

<b>Committee(s)</b> Education Board	20/05/2021
<b>Subject:</b> Livery Skills Initiative	Public
<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>	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 Children and Community Services	For Discussion
<b>Report author:</b> Anne Bamford Strategic Education and Skills Director	

### Summary

On Wednesday 21 April 2021, the Livery Committee hosted the Liveries Skills Initiative to drive employment support for young people. The pandemic has highlighted the need for young people, not just to reconnect with traditional school education, but also to be given additional opportunities to consider their career options, learn new skills, and discover again what will be involved in life at work after lockdown. With hundreds of years of experience between the Livery Companies, Guilds, City & Guilds, the Livery Committee, and the City of London Corporation, a meeting was held to determine ways of collaboratively boosting skills development at this time.

An initial survey was sent out to all Liveries and Guilds to gather information on their skills provision, which came back with an impressive 97% response rate. The survey showed the significant contribution the liveries are already making. For example, 76% of liveries spend over £10,000 per year on skills development with 19% of liveries spending more than £100,000 per year supporting skills. The estimated value of expenditure on skills development by the liveries is more than £7.9 million annually. The Livery Companies have more than 3,562 strong and regular links with business.

From these findings, a virtual event was hosted with an attendance of 165 attendees from 93 Liveries and Guilds. The Lord Mayor warmly welcomed everyone to the event and focused on utilising challenging moments as a call to action to bolster and coordinate efforts to support skills and opportunities for young people. He highlighted that the role of Liveries and Guilds is crucial. The event focused on the needs and grant possibilities, a breadth of existing options, and potential opportunities and recommendations which Liveries and Guilds could take forward. The enthusiasm, desire, and urgency to do more was very clear in the comments and suggestions coming through from attendees.

## **Recommendation(s)**

Members are asked to note the progress of the Livery Skills Initiative and consider the proposals for further action outlined in this report.

## **Main Report**

### **Background**

1. There are current organisational, technological, societal, and community changes. Technology is creating remarkable new opportunities but also serious dangers of widening inequality and injustice. New technologies mean that nine in ten employees will need to learn new skills by 2030 and many jobs are at risk due to Artificial Intelligence (AI) and automation. Concurrently, there has been a reduction in the need for 'middle skilled' jobs. These factors have led to a critical situation for skills development and pathways into (or back into) employment.
2. The COVID-19 crisis makes these dangers more acute. This has brought into focus the importance of a blend of real-world experience, innovative thinking about business, and qualifications and flexible training. Collective leadership is needed to achieve these outcomes.
3. The Liveries have a long and prestigious history of high impact in terms of skills development. Apprenticeships in England can be traced back to the medieval craft guilds, originating from the custom of upper-class parents sending children away to live with host families. By the Tudor period, despite overall numbers being quite small, apprenticeships were a desirable form of training.
4. In 1878, the City and Guilds of London Institute was established in response to the need expressed by its founding Livery companies 'to support individuals and businesses by improving professional training under a national system of technical education' (City and Guilds, 2020). The teaching of technical and practical subjects was encouraged with employers heavily engaged in syllabus design and examinations.
5. The Liveries provide the ecosystem to broaden influences and support people to do well in life. This ecosystem includes, amongst many aspects, the following:
  - a) Methodologies and practices that structure interactions, connections and build relationships and networks between different people and organisations.
  - b) Resources and programmes (including digital) that build new skills and capabilities.
  - c) Spaces and places which create the cultural conditions for strong relationships and bonds to form.
  - d) Members of influence who are committed to bringing about change through service, care, dedication, and mentoring.
  - e) Expertise, knowledge, and involvement dispersed across a wide range of discipline and in specialist fields within these wider disciplines.

### **Current Position**

6. There are already a number of initiatives and programmes operated by the Liveries which are impactful and connect young people and business. However, the current context, demands of us to do far more to boost the skills of the national, especially the opportunities for young people whose education and training have been hugely disrupted by COVID -19.
7. The Liveries are uniquely placed to address these challenges and to do so, would not only help countless people but will in turn boost the relevance and impact of the Livery movement securing it now and into the future.
8. The event supported several key objectives:
  - a) The need to act with urgency
  - b) To establish a joined-up and holistic information exchange able to provide details about training possibilities and maximise access to key influencers particularly in government
  - c) To consider how to co-ordinate and optimise ability of members to access increased funding for and employment opportunities
  - d) To encourage formation of new industry clusters to reflect post pandemic opportunities
  - e) To nurture within all Livery Companies that culture of genuine lifelong learning, with a focus on activity for young people and those currently not in employment.
9. There are many practical avenues for support that could occur and start soon. Activities should aim to:
  - a) Promote greater inclusivity and equality of access.
  - b) Provide training in immediate skills support to address the impact of COVID-19.
  - c) Enhance awareness of skills pathways and better careers advice in schools.
  - d) Place more emphasis on the fusion skills required for the workforce of the future.
  - e) Give equal respect and value to vocational and academic pathways including promoting the value of apprenticeships.
  - f) Create a better shared understanding across the Liveries of what is already available.
  - g) Help the wider world of education and training understand what the Livery can offer.
  - h) Bridge the gap between school and the world of work: overcoming disadvantage, building confidence, coaching in life skills, explaining career choices, and providing tasters/work experience
  - i) Improve the supply and accessibility of skills training

## **Proposals**

10. Following the meeting held on Wednesday 21 April 2021, there was strong support to undertake a collaborative programme of activities aimed at driving employment support for young people. All the Livery Companies, Guilds, City & Guilds, The Livery Committee, and the City of London Corporation are determining agreed ways of collaboratively boosting skills. A further survey has been distributed to all Liveries to agree priorities for action and to gather existing activities that could be amplified to reach more people. The enthusiasm, desire, and urgency to do more was very clear in the comments and suggestions coming

through from all attendees. The proposals include establishing a joined-up and holistic information exchange able to provide details about training possibilities, support small businesses to access current schemes and maximise influence in the skills agenda.

## **Key Data**

11. The main data is contained in slides 3 to 9 of **Appendix 1**.

## **Corporate & Strategic Implications**

12. This initiative has the potential to make a significant contribution to a flourishing society giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, it supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring the more individuals can reach their potential and secure good work. It shows that collaborative working can make the core city institutions even better connected and responsive to changed needs. It builds individual and systemic resilience by enabling structures which can be mobilised in the shorter-term but are able to continue in a sustainable manner for the longer term.

## **Financial and resource implications**

13. The proposal does not seek additional funds or resources from the City Corporation as it aims to make better, more joined-up use of the existing £7.9 million the Livery companies currently dedicate to skills development work. There is also the potential to work more closely with business partners and the liveries to gain access to wider funding opportunities possible through the recently released government white paper “Skills for Jobs”<sup>1</sup> focusses on post-16 education reform. There are some officer resource implications in terms of time.

## **Legal implications**

14. The governance of the initiative is with the Livery Committee. The collaboration partners, including the livery and separate legal entities with their own decision-making processes.

## **Risk implications**

15. There are risk implications of not completing the important and urgent recommended actions, and people failing to secure the skills they need to secure good jobs.

## **Equalities implications**

16. 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

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<sup>1</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf)

experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 46% of young people from low-income families take part in extracurricular activities, compared with 66% 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.

17. A more equitable society is based on realising the potential of all people. This requires strong networks of support and trust. The liversies 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.
18. 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.

### **Climate or Security Implications**

19. There are no immediate Climate or Security implications.

### **Conclusion**

20. The Livery companies and Guilds are considering how to co-ordinate and optimise ability of members to access increased funding for employment opportunities. This includes encouraging formation of new industry clusters to reflect opportunities.

### **Appendices**

- **Appendix 1** – Copy of the PowerPoint slides from the Livery Skills Initiative meeting held on April 21, 2021.

### **Report author**

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