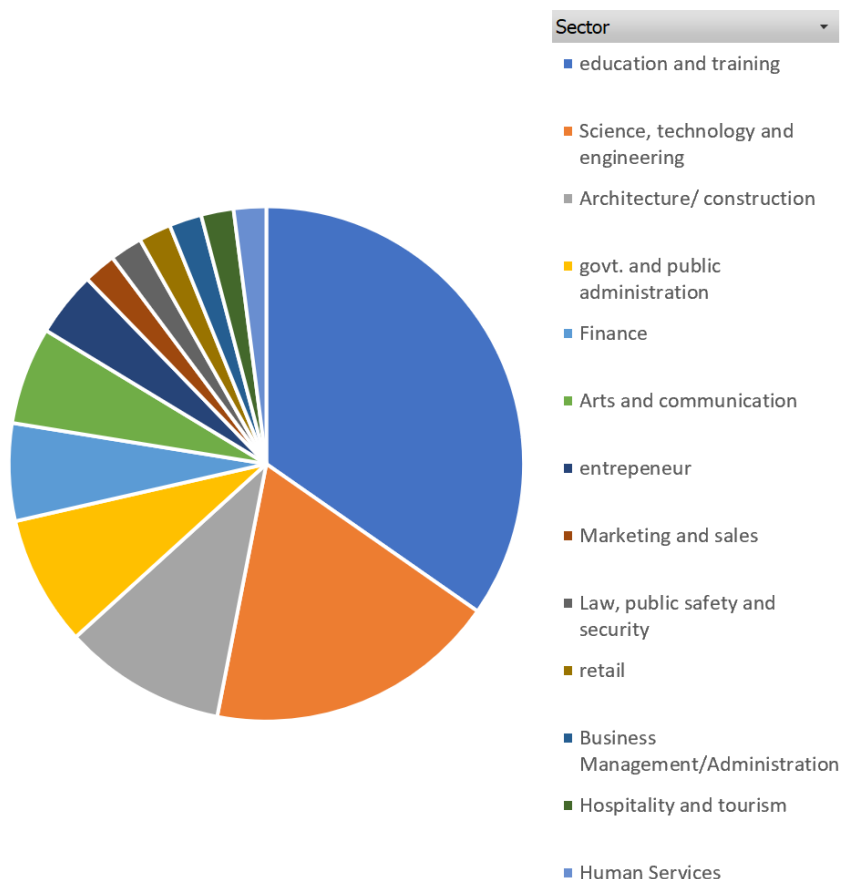
Across the festival, the LCF team worked with a total of **77** businesses, arts organisations, training providers and livery companies.

Of these organisations, **28** were livery companies participating as part of the Livery Showcase, and **33** were business and training providers participating through Apprentice Futures. The remaining were engaged through contacts held by the City Corporation and the LCF team.

The partners came from **14** different industry sectors with the most partners coming from Education and Training, Arts and Communications and Science, Technology and Engineering, as can be seen in Figure 3.2.2.

Figure 3.2.2 Distribution of LCF Partner Companies by Sector

## LCF 2023 Partners by Sector



*N= 49 participating organisations and excludes livery companies*

As has been the case historically, organisations were all asked to fill in a form outlining their festival offer and sharing their promotional materials. They were also sent marketing copy and resources that could be used to promote their sessions.

### 3.3 Marketing & Communications

The LCF team generated a marketing plan for direct mailouts to schools, local authorities and other education partners. Weekly emails were sent to those registered for LCF updates via Mailchimp.

The City Corporation's media team shared the festival on the main corporation Twitter and LinkedIn feeds, with approximately one post per week in the run-up to the festival.

The LCF team also worked closely with a number of partner organisations to further promote the festival across a wider network of schools and young people. This was done through a variety of different channels including promoting the festival via partners' websites, social media channels and newsletters.

### 3.4 Media coverage

Press and media coverage for LCF 2023 was led by the City Corporation's media team. An article covering the LCF was placed in City Matters (June 27).

The copy of this article can be found in Appendix 3.

### 3.5 Booking and Onboarding Process

The booking process for all LCF events except the *Big Apprentice Meet Up* was managed internally by the ESU. Attendees for both virtual and in-person sessions registered via Eventbrite. Pupils over the age of 16 could book individually for post-16 sessions; all other sessions were booked by school staff.

The LCF team also stayed closely engaged with booking numbers, particularly for the in-person events where capacity for some sessions was limited and where extra promotion was needed for events where numbers were low.

The LCF team also called schools and emailed individuals one week prior to their sessions to confirm attendance.

Bookings for *The Big Apprentice Meet Up* and for the *Young Professionals* event were managed by the Association of Apprentices and Investors in People respectively. Furthermore, Education & Employers managed their own online bookings.

## 4. How was LCF 2023 evaluated?

This year's LCF used similar evaluation methodology that had been used in LCF 2022. The design was predominantly young person centred and used a mix of quantitative and qualitative evaluation methods that provided a holistic overview of the pupil's experience at London Careers Festival. The LCF also captured the feedback of delivery partners in surveys and feedback meetings. Inspiring the Future collected the experiences of teachers and workshop facilitators they had worked with across the festival.

### 4.1 Data collection

The data in this evaluation provides feedback from two main sources: The City of London Corporation and Education & Employers. The methodology for this evaluation was designed based on the data collected by the Education Strategy Unit (ESU) at the City of London Corporation. This was largely down to the ESU having access to all areas of the festival (both virtually and in-person) which in-turn provided the opportunity to ensure the evaluation aligned with the objectives and aims.



## 4.2 Methods

A 'mixed-methods' approach was used which consisted of both surveys and semi-structured interviews. The survey questions included 'closed-ended' and 'open-ended' questions and were sent to attendees. All attendees were asked a range of questions which were centred around their experiences and the impact they feel LCF had on their career trajectories. The semi-structured interviews provided rich qualitative data which allowed the evaluation to 'dig deeper' into the attendees' experiences. For delivery partners, the ESU Project Officer, Alice Rogers, collected feedback through conducting a series of feedback meetings.

## 4.3 Sampling

For in-house data, participants were recruited through both 'probability' and 'non-probability sampling'. Probability sampling was used for the surveys to ensure all participants had an equal probability of being selected to provide feedback. The LCF team achieved this through ensuring all those who signed up for the event (attendees, teachers and workshop facilitators) were given the opportunity to provide feedback via the surveys. For the interviews, non-probability sampling was used to ensure that key portions of the broader population of young people were included within the final sample. To do this, interviewers recruited interviewees based on their school age whilst also making conscious efforts to recruit from a diverse and broad range of backgrounds. The final sample size for both the surveys and interviews was large enough to provide a reliable insight on the impact of the London Careers Festival for attendees.

# 5. So what happened?

## 5.1 Turnout

### 5.1.1 Virtual Festival Turnout

Approximately 9,831 young people attended the virtual week of LCF, which is a substantial increase of 129.75% from the previous year's delivery. This significant increase is largely due to the LCF's established partnership work with Education & Employers, who engaged a total of 9,683 young people in their sessions.

This broke down by age group as follows:

Primary	7450
Secondary/ Post-16	2381

*N.B. Due to the nature of online sessions, this total is an approximation. These numbers are based on the observations of the LCF in collaboration with Education & Employers alongside information provided by participating teachers.*

### 5.1.2 In-Person Festival Turnout

Attendance at the in-person LCF was measured at 2,993 people, a considerable increase of 60.8% from LCF in 2022.

This number is broken down as follows:

Primary	969
Secondary/Post-16	1,053
Post-16	521
Young Professionals event	200
Apprentices (AoA event)	250

*N.B. With large school groups on the Primary and Secondary and Post-16 events, numbers of pupils are based on information given by participating teachers.*

Responding to recommendations set out in 2022, LCF 2023's core delivery at Guildhall from 3-5 July was timetabled around two time slots (10:00 – 12:00, 12:30 – 14:30) to help even out the spread of bookings and better accommodate timings of the school day. Feedback from delivery partners has suggested that this timing is a more manageable system and allowed for smoother delivery. However, in the case of the Apprentice Futures event, due to the nature of their offer, there is a recommendation to further split the morning and afternoon sessions into 2 time slots to better manage a continual flow of students in the hall.

Due largely to industrial action, this year LCF delivery was considerably impacted by non-attendance with no prior communication from teachers. In total across the festival, there were a total of 557 young people who were absent from their booked sessions. Addressing the issue of 'no-shows' for next year's LCF will be a priority in the planning stages LCF 2024.



## 5.2 Finance

The total cost of LCF 2023 is £44130.80. A breakdown of the costs associated with LCF 2023 can be found in Appendix 2.

*N.B. The ESU are still awaiting final confirmation of overhead costs relating to the events held at Guildhall. Where the ESU have not had finalised costs through, a projected cost has been provided and these have been highlighted in yellow.*

## 6. How did the LCF experience affect attendees?

### 6.1 A Focus on Impact:

For the 2023 event, the LCF team continued to focus on feedback centred around enriched dialogue with attendees. This was so the LCF team could better understand the event from the young participants perspective and to understand the scope of impact LCF has on its participants career choices and future decisions. By consolidating feedback from in-person surveys and voice recordings, the LCF team was able to get an accurate picture of the impact LCF had on its diverse audience, which has allowed the team to identify key recommendations that will inform next year's planning and delivery.

### 6.2 Impact for Attendees: Youth perspective

The ESU collected data from 246 participants across London Careers Festival in-person delivery.

The data suggests that the majority of LCF 2023 participants found the experience highly positive, valuable, informative and conducive to them making informed career decisions.

Figure 6.2.1 below shows that the vast majority (83%) of young people rated their experience at London Careers Festival as "excellent" or "good".

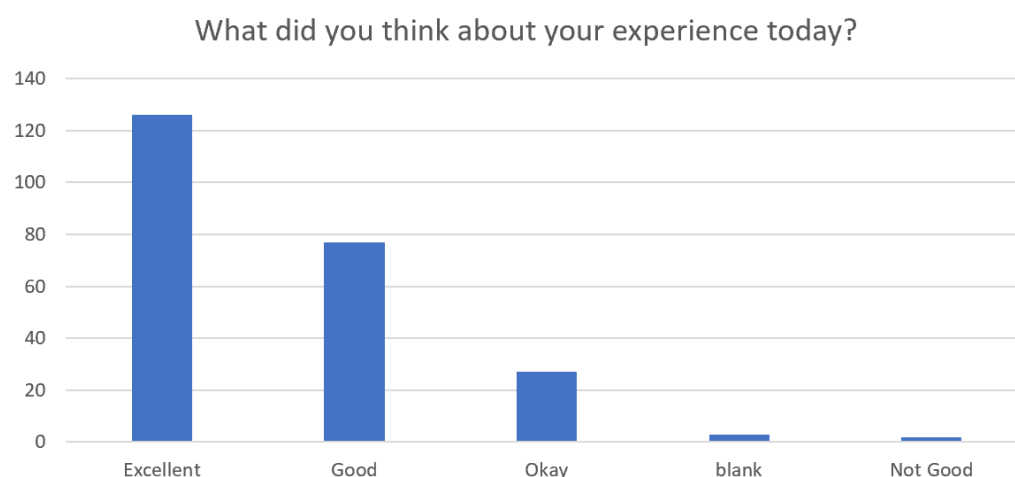


Figure 6.2.1 Responses to survey question: what did you think about your experience today?



*Originally when I came in here I wanted something to do engineering[...] but now I'll do something like accountancy* Attendee, Post-16 day at Guildhall (Apprentice Futures)

*There are some careers [...] I didn't know it was a possibility, such as printing, no one ever thinks about that* Attendee, Post-16 day at Guildhall (Apprentice Futures)

*I always wanted to be a doctor and when I came here it changed my mind to be a graphic designer because I love art* Attendee, Post-16 at Natalik session

*It was very interesting to hear about careers that I never knew existed. I feel thoughtful about new career or job opportunities* Attendee, Secondary day at Guildhall

In particular, this was prominent in the post-16 phase, where students were persuaded to consider less traditional, non-academic training routes into the workplace:

*Originally I thought I wanted to go to uni, but now I might focus a bit on apprenticeships* Attendee, Post-16 day at Guildhall (Apprentice Futures)

*It definitely opened my mind to the apprenticeship route and what degree apprenticeships can give to you* Attendee, Post-16 day at Guildhall (Apprentice Futures)

*I was looking at university but now an apprenticeship might be an option for me* Attendee, Post-16 day at Guildhall (Apprentice Futures)

*I was originally wanting to go through to university however talking to the people there they've changed my opinion on it, they've sort of moved me, a bit more inclined to do an apprenticeship* Attendee, Post-16 day at Guildhall (Apprentice Futures)

Furthermore, networking opportunities were popular with attendees, which helped them develop their skills in oral communication and initiative. When asked what they liked the most about LCF 2023 participants at The Big Apprentice Meetup frequently referred to networking. One participant answered: *networking with other apprentices*, whilst another commented: *It was good to get together with other apprentices*. This was also the case with attendees in the Secondary phase who attended the Livery Schools Link. When asked the same question, one participant at the event answered: *Talking to people with experience*. Similarly, another participant wrote: *talking to adults about their professions*. Another pupil from the same session thought the best thing about LCF was that they *met people in different walks of life*. On the Post-16 day, one attendee stated that they *enjoyed socialising with the people they were helping me with the future*.

Not only did networking allow participants to build their communication skills with a wide range of audiences, but it also delivered a benefit to them choosing a career path. Below is a case study created by Education and Employers which demonstrates the benefits pupils felt networking brought them in terms of their career choices.

### **Inspiring the Future case study: Speed Networking at the Guildhall**

Inspiring the Futures ran two in-person activities in a Speed Networking format, allowing each student to speak to 6 volunteers who represented a variety of jobs and sectors. They had 15 volunteers in each session who were able to network with the students. Not only were students able

to learn more about the different volunteer's experience, but the networking format also helped to develop key listening and communication skills. Some volunteers were able to bring 'props' from their jobs and we saw that this particularly engaged students.

The activity also involved interactive quiz questions which challenged students' perceptions of first impressions and highlighted the importance of networking skills. Volunteers were also able to talk about how networking had impacted their careers and advice on how to foster professional working relationships. Students fed back some of their learnings at the end of the session:

*"There are lots of jobs in film and TV that aren't just being an actor."*

*"Hospitality applies to every sector not just hotels"*

*"You don't have to study the thing you're going to work in because you'll keep learning on the job"*

*"I loved meeting the AXA investment manager because they get to travel and they are in charge of a lot and they make good money"*

*"You need to stay true to yourself"*



*Pictured: Students from La Retraite and Mulberry schools Speed Networking activity*

Throughout the evaluation piece, it became clear that students' experiences were significantly more positive when they attended sessions that were more interactive.

*I learnt a lot of fun things to do. I saw a lot of really interactive things... it was great [...] when you think of jobs, you think of how you see them, you think maybe I could do that one day* Attendee, Primary Day at Guildhall (Livery Schools Link)

*[I enjoyed] walking round, meeting new people and new connections* Attendee, secondary day at Guildhall

*I enjoyed the socialising part of it* Attendee, secondary day at Guildhall

Across Primary and Secondary in-person delivery, the most common theme of constructive feedback was to keep presentations short and to enhance interactivity in workshops.

When asked what the worst part about London Careers Festival was, students provided the following feedback:

*people getting skipped out at question time* primary student, Primary Futures event

*long introduction* attendee, Secondary in-person day, Guildhall

*lots of talking* attendee, Secondary in-person day, Guildhall

*little too much talking (got sleepy)* Secondary in-person day, Guildhall

*not doing fun and interactive stuff* Secondary in-person day, Guildhall

*sitting down for too long* Secondary in-person day, Guildhall

Moreover, in certain circumstances, pupils' appetite for certain sectors such as law, banking and finance and healthcare were not met by LCF.

This was a prominent theme of feedback on the Post-16 day with a particular emphasis on the lack of presence of healthcare professionals. Below are some of the responses received from the questionnaire when asked what the worst thing was about LCF 2023:

*No health care professions* participant, post-16 day, Guildhall

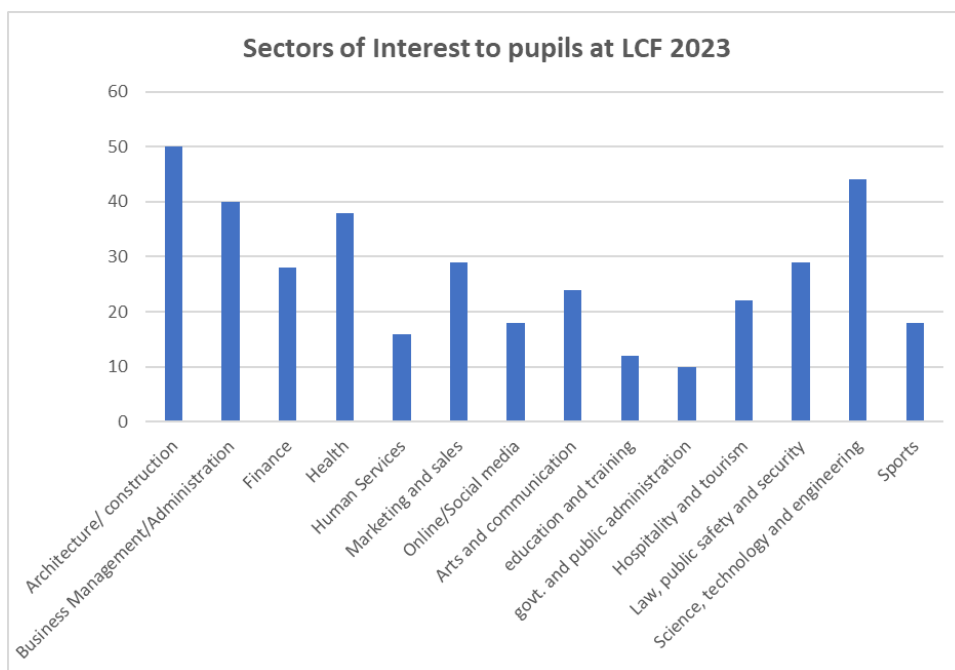
*There was not much related to medicine* participant, post-16 day, Guildhall

*The NHS was not available as expected* participant, post-16 day, Guildhall

*Not a lot of employers in the healthcare sector, would be nice to have the NHS there* participant, participant, post-16 day, Guildhall

Figure 6.2.2 below presents data collected from 155 young people in the Secondary and Post-16 phase asking which sectors they were most interested in. The most common sectors that emerged were architecture and construction, business management and administration, health and science technology and engineering. When compared with the data in 3.2.1, it is evident that London Careers Festival could better acknowledge sectors that are considered the most attractive to its audience.

*Figure 6.2.2 Sectors of interest of pupils at LCF 2023*



## 6.2 Impact for Teachers

Teacher feedback was generally positive regarding the range and quality of events available to students:

*You opened your spaces to allow your careers festival to be an integral part of our industry week for our year 10 students. Myself and my colleagues were extremely impressed with the range of employers and the activities that our students were able to be a part of especially Brand Me, the networking event and Disney theatre production. The students particularly enjoyed the livery stalls and speaking to the horticultural guests. Your theme matched our objectives to really showcase non-traditional careers* Mulberry Schools Trust

The following feedback has been collected on behalf of the ESU by Education & Employers regarding the quality of the workshops hosted.

10 primary school teachers from 8 different schools completed the surveys.

When asked about the quality of facilitation, 100% of respondents rated them as either excellent or good, and 100% agreed or strongly agreed that pupils learned about a new job. Teachers also agreed or strongly agreed that pupils felt that they learned there are lots of jobs for them when they grow up.

When asked to comment on one thing that had worked well, the teachers said:

- *Volunteers and hosts were very well spoken, happy to answer questions and delivered well to a young audience* – Warren Road Primary School



- *The inclusiveness where women were encouraged to apply for roles that they were not doing at the moment.* - Coston Primary

In accordance with the feedback received from pupils, teachers recommended adjustments to workshops that would open up discussion in the sessions to make them more interactive:

*Maybe invite children to say what they feel would be a good future job for them* – Coston Primary

*A smaller group so children can get their questions answered*- Carterhatch Junior School

### 6.2.1 Online Teacher Feedback

A small sample size of 3 secondary teachers representing 3 different schools completed the survey sent out for online delivery. These teachers/careers leaders attended either the 'Jobs in Sports' panel discussion or 'Pathways into Healthcare'.

100% of teachers said the overall event was excellent or good and 100% indicated that there was high relevance to careers and skills curriculum and relevance to schools/college priorities.

When asked, '*What worked well with the event?*', teachers said:

*Good variety of speakers in different job roles/routes in*- Whitmore High School

*Helped us meet Gatsby Benchmarks*- Riddlesdown Collegiate

*The quizzes and questions were really good.* - Saint George's C of E School

When asked about something that could be improved, teachers told us:

*Provide worksheets for students to complete during it to keep them engaged/on track*- Riddlesdown Collegiate

*Seemed to be a little samey on the topic of diversity. It's critical but ensure that all students are engaged*- Saint George's C of E School

In order to optimise future attendance, teachers were asked which year groups to target for these activities. Teachers said Year 7-10 or Year 12, as the non-exam year groups.

### 6.2.2 Teacher in-person feedback

11 teachers across two in-person activities completed the feedback for Guildhall events. 100% of teachers said the overall event was excellent or good with 73% saying the interactivity of the session was excellent. 100% of teachers also thought the relevance to careers and skills curriculum was excellent or good.

Similarly to the participants, teachers felt that students benefitted from the opportunity to meet a broad range of people with different professional backgrounds. When asked about something that worked well in the event, teachers responded:

*The variety of the different volunteers who spoke to the students. It was fantastic to see such a range of different careers.* - Mullberry School

*The opportunity to meet with various people-* La Retraite RC Girls' School

When asked what could be improved, teachers said:

*More differentiated literature: table handouts with key words or copies of the questions-* Mulberry school

*Opportunity to mix with other schools-* Mulberry school

Overall, teachers thought the format of activities suited the needs of their students and contributed to the career curriculum. In future, more wrap-around activities to break up the session, in addition to more differentiation of resources and content will help to make activities in LCF 2024's programme more accessible and inclusive.

### 6.3 Impact for Partners and Facilitators

Evaluating the impact London Careers has on its numerous delivery partners is a critical component of its wrap-up so the ESU can gain insight into how and to what extent its partnership work is effective in supporting organisations to meet their own objectives. Although the team only received few responses to the questionnaire sent out to all delivery partners, there were some key insights that were constructive to future planning of LCF.

Facilitators praised how participating in LCF 2023 allowed their organisations to tap into a variety of City of London's established business and education networks to fulfil their respective organisation's core aims:

*[LCF 2023] provides great network with other organisations* Facilitator, LCF 2023

*The Stationers raises its profile with London based employers and education organisations. Stationers is linked to apprenticeships which is a strong pillar of our education strategy.* Livery Schools Link, 2023

*We value having a mix of schools taking part from our existing programmes, as well as having new audiences from City of London Corporation's school contacts.* Facilitator, LCF 2023

*We met some excellent school contacts. Some of these have already led to us delivering sessions in their schools.* Facilitator, LCF 2023

Partners equally valued the opportunity to connect with a diverse pool of young people from a range of backgrounds which allowed both facilitators and young people to mutually derive benefits from the event:

*[It gives us the] opportunity to meet a diverse group of young individuals and new schools in London.* Facilitator, LCF 2023

*Personally, we as an exhibitor were able to share our apprentice vacancies with many and talk about our organisation.* Facilitator, LCF 2023

*Really good experience for young people to come to the Guildhall and talk to adults they do not know.* Facilitator, LCF, 2023

The partners and facilitators engaged also commended the organisation and customer service of the event. When asked what they felt was a key strength of LCF 2023, delivery partners responded:

*We love working with the wonderful education team that are flawless event planners* Delivery partner, Facilitator, LCF 2023

*The staff support and organisation* Facilitator, LCF, 2023

*Staff were amazing [...] Even on the day when a school went to the wrong location, [the team was] quick to sort this out and we started our workshop shortly after.* Facilitator, LCF 2023

Delivery partners also identified some key areas for improvement. During feedback meetings the ESU held with various delivery partners involved in LCF 2023, it was observed that in a handful of instances, workshops did not receive adequate communication regarding the participants' additional needs. In 2 instances, pupils were from Pupil Referral Units and the facilitators were not made aware of this prior to the session. This consequently led to both challenges in the delivery of sessions for the facilitators and pupils not being able to fully access what was being delivered. Ensuring that all young people's needs are met in LCF delivery is feedback the team is taking seriously and will be a key priority for them to address in the planning stages of 2024's festival.

Another frequent theme in feedback was regarding the level of marketing that targeted young people for the Post-16 events. When asked what could be improved, delivery partners responded:

*More social media presence to draw more younger students to join.* Delivery partner, LCF 2023

*Better marketing to the broader post-16 candidate pool to increase numbers.* Delivery partner, LCF 2023

Alongside this, partners also made comment on the impact of no-shows, which led to some workshops having a drastic drop on participation numbers, and in 4 cases, sessions having to be cancelled last minute. From the delivery partners perspectives, a consensus emerged that in the planning of LCF 2024 delivery, the ESU team must consider different strategies that will prevent no-shows from impeding delivery.

## 7 Key Insights & Recommendations

Using the quantitative and qualitative feedback received the LCF team has developed a set of key insights. These valuable, participant-informed observations are:

1. London Careers Festival still provides valuable exposure to a variety of career and training paths for young Londoners.
2. London Careers Festival raised aspirations for its participants and opened their eyes to opportunities they would not have previously considered.

3. London Careers Festival helped young people build transferrable skills such as networking, initiative, collaboration and communication.
4. Learner attendees were most responsive to interactive workshops which encourage teamwork and greater levels of participation.
5. There are some sectors that are currently underrepresented in London Careers Festival's delivery which young people are interested in. This is principally in the fields of architecture and construction, business management and administration and health care.
6. In a small number of cases, participants' additional needs were not sufficiently met by delivery partners.

## 7.2 Key recommendations


After analysing the key insights as well as the quantitative data from the festival, the LCF team would make the following key recommendations for 2024:

1. **Develop more effective channels of communication between delivery partners and schools regarding pupils' needs.** The ESU must ensure that the booking process easily identifies any additional needs of pupils and communicates these as soon as possible to the delivery partners. The suggestion would be to set clear expectations with all delivery partners that a briefing call should be organised between themselves and their participating school leads around 2 weeks prior to the event to allow for adjustments to be made to session plans.
2. **Take a harder line on no-shows and last-minute cancellations.** The ESU should consider a range of different scenarios, such as imposing possible fines for last-minute non-attendance and refusing those who did not attend sessions in previous years to book onto sessions in future years. The ESU should also consider imposing booking limitations to minimise the disruption caused by large cohorts dropping out of delivery without warning. Should a bigger cohort wish to book on than what the booking system allows manually, the ESU could consider putting a formal delivery agreement in place.
3. **Better utilise the City's connections to businesses to increase variety of sectors that appeal to pupils.** It is clear from analysing the sector landscape for delivery that there are some key sectors that need an increased level of presence in future years to meet the needs and ambitions of pupils. These are principally in the fields of architecture and construction, business management and administration and health care. The ESU will strengthen this for future LCFs by working with Innovation and Growth colleagues. The ESU must continue to capitalise on the City of London's corporate connections to help bridge this gap. One way the ESU might be able to achieve this is through working with procurement to understand if there are potential tie-ins with LCF delivery environmental, social and governance (ESG) commitments proposed as part of the tender processes.
4. **Collaborate more effectively with workshop partners to ensure workshops are consistently interactive and contain at least one fusion skill that students can develop in session.** The ESU might consider holding briefing sessions and creating a brief delivery guidance one-pager that informs delivery partners of these expectations.

## Appendices

### Appendix 1

#### Virtual Festival Programme



## London Careers Festival Programme

### Virtual Events

<b>27</b> June	<u>Primary Futures: What's My Line?</u>	9:30-10:30 Suitable for Primary
<b>27</b> June	<u>Inspiring the Future: Jobs in Sports Sector- Panel Discussion</u>	9:30-10:30 Suitable for Secondary/Post-16
<b>27</b> June	<u>Inspiring the Future: Working towards Sustainability</u>	13:30-14:30 Suitable for Secondary/Post-16
<b>28</b> June	<u>Primary Futures: Green Futures - Jobs in Sustainability</u>	9:30-10:30 Suitable for Primary
<b>28</b> June	<u>Pets for All- Design a Robot Pet</u>	13:30-15:00 Suitable for Primary
<b>28</b> June	<u>Inspiring the Future: Pathways into Healthcare</u>	9:30-10:30 Suitable for Secondary/Post-16
<b>28</b> June	<u>Careers in Broadcast Journalism</u>	13:30-14:15 Suitable for Secondary/Post-16
<b>29</b> June	<u>Primary Futures: Everyday heroes - People Who Help Us</u>	9:30-10:30 Suitable for Primary



# London Careers Festival Programme: Primary

## In-person events

<b>3</b> July	<u>Livery Showcase</u>	10:00 – 12:00 Old Library/Livery Hall
<b>3</b> July	<u>Livery Showcase</u>	12:30–14:30 Old Library/Livery Hall
<b>3</b> July	<u>Primary Futures: Drawing the Future</u>	10:00–12:00 Great Hall
<b>3</b> July	<u>Primary Futures: Drawing the Future</u>	12:30–14:30 Great Hall
<b>3</b> July	<u>Pets for All – design a robot pet</u>	10:00–12:00 Basinghall Suite
<b>3</b> July	<u>Pets for All – design a robot pet</u>	12:30–14:30 Basinghall Suite



# London Careers Festival Programme: Secondary

## In-person events

4 July	<u>Livery Showcase</u>	10:00 – 12:00 Old Library/Livery Hall
4 July	<u>Livery Showcase</u>	12:30–14:30 Old Library/Livery Hall
4 July	<u>Inspiring the Future: Speed Networking</u>	10:00–12:00 Great Hall
4 July	<u>Inspiring the Future: Speed Networking</u>	12:30–14:30 Great Hall
4 July	<u>Brand Me</u>	10:00–12:00 SBREC
4 July	<u>Brand Me</u>	12:30–14:30 SBREC
4 July	<u>Careers in Theatre with Disney</u>	10:00–12:00 Basinghall Suite
4 July	<u>Careers in Theatre with Disney</u>	12:30–14:30 Basinghall Suite
4 July	<u>Speed Mentoring: Built Environment Careers</u>	12:30–14:30 NLA



# London Careers Festival Programme: Post-16

## In-person events

<b>5</b> July	<u>Apprentice Futures Showcase</u>	10:00 – 12:00 Great Hall
<b>5</b> July	<u>Apprentice Futures Showcase</u>	12:30–15:30 Great Hall
<b>5</b> July	<u>Careers in Construction</u>	10:00–12:00 Basinghall Suite
<b>5</b> July	<u>How to Start Your own Business</u>	10:00–12:00 SBREC
<b>5</b> July	<u>Speed mentoring with professionals</u>	12:30–14:30 Basinghall Suite
<b>5</b> July	<u>Networking event</u>	17:00–20:00 Crypts
<b>5</b> July	<u>Speed Mentoring: Built Environmen t Careers</u>	12:30–14:30 NLA





# London Careers Festival Programme: Post-16

## In-person events

<b>5</b> July	<u>Apprentice Futures Showcase</u>	10:00 – 12:00 Great Hall
<b>5</b> July	<u>Apprentice Futures Showcase</u>	12:30–15:30 Great Hall
<b>5</b> July	<u>Careers in Construction</u>	10:00–12:00 Basinghall Suite
<b>5</b> July	<u>How to Start Your own Business</u>	10:00–12:00 SBREC
<b>5</b> July	<u>Speed mentoring with professionals</u>	12:30–14:30 Basinghall Suite
<b>5</b> July	<u>Networking event</u>	17:00–20:00 Crypts



## In-person events

6 July	<u>Introduction to Construction</u>	10:00 – 12:30 Salisbury Square
6 July	<u>Law Insight</u>	10:00–15:00 Paul Hastings, 100 Bishopsgate, London EC2N 4AG
6 July	<u>Personal Branding &amp; Identity with Stööki</u>	10:00–11:30 London Museum of Docklands West India Quay London E14 4AL
6 July	<u>Personal Branding &amp; Identity with Stööki</u>	12:30–14:00 London Museum of Docklands West India Quay London E14 4AL
6 July	<u>Tech is more than coding! with Identity 2.0</u>	10:00–11:30 London Museum of Docklands West India Quay London E14 4AL
6 July	<u>Tech is more than coding! with Identity 2.0</u>	12:30–14:00 London Museum of Docklands West India Quay London E14 4AL
6 July	<u>How to use your Passions for Purpose</u>	10:30–12:00 London Museum of Docklands West India Quay London E14 4AL
6 July	<u>How to use your Passions for Purpose</u>	13:00–14:30 London Museum of Docklands West India Quay London E14 4AL

## Appendix 2

### *Costs associated with LCF 2022*

<b>Item</b>	<b>Cost (£)</b>
<b>Delivery Partners</b>	22,424.00
<b>Security</b>	<b>7,000.00</b>
<b>Catering</b>	5,614.80
<b>Sound</b>	1,362.00
<b>AV/screens</b>	5138.00
<b>Photography</b>	1,145.00
<b>AoA Sound</b>	<b>1000.00</b>
<b>AoA Tech</b>	447.50
<b>Total</b>	<b>44130.80</b>

NB the total cost of the London Careers Festival is pending confirmation of costs awaited from the Remembrances team

## Appendix 3

### *Copy of City Matters article*

*Over 5,000 young Londoners will link up with a range of major companies at the London Careers Festival.*

*The event is run by the City of London Corporation and aims to inspire the capital's pupils and guide them into successful careers. They will also be offered employment advice, apprenticeships and work experience.*

*Some of the companies that young Londoners will have a chance of meeting include, the BBC, Amazon, and Disney.*

*The free festival connects students from the capital's primary and secondary schools with the world of work and will take place over two weeks, starting with a 'virtual' festival this week, 27 to 29 June.*

*Next week's in-person events, 3 to 7 July at the City of London's Guildhall, and other Square Mile venues, will feature Disney, Amazon, Prince's Trust, and KPMG. The City Corporation is also partnering again with ApprenticeFutures and Livery Schools Link.*

*Chair of the City Corporation's Education Board, Caroline Haines, said:  
"Young people are our future. That's why the London Careers Festival is so important. We want to fuel young Londoners' imaginations, and shape their futures, helping the capital's firms access the large untapped talent pool that is critical for future growth.*

*"London needs a diverse and resilient future workforce, with job opportunities available to people of all backgrounds, so its businesses can compete globally and create lasting value for people across the UK."*



This page is intentionally left blank

<b>Committee(s):</b> Education Board	<b>Dated:</b> 17/10/2023
<b>Subject:</b> London Careers Festival 2024 – change of dates, budget implications	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	3, 5, 8, & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	N/A
<b>Report of:</b> Director of Community and Children’s Services	For Decision
<b>Report author:</b> Jamie Hannon, Lead Partnerships and Programmes Officer	

## Summary

- The usual summer term scheduling for the London Careers Festival (LCF) booking is not available at the Guildhall complex due to space availability.
- It is proposed that the LCF move to a spring term schedule, which is proposed to be 26 February to 8 March 2024.
- This moves LCF 2024 into the same financial year as LCF 2023, and so Members are asked to make a decision on reallocation of the existing budget which would mean savings will need to be sought from existing or planned activities.

## Recommendation(s)

Members are asked to:

- Approve the new dates for LCF 2024
- Make a decision on the reallocation of the existing budget meaning that savings will need to be sought from existing or planned activities of a total sum of £55,000 during financial year 2023-24.

## Main Report

### Background

1. The LCF is an annual event which brings together employers, apprenticeship providers and further educators with learners from primary, secondary, and post-16 education. LCF 2023 connected 12,824 participants with 77 businesses over two weeks both online and in-person.

2. LCF has taken a regular summer term position in recent years which includes an in-person festival week that takes place at The Guildhall complex.

### **Current Position**

3. The Education Strategy Unit (ESU) has been informed that the Guildhall complex is not available in 2024 for the festival's summer term booking and will not be available in subsequent summer terms thereafter.
4. An earlier spring term position is proposed which would allow LCF to retain the City's Guildhall complex as the main location for activities.
5. The current provisional dates for the in-person festival week are Monday 26 February to Friday 1 March 2024, which is followed by the online virtual festival week from Monday 4 March to Friday 8 March.
6. LCF 2023 had a budget allocation of £55,000, so it is proposed that LCF 2024 can only be delivered to the same standard if £55,000 is found within the current financial year budget. This would require reallocating existing budget which will mean savings will need to be sought from existing or planned activities.
7. Other than the financial implications described above, there are benefits to the change of timing. Partners' availability and improved synergy with independent school pupils' availability being primary additional positive considerations.

### **Options**

8. The Education Board have the following options:
  - a. Agree for the ESU to make savings elsewhere in the budget to fund LCF 2024 which could mean that funding will need to be found from existing resources using existing budgets.
  - b. If in agreement to the above, also agree to the new proposed dates for LCF 2024.
  - c. Postpone the London Careers Festival until the 2024-25 financial year.

### **Proposal**

9. This paper requests that the Education Board makes a decision on the new spring term dates and reallocation of budgets for the LCF 2024.

### **Implications**

10. Delivering LCF 2024 and not postponing it would retain the continuity of the festival. Approving this option could require the ESU to reallocate current and planned activities to a sum of £55,000 to fund the upcoming festival.



11. Postponing LCF 2024 until 2025 would not require an additional reallocation of current and planned activities. However, in doing so, this could risk adverse reputational damage and loss of continuation of positive impact for young Londoners.

### **Conclusion**

12. This paper highlights that the upcoming 2024 London Careers Festival cannot retain its usual summer term position. As a result, the paper outlines the implications and risks of postponing the festival and asks Members to make a decision on budget reallocations and agree to the new proposed dates.

### **Appendices**

- None

#### **Jamie Hannon**

Lead Partnerships & Programmes Officer

T: 07596 570538

E: [jamie.hannon@cityoflondon.gov.uk](mailto:jamie.hannon@cityoflondon.gov.uk)

This page is intentionally left blank

# Agenda Item 17

<b>Committee(s):</b> Education Board	<b>Dated:</b> 17/10/2023
– For Information	
<b>Subject:</b> Adult Skills, Education and Apprenticeship Service Update	<b>Public</b>
Outcomes in the City Corporation’s Corporate Plan.  <ol style="list-style-type: none"> <li>1. People are safe and feel safe.</li> <li>2. People enjoy good health and wellbeing.</li> <li>3. People have equal opportunities to enrich their lives and reach their full potential.</li> <li>4. Communities are cohesive and have the facilities they need.</li> </ol>	City’s Corporate Plan Outcomes contribute to a flourishing society.  1,2,3 and 4.
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>No</b>
<b>If so, how much?</b>	<b>N/A</b>
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>N/A</b>
<b>Report of: Dr Deborah Bell, Director of Education</b>	<b>For Information</b>
<b>Report author: Barbara Hamilton, Head of Adult Skills Education and Apprenticeships</b>	

The Adult Skills Apprenticeship and Education Service (ASES) provides an opportunity for young and older adults to actively change themselves through learning. Adult education is a crucial part of our civic society and is essential to the levelling up agenda. The Service actively promotes community and Skills based learning.

During 2022/2023, more 130 apprentices enrolled and completed an apprenticeship training course. The types of courses included Business Administration, Customer Service, Information Technology, Communication Technician Standards, Data Technician, Digital Marketing, Horticulture, AAT Accounting and Finance, Events assistant, Zookeeper and Aquarist and Human Resources. All courses are delivered at level 2 and 3. Some courses are delivered at level 4.

The apprenticeship training activities are funded through a ESFA’s Levy systems. The programme is either delivered inhouse, using venue facilities situated in the West Wing of the Guildhall or alternatively delivered in partnership with some specialist training providers, colleges, and Universities. For example, in areas such as Civil Engineering, delivery is provided by London Design and Engineering College and Richmond upon Thames College who deliver Project Control Technical Course level 4.

In 2022/23, 80% apprentices successfully completed their apprenticeships (In year completions). 73% of apprentices in training areas such as Customer Service,

Business Administration etc achieved a distinction level. This is the highest level that is awarded to an apprentice.

Apprentices are supported by the in-house additional learning support programme. This is a specialist area of support for young people with potential barriers to learning such as Dyslexia, Dyspraxia, and ADHD. Additional support for maths and English is also available.

An increased number - more than 60% - of those apprentices who successfully completed their apprenticeships, secured full time sustainable long-term employment. A small number of apprentices progress onto higher level apprenticeships, this includes level 6 and higher-level degrees.

Apprentices are usually recruited through a national advertising campaign. The focus for success for the apprentices is centred on the needs and actions of employers. ASES continues to work with many employers in Greater London and the South/South East of England. The programme is designed to ensure that young adults can benefit from good quality training, a national qualification, and potential employment.

The Adult Skills Education and Apprenticeship Service participates in competitive bidding processes to generate a large proportion of the funding that is needed to deliver the entire service. A much smaller proportion of the funding is allocated to the delivery of Community Learning. It is this provision that delivers courses such as Art, European Languages, Digital Skills English for Speakers of other Languages (ESOL) and Level one Functional Skills maths and English.

Accredited courses such as higher-level maths and English, Health and Social Care, Professional language courses, Bookkeeping, AAT Finance courses and level 3 and 4 in Essential Digital Skills qualifications are supported through the Adult Skills Budget (AEB).

## **Summary**

The purpose of the report is to present a programme update of the outcomes from the City of London Corporation's Adult Skills and Education Services activities. The report also provides a brief summary of its publicly funded programmes delivered during 2022/2023.

The ASES team is responsible for delivering London and UK wide accredited professional qualifications. For example, in addition to delivering a local/London skills agenda, it is also responsible for promoting a skills agenda that includes accredited skills, training and new qualifications which are part of the National Apprenticeship Programme. For example, ASES has recently successfully secured a contract with DEFRA to deliver a series of accredited qualifications in Fishery/Sea Food.

To enable ASES to deliver this new qualification, it must first acquire what is known as Centre Awarding Body Status. A recent successful application has enabled the Service to deliver and award these qualifications for the delivery of

Fishery and Seafood. This is a joint Apprenticeship and Skills programme with the Surveyors Department and Billingsgate Market.

ASES provides additional learning support (ALS) to all learners where an assessment confirms that ALS is needed. A detailed action plan is put in place to help the learners progress with their learning. There has been a steady increase in the number of learners who require ALS.

Please see below a summary table that shows the types and level of ALS that is needed.

<b>Apps Title</b>	<b>Declared LLDD/Needed ALS</b>
Digital Marketer Level 3	Other medical condition (for example epilepsy, asthma, diabetes)
Accounts / Finance Assistant Level 2	Other medical condition (for example epilepsy, asthma, diabetes)
Customer Service Specialist Level 3	Autism spectrum disorder
Accounts / Finance Assistant Level 2	Other medical condition (for example epilepsy, asthma, diabetes)
Information Communications Technician Level 3	Other physical disability
Infrastructure Technician Level 3	Prefer not to say

ASES' Employability programme is very carefully linked to the needs of local London businesses. The active promotion of the social mobility agenda and employer's engagement with the apprenticeship programme has meant that ASES can work with employers to ensure that they take advantage of the dual benefit of the apprenticeship and skills programme.

ASES' experience of engaging employers on the apprenticeship programme has provided the basis for the delivery of the SEND/Internship and Employment Forum programme.

### **Recommendation(s)**

Members are asked to:

- Note the report.

### **Main Report**

#### **Background**

1. The Adult Skills and Education Service (ASES) sits within the Department for Communities and Children's Services (DCCS). ASES receives funding from the Greater London Council (GLA), Department for Environment Food and Rural Affairs (DEFRA) and the Education and Skills Funding Agency (ESFA), the Community Learning and Adult Skills Budget and funding from the apprenticeship funding stream.

2. The table below shows a summary of funding agencies and the agreed targets for delivery in 2023/2024.

<b>Funding Agency</b>	<b>Programme Type</b>	<b>Delivery Outcomes</b>	<b>Target Numbers- 2023 and 2023/2024</b>	<b>2022/2023 Performance</b>
GLA	ACL-Adult and Community Learning	Adult Course Enrolments	800 Course Enrolments	1102 course enrolments
Department For Education/NDTI	Send/Internship	Interns/Work/Placements	20 Interns with EHCPs	Not in Scope
GLA	AEB	Accredited Qualifications level 2 and 3	150 Accredited Qualifications	160 Accredited
ESFA	ACL	External to London Enrolment	20 Enrolments	27
ESFA	Accredited Courses	AEB Qualifications - External to London	3 Enrolment	4
GLA	Digital Hub	Positive Outcomes – Employment/ Interviews	355 Positive Outcomes	290 -2 YEAR Project
GLA	Multiply	Numeracy Course Delivery	399 Enrolments	Not In Scope
GLA	Digital Bootcamps (3)	Cyber Security	320 Enrolments	317 Enrolments
GLA	Digital boot Camp (4)	Cyber Security	166 Completions	166 completions
GLA	Jobs and Skills for London	Accredited Courses – Employer Skills	658 Enrolments	Recently Started
ESFA	Apprenticeship	Apprenticeship /Course Delivery	30 Qualifications	28-Inyear Qualifications
DEFRA	Sea Food Training	School Engagements	300 – School student engagement	340 attendees to date

3. During 2022/2023 the project targets in most delivery areas were achieved. There were a few exceptions, for example, the recruitment numbers for the SEND/Internship programme were not achieved. Following the completion of the Digital Hub courses, a small number of learners secured employment in the non-digital sectors.
4. The continued success of ASES is determined by the quality of its Services. This means that ASES must continue to identify and successfully respond to invitations to bid for projects.

5. ASES continues to work with funding agencies to deliver a range of skills and employment programmes to support the training and engagement needs of local residents and people living in the wider areas of Greater London.
6. If the Service is successful in its response to a project bidding opportunity, funding agencies such as DWP, ESFA and GLA provide a level of funding to deliver an agreed number of qualifications/ skills trainings for different cohorts of learners. The funding is usually paid on an agreed beneficiary and an uplift unit price.

### **Current Position**

7. ASES is also involved with delivering what is referred to as the GROW Project. This is a programme that provides interview preparation and CV writing for learners who have completed their learning/qualifications and are seeking support with securing employment. There has been a steady increase in the number of learners who have worked with an employment engagement officer coach and, as a result, they have successfully secured employment in organisations such as the NHS, Residential Care Homes and in Hospitality sector.
8. ASES courses are delivered in more than 7 different venues. Each venue is chosen to cater for different cohorts of learners. For example, courses are delivered on the City of London Corporation's social housing estates. For many residents, it is important that the training that is being offered is delivered within their communities. The ASES courses are delivered in Community centres on or very close to their living accommodation. For example, accredited E3 and Level 1 language support courses are delivered two evenings each week to more than 45 residents who live on the estate. The 2022/2023 cohorts achieved a 98% examination success rate. All the successful learners have progressed into the 2023/2024 academic year's higher level courses.
9. The delivery of the Digital Bootcamp courses involved working with our delivery partners to enrol more than 300 learners. On completion of the Cyber Security level 3 course, a high proportion of learners, many who were previously unemployed, were able to secure employment.
10. Some high-level professional courses are delivered jointly with our external partners. An example of this is the level 3 Health and Social Care courses which are delivered with partners who specialise in this area of training. The same partners also work closely with employers who directly recruit from learners who have completed the ASES training. Such employers include Residential Care Homes, Hospitals, and some Care Agencies.
11. ASES was approached by several employers who are requesting the Service's assistance to upskill their staff. The majority of the requests are to deliver ESOL training to large groups of employees.
12. The continued work with Guys and St Thomas hospital is delivering well. ASES is delivering in 3 main training areas. They are the delivery of a series of ESOL

courses at different levels, Functional Skill Maths at level 2, and a specific programme to cater for employees who are seeking promotion into different work areas.

13. ASES engages with many London and UK wide employers to deliver its apprenticeship programme. The programme currently delivers more than 20 different qualifications at levels 2, 3 and 4. The number of apprentices who secure a distinction in areas such as Business Administration and Customer Service is 89%. The courses are directly delivered by ASES.
14. The Service was recently successful in securing a proposal to deliver a London wide training programme. The proposal involved delivering a programme of learning and skills development for unemployed and disadvantaged Londoners. The training courses respond to the reported skills gaps and include topics such as maths, English, Health and Social Care and high level ESOL.
15. ASES is currently leading a local authority partnership bid to respond to the skills and learning needs of young people between the ages of 19-25 years old. This programme will include delivery courses such as maths, English and Digital skills. Learners will also be supported to develop CVs and prepare for job interviews.
16. ASES has successfully secured a Good grade at the 2022 Ofsted Inspection. The Service has recently successfully submitted the MATRIX application to demonstrate the quality of its service.

Strategic implications – ASES is aligned to and will fully support the delivery of the Corporate Plan.

Financial implications    None

Resource implications    None

Legal implications        None

Risk implications         None

17. Equalities implications – ASES is fully compliant with our public Sector Equality Duty 2010. The Service descriptors within this report do not have any negative impact on people who are protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Climate implications      None

Security implications     None



## Conclusion

18. ASES provides a wide range of community-based learning to help adults acquire the skills that they need to enable them to progress into sustainable employment.
19. There has been an increase in the number of funded projects. ASES has extended its training activities to include a strong focus on skills and employment. This is clearly reflected in the project that the Service is now engaged in. For example, the ongoing work with large employers such as the NHS and the Central Criminal Courts.
20. The work that has recently started with Central London local authorities focuses on collectively working to delivery skills and employment training for more than 1500 young adults. The funding bid, as part of the UKSPF 20024/2026 project response will be submitted as a joint local authority project. The detailed delivery plan will be discussed and agreed if the bid is successful.

Appendix - 'None'

**Barbara Hamilton**  
**Head of Adult Skills Education and Apprenticeships**  
**Department of Community and Children's Services**

T: 07920 703087

E: [Barbara.Hamilton@cityoflondon.gov.uk](mailto:Barbara.Hamilton@cityoflondon.gov.uk)

This page is intentionally left blank

<b>Committee(s):</b> Education Board	<b>Dated:</b> 17 <sup>th</sup> October 2023
<b>Subject:</b> Connecting Communities Update	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	3,5, 7, 8, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>£0</b>
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>N/A</b>
<b>Report of:</b> Director of Community and Children’s Services	<b>For Information</b>
<b>Report author:</b> Gwen Rhys, Business Manager, Connecting Communities, Department for Community & Children’s Services	

## Summary

The report attached in Appendix One, “Connecting Communities Report of outcomes and impacts of the City of London” provides Members with a detailed overview of the outcomes and impacts of the City of London’s Connecting Communities programme, which occurred between 1 January 2022 and 30 September 2023.

## Recommendation(s)

Members are asked to:

- Note the report and the recommendations it contains.

## Main Report

## Background

1. The Report to the Education Board dated 3 December 2021 gave a detailed overview of Connecting Communities, an £18 million programme funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the Education Strategic Unit (ESU) was to receive receive £669,000 to deliver the programme’s outcomes and impacts over the subsequent 18 months.
2. The City of London’s Connecting Communities was extended by three months to be 21 months in duration and finished on September 30, 2023.

## **Current Position**

3. During the main delivery period, the Connecting Communities Team consisted of 1 x Business Manager, 1 x Employment Engagement Officer, and 3 x Caseworkers. This team was reduced to 1 x Business Manager and 1 Caseworker during the extension period.
4. Emphasising intensive, personalised, and context-specific support, Connecting Communities sought to:
  - Build personal resilience and social networks to foster positive behavioural and attitudinal changes towards work.
  - Increase employment and skills training.
  - Work with local businesses to boost the recruitment and progression of disadvantaged individuals.

## **Unemployment and the current Economic Climate in the UK**

5. Connecting Communities was bid for during the time of the Covid 19 pandemic. There was an assumption that the economic impact of Covid 19 would be significant and that particular groups of people might be negatively impacted as the economy recovered from the impact of Covid 19. The economic impact of the coronavirus pandemic hit the capital hard, triggering a large increase in unemployment in central London. The claimant count across the 12 inner London boroughs rose by 162% from March 2020.
6. During the 21 months of the Connecting Communities programme there was a changeable and largely unpredictable pattern of employment recovery. This meant that targets and aims kept shifting to try to keep pace with the dynamic nature of the situation. There were a number of employment and skills trends that occurred during the period of the programme. At times there were even contradictory trends, such as increased employment but also increases in people 'opting out' of education and employment.

## **Outcomes and impacts**

7. Connecting Communities made a significant contribution to a flourishing society by giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, people being in good work supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring that more individuals can reach their potential and secure decent work.
8. Connecting Communities demonstrated that collaborative working makes the core City institutions better connected and responsive to changed needs.
9. Connecting Communities has contributed to individual and systemic resilience by providing support and enabling structures which can be mobilised in the shorter-term to boost individual's confidence, skills, readiness for work and employment.

10. The City of London's Connecting Communities programme outcomes continue to impact the lives of those it supports into training, education, and work.
11. Over the past 21 months Connecting Communities has supported unemployed jobseekers into training, education, and work. This has had considerable positive impact on the lives of those participants as well as their families.

### **Accountability**

12. To ensure provision of a consistently high-quality service, there was a structured way by which participants progressed towards education, training, and/or employment. All support, including in-work support was entered onto the data management system called APTEM. Caseworkers liaised with participants whilst they were in education or work for up to six months after which time they exit the programme. An End Form was completed electronically within 15 working days of participants completing or leaving the programme. The End Form was also recorded on APTEM. Progress was monitored at weekly team meetings and at monthly meetings with the contract holders.
13. Central London Forward (CLF), the main contract holders, review each borough's progress against targets on a monthly basis. Connecting Communities, like all ESF-funded contracts, required accurate data entry supported by the provision of specific evidence as proof of participants reaching certain targets. In final compliance audits the City of London's programme has been 100% compliant.

### **Options**

14. See the recommendations in the attached full evaluation report.

### **Proposals**

15. See the recommendations in the attached full evaluation report.

### **Key Data**

16. The City of London's Connecting Communities programme:
  - Engaged with a total of 321 unemployed or economically inactive participants
  - Supported 64 participants into employment (20% of participants)
  - Supported 21 participants into sustaining employment at 6 months (32% of those who got employed were still in employment at least six months later)
  - Supported 217 participants into education and/or training (68% of participants)
  - Supported 23 participants who undertook a basic skills programme with 69% of these people achieving a qualification
  - Supported 321 participants with job search activities
17. In the City of London's Connecting Communities programme:

- 8% of participants were closest to the labour market
- 60% of participants were male, and 40% of participants were female
- 43% of participants were 18- to 24-year-olds including those not in Education, Training or Employment (NEETS)
- 66% of participants were classified as unemployed
- 34% of participants were classified as economically inactive
- 74% of participants were from the 'Black, Asian and minority ethnic' BAME<sup>1</sup> community
- 9.5% of participants were aged 50 or more
- 5% of participants declared health or disability needs
- 3% of participants declared as lone parents
- 10% of participants needed basic/functional skills needs (can include any or all of English, Maths, and ICT).
- 64% of participants had entry level English
- 0.3% of participants reported being an ex-offender
- 0.3% of participants reported being care leavers

## **Corporate & Strategic Implications**

19. Connecting Communities was an externally funded, time-limited project. The attached evaluation report makes some recommendations that could be considered to inform future skills strategy, including:

- a) Creating a permanent skills and employability hub that is physically visible in the community
- b) Further embedding of inclusive recruitment practices and support existing staff with training, development, and career support to ensure opportunities within the City of London are available to people who may currently be further from employment.
- c) Providing more support for work experience to people of all ages as a lack of current work experience is a major inhibitor to gaining employment.
- d) Reviewing local governance structures and funding allocations around skills and employability to promote knowledge-sharing between departments (especially between DCCS and IG) and between internal stakeholders including through regular meetings where experiences and practice can be shared both formally and informally, and be delivered consistently over time, including through staff changes.
- e) Emphasising the need for English language lessons to be made available to people for a much longer time after they have arrived in the UK. Particularly, people should be supported who have been in the UK more than 10 years and do not have entry level English.

---

<sup>1</sup> Note BAME is used here as it is a required reporting category by the funders, not how participants described themselves. The term was not used in the implementation of the programme.

## **Financial and resource implications**

20. A total budget of £18 million was secured for Connecting Communities of which the ESU received £669,000 to deliver the programmes outcomes and impacts over a 21 month period. The delivery of the project was achieved within budget. Connecting Communities also aimed to support the Livery Companies to make better, more joined-up use of the existing £7.9 million currently dedicated on an annual basis to skills development work. There is the potential to continue to work more closely with business partners and the Liveries to gain access to wider skills funding opportunities. There is an increasing need for income to be generated from a range of sources. A skills and employability service could offer a paid-for/subsidised service to those in work. There is a need to upskill those in low-pay, and insecure jobs.

## **Legal implications**

21. Connecting Communities is being managed through Central London Forward. Central London Forward (CLF) is a partnership of the 12 central London local authorities. They collaborate with their member authorities and with other stakeholders to support inclusive and sustainable growth in central London; so that our economy thrives, and our residents benefit from the opportunities this creates. CLF deliver large scale employment and skills programmes across central London.

## **Risk implications**

22. The City of London's Connecting Communities project is now finished. An end process was undertaken to ensure that all data and compliance procedures were correctly completed and documented. Any remaining active participants were ended on APTEM and signposted to further support.

## **Equalities implications**

23. Not every young person has access to a breadth of developmental relationships and life experiences, which facilitate and broker routes into employment. The least advantaged tend to not have access to networks, mentors, advocates, work experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 46 per cent of young people from low-income families take part in extracurricular activities, compared with 66 per cent from higher income families.

24. A more equitable society is based on realising the potential of all people. This requires strong networks of support and trust. The Liveries could leverage that trusted network. They could use their connections to boost opportunities for structured work experience, internships, and employment. Young adults who have 'four or more employer contacts' are five times more likely to be in employment or training than those who have little or no contact with employers.

## **Climate implications**

25. There are no immediate Climate implications.

## **Security implications**

26. There are no immediate Security implications.

## **Conclusion**

27. The City of London's Connecting Communities team has concluded its work and invites members to consider the findings and outcomes in Appendix 1.

## **Appendices**

- (1) Connecting Communities: Report of outcomes and impacts of the City of London

## **Background Papers**

None.

## **Gwen Rhys**

Business Manager, Connecting Communities, Department for Community & Children's Services

T: 07599 102169

E: [gwen.rhys@cityoflondon.gov.uk](mailto:gwen.rhys@cityoflondon.gov.uk)



# Connecting Communities

## Report of outcomes and impacts of the City of London



September 2023

## Contents

1. Introduction .....	4
2. Aims.....	4
3. Context.....	5
4. Central London Forward .....	7
5. Finance .....	8
6. Accountability .....	8
7. Processes.....	9
7.1. Marketing and promotion.....	9
7.2 Participant recruitment.....	12
7.3 Eligibility.....	13
7.4 Quality.....	13
7.5 APTEM.....	14
7.6 Implementation experiences .....	15
8. Outcomes.....	19
Figure 8.1 Participants by age groups.....	21
Figure 8.2 Identified ethnicity of participants.....	22
Figure 8.3 Number of years living in the United Kingdom.....	23
Figure 8.4 Number of months unemployed or economically inactive .....	23
8.1 Inclusion .....	26
8.2 Schools and young people .....	27
8.3 Older people .....	29
8.4 Afghani participants.....	29
8.5 Ukrainian participants.....	32
8.6 Apprenticeships .....	32
8.7 Special Programmes and training .....	33
8.8 Partnerships .....	34
8.9 Employers and enterprises .....	38
8.10 Livery.....	42
8.11 Awards and staff development.....	43
9. Impacts.....	44
10. Challenges.....	46
11. Extension.....	47
12. Recommendations .....	48
13. Conclusion.....	49

Appendix One: Original contract performance outcomes..... 50

Appendix Two: Sample of letter sent to schools ..... 50

Appendix Three: The Extension Period – 1 July – 30 September .....51

## 1. Introduction

Connecting Communities is an £18 million, place-based, voluntary employment support and skills programme funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the Education Strategic Unit (ESU) received £669,000 to deliver the programme's outcomes and impacts over a 21-month period (18 months for the core programme with a three-month extension).

Emphasising intensive, personalised, and context-specific support, Connecting Communities sought to:

- Build personal resilience and social networks to foster positive behavioural and attitudinal changes towards work
- Increase employment and skills training
- Work with local businesses to boost the recruitment and progression of disadvantaged individuals.

Connecting Communities was a community-based programme designed to help central-London residents to access high quality employment and training opportunities.

Managed by Central London Forward (CLF), Connecting Communities was delivered by local authorities across central London and Ingeus<sup>1</sup> UK. It provided support both for unemployed and inactive residents across the 12 central London boroughs: Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth, and Westminster.

Connecting Communities officially began on February 14, 2022, and finished on September 30, 2023. The contract duration was 21 months, with 15 months for delivery and 6 months for the provision of in-work support and collection of evidence (sustained employment etc). Connecting Communities was match funded with the DWP funded JETS contract). Connecting Communities was a free-of-charge employment service that helped Londoners aged 18 and over to upskill, reskill and get into employment. Connecting Communities was an innovative work-focused pathway designed to support the hardest to help members of society to move into sustainable employment after the pandemic. The programme was for unemployed people, economically inactive people, and those hardest to help groups with multiple and complex barriers (e.g., ex-offenders, individuals with drug/alcohol problems, individuals without literacy/numeracy skills, individuals facing homelessness, NEETS, lone parents and individuals with health and disability issues).

## 2. Aims

The overall goal of Connecting Communities was to improve the lives of participants by working together to ensure they can access the skills, jobs and support required to benefit from Central London's dynamic economy. The ultimate impact of this goal was to make a difference in their lives by moving them into sustainable employment or make progress towards work. This goal was achieved through five main aims, namely to:

- Provide a wide range of services for people of working age
- Promote gender equality and equal opportunities

---

<sup>1</sup> Ingeus deliver services across employment, health, justice, and youth. Helping people find jobs, improve skills, and support their health and wellbeing. <https://ingeus.co.uk>

- Promote sustainable and equality employment
- Promote social justice by combating poverty and any discrimination
- Provide help for those who find work but need continued support

These aims were implemented through a series of more specific objectives including:

- Ensuring people have greater exposure to, and are better prepared for, the world of work by increasing the number and diversity of businesses prepared to support people's careers journey.
- Improving relationships and understanding of London's employment opportunities
- Generating the connection between London's school, colleges and youth sectors with liveries, and employers, particularly SMEs and micro-businesses.
- Enabling people to develop the fusion skills needed for success in the world of work.
- Identifying, creating, and supporting employment skills and work opportunities for young people.
- Providing a single point of contact for information, both online and in person for liveries, education and training providers and people seeking support.

While the goals, aims and objectives of the programme were clear from the outset of the programme, one of the challenges of Connecting Communities was that both the aims and the 'target groups' were frequently changed by EPMU, and so changed by CLF to reflect this changed focus. For example, initially a key priority group as identified from the Boroughs was to include an intermediate labour market (ILM) element to the programme. Initially £1.2 million was ringfenced against each of the three priority groups for this ILM element. However, EPMU stated that they did not believe that ILM support was necessary for 1.1 participants (closest to the Labour market), and that 1.2 participants (NEETS – 18 to 24yrs) were adequately supported by Kickstart, and so the priority moved to 1.4 participants (those furthest from the Labour market). However, towards the second half of the programme, the focus again shifted back to the 1.2 participants (NEETS – 18 to 24yrs). Given that the whole programme only had a total 'live' period of around 18 months (which was later extended to 21 months – see Section 11) these changing priorities and aims caused significant challenges to the local authority delivery partners including challenges for the Connecting Communities team at the City of London.

### 3. Context

Connecting Communities was bid for during the time of the Covid pandemic. There was an assumption that the economic impact of Covid would be significant and that particular groups of people might be negatively impacted as the economy recovered. The economic impact of the coronavirus pandemic hit the capital hard, triggering a significant increase in unemployment in central London. The claimant count across the 12 CLF boroughs rose by 162% since March 2020.

During the 18 months of the Connecting Communities programme there was a changeable and largely unpredictable pattern of employment recovery. This meant that targets and aims kept shifting to try to keep pace with the dynamic nature of the situation. There were a number of employment and skills trends that occurred during the period of the programme. At times there were even contradictory trends, such as increased employment but also increases in people 'opting out' of education and employment. The following points summarise the main trends that informed the context in which Connecting Communities operated.

- **More part-time and contractual work** and this is reflected in the job opportunities being offered to our Participants.
- **A decrease in advertised vacancies** but still above pre-pandemic levels.
- **The number of people unemployed for up to 12 months increased**, driven by those aged 16 to 24 years.
- **The number of people unemployed for more than 12 months decreased.**
- The rise in unemployment is being driven by more people leaving economic inactivity. **Economic inactivity** due to long-term ill health, early retirement and education appear to be falling slightly, although economic inactivity continues to remain well above its pre-pandemic levels, including fewer people entering work. Only around a fifth of all of those who are economically inactive state that they would like a job at the moment.
- A record number of people are out of work due to **long-term health conditions**. The number of people off work due to ill health has risen by 440 thousand since the start of the pandemic.
- There have been **large falls in student numbers**.
- **Job vacancies** remain strongest in public services, professional services, and administrative roles.
- There is a slight **weakening in the labour market**, with vacancies continuing to fall with fewer job openings in private sector services, redundancies rising, and short-term unemployment up.
- There are **fewer 'entry level' roles** for those (re)joining the labour market, and potential risks around mismatches in people's skills.
- **Labour demand** remains high especially for more highly skilled roles.
- There are widening employment 'gaps' for disabled people, older people, and young people outside of full-time education, meaning that the more **disadvantaged people** in the labour market are being increasingly left behind. Data on employment rates for disabled people continues to be disappointing, with the employment 'gap' to non-disabled people remaining wider than it was before the pandemic and with disabled people still two-and-a-half times more likely to be out of work than their non-disabled peers.
- **Employment gaps are also wider for older people** and for young people outside of full-time education.
- The rise of **automation and digitisation** means that workers may need to retrain and reskill multiple times in their lifetimes.
- Rising levels of **self-employment** combined with increasing interest from young people in pursuing entrepreneurial careers requires innovative approaches to skills delivery, as individuals have fewer opportunities to access employer-led training.
- The **global skills gap**, driven by population-level trends and changes in technology, means that eighty-seven per cent of CEOs say they are experiencing skills gaps now or expect to soon (McKinsey, 2020).
- There is a **'skills mismatch,'** between employer demands and the skills of potential employees.
- **Inequality is increasing** with more than seventy per cent of children from the richest tenth of families earn five good GCSEs, compared with fewer than thirty per cent in the poorest households (IFS, 2022).
- Those people who are **lacking basic skills** are least likely to participate in formal learning (Demos, 2008).

- The **skills training market is increasingly fragmented** as many actors enter the market.
- London's **youth unemployment** has increased by 55% since the start of the pandemic. A total of 105,000 Londoners aged 16 to 25 (21%) are registered unemployed with almost 1 in 4 London women aged 16 to 24 unemployed.
- **Apprenticeships funding will increase** to £2.7 billion by 2024-25 – the first increase since 2019-20.
- **Robust growth** in nominal pay (of around 6.5%) while real pay continues to fall due to very high inflation.

Specifically, in regard to the London context, there are particular elements that influenced both the implementation of Connecting Communities and the future recommendation for the sustainability of the programme and the learnings that have emerged from the programme. The vast majority of London boroughs (88%) provide a local employment support service. On average, a borough's estimated annual budget for employment services was £1,396,929 – slightly less than their budget in 2021/22 (£1,538,826). However, it varied between £75,000 and £5.4m. Boroughs identified Section 106 (69%), core council spending (48%) and the European Social Fund (ESF - 59%) as key sources of funding for their employment services. In terms of staff, on average boroughs employ 22 people, ranging from a borough employing one and another employing 70 staff members. The number of people using borough employment services annually also ranges significantly between 230 and 3,200, with an average of 1,533. The most common services offered by all, or most boroughs include access to local vacancies (100%), interview preparation/coaching (100%), help with CV and job applications (100%), employment advisors (97%) and support to improve skills (93%). Most London borough officers (85%) said that they changed their employment service in response to local skills and labour market shortages in the last year. All (100%) of the boroughs with an employment service said that their Adult and Community Learning Service (ACL) is linked, and two-thirds (67%) said they provide skills support to residents in addition to the ACL service.

#### 4. Central London Forward

Central London Forward (CLF) is a partnership of the 12 central London local authorities. CLF works together with its member authorities and with other stakeholders to support inclusive and sustainable growth in central London; so that our economy thrives, and our residents benefit from the opportunities this creates. CLF deliver large scale employment and skills programmes across central London.

The City of London Corporation is the lead authority in Central London Forward (CLF), the strategic sub-regional partnership of the 12 Central London Boroughs (Camden, City of London, Haringey, Hackney, Islington, Tower Hamlets, Westminster, Kensington and Chelsea, Lambeth, Southwark, and Wandsworth). The partnership is legally constituted and has a long and established track record of working in partnership to deliver ESF-funded employment and skills support.

As a strategic partnership, Central London Forward was uniquely placed to ensure that Connecting Communities makes a difference to the residents of the 12 boroughs that require the most support, helping them move into sustainable employment, or to make progress towards work. CLF worked with the member authorities to develop the Connecting Communities programme. CLF submitted the bid to the GLA for European Social Fund to resource Connecting Communities.

## 5. Finance

A total budget of £18 million had been secured for Connecting Communities of which the City of London's Education Strategy Unit (ESU) received £669,000 to deliver the programme's outcomes and impacts over 18 months. The proposal did not seek additional funds or resources from the City Corporation.

Connecting Communities is a match funded (with the DWP funded JETS contract) ESF project. Staff Costs per Borough including on-costs was £477,241.56. This was based on there being 1 Full-time Equivalent (FTE) Business Manager at £60,000 each, 4 FTE Caseworkers at £50,000 each, 1 Employer Engagement Lead at £50,000, and 1 Administrator at £30,000. All roles covered the 15-month duration of the contract. Some roles were extended for the full 21 months.

An additional amount of indirect costs funding was provided to cover staff and participant costs. The additional funding (£190,896.62 per borough) was split across a Flexible Support Fund to help participants with essential costs relating to moving towards or into work, additional project or programme costs, childcare provision for single parents, and ICT equipment for staff. This meant that there was an average participant 'additional' expenditure of £33.50 per participant, some people required zero expenditure while other people may require higher amounts. Any expenditure over £1000 on an individual needed to also have approval from CLF. While initially unspent indirect costs were to be returned to EPMU, it was agreed that this could remain with each borough to continue to be allocated to supporting participants into work. The funds are to be used for client support i.e., travel, interview clothing, CSCS and more, but can also be used for related activity spend such as recruitment or health and wellbeing events. In reality, *"Very few participants bother to claim travel and the average cost of travel across those who have claimed is £209.29."*

The CRM (APTEM – See Section 7.5) was managed centrally by Central London Forward and cost £252,000.

## 6. Accountability

Connecting Communities was managed through Central London Forward. Central London Forward (CLF) is a partnership of the 12 central London local authorities, hosted by City of London. They collaborate with their member authorities and with other stakeholders to support inclusive and sustainable growth in central London; so that our economy thrives, and residents benefit from the opportunities this creates. CLF delivers large scale employment and skills programmes across central London.

CLF's programme of work – including Connecting Communities – is overseen by the CLF Programmes Board. The Programme Board is made up of the chief executives of the 12 member authorities, and it meets quarterly. The Programmes Board approves applications for any new programmes and oversees performance on existing programmes. CLF reports on performance on Connecting Communities to the European Project Management Unit at the GLA, which is the accountable body for European Social Fund in London.

Within Connecting Communities, each of the 12 partners, including the City of London, reports on programme performance to the programme's Senior Leads group. This group met monthly to review progress, adapt targets to needs and ensure the quality of the delivery. This programme did not employ an independent, external evaluation as it was not required by GLA/EPMU, and the CLF was



not able to cover this cost from the programme budget. There may be in the future a wider evaluation of London's ESF programmes, which would include Connecting Communities, but the possibility of this evaluation has not been decided.

The Liveries have continued to support skills development through the Livery Skills Initiative (see section 8.3 of this report). The governance of the Livery Skills Initiative is with the Livery Committee. The collaboration partners, including the Livery, are separate legal entities with their own decision-making processes and accountability.

The City of London's Connecting Communities programme was delivered within the Education Strategy Unit (ESU) and addressed targets outlined in the Skills Strategy 2018-2023. As such, regular, for information reports, were also presented to the Education Board which has oversight of the current Skills Strategy.

## 7. Processes

### a. Marketing and promotion

Connecting Communities used various ways to promote the programme, including leaflets, promotional events, Jobcentre Plus referrals, referrals from other organisations, social media, and word of mouth. Social media recruits tended to have higher levels of skill, digital literacy, and internet connectivity.

*"We need to start using a range of social media and other channels"*

The limitations of overreliance on 'online' promotional methods were evident in the following quote:

*"Social media has allowed the programme to reach a larger array of customers, future programmes should not rely on it exclusively. Engagement and marketing strategies need to be informed by the target groups of participants, and considerations of the places they go (and the times they go there), and the social media platforms they use."*

Instead of favouring a single marketing approach, a wide range of different approaches were used. The marketing tactics deployed were generally successful in marketing to and engaging with individuals out of work, as the following quotes indicate:

*"Using different promotional methods proved effective. Future programmes should use a combination of marketing collaterals and community events for promotional purposes."*

*"Differentiation is key as evidenced by the effectiveness of varied strategies to engage the in-work group and long-term unemployed groups used by providers."*

Awareness raising with marginalised communities extended the network support and reach of Connecting Communities. While there were delays in activating marketing support for Connecting Communities within the City of London, once this began, grassroots advertising and marketing aimed at raising awareness for both internal and external stakeholders was successful and generated interest in the City of London Corporation and within the local community, as these quotes exemplify:

*"Leaflet content has been sent to the marketing company and we are awaiting the design. Final artwork should be with us 4th Feb, with printing and distribution scheduled for mid-late February."*

*“We have a 5,500-mailing going out from CoL “social services” team helping residents in our Estates (within and without) the City manage the cost-of-living crises. Connecting Communities is mentioned in this mailing, but the distribution date keeps slipping.”*

*“We’ve also done some stuff like having banners up at Election of Sheriffs and Lord Mayor, promoting Connecting Communities monthly internally in The Buzz. <Connecting Communities> had a feature in City News and City AM. Also, there was joint promotion with wider DCSS on house to house (City-owned social housing) leaflet drop on the financial crisis.*

*“We also wrote to all the City's Ward Clubs asking to go into their newsletters.”*

The following is an example of the successful Tweets that were sent. On average the Tweets received 2,415 views within each 90-day period.

**1 October 2022 – 31 December 2022**

Your Tweets earned **5.6K impressions** over this **91 day** period

**Tweet activity**



Impressions	2,986
Total engagements	44
Detail expands	13
Retweets	10
Likes	8
Profile clicks	7
Link clicks	4
Media engagements	2

**Tweet activity**



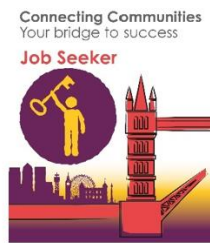
Impressions	153
Total engagements	5
Media engagements	2
Detail expands	2
Retweets	1

**Twitter Images**

To congratulate Participants on gaining a job



To promote Participants to potential employers



To promote a Job Opportunity (to encourage new Participants to enrol)





Posters were also displayed in nine locations around the City including libraries, community centres, medical practices, churches, housing estates, and job centres. They were also place in GP surgeries beyond the City and used at employer events.



The following shows the ways visual marketing was changed to suit differing audiences.

**SAMPLE PROMOTIONAL POSTERS**

General Poster – May 2022	Smithfield Market Employers – October 2022
 <p><b>Connecting Communities</b> Your bridge to success</p> <p><b>Connecting Communities – Employment with a social purpose</b> Operating across twelve London boroughs, Connecting Communities is an employability programme funded by the European Social Fund. Between now and June 2023 thousands of London's unemployed and economically inactive adults, aged 18 and over, will be supported into training, education and full-time sustainable employment and self-employment.</p> <p><b>Connecting Communities, City of London</b> Our team of experienced Caseworkers will work closely with each participant, assessing their skills and experience, identifying their needs and taking them step-by-step across the bridge to success. Everyone is supported at all stages, from pre- to post-employment.</p> <p><b>We can help participants</b></p> <ul style="list-style-type: none"> <li>• Improve their basic skills</li> <li>• Learn new skills</li> <li>• Prepare for a job</li> </ul> <p><b>We can help employers</b></p> <ul style="list-style-type: none"> <li>• Meet their workforce needs by giving them access to work-ready, motivated and skilled people</li> </ul> <p><b>If you'd like to be part of Connecting Communities, City of London, please contact:</b></p> <p><b>Gwen Rhyi, Business Manager</b> gwen.rhyi@cityoflondon.gov.uk 07599 102149</p> <p><b>Richo Sagar, Administrator</b> richo.sagar@cityoflondon.gov.uk 07599 102144</p> <p><b>Eligibility:</b> Aged 18 or over, not in full time work, training or education and live in Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth or Westminster</p>	 <p><b>WANTED</b> <b>JOB VACANCIES</b></p> <p><b>We support unemployed people to find jobs in the City of London.</b></p> <ul style="list-style-type: none"> <li>Everyone we help wants a job.</li> <li>No-one is made to access our service.</li> <li>It's completely voluntary.</li> <li>We can help with any training costs.</li> </ul> <p><b>If you have a vacancy, let us fill it for you.</b></p> <p><b>Gwen Rhyi, Business Manager</b> gwen.rhyi@cityoflondon.gov.uk 07599 102149</p> <p><b>Time Rogers, Employer Engagement Officer</b> time.rogers@cityoflondon.gov.uk 07599 102172</p> <p><b>Contact us NOW</b></p>

Poster for young people, July 2022	Poster for young people, February 2023
 <p><b>Looking for a job in the City of London?</b></p> <p><b>Connecting Communities</b> is a free service that can support you into training, education, apprenticeships and employment</p> <p>Our experienced Caseworkers can help you:</p> <ul style="list-style-type: none"> <li>• Improve your basic skills</li> <li>• Learn new skills</li> <li>• Prepare for a job by             <ul style="list-style-type: none"> <li>◦ Putting together a CV</li> <li>◦ Gaining work experience</li> <li>◦ Accessing and applying for local jobs and apprenticeships</li> </ul> </li> </ul> <p><b>Let us help you take the first step forward</b></p> <p><b>Visit our website</b> bridgeetosuccess@cityoflondon.gov.uk</p> <p><b>Phone:</b> 07599 102144</p> <p><b>Follow us on Twitter</b> @bridgeetosuccess5</p> <p><b>Eligibility:</b> You must be aged 18 or over, not in full time work, training or education and live in Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth or Westminster</p>	 <p><b>Looking for a job in the City of London?</b></p> <p><b>Contact Us NOW</b></p> <p><b>Connecting Communities</b> is a free service that can support you into training, education, apprenticeships and employment</p> <p>Our experienced Caseworkers can help you:</p> <ul style="list-style-type: none"> <li>• Improve your existing skills and learn new ones</li> <li>• Prepare for a job by             <ul style="list-style-type: none"> <li>◦ Putting together a CV</li> <li>◦ Gaining work experience</li> <li>◦ Accessing and applying for local jobs and apprenticeships</li> </ul> </li> <li>• We can also             <ul style="list-style-type: none"> <li>◦ Reimburse travel costs when training and during the first and sixth month in work</li> <li>◦ Help towards childcare costs</li> <li>◦ Provide IT equipment to help you job search and train</li> </ul> </li> </ul> <p><b>Let us help you take the first step forward</b></p> <p><b>Sign up to an Introduction Session</b></p> <p><b>Follow us on Twitter</b></p> <p><b>Eligibility:</b> You must be aged 18 or over, not in full time work, training or education and live in Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth or Westminster</p>



## 7.2 Participant recruitment

The programme assumed that each borough would be engaging 600 residents with the programme. In the case of the City of London, it was acknowledged that we have considerably fewer residents but greater access to employers and opportunities. Eligible residents were identified through a range of approaches including local employment services, through partnerships, JETS leavers, and direct and indirect methods. Participants were a mix of unemployed individuals, including people lacking in confidence or individuals overcoming significant barriers to employment (for example, health, disability, and offending backgrounds). The other participant group is the young people aged 18-24 who are NET and further away from the labour market.

Participant Recruitment was undertaken by working with a range of sources including:

- Libraries
- Job centres
- Liveries
- School and college networks
- Adult Education Service
- Youth Service
- Employment sector bodies
- Afghan and Ukrainian resettlement programmes

Cohort or group recruitment seemed to be more effective than recruiting people one at a time. For example, a series of special programmes (see Section 8.9) were put in place in areas such as hospitality, construction, security, finance, and insurance. Direct connections with training providers also appeared to be an effective way to recruit participants. Collaborating with referral agencies also assisted with participant recruitment. For example,

*“We are informing referral organisations (e.g., JCs) that we are concentrating on 18–24-year-olds. The number of young people recruited depends on budget available and we’re currently working on that. It would be good to be able to support young people into the apprenticeship opportunities currently available within the City of London, but how much we can achieve depends on (1) recruiting young people and (2) supporting them in time for job closing data.”*

### 7.3 Eligibility

All programmes receiving ESF must comply with the eligibility rules. Failure to meet eligibility criteria can result in financial penalties of up to 100%, including clawback. To be eligible to take part in Connecting Communities participants must meet all of the following criteria:

1. To be aged 18 or over
2. To be living in Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth, or Westminster
3. To be unemployed (i.e., out of work and in receipt of Universal Credit, JSA or health related benefits) **or** inactive (i.e., out of work but not in receipt of any benefits or receiving non active benefits such as carers allowance)
4. To **not** be in Education, Employment and Training (NEET) or doing less than 22 hours in Education, Employment and Training.
5. To be **not** currently engaged on other ESF provision<sup>2</sup>

In addition, participants needed to have the right to reside and work in the United Kingdom.

There was a particular focus on three ESF participant groups, namely:

- Participants closest to the labour market
- Participants between the ages of 18 and 24 years and not in education, training, or employment (NEETS)
- Participants furthest from the labour market

In all instances, participants were required to evidence their eligibility to be included. This posed some challenges either because the participants struggled to secure all the necessary evidence/s or there were difficulties getting the authorities to agree the eligibility documentation, as was the case, for example, with the participants from Afghanistan. There were also challenges in terms of geographical eligibility requirements. The issue was that people often started residing in the 12 Central London Forward Boroughs but later moved to non-eligible geographic regions. Technically Connecting Communities could continue to support these people, but practically it was not always possible. Supporting people living in the north of England, for example, simply was not tenable. The other challenge was where people may fit within multiple characteristics or groups of eligibility. For example, there were difficulties in evidencing specific labour market status, such as when participants could be considered to be 'inactive' participants, but where this inactivity was due to a lack of basic skills and/or carer responsibilities and/or health issues.

In summary, it was complex to ensure eligibility. It was a challenge to explain to the participants, the broader community and the business partners the complexities of the eligibility criteria.

### 7.4 Quality

To ensure provision of a consistently high-quality service, there is a structured way by which participants progress towards education, training, and/or employment. Following either a self- or an external referral, the participants undergo an initial screening process to check eligibility. The initial process following referral occurs within two working days of receipt, either accepting or providing reasons for rejection to the participant. The eligible participant is then assigned to a case worker. The case worker conducts an Initial Assessment and works with the participant to create Initial Action Plan.

---

<sup>2</sup> For example, Job Centre Plus programmes such as Restart, JETS or the Work and Health Programme.

This occurs within 10 working days of the participant's Start Date. The case worker books a meeting with the participant at a minimum level of contact of no more than every 10 working days. Meetings can occur online, via the telephone and/or in-person. The outcomes of all meetings and the progress towards achieving the participant's personal action plan is recorded on APTM. Action Plan reviews are undertaken as a minimum every 20 working days. Once a participant is employed, In-Work Support includes the participant being contacted at a minimum of every 10 working days for those entering employment unless participant requests more or less frequency. Sustainment in employment is also checked for up to six months, to ensure that the participant continues to receive in-work support. All support, including in-work support is entered onto APTM. Case workers liaise with participants who have been in work or education more than six months, or who no longer wish to be part of the programme. An End Form is completed electronically within 15 working days of participant completing or leaving the programme. The End Form is also recorded on APTM.

An underperformance methodology<sup>3</sup> was applied at the outset of the contract, but permission was sought and granted to modify targets and so it appears that penalty clauses will not now be applied.

### 7.5 APTM

APTEM<sup>4</sup> (Apprentice Management System) is the online information management, reporting and compliance tool used to generate the reports for Connecting Communities. Every participant entering the programme needed to be added into APTM. APTM was also used on a very regular basis to update the records of progress and achievement of all the participants. The official outcomes were derived from APTM. Central London Forward were the main point of contact for APTM and so any queries needed to be channelled through Central London Forward. This contractual structure meant that there was a separation between the frontline staff and the service providers. The intention was that APTM would provide for a single CRM to be used across the programme with the ability to integrate with Borough systems, and it would offer added value through the online skills assessments and job matching. There were however a number of challenges with using APTM, including:

- The incompatibility with many of the local information management systems
- The delay in the opportunity for staff to train in the use of APTM, which meant that the results for the first few months were not always fully captured.
- The initial training was of poor quality, gave little time for learners to practice making the caseworkers reluctant to use the platform.
- The way the programme was managed was driven by APTM and this posed difficulties for ongoing data gathering with APTM-generated data taking precedence over other information provided.
- The high numbers of input errors due to both the complexity of the system and human errors.
- The layered system in order to get support.

---

<sup>3</sup> A penalty fee of 5% to be applied where performance is between 16-25% under target. The fee withheld would be inclusive of staffing and indirect costs. Underperformance between 26-50% would incur a 10% fee and underperformance over 50% would incur a 15% fee. Once performance is back on track, the payment would then be released. If your performance is up to 15% below target the Contract Manager will support, you to put together an improvement action plan. If your performance drops to between 16-25% below target, then there could be a financial penalty of 5% of your funding allocation. If performance drops to between 26-50% below target, then there could be a financial penalty of 10% of your funding allocation. If your performance drops to over 50% below target, then there could be a financial penalty of at least 15% of your funding allocation.

<sup>4</sup> <https://www.aptem.co.uk/> APTM is a technology platform that supports the delivery of complex, regulated skills and employability programmes.

APTEM used the training method of training a group of super users, who were then be able to support future training rollout. While this ensured that there was more capacity to train members of staff on how to use APTEM. There was challenge if these staff moved onto other roles.

Moreover, as many of the participants had high levels of support needs, many of the participants found the complexity of the APTEM system and the notices its automated systems generated particularly challenging. In some cases, participants even withdrew from support because of the APTEM system. This is effectively captured in this example:

*“XX [redacted] highlighted that caseworkers have had clients who were distressed with the APTEM system, and the notifications being sent out, and wanted to clarify if all participants had to use it. XX clarified that invitations can be selectively sent to participants. Relevant boroughs will be starting participants on Hanlon [a more commonly used information system in Central London boroughs] and then exporting data across. They would not be invited to the APTEM platform at initial registration, but invitations can be sent once the data is exported to APTEM. Participants are required to sign the start form but there is also the covid disclaimer so there should not be an issue as long as the form is completed. For those boroughs using Hanlon, it was agreed that CLF will need access to that system to perform audits on the customer journey to ensure quality data is gathered for ESF.”*

## 7.6 Implementation experiences

Connecting Communities adopted a ‘no wrong door’ approach, meaning that gaining participants to the programme was underpinned by community-based outreach activity. As described in Section 7.2, a range of activities and approaches were used to reach out to participants, including City of London residents and those residents in the surrounding boroughs. Once eligibility was determined (and in some cases, especially with the refugees, before eligibility was fully secured) participants we offered a set of induction experiences. These activities were centred on the case worker gaining a thorough understanding of the individual, their current situation, and their barriers to work. At first, these sessions were all individual. Later in the programme, group induction was offered where all participants learnt about the purpose of the Connecting Communities programme and agreeing expectations. During the induction phase, there was an initial employability assessment. This included assessing the individuals needs in terms of fusion skills, literacy, numeracy, and ICT competence. Where appropriate, basic skills courses in each of these areas were offered to participants. There was less take-up of the ASES basic skills courses due to the length of time they took. Other sources of IT training and basic employability skills were also sought to complement the offer from ASES, and the skills training embedded within APTEM. Following induction, participants were guided in the use of APTEM and the ways that the system could provide online support and engagement. As described in Section 7.5, APTEM was not always an accommodating experience, especially to participants with higher learning and support needs.

The smaller caseload within the design of Connecting Communities allowed for greater levels of individualised support. The personalised and integrated service provided to participants enabled them to build confidence, improve their wellbeing and develop employability skills. As can be seen in the evidence in Section 8, the participants greatly appreciated this more personalised and ‘caring’ approach. The personalised and integrated approach meant that the participants developed employment skills and received support that was individually targeted to meet their needs. The individualisation generated trust between the case workers and participants, which encouraged

positive behaviour change and perceptions of self-efficacy in terms of orientation towards work. In summary, the person-centredness and flexible delivery was a strength of the programme.

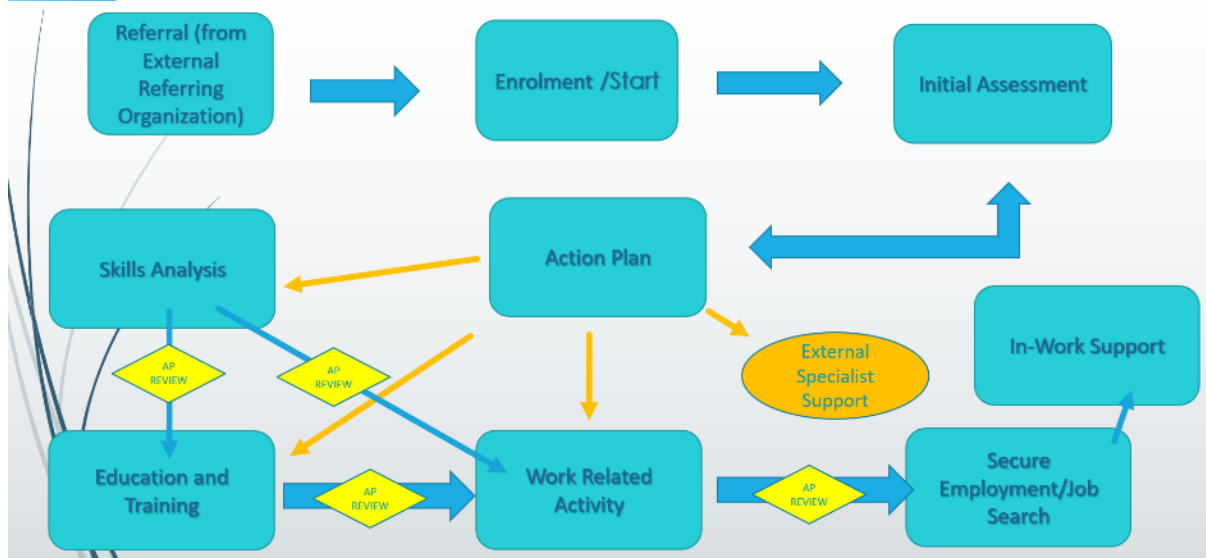


The action plan was developed in collaboration with the participant to ensure that the person-centred needs were matched to SMART actions. For each identified need, practical steps were agreed between the case worker and the participant to improve their employability and ultimately lead to full-time employment and/or education. The case workers and participants tracked the progress against the individual actions identified in the action plans. Participants also worked with their case workers to improve their CV, make job applications, attend mock interview practice, and adjust the action plans in light of development along the journey.

A sizeable proportion of the participants faced barriers to employment. For many, it was struggling with receiving rejections or in adjusting to finding themselves unemployed after prolonged periods of employment. For other participants it was adjusting back to work after Covid or the impact of the pandemic. For some recent graduates, they had not had work experience and had been very isolated studying during a period of only being remote. As a sizeable proportion of the participants were also newly arrived in the UK, in some instances, beyond language learning and housing needs, there were a myriad of cultural norms and employment processes to be understood and navigated. There were also participants with criminal records, erratic work history, health/disability issues, juggling carer responsibilities and other issues effecting their readiness for work. Some participants took trust and time to fully disclose some issues. Also, some issues were never disclosed but become apparent as the employability process occurred. For these reasons, the action plans always remained 'live' and were reviewed at fortnightly meetings to ensure they remained relevant. Also, weekly team meetings among the case workers, enabled action plans to be considered more broadly and at times, participants were moved to another case worker if it was felt that the case worker's expertise was more closely related to the participant's needs.



## CLF Connecting Communities Process



Once participants had identified their job goal, a practical plan reaching that goal was implemented. This involved, the employee engagement officer assessing labour market needs and vacancies and ascertaining how these related to the individual’s skills, experience, and interests. Where job matching occurred, participants are not only more likely to find a job, but they were also more likely to stay longer in their job. The other model of support that proved to be successful was to group the participants. This was done by industry type (such as construction, hospitality, accountancy and so on). It also was helpful to group some cohorts of participants to place similar participants together (such as by age group, ethnicity, skills need). The group approach also meant that we could then offer a ‘cohort’ of trained workers to industry partners, and this proved to be successful in getting job outcomes. Providing bespoke pre-employment training programmes with interview training to meet the identified recruitment needs of multiple London employers within sectors, including- health and social care; leisure and hospitality, accountancy, bookkeeping and finance, tech/digital, construction, green/renewable sectors, security, business, and administration. On the basis of the success of the ‘cohort’ approach, Connecting Communities established and co-ordinated employer engagement activities.

Case workers liaised with participants to ensure there was coherence between the labour market opportunities, and realistic, but aspirational paths to get a job. This included exploring the potential of transferable skills. The job search skills of participants were the focus of much of the employability support. This included effectively marketing their skills and experience on paper through a CV or application form and in person at an interview or selection exercise. Participants were supported to tailor their CV and application/s to meet employer’s needs, understanding the interview process, and how to effectively present themselves.

In the period March to September 2022, Connecting Communities, City of London, focused almost exclusively on supporting the City's Afghan guests. When they began to be re-homed and moved out of the City, the programme began to support a wider range of participants. By the end of 2022, it was clear that the individual tailored approach was not always the most efficient or the most effective from the participants' point of view and in January 2023 a "New Year, New Opportunities" approach

was taken. This brought participants together for a weekly Introduction Session. This session included individual enrolment onto the programme and a group Training Workshop. This proved to be a highly successful way of being able to meet contractual targets whilst offering good quality support, guidance and also provided an opportunity for peer-to-peer support. Twelve such sessions were offered from January to Easter and in total nearly 100 registered to attend.

In addition, special Introduction Sessions were offered for participants wishing to gain employment in specific sectors: Hospitality, Accountancy, Construction with over 30 people attending these sessions. Business partners also ran some special sessions for participants following the Accountancy Courses and those wanting to improve their Social Media presence.

Informal, drop-in conversation classes were offered weekly during the 12-month period April 2022 to March 2023. These supplemented the formal ESOL classes attended by many Afghan guests and, later, by the Ukrainian refugees. These courses offered an opportunity to practice discussing broader issues in English. It is worth noting that some cultural issues came to the fore. For example, the Afghan women were inhibited when men started to join the sessions and it was decided to offer separate male and female sessions. These classes also offered an opportunity to meet outside the hotel environment. At least 130 Participants attended one or more of the conversation classes with many being regular attendees.

To help develop, the participants' broader employability skills, between January and April a four-part set of employability workshops were offered to all participants. These included sessions on:

- Selling Yourself - Features and Benefits (17 participants)
- CVs with Impact (21 participants)
- SMART Job Searching and Motivation Booster (24 participants)
- Creating a First Impression (25 participants)

Six Connecting Communities participants attended all four of the sessions. The sessions were not mandatory and not everyone needed every workshop.

A total of 20 training sessions were organised and in total more than 185 participants attended one or more training sessions.

As stated above, a considerable proportion of the participants needed more wrap around care. At times this included accessing wellbeing and mental health support, support with housing issues, support in terms of personal finance and practical 'enabling' support to get them ready for interviews. The participants commented very positively about the way the case workers supported them in their everyday challenges, barriers, or any concerns. ESOL provision at various levels was provided for non-English speakers. This included (where needed) specialist literacy, numeracy, and ICT support for individuals.

Connecting Communities also helped people into self-employment (where applicable). While there was less demand for the self-employment pathway, those participants seeking this could access support in identifying and understanding the marketplace, creating a business plan, and understanding where to go for further specialist support.

The support from Connecting Communities did not cease once the person was in education or employment. The case workers and employer engagement officer continued their contact with the

participants. At one level this was to provide ongoing support and ensure sustained employment. At another level, this provided ongoing care to help individuals to understand workplace culture, behaviours, and processes in order to ensure they thrived in employment or learning and settled-in and made progress in work. It was also a link to encourage people to apply for apprenticeships, further develop their career and apply for promotions or other development opportunities in the workplace.

Connecting Communities also had a discretionary budget which could support participants with additional costs that might accrue while trying to secure employment. Costs that could be reimbursed included, but were not limited to:

- Travelling costs to and from meetings, including job interviews and training will be reimbursed.
- Lone parents may be eligible for help to meet the cost of childcare to attend interviews and training. Work related costs such as tools, uniforms, IT equipment
- Everyone who goes into a full-time job gets their first month's travel costs reimbursed and if they are still in work six months later, they get another month's travel reimbursed.

None of the financial support from Connecting Communities affected anyone's existing benefits.

Less money was claimed for both childcare and travel than had been predicted as many of the participants were already eligible for the Childcare affordability scheme or were able to travel in cost effective ways.

## 8. Outcomes

At the outset, Connecting Communities (across all the twelve Central London Boroughs) was designed to deliver the following outputs:

- Engage with 15000 unemployed or economically inactive participants (50% male, 50% female).
- Support a minimum of 6000 participants into sustainable employment (with 40% sustaining employment at 6 months)
- Support a minimum of 2000 participants into education or training
- Support 750 programme leavers into supported job search activities on leaving the programme.

These output targets were split equally between the 12 Boroughs with individual Boroughs responsible for 8.35% of the contract targets. These were extremely ambitious targets from the outset and especially ambitious for the City of London given its smaller resident population base and that it did not have any existing employability or skills specific service. As stated in Section 3, the employment context in London changed markedly between when the application was made and when the project started, and over the course of the 18 months of the programme. This meant that both the outcomes and the target populations were revised a number of times during the project<sup>5</sup>. Also, too, the distribution of targets across the 12 boroughs was moved from being equal to becoming more aligned to capacity. See Appendix One for a copy of the original contract performance outputs.

---

<sup>5</sup> Central London Forward submitted change requests to the ESF to reduce the targets due to employment condition changes.

Within the absolute target numbers there were also pre-set population types to be covered by the programme. These included:

- Participants closest to the labour market
- Gender split (50% male, 50% female)
- Participants who are 18- to 24-year-olds not in Education, Training or Employment (NEETS)
- Participants classified as unemployed
- Participants classified as economically inactive
- Participants from the BAME community
- Participants aged 50 or more
- Participants will have health or disability needs
- Participants who are lone parents
- Participants who have basic/functional skills needs (can include any or all of English, Maths, and ICT).

The outcomes could include:

- Employment
- Education and/or training
- Sustained employment (employed for longer than six months)
- Supported job search activities on leaving the programme
- Undertake a basic skills programme with a minimum of 25% achieving a qualification

As there were contractual risk implications associated with not meeting the targets outlined by the European Social Fund contract with Central London Forward regarding Connecting Communities., all modifications of targets needed to be agreed. Central London Forward, as the main contract holders, reviewed each borough's progress against targets on a monthly basis. Connecting Communities, like all ESF-funded contracts, required accurate data entry supported by the provision of specific evidence which showed proof of participants reaching certain targets. In recent compliance audits the City of London's programme was deemed to be 100% compliant. The City of London's Connecting Communities programme produces monthly financial claims which were prepared on time and were consistently accepted without need for revision.

During the initial 18 month contract period (to 30 June 2023) the quantitative outcomes for the City of London's Connecting Communities programme, can be summarised as below. (See Appendix 3 for an analysis of Inputs and Outcomes during the contract extension period.)

The City of London's Connecting Communities programme:

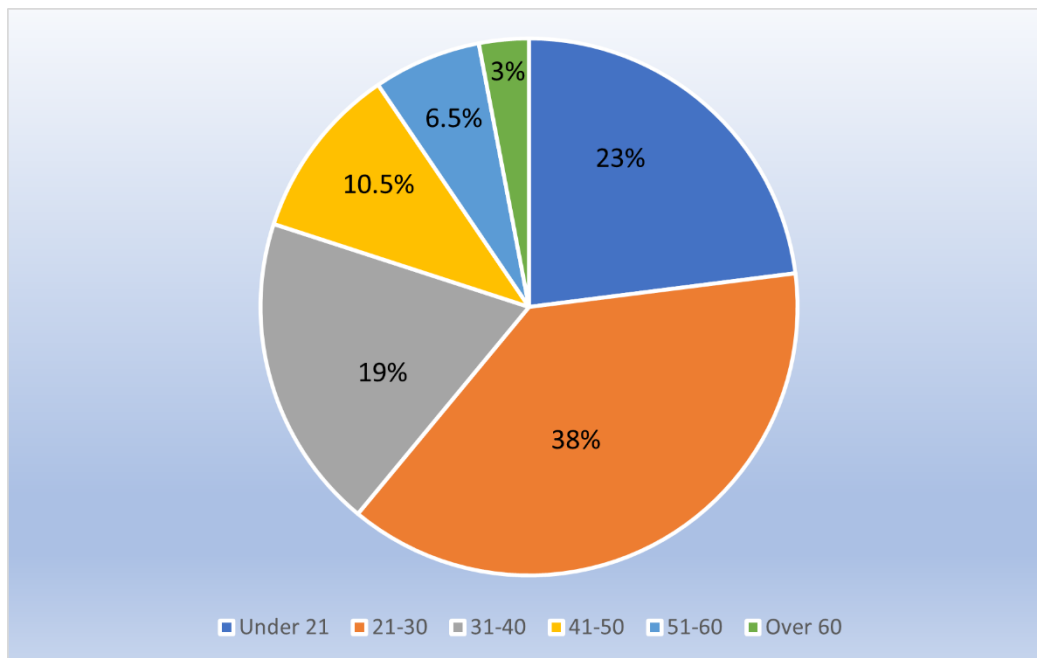
- Engaged with a total of 321 unemployed or economically inactive participants
- Supported 64 participants into employment (20% of participants)
- Supported 21 participants into sustaining employment at 6 months (32% of those who got employed were still in employment at least six months later)
- Supported 217 participants into education and/or training (68% of participants)
- Supported 23 participants who undertook a basic skills programme with 69% of these people achieving a qualification
- Supported 321 participants with job search activities

In the City of London’s Connecting Communities programme<sup>6</sup>:

- 8% of participants were closest to the labour market
- 60% of participants were male, and 40% of participants were female
- 43% of participants were 18- to 24-year-olds including those not in Education, Training or Employment (NEETS)
- 66% of participants were classified as unemployed
- 34% of participants were classified as economically inactive
- 74% of participants were from the ‘Black, Asian and minority ethnic’ BAME<sup>7</sup> community
- 9.5% of participants were aged 50 or more
- 5% of participants declared health or disability needs
- 3% of participants declared as lone parents
- 14% of participants needed basic/functional skills needs (can include any or all of English, Maths, and ICT).
- 64% of participants had entry level English
- 0.3% of participants reported being an ex-offender
- 0.3% of participants reported being care leavers

The following graphs present in more depth the details of the types of participants who were in the City of London’s Connecting Communities programme. Firstly, by age, 26% of participants were over 50 years of age. The biggest particular group was people aged 21-30 years. A total of 31% of participants were aged 18-24 years of age. Figure 8.1 Shows the breakdown of participants by age groups.

Figure 8.1 Participants by age groups

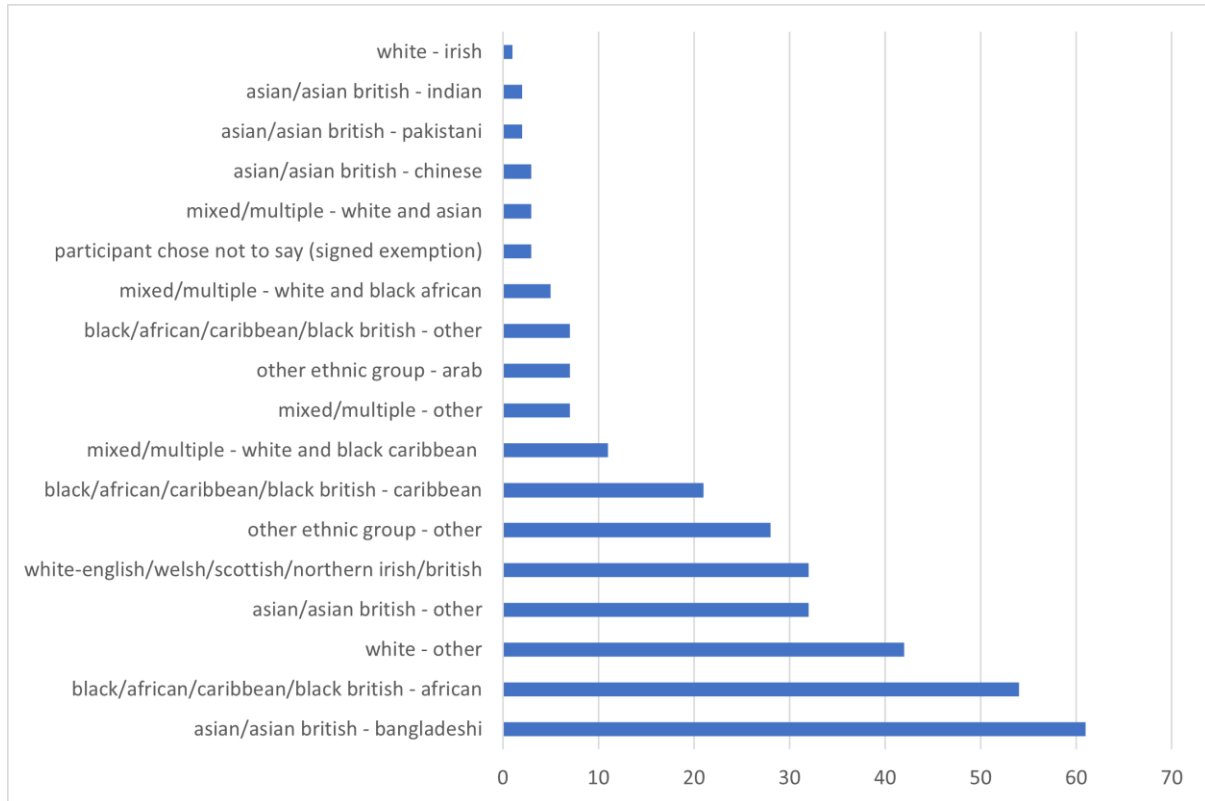


<sup>6</sup> Note that these are all percentages of the total participants. Note too, that the percentages do not total 100% as people may exist in more than one category. For example, a participant can be male, unemployed, and part of the BAME community. Percentages have been rounded to the nearest whole number.

<sup>7</sup> Note BAME is used here as it is a required reporting category by the funders, not how participants described themselves. The term was not used in the implementation of the programme.

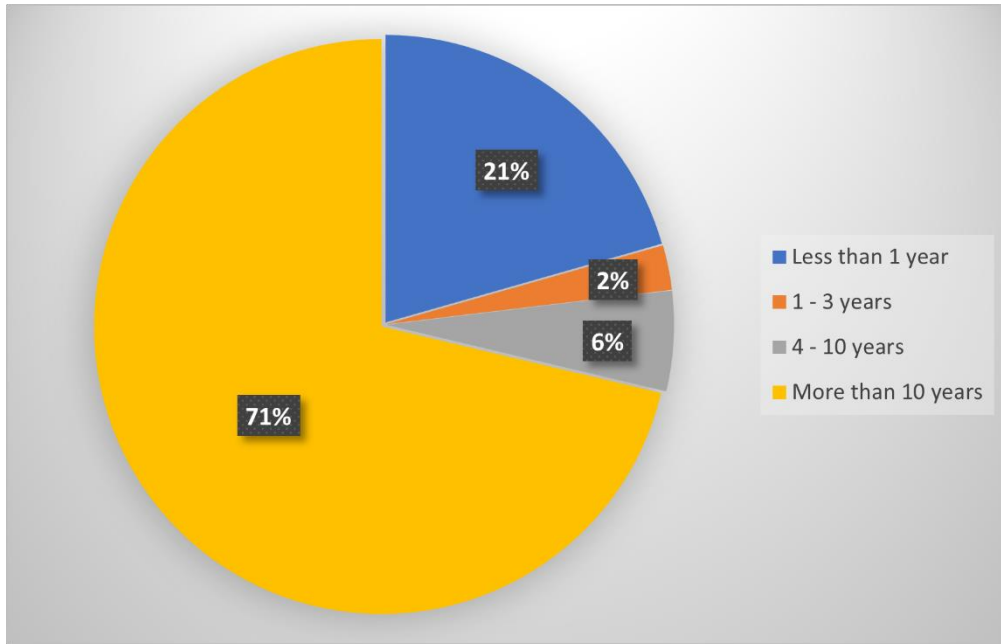
The summary figures showed that 74% of participants were in the BAME grouping. Figure 8.2 shows that largest groups were Asian/Asian British - Bangladeshi and black British-African. White other was also a significantly sized group of participants. Figure 8.3 shows the number of years people have been in the United Kingdom. The majority of participants had been living in the UK for more than 10 years (71%). The second largest group had been in the UK less than a year (20%). 13% of participants did not have entry level English.

Figure 8.2 Identified ethnicity of participants



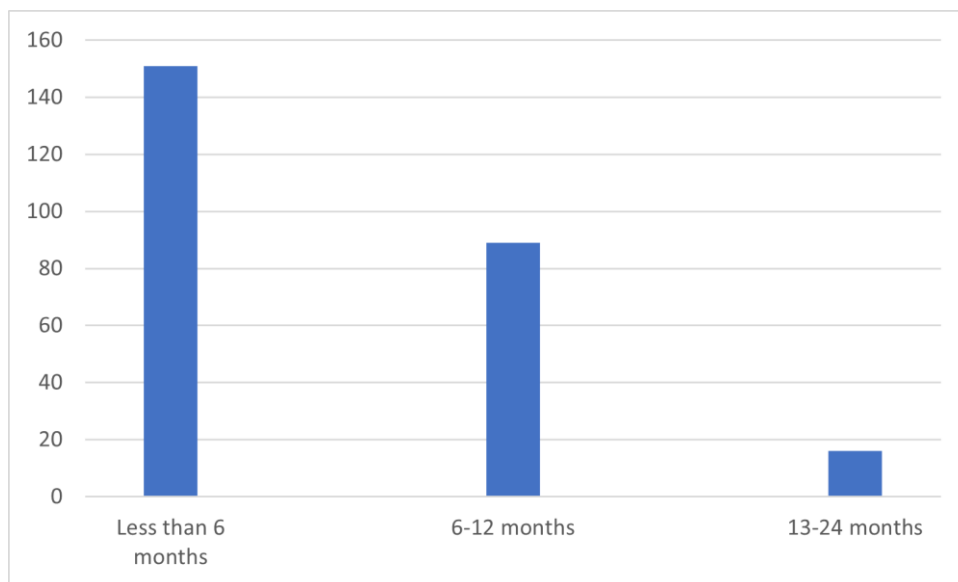
N=321

Figure 8.3 Number of years living in the United Kingdom



The majority of participants (47%) had been unemployed or economically inactive for less than six months, although, as can be seen in Figure 8.4, 5% of participants had been unemployed or economically inactive for more than one year. The longer a person has been out of work, the more challenging it is to reorientate them back into full-time work.

Figure 8.4 Number of months unemployed or economically inactive



N=321

The quantitative data tells one story but given the personalised and individualised nature of Connecting Communities, the qualitative outcomes show the transformation that occurred in people's lives as a result of the support they received. This is best captured in the words of the participants.

*“After being unemployed for a few months I finally set aside my pride and went to the job centre looking for support. Instantly they put me in touch with the City of London Corporation and I just wish I had gotten in touch with them sooner. From my initial conversations with Nisha at the job centre to my introduction call with Dan and emails and messages from Gwen; they were all very supportive. It was great to know I had someone in my corner helping me with the daunting task of looking for a job, reviewing applications and preparing for interviews.”*

*“I just wish the project <Connecting Communities> could continue as it was a fantastic help for me and I'm sure there are many, many more people who could use this level of support.”*

*“I'm really happy with you <case worker> and your project <Connecting Communities> I always remember your support and guidance with us. Please accept my deep appreciation, Thank you very much from you and your project management team.”*

*“I would like to thank Connecting Community Services for giving me great support throughout my Job seeking period. I would love to thank Nisha as my Caseworker who supported me and guided me the entire time. I'm glad to work with you, as you motivated and uplifted me when I felt hopeless and listened to all my concerns and were empathetic to my situation. I have received support with my CV creation and support with applying to the jobs that suit my skills and qualification. And learned about lots of career opportunities including apprenticeships. I'm glad I found this support at this very time of my life. I'll recommend Nisha's services to anyone who needs help with their job-seeking and career achievements.”*

*“I felt that the structure <of Connecting Communities> was formal enough to engage with whilst also offering empathy to us all in the group- meeting other people in a similar position was helpful, made me feel less isolated and more determined. Being part of Connecting Communities empowered me to be more proactive as well as self-reflective in terms of how I value myself in the job marketplace. Subsequently I am now busier in my vocation than I could have imagined and feel like I am back on track after a tedious and lengthy period of insecurity.”*

*“The City of London's Connecting Communities programme has enabled a previously – self-employed person to build confidence through encouragement, interview practice and support with filling out applications and navigating the recruitment process.”*

*“The City of London's Connecting Communities programme has upskilled a young mother who wants to work in childcare by enabling her to access a certified Paediatric First Aid Course.”*



This word cloud provides an overview of the responses from participants, showing both how they felt about being unemployed and job-seeking: “stressful”, “precarious”, “isolated” as well as impact of having support: “opportunities”, “empathetic”, “amazing” and “motivated”.



The following case study gives some insight into the complexities of the journey towards employment:

*A 23-year-old male currently identified as not in employment, education, or training and with complex barriers to employment. He was referred by Kentish Town jobcentre following outreach activities conducted by case workers. The participant is currently at risk of homelessness and is living in temporary accommodation arranged by the local authority. He is also a care leaver with mental health needs. To support this participant more effectively, the project drew on the experience of more than one case worker. The lead case worker provided advocacy support whilst working with a colleague with previous lived experience and an understanding of navigating the system effectively. This participant was referred to the mental health services. The case worker’s support in dealing with the housing services has already made the participant feel better able to cope with his mental health needs and start focusing on employment for the first time in over a year.*

The following acknowledgement also provides insight into the life-changing nature of Connecting Communities and the value of taking a comprehensive approach to supporting people with multiple needs.

*I am extremely grateful for your support and help. This has helped me progress so much! I wanted to thank you directly for assigning Simran to work alongside me, together we have been able to achieve the goals set out since the start of the program. She has been a great work coach and has done a lot of research, when linking my career path and choices. This has been a valuable experience and I am grateful for the time and funding you have devoted towards making this happen; not only to me but to my child as well. I have successfully been able to pass my first qualification with the succession of gaining my Green CSCS card. This will open a vast number of opportunities in the next few months going forward. I am proud to be a part of this scheme and that I was available. Simi has been a massive reflection of advocating on my behalf, pointing out why bettering my life is important. Her knack of empathy, fine detail, and confidentiality is what I value and appreciate the most. I appreciate her so much and acknowledge her work efforts when connecting me to the skills centre. I was able to obtain additional qualifications on this scheme and gained additional help and assistance with my learning difficulties, they also covered things such as travel, food and one-to-one. I would say she is a fantastic*

*support worker who has taken the time out to empathize and mapping out my directive choices best suited and tailored for my future endeavours. Through her help I have obtained 7 additional qualifications in the space of 3 weeks. I scored 100% on my CSCS card with her aided coaching and motivation and will be able to manage my learning difficulties better with the support of the equipment granted through your scheme. I am grateful for the two of you and would like to thank you once again.*

These results were achieved through a total of 1,189 meetings with participants. There were 107 visits to job centres. A total of 208 mock interviews were conducted with participants and 153 participants were supported through actual job interview processes. More than 76<sup>8</sup> participants attended internal training sessions while over 100 participated in external training programmes.

### 8.1 Inclusion

Not every young person has access to a breadth of developmental relationships and life experiences, which facilitate and broker routes into employment. The least advantaged tend to not have access to networks, mentors, advocates, work experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 6 per cent of young people from low-income families take part in extracurricular activities, compared with 6 per cent from higher income families and young people who attend private schools are twice as likely to get internships in London compared to state educated children. They are not supported to access potential pathways or understand how to reach their goals. There is a disconnect between what they learn in school and their aspirations and opportunities later in life. For example, in 1997, 42 per cent of 16–17-year-old students were studying and working. By 2014 this figure had declined to 18 per cent.

An equitable society is one where all people have access to meaningful and valued pathways, and opportunities to flourish and achieve success. There should be multiple pathways and routes in and out of learning throughout life, which is of benefit to us all. Inclusion enables people to fully realise their potential. This requires strong networks of support and trust. The Liveries could leverage that trusted network. They could use their connections to boost opportunities for structured work experience, internships, and employment. Young adults who have ‘four or more employer contacts’ are five times more likely to be in employment or training than those who have little or no contact with employers.

---

<sup>8</sup> Most participants attended more than one training session.



Connecting Communities succeeded in engaging a diverse cohort. The ethos of individualisation was also reflected in support provision, with action plans indicating different forms of support, in accordance with the wide variety of support needs expressed by participants. This ethos was a core strength of Connecting Communities. Connecting Communities proactively sought opportunities to include people. For example, exploring ways to build on the “Where’s the Eye in Inclusion” event with helping unemployed/economically inactive adults (18+) with sight impairment into work. Working with the City & Guilds Foundation, Connecting Communities also welcomed people with neuro diversity. People with neurodiverse traits can often face more challenges in the workplace and barriers to progressing, as is exemplified in the following case:

*“The participant was referred to Connecting Communities by Unity Works. He was under a lot of stress trying to get back into work. His stress impacted on and was amplified by his autism. His case worker identified his people and customer service skills as being transferable and discussed hospitality jobs with him. Although initially reluctant he attended a hospitality recruitment event, was offered a work trial, and began work as a waiter, successfully sustained more than six months in the job and won Employee of the Month. The participant is really enjoying the role and says he feels very supported at work. Unity Works have also reported improvements on his overall mood and wellbeing.”*

## 8.2 Schools and young people

One of the target groups of Connecting Communities is young people aged 18-24 who are not in Education, Employment and Training (NEET) or doing less than 22 hours in Education, Employment and Training. As is outlined in Section 11, under the rules and targets of the extension of the programme from July 1 to September 30, 2023, 18–24-year-olds were the main and only focus population. Any young adults who live in eligible boroughs could be supported by Connecting Communities. Connecting Communities could help students as soon as they leave school, college, or university. Connecting Communities were especially keen to help those young people whose lives have been significantly disrupted in the last two years and who need that extra bit of handholding. Budget was available to help young people with travel costs (and even clothes) for job interviews. Any young lone parents could receive support with childcare costs.

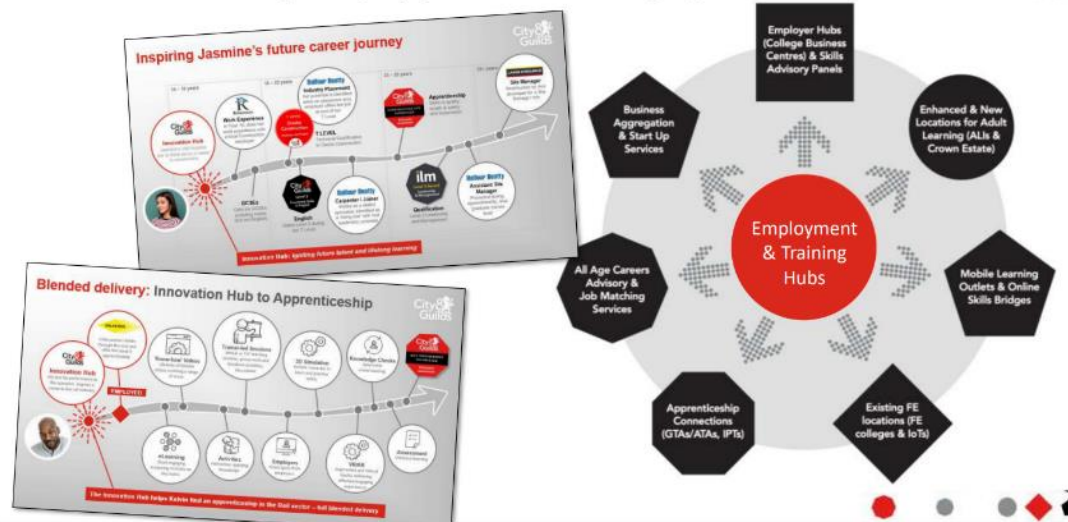
*“Last week the Headteacher at Westminster Academy (met him at the Education Conference in Guildhall) said he would put information about CC into his newsletter to PARENTS so we can help them into work.”*

The City of London’s programme of Connecting Communities and teams in other boroughs reported that there were fewer people coming forward in this age group in need of support. There are a number of possible explanations for this. One argument is that young people may be continuing to receive family support and so have not yet felt the need to register as needing employability support. This point is evidenced by a cohort of 12 young men who enrolled on a security industry pathway programme in July 2023. Only two were claiming unemployment benefits. The other possible explanation is that those young who are available and “able” are already in work, while those who are not, tend to have significant mental health or other health issues.

Connecting Communities has tried a number of approaches to reach young people who are NEET. These have included:

- Exploring models of Social Prescribing
- Special programmes and academies targeting young people who are Neet (for example, the construction academy – see more details in Section 8.7)
- Working with the City of London Academy Trust to both target students over 18 years of age and also family members. The schools with the highest pupil premium were the most likely to know family members who meet the criteria for support (See Appendix Two for a copy of the letter sent to schools).
- Contacting the Head of the Virtual School for the City of London
- Working with service leads to contact young people in care and care leavers in the City of London and beyond.
- Connections with City and Guilds and City Lit to encourage them to refer all people who meet the criteria who are on their courses.
- Contacting colleges and universities in and around the City of London ensuring that as their graduates become NEET at the end of May/June.
- Informing all the Referral Agencies (Job Centres, Social Prescribing) that that focus was on young people who are NEET.
- Identifying anyone in ASES or looking to enrol in any of the ASES programmes, who met the NEET criteria were also eligible to join the programme.

### 3. How **Employment & Training Hubs** like Connecting Communities will open up opportunities to employment



#### 8.3 Older people

The growing challenges of the current economic situation are forcing people back into work. People of all ages are trying to cope with rising interest rates, inflation, housing issues, coping with the increasing cost of food and energy as well as physical and mental health problems. Many of these issues have meant that some older workers who had carer responsibilities or had previously opted for semi or full retirement are now needing to return to full or part-time work. Recent research indicated that the majority of 50+ not going back to work because of ill health. Following Covid 19, increased numbers of older people faced redundancy and the need to reskill. Nearly a quarter of Connecting Communities caseload is in 50+ age group. For example:

*“We have a participant who until the Pandemic, was a Quantity Surveyor. She has self-funded a Prince 2 course but is having difficult persuading employers that she can do a “project management” role. Perhaps there can be a link between the Green Construction Skills and a 50+ Programme.”*

*“We have two very well qualified 50+ woman with post-grad qualifications. Maybe you could get together and develop some ideas for supporting these two women. Nisha’s participant may not want to get into work right now as she’s caring for an elderly relative but she’s keen to upskill and potentially look outside her field of expertise (grant making).”*

Reaching economically inactive older people is a challenge. The Centre for Ageing Better<sup>9</sup> is considering innovative ways to reach out to older workers.

*“The organisation is shortly going to launch an employer campaign to encourage employers to sign-up to pledge being Age Friendly. I thought this was something that the City of London might well want to be involved with from the outset.”*

#### 8.4 Afghan participants

The commencement of the Connecting Communities programme coincided with the arrival in the City of London of more than 800 people from Afghanistan. Immediately, those people under the age of 18

<sup>9</sup> <https://ageing-better.org.uk/>

years were placed within full-time, formal education provision and for those children under compulsory school age to offer them places in early years provision. For all people over the age of 18 years, Connecting Communities worked with Adult Skills and Education Service (ASES) to place people in education (including higher education), training and/or employment. This immediate need meant that services had to quickly respond and mobilise, even before all the staff had been recruited and before the APTM online system was activated. This posed some challenges, including:

- Delays in securing the recognition around the Afghan refugee's eligibility for Connecting Communities
- The Afghan participants being rapidly moved to new housing in areas that were far away from London, making ongoing support very challenging. There was a delay in ascertaining from the main contract holders whether Connecting Communities could continue to support the Afghan participants (and meet contractual targets) when they were moved outside the eligible boroughs.
- That only a relatively small per cent of the Afghan participants assisted could be formally recognised in the APTM system as they were already being supported before the APTM system could be updated.
- That only a relatively small per cent of the Afghani participants assisted could be formally recognised for the full range of services and support that occurred as the APTM system only allowed one entry for each form of support, so for example, if a participant completed three courses, only the first course 'counted' on the system of reporting for the programme.

Despite these challenges, the impact for the participants was significant. The outcomes included:

- A very comprehensive skills and employability curriculum for the Afghan population.
- The development of especially useful templates for skills and employability that could be used now and in the future with other refugee groups.
- Effective partnership working between charities, community organisations, businesses, and internal and external training providers
- Effective partnerships with schools and vocational provision, especially for 16–19-year-olds and for preparing students for making applications to universities and colleges.
- The opportunity for courses and group training from both Caseworkers and ASES, including in person and online learning.
- A structured plan to give the participants something to do as they are waiting for courses or jobs including supporting participants to develop their employability skills.

The Afghan participants were assisted to get places in university courses and to attend colleges and gain vocational qualifications. They completed qualifications in Food Safety, in English as a Second Language (ESOL) training, in Basic Skills (including functional skills, mathematics and literacy), IELTS qualifications (to enable university entry), book-keeping,

The support provided by Connecting Communities, in partnership with a number of internal and external providers, was very positively received as the following comments exemplify:

*"The support enabled them <the Afghan participants> to tell their story. It helped them to adapt to the new culture quickly and prove that they have something to contribute to their new communities."*

*“I was delighted to see in the Buzz that the Afghan guests have successfully joined in pre apprenticeship schemes, one has gained employment and there are conversational English sessions here in the Guildhall – which I’d love to volunteer for.”*

It was also felt that the model of swift intervention and support that could be activated for the Afghan participants could also provide a model of support for other groups in the City of London, such as those people who are care leavers, as the following comment suggests:

*“I was wondering how to extend this offer to care leavers in the City, who share some similarities with the <Afghani> guests, in that pre apprenticeship offers in the City would be appropriate, and an actual job being realised in such a short timeframe?”*

*“The City of London’s Connecting Communities programme has recently supported a married couple from Afghanistan into employment, enabling them to pursue a brighter future and help them settle into British life.”*

The following case studies indicate the impact the Connecting Communities programme had on the newly arrived members of the Afghan community.

*A 27-year-old woman currently engaged in the Connecting Communities project. As an Afghan refugee, she is highly skilled and experienced in finance. She feels positive about her future and starting a new life in the UK but has found some difficulties adapting to life and British culture. She reported experiencing some difficulties with motivation as well as social anxiety. Having experienced the Taliban’s oppressive regime and a suicide attack she may be suffering from PTSD. It was agreed to prioritise her mental health needs. The case worker dedicated the first appointment to signposting her to Mind in the City and the local IAPT services. She has signed up to workshops delivered by the project to support participants with motivation and confidence building. Having updated her CV with the help of her case worker, she has been able to secure two short work placements as a finance assistant. These have proven incredibly valuable by helping to validate her skills and knowledge and giving her confidence to work in a financial role. As a single woman with no male relatives, she feels she has restricted opportunities to expand her social circle. Having discovered a keen interest in singing, she felt this would provide an excellent opportunity to meet people outside the refugee community and step out of her comfort zone. It was agreed that this would also help with her confidence in general.*

*A 36-year-old male was a military medical doctor in Afghanistan. When he joined Connecting Communities, he felt unsure of being able to continue practicing medicine outside a military environment. However, he displayed a willingness to explore other options which are realistic though they might take longer to achieve as these will require access to further training. Although he had sufficient knowledge of English to communicate effectively, he lacked fluency and vocabulary. He enrolled in structured conversation workshops developed specifically to support highly skilled individuals with more intermediate to advanced language skills. When exploring employment options, the idea of being a paramedic was suggested to which the participant responded with great enthusiasm and hopes this will provide a solid option for employment. As an alternative he is also exploring apprenticeships in plumbing and electrical repairs. He felt this option would be suitable as he has young children and is attracted by the idea of earning a salary whilst learning a trade with secure prospects of employment. With his high level of engagement, willing to work flexibly and*

*explore the guidance offered by his case worker, a positive employment outcome within the foreseeable future is anticipated.*

### 8.5 Ukrainian participants

The Welcome Pack for Ukrainians who arrived in the City of London either via the *Homes for Ukraine Community Sponsorship Scheme* or the *Family Visa* route included information about ESOL and education, training, and employment opportunities for adults. When the Ukrainian participants arrived, the immediate need was to get them started on ESOL courses. The Ukrainian participants were all very keen to get into work, so it was important that they could access language support in a way that also allowed them to be employed. For instance,

*“We have also investigated online courses so that those who do come through can work and study.”*

The Ukrainian participants tended to be highly qualified and ‘work ready.’ For example,

*“We have a highly qualified chef <Ukrainian> and although her English isn’t good, hotels/restaurants are desperately short of people, and we are waiting for one of our friendly hotel HR Managers to return from A/L to have a word with him.”*

*“We have a group of Ukrainian participants who all have tertiary level education. Only one needing ESOL.”*

### 8.6 Apprenticeships

The City of London operates its own Apprenticeship Scheme. Connecting Communities proactively supported this programme. This included:

- Regular scanning of available apprenticeships in the City and ensuring participants applied for these roles.
- Actively promote the City’s apprenticeship scheme particularly for those young people without A-levels and within local Job Centres.
- Supporting young people to complete their application process and prepare for apprenticeship interviews.
- Personalised support for apprenticeship applicants.
- Personalised support for unsuccessful applicants not getting jobs with the Corporation, offering them additional support.
- Enabling participants who meet the Job and Person Specifications to attend an interview.

The City Corporation collaborated directly with Connecting Communities to try to operate in a more holistic and joined-up manner. This is evidenced in the following comments:

*“I saw your name in the recent internal circular and would like to set up a meeting to discuss how Connecting Communities can support the Apprenticeship Scheme – particularly those young people who are applying for an apprenticeship and are currently not in employment, education or training.”*

*“We have participants who might want to apply for apprenticeships. It’s a two-way process.”*

The suggestion was also made that the Corporation might offer work experience to some of Connecting Communities’ participants who need some confidence building.



It was pleasing that several participants secured jobs and apprenticeships with the City of London, including one person at Mansion House in the Lord Mayor’s office.

### 8.7 Special Programmes and training

The City of London’s Connecting Community programme found that a highly successful method for linking enterprise and education and training and to ultimately secure employment for participants was to operate a series of thematic cohort courses. These were usually run by third party providers who could link aspirant participants into training and employment in targeted fields of interest. These short, certificated courses and employment openings were available in:

- Accountancy
- Construction
- Security

The following case studies give insight into how these programmes operated and their outcomes.

#### Accountancy Training

*The cohort on this programme tended to be aged 30+ with a number of participants who were 40+ seeking a career change or those having worked in finance but with no formal qualification. One participant was in the under 24 years cohort. Over 30 participants applied for the 10 fully funded Accountancy places. In the end, 11 participants were accepted onto Accountancy Training with Osborne<sup>10</sup>. Through industry links, Hays Finance ran two workshops for the Accountancy Training cohort. The first workshop focused on job opportunities in the sector and how best to present a strong CV when job-seeking. The second workshop examined how participants could best present themselves on social media (in particular LinkedIn). Following these workshops, a photographer was commissioned to take ‘head and shoulder’ images so that participants had professional images for their online profiles. From this cohort two people have now secured full time roles and Connecting Communities continued to support the active job-search for the remaining participants.*

#### Construction

*Two Participants attended a 2-week training programme offered through The Construction Academy based at Canada Water. They undertook a range of work-related training courses which culminated in their achieving a CITB CSCS Certificate which allows them entry onto construction sites. One participant got into work, and we supported him to obtain a Gas Fitting Certificate. The other, the mother of a pre-school child, has been offered a job, subject to being able to drive. CC have supported her to receiving driving lessons.*

*The Construction course run by Cultiv8 (an established training provider) was established to address workforce demands in the construction sector and to particularly offer work to young people who are currently NEET. Working closely with construction companies, and in partnership with Cultiv8<sup>11</sup>, a specialist ‘entry-level’ construction course was offered. Cultiv8 has good links with young people seeking training opportunities. A total of 16 young people (NEETs) enrolled on the Construction Programme. All the participants followed a programme of activities which culminated in them sitting the CITB CSCS Test. The dropout rate was very low given the ‘higher risk’ cohort (only 14%). So, 86% of*

<sup>10</sup> <https://www.osbornetraining.org/>

<sup>11</sup> <https://www.cultiv8.uk/>

*participants graduated and achieved CSCS cards, enabling them to work on construction sites. Three participants are already in work, one participant is working in a specialist Demolition Apprenticeship and another started a bricklaying Apprenticeship in September. Six participants are receiving additional training support.*

### **Rigging**

*Also, following the interest and success around construction, specialist Rigging Training was offered. This included registering young people with agencies specialising in recruitment into the industries which need riggers, including the theatre, film, events, lighting and TV. In the Rigging training, the participants learnt health and safety, cooperation and teamwork, and Specialist Rigging Skills including working at height. The rigging training also provides pathways into scaffolding. Upon completion of the training the participants were offered Registration with the industry body (National Rigging Association) and introductions to specialist recruitment agencies in the field. 14 NEETS, all with significant barriers, were enrolled onto the programme. 13 achieved a Safety Certificate and 10 were put forward for National Rigging Association registration and they, together with the other participants are continuing to receive active job-search and/or training as appropriate.*

### **Security**

*Security Industry Training was provided to an initial cohort of 20 young people (NEETs). There was a total of 80 hours of training. The course provided three Level 3 Awards, including a Level 3 Award in Emergency First Aid at Work (RQF), the ACT (anti-terrorism) training programme and the Level 3 SIA Certificate. After participants achieved their Level 3 SIA Certificate, they could apply for their SIA Badge. This took at least four weeks as Police Checks must be undertaken. Once they have passed the SIA Test the participants were able to begin actively job searching with a view to accepting work “on condition they receive their SIA badge.” There are many and varied jobs in the security industry. The demand for security training was high and as a result further cohorts of security training were offered. The success rate on the security courses was very high. One participant relocated to Birmingham and did not complete the course. The remaining 19 all received their SIA Badge. As was stated, “The participants on the Security course are all very committed, and disciplined. They spend most of the time in the gym or working part-time or on zero-hours contracts as stewards or delivery drivers. Getting the SIA Badge is a huge incentive for them.” Jobs in Security are widely available and 35% of this first cohort secured full time roles. A further two cohorts totalling 38 Participants were supported during the contract extension period. Of these cohorts, 13% had secured jobs by end August and the remaining continued with training and support from Cultiv8.*

## **8.8 Partnerships**

Innovative partnership models allowed Connecting Communities to reach potential participants in ways beyond the traditional referral source for employment support of Jobcentres. Partnerships worked best when time was invested in relationship-building on an ongoing basis. This was particularly the case when Connecting Communities aligned with local partnership structures to build relationships with local groups. In person attendance at job centres, community hubs, libraries, and other community events allowed case workers to build new relationships and strengthen existing ones. Making strong and sustained partnerships is key to achieving programme success, but it can be difficult and time-consuming to forge new partnerships. This was especially the case in terms of the City of the City of London’s Connecting Communities programme. Firstly, time was exceeding tight as

in effect there were less than nine months to establish the partnerships as the latter nine months needed to be focused on getting people into full-time work and having them stay in full time work for at least six months. Moreover, all the other eleven boroughs in Connecting Communities had pre-existing employment and skills services. The City of London did not have this and so partnership and relationship building largely had to begin from an extremely limited base of existing activity. Despite this, strong partnerships were built with internal City of London partners, external training providers, community groups, employers and enterprises, local charities, education (including schools, colleges, and universities), and the Livery companies.

Strong employer engagement was vital to the success of Connecting Communities. In total 300 meetings and events were held with employers (see more details in Section 8.9). While initially, the Employment Engagement Officer was to lead on employer engagement<sup>12</sup>, it became clear that the more practical way to work was for all the Connecting Communities team to look for opportunities for partnership working and to support participants into work. This included:

- Leveraging links from existing contacts
- Attending events and job fairs
- Building close relationships with local employers (including looking for local businesses seeking workers)
- Searching online for job vacancies, including vacancies in the City of London
- Cold-calling employers
- Reverse marketing of participants for potential opening
- Working with training providers who had links to employment agencies
- Working with Livery connections into businesses and sectors

While place-based approaches to employment support worked well, the Connecting Communities team needed to take a much wider approach to targeting potential employers. This is because the City of London acts as a hub for attracting workers and people seek employment in the City of London from many boroughs and beyond. Moreover, the businesses have far more vacancies and talent shortages than can ever be met by the small population of residents. Connecting Communities had to navigate these complexities, while simultaneously fully acknowledging the motivation and needs of the participants to deliver context-sensitive interventions, minimise risk, and be flexible and adaptive. Trusted relationships were also needed as the aim was not just to find participants *any* work, but rather to engage work with employers who offered *good* job opportunities with the potential for career progression.

---

<sup>12</sup> Due to staff shortages, the Employment Engagement Officer undertook some wider administration roles in the final six months of the original contract dates.



While partnerships were established, everyone could have done more to continue to build and sustain these relationships. It is important too, that the partnership building that has occurred to date, does not whither. Building sustainable relationships should become core to the City of London’s Skills Strategy and it should be a responsibility that all members of the City of London business and support community take seriously and see as part of their core remit. If partnership working were more effectively connected and sustained it would greatly enhance relationship-building and ensuring that collectively we are joining up support and targeting harder to reach individuals and groups. In particular, continued, enhanced partnership working needs to occur with:

- Education, including schools, colleges, and London-based universities.
- The City of London and other Housing Associations
- Libraries and community groups
- Youth Groups
- Livery Companies
- Job Centres
- Training Providers, Colleges, Employers
- The charities and other organisations the City of London/City Bridge Trust funds and/or supports.
- Connected with *Heart of the City* in order to inform SMEs about the Connecting Communities offerings
- Industry and Business Sector, including with major corporations, medium sized enterprises, small enterprises and microbusinesses, entrepreneurs, and key individuals.

The wider world of education and training can help to support partnerships by bridging the boundaries between employers, learners, and parents. This is especially crucial to building links that cross the various education transition points, such as between schools and further and higher education, and between being in education to being in work.

The local armed forces cadet corps were also supporters of partnerships with Connecting Communities. The Cadet Corps are active in our schools and attract young people from diverse backgrounds and social classes. For example:

*“We would be very much interested in the diversity of more young people you mention – the ATC is looking to move its young folk along the continuum from Cadet Service into early adult life, working up chances to help young folk into really good job-opportunities. We’ve got so much to do to reach that stage yet, though.”*

The City of London markets provide another rich source of partnership, both in its current and in its future operations, as shown in the following:

*"I'd welcome an opportunity to meet to discuss how Connecting Communities can work with the 3 City Markets – Spitalfields, Billingsgate and Smithfields to support our Participants into sustainable work. I attach an overview of Connecting Communities which is a 12-borough employability programme that supports adults aged 18+ (not in full time work, training, or education) into sustainable jobs. My Team of Connecting Communities Caseworkers is keeping an eye on the City's Jobs website and one of our Participants recently had a job interview for one of the Market Constables. Many people are unaware of the City's markets and the employment and self-employment opportunities they offer. It would be good to be able to change that and give some of our participants a chance to have work experience, visits/tasters, before completing application forms."*

*"I had an interesting conversation with the Operations & Admin Manager, Markets & Consumer Protection) and have meeting with all three markets next week. She has jobs now and upcoming. I've asked her to alert me to jobs well in advance because we can work with people to be job-ready for her. She asks her staff to put information out on their personal Facebook accounts."*

Connecting Communities also resulted in building stronger partnerships between the 12 Central London Boroughs who delivered the programme for Central London Forward. Regular meetings at all levels were held to build these networks and collaborations. For example, the local Business Managers met remotely on a monthly basis to exchange ideas and best practice. Six-weekly meetings were held at a strategic level with policy-level lead managers. Caseworkers met regularly for shared training and development. The Enterprise Officers attended job fairs and enterprise events in each other's local authorities. Training and development opportunities were shared across all the partner boroughs. Different boroughs developed complementary areas of expertise and good practice, and these were exchanged and shared at regular meetings. These partnerships provided great support and opportunities for peer-to-peer learning. This close connection should be encouraged for the longer-term development of skills and talent in London.

Of course, the other vital partnership Connecting Communities had was with the local residents. Following a Connecting Communities flyer that went to every City of London social housing household, local residents and their connections became integrated into the Connecting Communities partnerships. With very small numbers of unemployed residents, when partnering with our residents, it was less about volume and more about the impact Connecting Communities could have with a few. Some individuals in the City needed a bit more than signposting to get them over the initial hurdle of seeking the services of Connecting Communities. There are also some of the local residents who are registered to receive Benefits who are not current available for employment, for example:

*"It would be interesting to know how many of the 265 residents registered for Benefits are actually able to work (many may have long-term health issues, be carers, etc). I'm going to reach out to Hoxton Job Centre again and suggest that any CoL residents are automatically referred to us for additional support."*

Regular articles (monthly) in the Buzz meant that the messages of support from Connecting Communities were ever present. Member briefings provided an opportunity to highlight some of the

good work that Connecting Communities was doing. The briefings and articles in local press, also encouraged Members to reach out to families in their wards and to refer these people to Connecting Communities. The local residents were supportive of Connecting Communities even when they could not directly participate due to eligibility. For example:

*“I am a tenant of a flat from the City of London. I am currently a driver. I understand a lot in English, but I still miss school to open up. is it possible for your organization to help me find an English language course so that I can feel more confident in this language? After taking my daughter to school, I am available every day and willing to study, i.e., from 9.30 am -3.30 pm, then I start working. Are you able to help me?”*

There is also the following example in regard to Portsoken residents:

*“The concept of enabling Latino and Bangladeshi women have a centre where they can “cook and make” is a marvellous idea and I hope that you’ll be able to get that off the ground in the not-too-distant future. Supporting female empowerment and success is close to my heart so the idea chimes with me. In the meantime, I’ll see if there’s a way that between us, we can support 2 x 1-day Courses (one for Latino women, the other for Bangladeshi to be held in the Portsoken Community Centre on a Saturday) that would help them navigate the regulatory requirements.”*

## 8.9 Employers and enterprises

The City of London develops and maintain partnerships with individuals and organisations across a range of industries and sectors. The City of London has the largest concentration of services studio and office spaces. This means that we have access on our doorstep to an exciting range of SME’s, microbusinesses, and solopreneurs. Prior to Connecting Communities, there was not a structured way for engaging with employers and enterprises with schools and government programmes around careers and employment. Connecting Communities developed methodologies and practices that ensure more structural interactions and connections and help to build relationships and networks between different people and organisations. It is important that these structures continue to be used and developed in the future. The structures included:

- 48 Regular engagements with employers
- Attending employer networking events resulting in 102 employer engagements and outcomes.
- 13 employers visited who had employed Connecting Communities participants.
- Distributing leaflets to local employers
- 137 meetings held with partners organisations

Conversely, local employers and enterprises greatly supported Connecting Communities to be more effective by:

- Communicating with Connecting Communities their latest vacancies or planned recruitment drives
- Offering taster days and work experience opportunities
- Speaking to our participants about what employers are looking for
- Assisting with mock interviews to prepare people for their next step

- Keeping Connecting Communities updated on the skills the businesses need young people to have so we could tailor our pre-work training

A core goal of Connecting Communities was to increase the supply of qualified and motivated local talent that London employers need. This was achieved through matching Londoners to the wide variety of employment and apprenticeship opportunities arising from London's vibrant economy. Employers and enterprises who partnered with Connecting Communities had greater access to diverse, qualified, motivated, and productive talent from across Central London. The caseworkers ensured that everyone put forward for a job had the right qualifications and attitudes to meet the business's workforce needs. Employers told us aspects of Connecting Communities that were important to them included:

- Tapping into local London talent
- Having a diverse and inclusive workforce
- Helping to capacity build local communities by offering support where possible to local initiatives like Connecting Communities.

Connecting Communities also provided a number of employer-led routes to support participants into sectors where there were known and identifiable demand. These sectors included health and social care, leisure and hospitality, logistics, tech/digital, construction, green/renewable sectors, horticulture, retail, facilities management, and security. Businesses also received ongoing support will all participants being provided with 26 weeks of in-work support and mentoring. This involved regular contact with the participants to help individuals to manage the transition into work, sustain in employment, and progress in their journey towards their desired career goals. A notable example of the way deep partnership working with enterprises can build long term sustainability both for the participants in employment and for the company looking to develop and expand access to local talent is the partnership working between Canopy<sup>13</sup> and Connecting Communities.

---

<sup>13</sup> Canopy by Hilton brings a modern boutique hotel experience. Enjoy with guest-directed service and thoughtful local choices. <https://www.hilton.com/en/brands/canopy-by-hilton/>



### **The Canopy partnership**

The Canopy partnership involved Connecting Communities working closely with the management of the Canopy Hotel in the City of London. Connecting Communities ran a series of training opportunities for people to work in hospitality. Concurrently, the Canopy’s management identified staffing and talent needs. This close partnership working culminated in events jointly hosted by Canopy and Connecting Communities. These events enabled potential staff and management to meet and practice interview techniques and to understand the roles more deeply at the hotel. The events resulted in immediate success for both the participants and the company. Resulting from the events, Canopy was successfully able to recruit staff who could start immediately and had the skills they were looking for. This included waiting staff (5 people), kitchen porters (2), reception staff (2), back of house office staff (2), concierge staff (2), and housekeeping staff (2). There were also four other participants who wanted part-time work who have joined the register for working in the future. Canopy showed an enthusiasm for employing diverse staff from the local area and then working with them to be fully trained and supported to be successful in the workplace. The results have been truly life changing.







### 8.10 Livery

The Livery Companies of the City of London form a unique institution and have evolved over centuries as the protectors of quality and promoters of skills and opportunities. They reflect the broadest range of interests and skills and where necessary they have reinvented themselves to address contemporary challenges. They remain as relevant today as at any point in their history. The 30,000 plus members are some of the most influential people in London and beyond and the philanthropy of the Companies is exemplary. Going forward, the Livery Companies could play a crucial role in providing Enterprise Advisers. Through the Livery Skills Initiative, we have direct and long-term connections with over 4200 enterprises covering almost every imaginable industry and based in London and across the UK. With over 42,000 members keen to volunteer and be involved this provides an unmatched level of professional support and expertise. They could be part of the enhanced experience by enabling access to their networks and businesses associated with the Livery (there are currently in excess of 4200 of these). The Livery Education Network and London Careers Fair could also support access to young people and engagement with potential employment opportunities and could enable people to build authentic connections which open new possibilities.

In preparation for establishing the ESF funded Connecting Communities initiatives the Strategic Director of Education and Skills for the City received feedback from 121 Livery Companies and Guilds about their support for skills development. Given their heritage it was no surprise to learn that three quarters contribute at least £10k with one in five investing over £100k in skills development annually. Almost half are involved in formal courses and apprenticeships and one in five liaise with businesses to identify employment opportunities. Over 50 Companies currently contribute to the bursaries administered and match-funded by City & Guilds to help those in financial need attain the skills that offers them a brighter and more secure future.

Of all the Livery Companies surveyed, over two thirds were motivated to support the employment of young people – a key goal and objective of the Connecting Communities initiative. Working in conjunction with 11 inner London boroughs and Central London Forward, the City is spearheading the drive for social mobility and opportunity through skills development. Successfully bidding for £18m of ESF funding, the City has established the Connecting Communities skills hub offering advice and guidance, signposting and support to individuals through outreach and case workers. The project provides re-skilling, up-skilling and transitioning support around employability, education, and fusion skills.



To be completely successful, there needs to be ongoing support from business community of the City. Social mobility is enabled by opening doors and creating sustainable employment opportunities. Given the influence of members of the Livery, Connecting Communities sought support through coaching and mentoring and in identifying employment and education opportunities. Connecting Communities encouraged organisations supported by individual Companies in the Inner London boroughs to refer eligible individuals to the services it provides in their quest for sustainable jobs.

### 8.11 Awards and staff development

While the main focus of the report of the outcomes highlights the outcomes for the participants, it is also important to recognise the professional development of the case workers and the programme staff as also being an important outcome of Connecting Communities.

One of the exciting outcomes was that one of the Connecting Communities Caseworkers, Nisha Kaushal, was awarded the Programme’s Delivery Partner Awards in the Partnership Category. Nisha made significant professional development over the course of the Connecting Communities programme. She consistently produced innovative ideas and now confidently develops them into action. Her partnership with Osborne Training resulted in a cohort of 11 people undertaking

Accountancy Courses. She also linked with employment agencies to ensure that the participants have the best possible chance of getting into work. She successfully supported both our older (50+) cohorts and younger graduates into employment.



Another colleague in the Connecting Communities staff team undertook additional professional training as outlined below:

*"I signed up to do the IEP's Level 2 Employability Practice and completed 38% of the modules over the weekend. There are 17. They each take 30 – 60 mins. I've also signed up for 2 separate modules – Support for Over 50s and Understanding Neurodivergence (both of which are from the Level 3 syllabus). The online training is very well put together. For each module, there's an "academic" background section followed by practical and interactive information, links to online additional resources and a test at the end. The format is standard across all modules which makes learning easier."*

## 9. Impacts

Section 8 outlined all the outcomes in terms of quantitative outcomes and qualitative learning and outcomes. This section aims to capture in summary the main qualitative impacts.

### a) People got into employment and stayed in employment

*"We are getting people into work. We support their health and wellbeing so that they can get into work. We are helping them towards employment/getting a job."*

*"I hope the first week in your new role went well. It will be quite a change for you."*

*"I am so happy to share that I have been offered a full-time permanent position as a Prudential Risk Analyst at BLME (Bank of London & The Middle East) and I have signed and dated my employment contract."*

*"I have started my job as a Programme Coordinator about a year ago with support of Connecting Communities Project. My case worker Mr. Daniel Estrada helped from A-Z through the process of getting a job; from searching for positions, filling out the job applications, how to write a personal statement, mock interviews and follow up after I got the job. I appreciate his patience, respect, and care. And overall, I appreciate Connecting Communities Project that help people who are really in need of a job. There were no limits in the field of obtaining a job, that they have not helped."*

*"Many thanks again for your support - it's really nice to have people like you keeping the spirits up at a stressful and lonely job of job searching. It's a bit of a relief, at least for now, to have found a job again."*

*"The team filled me with confidence, useful insight and a needed boost to get me the job I was really wanting."*

**b) Sustainable networks around developing skills and employment emerged**

*"I had full-on days last week at the fair and events, that I was a bit overwhelmed by going from hardly networking to the maximum."*

*"Being included by 35 people of established people in the industry from all around the world was an incredible experience. Exchanging my business card and the reaction of my website was stupendous."*

*"This week I've a couple of meetings during Milan Fashion Week (also with people who were at the fair), and I will have meetings with some of the UK based manufacturers as well."*

**c) People developed their confidence and fusion skills**

*"The panel talk went incredibly well! I was surprisingly calm and concise in my delivery. The Skills Conference helped me to prepare for this."*

*"I felt so at ease without having an impostor syndrome popping up."*

*"Connecting Communities has been a really useful route in gaining self confidence in an otherwise precarious jobscape... just when I needed it."*

**d) People developed their digital skills and their online skills and experience profiles**

*"I felt like I didn't have to explain myself much as it is very clear on the website."*

**e) People re-engaged with actively seeking employment**

*"I've got my energy back."*

**f) People developed new approaches**

*"Being introduced to the STAR method of answering interview questions was a game changer."*

In addition to these direct impacts, there were many expressions of gratitude that were received, such as the following examples:

*"I want to thank all of you for yesterday's Connecting Communities workshop and organisation. I wish you prosperity and luck in your project."*

*"Following our conversation dated 9 Jan 2023 I want to express my passion and willingness to be part of Connecting Communities, City of London."*

*"I am so proud of how much I have pushed myself and can't express enough the support I have received from you."*

*"Thank you, Gwen for your continued support - I really appreciate it."*

*"Thank you all so, so much for your amazing support. This service has been just fantastic."*

## 10. Challenges

There were both internal and external challenges that impacted upon the outcomes and impacts of Connecting Communities.

**The external challenges** that impacted on all the 12 Connecting Communities partners included:

- The **rapid changes** in the employment context and the skills needs (see Section 3) and consequently people failed to secure the changing skills to secure good jobs.
- Local authority **commissioning timescales** limited the extent to which prospective providers could engage with targeted communities and co-design interventions with Connecting Communities.
- **The need to balance taking a localised approach and economies of scale.** Local approaches work well for the individual and provide local and personalised support. This model is popular with participants but more costly to deliver. Localised approaches facilitated the delivery of personalised, context-sensitive interventions, but may not be financially viable in the longer term due to the high set-up and management costs.
- There were delays due to **borough recruitment processes** taking some time (including in the City of London). Due to the elevated level of demand for effective employability and fusion skills case workers there were difficulties in recruiting and retaining highly skilled staff in most boroughs.
- **Staggered contract starting dates** meant that comparisons between boroughs was not straightforward or relevant given various levels of embedded structural support for employment and skills programmes across the boroughs.
- **Senior staff changes at Central London Forward** meant that almost all the original staff at the start of the 18-month programme, changed during the course of the programme. This meant that targets, expectations, compliance requirements and relationships also shifted.

**The internal challenges** that particularly impacted the City of London's Connecting Communities programme included:

- **Not having a physical presence in the community** to promote the Connecting Communities services to the potential participants and to establish partnerships with community stakeholders. Unlike the other boroughs, the City of London programme did not have access to a dedicated and public-facing space to implement the programme. Efforts were made to be physically present in Job Centres, hotels where the Afghan residents were located, libraries and community facilities but not having a set physical space made recruiting participants more complex. The COL Connecting Communities team tried to have an active and visual presence at community events and other local gatherings. This created networking opportunities, which in turn facilitated the recruitment of participants, yet it is a resource-intensive approach.
- There was some **inconsistent contact with individuals**. The intention was for the minimum of fortnightly contact, but some participants were difficult to contact, would not attend scheduled meetings or appointments, or complete relevant follow-up activities. The reason for not being in regular contact varied for each individual, but in many cases, it was due to a loss of general trust in employability support services, low personal confidence, a lack of motivation and/or will to try to seek full-time work, experiences of rejections (including not being shortlisted or not being successful at interviews) and a lack of skills or qualifications. These were the most common barriers participants faced that could act to reduce their commitment to the programme.
- Personal circumstances, such as a **health conditions or disability**, childcare responsibilities, financial debt, and access to transport were also common constraints preventing people gaining full-time work. Difficulties were experienced in mobilising participants with a health condition or disability.
- **COL have very few local unemployed residents** so had to cast their net more widely to attract participants, despite the demand for, and availability of good jobs in the City of London.
- Some participants had **unrealistic expectations** of the jobs that might be able to secure given their current skills, qualifications, and experiences. At times this was also coupled with a reluctance to consider other employment opportunities beyond their core interest area, even when the participants might have skills to work in similar jobs in related fields.
- The **APTEM compliance processes were onerous**. The requirement to provide detailed “compliant evidence” was extensive and specific. The evidence is not in itself complicated, but for example, it was an imperative to receive confirmation from a training provider that a participant has started a course or that a participant was now in employment. There were frequent delays in getting this evidence as the participants were less motivated to provide this evidence once they had secured their personal outcomes. Financial incentives such as travel subsidies were offered to encourage participants to send the required evidence, but even these were sometimes insufficient to motivate the participant to provide the evidence.

## 11. Extension

Despite the internal and external challenges outlined in Section 10, the City of London’s Connecting Communities programme applied for and received a three-month extension to the active delivery period. The programme was extended from the original closing date of June 30, 2023, until 30 September 2023. The extension was particularly focused on outcomes for young people aged 18-24 years, especially those people who are NEETs. The only outcome for this cohort during the extension period was to ensure that they were either in work or in training, by September 30, 2023. The focus

of the extension period was to get young people on 4–6-week Technical Skills Courses (and/or ESOL). It was felt that a renewed focus on 18–24-year-olds would ensure greater success with this age group.

The extension of time also meant that there was longer time to ensure that the closure procedures were conducted with due diligence. From the perspective of the programme this meant:

- Ensuring all data and compliance procedures were correctly completed and documented
- That this final report for the City of London’s Connecting Communities programme was written to capture the outcomes, impact and learning from the programme
- That any remaining active participants were ended on APTM and signposted to further support.
- That all staff ceased employment either by the June 30 contract date or the September 30 extension date.

## 12. Recommendations

**The City of London should consider:**

- 1) **Creating a permanent skills and employability hub that is physically visible in the community** as:
  - The City of London is the only London borough without a dedicated service.
  - Impact would be enhanced through more joined up programming between skills development, employability programmes and adult learning opportunities to better co-design and community engagement
  - Establishing a joined-up and holistic skills and employment system brings together schools and colleges with partners in business, public and voluntary sector
  - It could provide more support for employers – and higher expectations – around inclusive recruitment, flexibility at work, job design and support
- 2) Further **embedding of inclusive recruitment practices and support existing staff with training**, development, and career support to ensure opportunities within the City of London are available to people who may currently be further from employment.
- 3) Providing **more support for work experience to people of all ages** as a lack of current work experience is a major inhibitor to gaining employment.
- 4) **Reviewing local governance structures and funding allocations around skills and employability** to promote knowledge-sharing between departments (especially between DCCS and IG) and between internal stakeholders including through regular meetings where experiences and practice can be shared both formally and informally, and be delivered consistently over time, including through staff changes.
- 5) **Emphasising the need for English language lessons to be made available to people for a much longer time after they have arrived in the UK.** Particularly, people should be supported who have been in the UK more than 10 years and do not have entry level English.

**Funders of future skills and employability programmes should consider:**

- 1) **Allowing more time to develop capacity** and acknowledge the amount of time needed for place-based programmes to become fully operational.
- 2) **Commissioning timescales** need to enable local stakeholders and providers to be more integrally involved in programme co-design.





### 13. Conclusion

Connecting Communities has the potential to make a significant contribution to a flourishing society by giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, people being in decent work supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring that more individuals can reach their potential and secure decent work. It shows that collaborative working can make the core City institutions even better connected and responsive to changed needs. Connecting Communities has contributed to individual and systemic resilience by providing support and enabling structures which can be mobilised in the shorter-term to boost individual's confidence, skills, readiness for work and employment. It is hoped that the partnerships formed, the approaches trialled, and the relationships with the community are able to continue in a sustainable manner for the longer term.

Due to the extension of the project from its original end date, the remaining members of the City of London's Connecting Communities team continue to impact the lives of those it supports into training, education, and work. Over the past 18 months Connecting Communities has supported hundreds of unemployed jobseekers into training, education, and work. This has had considerable impact on the lives of those participants as well as their families.

## Appendix One: Original contract performance outcomes

	1.1 - Closest to the labour market	1.2 - 18 to 24yr olds not in employment, training, or education	1.4 – participants furthest from the labour market	Total
Starts	160	160	280	600
Males	80	80	140	300
Females	80	80	140	300
Registered unemployed	64%	64%	50%	
Economically inactive	36%	36%	50%	
BAME participants	34%	42%	25%	
Over 50 years	18%	0%	6%	
Disability	24%	23%	16%	
Lone parents	16%	9%	0%	
Basic skills need	13%	16%	0%	

## Appendix Two: Sample of letter sent to schools

Dear Headteacher,

As you may be aware, we have a very special opportunity until June 2023 to help young people, families, and community members to move into employment and education and training. The City of London's Connecting Communities can provide financial support to help anyone aged 18 and over to upskill, reskill and get into work.

In recent months Connecting Communities has successfully helped a wide range of adults to access training and jobs.

Opportunities include a variety of roles including, for example, in the booming hospitality sector and access to a 2-week Construction Course which enables attendees to get a CSCS card (a passport to working on any construction site). We've also helped recent university and college graduates to access IT/Data Programming Courses and older adults to change direction, with one becoming a part-time Social Prescriber.

If you have a newsletter going out to parents in the next few weeks, I'd appreciate your including something about Connecting Communities and how the team of experienced Caseworkers can help get people into work. Also feel free to target particular former pupils or families where this offer might make a huge difference.

I attach some wording and images that you can use.

If you would like to be sent a promotional pull up banner to place in a prominent position in the school, contact the Connecting Communities' Administrator, Richa Sagar [richa.sagar@cityoflondon.gov.uk](mailto:richa.sagar@cityoflondon.gov.uk) who will arrange for one (or more if you wish) to be sent to you. Please let her have the recipient's name and address.

For any other information regarding Connecting Communities, email Gwen Rhys, Business Manager, on [gwen.rhys@cityoflondon.gov.uk](mailto:gwen.rhys@cityoflondon.gov.uk) or call her on 07599 102169.

## Appendix Three: The Extension Period – 1 July – 30 September

During this period the Business Manager, Gwen Rhys, with one Caseworker, Nisha Kaushal, actively recruited and worked with participants until the end of August after which CLF asked that no more participants were enrolled and closure processes commenced.

The team was tasked by CLF to work with 18-24 NEETS only. During July and August, 65 participants were enrolled. The majority were Male, Inactive (ie not claiming benefits) and identified as BAME and targets were exceeded for these three measures. All but one, who had recently arrived in the country had Basic Skills.

37 participated in Security Training provided by Cultiv8 and 14 in Rigging Training provided by CM2. The remaining 14, who were referred via the Job Centre, were supported by the remaining two Connecting Communities City of London team members.

In addition to exceeding the targets mentioned above, by the end of the operational extension period the team had exceed targets for a further two measures: (1) the total number of participants leaving in Work or in Training (+33%) and (2) the total number to have received training or education (+24%).

The 14 participants referred through Job Centres received weekly newsletters with “Top Tips” for Job Seeking and dates of Job Fairs. Nishal kept in touch with them regularly and offered support with job applications and interview practice and signposted them to training opportunities.

### **Additional Outcomes from Initial Contract Participants**

Monitoring of Participants supported during the initial contract period to 30 June 2023 continued during the extension period. Two more completed ESOL courses, and four sustained their employment for 6 months. Both of these outcomes contributed towards overall achievement of targets.

One participant was asked by the Corporation’s Library Services to support some work at the Artizan Library in November. Although voluntary, this activity is confidence-boosting and may, in time, give the participant a new career direction.

An Afghan refugee who had already been in employment for over six months secured his “dream job” as a City of London Market Constable. Hopefully this will lead to his being able to apply for training with the City of London Police once his required residency period has been met.

### **Some final measures**

By end August 2023, the City of London Connecting Communities programme had supported 186 participants (56% of target) aged 25 and over, and 139 aged 18-24 (NEET) (87% of target).

89 participants had secured employment

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank