

Committee	Dated:
Education Board	25 May 2017
Subject: City of London Learning & Engagement Forum – establishing a Cultural Education Partnership	Public
Report of: Chair of City of London Learning & Engagement Forum	For decision

SUMMARY

1. This report updates Members of the Education Board on the 4 proposed priorities for the emerging City of London Cultural Education Partnership (CEP):
 - A. Community cohesion and entitlement
 - B. Employability and “Fusion” skills (a new term referring to the combination of creative and technical skills)
 - C. Professional development and lifelong learning
 - D. City and Cultural Hub assets as a joined up offer

2. The Learning & Engagement Forum requests approval from the Education Board for the Town Clerk to be given delegated authority to take a decision in June on the Learning & Engagement Forum’s business case for investment (for the period Sep 2017 – Mar 2019), in order for this to go forward to the Resource Allocation sub-committee meeting of Policy & Resources on 6th July.

3. £150,000 is currently held within the Medium Term Financial Forecast to put the Cultural Education Partnership vision into practice and implement activity in 2017/18.

RECOMMENDATION(S)

4. Members are asked to
 - A. Support the 4 proposed priorities for the emerging City of London Cultural Education Partnership.
 - B. Approve the request for the Town Clerk to be given delegated authority to take a decision on the LEF’s business case for investment, in order for this to go forward to the to the Resource Allocation sub-committee meeting of Policy & Resources on 6th July 2017.
 - C. Note that this project progresses the objectives of the Education Strategy, specifically Objectives 1 and 3 around the City’s cultural offer enriching London learners and ensuring young Londoners have opportunities to progress into fulfilling careers.

MAIN REPORT

5. The City of London Cultural Education Partnership (City CEP) is the next significant step forward for the Learning & Education Forum towards greater impact in the context of the City's wider strategic thinking. The research stage for the emerging City CEP, which is a prioritised action under Objective 1 of the Education Strategy, is now complete (see Appendix A for background on the existing Learning & Engagement Forum and the development work currently being undertaken). These findings have informed an emerging set of **priorities** and **values** for the Cultural Education Partnership (see Appendix B for definition):

RATIONALE

External needs and opportunities

6. Using their "joint work of value" methodology (see Appendix C), A New Direction has undertaken a thorough research phase to identify the **key needs and opportunities** that a City CEP needs to respond to:
 - The need for **life-long learning** opportunities
 - Certain communities face barriers to engaging with their city and a need to target interventions and build on the potential of culture to **enhance social integration** in particular places
 - Ongoing need for enhanced and more coordinated **professional development** for teachers and other professionals working with young people
 - The **changes in the post-16 skills** landscape offers significant opportunities as a key area of need
 - The need for **leadership in the development of 'fusion' skills (creative + technical)** across the school system and beyond
7. External partners were remarkably consistent in their assessment of the **strengths of the City** and their sense of its areas of particular expertise:
 - Having a **long-term view** and 800 years of history is a unique strength,
 - Embracing excellence and having an unstinting focus on **quality** is admired and important,
 - Being able to wield **influence**, whilst remaining **impartial**, is extremely useful.
8. There was also a strong sense of the City being specialist in the areas of life-long learning, apprenticeships, standard setting, being at the fore-front of trade and the development of professions. The plea from partners was to **focus on these specialisms** when seeking to build new partnerships and to **embrace the unique assets of the private sector** in the City and the **Livery companies**.

City of London priorities

9. It is critical that a City CEP contribute directly to City of London priorities and the proposed priorities for the City CEP have therefore been developed to enable the cultural partners to respond with more impact to these through joint work. In particular, they will contribute directly to

- The draft City of London **corporate plan** for 2018-2022
- The critical role culture plays under the City of London's '**People**' and '**Place**' priority - supporting well-being and inclusion and in building a world-class cultural hub
- **Education** strategy priorities
- Draft **Employability** priorities
- The vision and activities of the **Cultural Hub**
- The emerging **Cultural Strategy**
- The Corporation's **Future City** and **Smart City** initiatives

10. The City CEP would be the forum in which strategic planning took place in order to **ensure that the City's cultural learning & engagement assets are delivering against wider City goals** and objectives, most notably (more detail is outlined in Appendix D)

PRIORITIES

11. A set of priorities are now proposed for the City CEP:

Community cohesion and entitlement

12. Inequality, particularly along economic lines, continues to define the London context. This is most starkly seen in the statistics around youth unemployment, NEETs and wide disparity in achievement at Key Stage 5. Initiatives which expand access to the most disadvantaged groups (with clear progression outcomes) are needed, ensuring individuals thrive – both in terms of well-being and economically. The Mayor has also identified an often-hidden problem of a lack of social integration – where communities live side by side but have no real knowledge or connection with each other. Areas to consider for activity include looking at community cohesion, Alternative Provision (models such as City as School), looked after children, a coordinated approach to apprenticeships (potentially built around the concept of Fusion skills) and working intensively with specific boroughs. Borough partners are keen that any activity should be developed jointly and consider the specific key challenges of their areas.

Employability and Fusion

13. It is predicted that in the future many existing jobs will be automated which will result in an employment market that requires uniquely human skills of creativity, empathy and problem solving. This is already what employers are increasingly asking for and is challenging for the current education system, which is largely based around subject knowledge and exams rather than holistic skills. We are uniquely placed to build confidence and raise aspirations in young people in order to diversify the workforce of the future.

14. The notion of these ‘fusion’ skills (that is creative and technical skills) brings together the specialisms of the City and speaks directly to future employability and City wide strategy. Becoming ‘expert’ in fusion, working with City schools in the first instance and then looking at ways of sharing this knowledge across London and nationally is a key theme which would meet both City wide priorities and the needs of the wider economy and education sector.

Professional development and lifelong learning

15. The City has a strong history in developing professions and community education. Research has shown that there is a strong need for learners of all ages to train and retrain as sectors shift and develop in the current landscape. Teacher CPD and other forms of professional networking, leadership and support are highly needed and seen as critical to creating change. The Mayor’s office would be very interested in partnering the City in this area

City and Cultural Hub assets as a joined up offer

16. A more joined up, more holistic offer across cultural organisations would strengthen the impact we can have - making it easier for more children and young Londoners to access the assets of the City and use them as a resource for learning and progression. Collectively we are also well-placed to champion how creativity can enhance attainment. More can be done to coordinate information on the learning offers of City cultural venues, to partner with initiatives such as the London Curriculum and Artsmark and to develop digital resources that can reach more schools and other educational institutions, potentially UK wide and internationally. This requires a cultural change in how we work together as partners.

KEY VALUES

17. A set of key values are proposed for the City CEP (further details on these are within Appendix E):

- A commitment and ambition for excellence
- Collaboration and exchange
- Creativity
- Community and identity
- History
- The opportunity of infrastructure
- Individual sustainability and city sustainability
- Visibility

WHERE ARE WE NOW

18. As part of their analysis, A New Direction summarised the **current strengths** of collaborative working on cultural education across the City:

- The cultural offer is of incredibly high quality and when schools take part they value the work highly
- The Learning and Engagement Forum (LEF) is a good mechanism for exchanging information and building a sense of shared culture across City organisations
- The Schools Visits Fund has shown that the LEF can deliver joint programmes that address a demonstrable need
- The City Stories programme, Young City Poets, the Great Fire of London website and the Family Arts Network were all seen as successful examples of collaboration.

19. And areas that could be further strengthened:

- The work of the LEF is not yet driven by a clear sense of what it wants to achieve for children and young people
- The relationship of programmes and projects to meeting strategy objectives is not clear
- Joint programming could be strengthened and expanded to include more partners
- Interventions and or programmes could be devised through stronger consultative processes and their relationship to 'users' needs could be clearer.

NEXT STEPS

20. To take forward the new City CEP, we will need to particularly address:

- Building a clear and externally compelling **shared identity** and narrative
- Looking at how **data** is shared and working towards efficiencies
- Creating a model which focuses on **outcomes** for children and young people where all partners understand their role and contribution
- Acknowledging that some **activities may need to stop** in order to create space and capacity for joint working
- Consideration of an ongoing **business model** and income generation from the start

21. The next stage of the development will therefore focus on consolidating the vision, identifying and **developing a small number of ambitious, yet realistic, interventions** to put this proposed vision into practice, as well as deciding on the most appropriate membership for a City CEP.

Who are the beneficiaries?

22. We will be considering a number of key questions regarding the emergent vision – **the balance of 'in-reach and outreach'**, whether to target geographically or along demographic lines, how to reconcile the needs of Londoners and the rest of the country. However, a pattern is beginning to emerge, suggesting the value a City CEP could provide at 3 levels:

- **City focus** – the Cultural Hub learning offer – building a world class offer to respond to growth and show 'London is open' – working with the City schools as exemplars and experts
- **London focus** – working in close partnership with specific places based on the needs of young people and communities – development of City-wide offers in partnership with GLA
- **National** - providing thought leadership and long-term vision to support change that is taking place in post 16 education with a specialism and engagement with 'fusion' skills.

23. We also note the importance of the **City's family of schools** and we are in the process of setting up an exploratory discussion with them to understand the needs and opportunities for working more strategically with them to meet their improvement needs.

24. Taking a **long-term (10 year) view** allows for phasing of initiatives and programmes and the ability to have a bold or radical vision whilst also taking small steps towards change.

25. Allowing time and space for meaningful collaboration will be essential. Whilst the LEF is the basis for the new partnership it is likely to be more effective if the structure of the partnership follows the vision and ambition of the partnership, rather than the other way around. This may mean **re-shaping who sits around the table**. The more tightly drawn the purpose at the centre of the partnership the more it will be obvious who should be members and leaders.

26. In order to align with key meetings of the City of London Committees, the following timetable is proposed:

REMAINING PHASE 1 MILESTONES

May/June	Scope potential business models
May/June	Identify headline initiatives for Phase 2
12 June	Final report submitted by A New Direction
23 June	Business Case submitted by LEF to Town Clerk for delegated decision
24 June	LEF to give presentation on emerging Cultural Education Partnership to RA Sub Away Day
6 July	If approved by Town Clerk, business case submitted by LEF to RA sub meeting of P&R Committee for decision on investment
20 July	Final City CEP report submitted to Education Board

ANTICIPATED PHASE 2

27. The research and scoping undertaken in Phase 1 will inform Phase 2 when the new vision for the City CEP will be put into practice through delivering a small number of targeted, highly ambitious initiatives (indicative activity is outlined in Appendix F). These will be outlined in the final Business Case in July.

28. A budget line of £150,000 is currently included within the Medium Term Financial Forecast for activity taking place during the remainder of 17/18 financial year. Before July, we will scope the precise requirements and activities required, but we anticipate this will include:

APPENDIX A

Background to the City of London Learning & Engagement Forum and the Phase 1 development work

1. The current City of London Learning & Engagement Forum brings together the cultural organisations of the City to act together on an unprecedented scale. It has proven over the past three years that through working together in a considered way organisations which are part of the Corporation of London's "learning family" can have impact across London. A publication containing further information on their current activity and impact is to be shared with Members at the Education Board meeting.
2. In September 2016, the City of London Learning & Engagement Forum (see Appendix A) was awarded investment by the Education Board (£25,000 in 2016/17 and £37,780 in 2017/18) in order to deliver Phase 1 of the Forum's development into a Cultural Education Partnership (as set out in Priority Action 1c of the Education Strategy "to establish a City of London Cultural Education Partnership").
3. Phase 1 has three key objectives:
 - a) to ensure strong foundations for the Partnership
 - b) to gather the insight required to inform the vision and future work
 - c) to develop a two-year activity plan to deliver the Forum's ambitions.
4. A New Direction (London's strategic 'bridge organisation' funded by Arts Council England to connect young people and schools with culture) – has been commissioned to support us through Phase 1. Having now completed the research activity, this paper summarises the direction of travel and the proposed priorities for the emerging Cultural Education Partnership. Phase 1 began in February and is due to conclude in July 2017.

APPENDIX B

Cultural Education Partnerships

5. Darren Henley's report for the government into cultural education in England, identified that many offers exist to support pupil engagement with culture but there is a lack of coordination and no oversight across the cultural sector that ensures all children and young people have access to basic cultural provision. Local Cultural Education Partnerships are therefore being strongly promoted by Arts Council England in order to ensure better alignment across offers, partners and services to both improve efficiency and target those pupils and families most in need. Through creating a more discerning market place, quality should be improved.

6. The belief is that there should not be a 'one size fits all' for LCEPs but rather that they should respond most effectively to local needs and to the specialism and assets of partners. A New Direction has therefore undertaken an analysis in order to understand where a City of London Cultural Education Partnership could best add value.

APPENDIX C

Methodology

7. Partnerships are most effective when they respond to a clearly articulated need and have a strong sense of purpose. The City has a distinctive challenge because it is looking not just at the needs of its community of residents and workers, or of the communities of schools that it leads, but at its wider connection to London as a whole and beyond. Therefore it has been necessary to take a wide-ranging consideration of the external environment in order to identify the areas where the partnership could really make a difference.
8. A New Direction has used their 'joint work of value' methodology to evaluate the external environment, identify need and long-term vision. The findings below were therefore drawn from interviews with LEF steering group members, a survey of LEF members, interviews with a small number of City of London officers and members, interviews and focus group activity with key external stakeholders and document analysis. Further information on this is set out in Appendix A.
9. Activity began on the 10th March and AND will submit their final report on the 12 June.
10. To date 10 members of the LEF Steering Group have been interviewed as well as Catherine McGuinness (City of London member), Veronica Wadley (Education Board), Henry Colthurst (Education Board) Kate Smith (Head of Corporate Strategy and Performance, City of London).
11. Externally, Paula Murray (the Creative Director for Croydon Borough Council) Pauline Tambling (Chief Executive of Creative and Cultural Skills) and Caroline Boswell (Head of Education and Youth at the Greater London Authority) have been interviewed.
12. In addition the first 'visioning' session of the partnerships was held on the 27 April 2017.

APPENDIX D

Further information on the alignment between City of London priorities and the emerging City CEP

13. The draft City of London **corporate plan** for 2018-2022, aims to:
 - Benefit the communities we serve - by fostering a culture of inclusivity, opportunity and responsibility
 - Promote economic stability and growth - by championing the City as the best place in the world to do business
 - Shape the future City - by strengthening its connectivity, capacity and character

14. There is a recognition within the City in culture having a critical role to play in terms of its objectives under '**People**' and '**Place**' - supporting well-being and inclusion and in building a world-class cultural hub.

15. Harnessing the power of the mix of innovative organisations across the private, public and voluntary sectors (covering creative and digital companies as well as technology, and financial services) that come together in the City, and developing new opportunities for creative exchange and collaboration are at the heart of the future plans. The education strategy and the emergent employability strategy both amplify this context of high aspiration and connectivity.

16. The emerging City CEP also needs to align with **Education** priorities
 - Ensuring that the City Corporation's outstanding cultural and historical resources enrich the creative experience of all London's learners.
 - Ensure that all education providers are deemed 'outstanding' within three years and there is continued development of excellent further, adult and higher education opportunities. Any new school, academy or other providers are expected to be 'outstanding' within 3 years of joining the City Corporation's education portfolio.
 - Develop excellent employment opportunities and pathways

17. and **Employability** priorities (draft)
 - Ensuring that Londoners are better prepared for work
 - Better access to entry level jobs for Londoners
 - The City (finance and related professions) has the workforce it needs
 - The City (financial and related professions) has a more diverse workforce at all levels

18. The City CEP's vision needs to align with the ambitions and structures of the **Cultural Hub**, and a key success criteria is that the CEP will be seen as a key strand of the Hub. Whilst early days for both, we anticipate that these will align through:

- A City CEP would share the Cultural Hub's ethos of **collaboration** in order to ensure effective working, maximum impact and visibility of the offer
- We anticipate that the City CEP will demonstrate how the 5 core partners can **genuinely collaborate and join up their offer**, providing the forum for the 5 core partners of the cultural hub to collaborate on their learning and engagement work (all 5 are currently on the LEF Steering Group overseeing the development of the City CEP)
- The City CEP would **provide the strong learning & engagement offer for the Cultural Hub**, realising the ambition for the hub to be "a place to live, work, visit, study and do business in the 21st century" (BOP 2013) and demonstrating the role creativity can play in positioning and **ensuring the economic strength** of the City
- Many of the shared priorities emerging from Cultural Hub partners relate to learning and engagement. It is therefore likely that the City CEP will be the most appropriate forum for **partnership working across the Cultural Hub on learning and engagement initiatives** to take place (for example providing work experience and creative skills development, mechanisms for signposting schools to multiple venues, online learning platforms, teacher CPD with organisations based in the areas such as ABRSM, University of Liverpool and livery companies)
- As we anticipate that the emerging City CEP would hold the strategic overview for learning and engagement in the City, we would expect this insight to play a key role in **informing the offer** within the new capital assets within the Hub (for example the new Museum of London and proposed Centre for Music)

19. Aligning with the priorities and actions of the Corporation's emerging **Cultural Strategy** will be critical.

20. The Corporation's **Future City** and **Smart City** initiatives also need to be built into the plans for the new partnership to make the most from resources.

APPENDIX E

Key values

21. Proposed key values for the City Cultural Education Partnership:

- **A commitment and ambition for excellence** – aiming to undertake activity which is considered excellent in an international context and working with partners who can meet high expectations. This responds to the unique advantages of partners in the City with access to world class institutions and businesses.

- **Collaboration and exchange** – building on the potential for cross fertilization between industries, partners, ways of working, that comes from the close proximity of many different kinds of organisations in the City – and its central position in the country and London.
- **Creativity** – expanding the category of culture to include and embrace *creativity* so that the partnership can better represent some of the partners' work (particularly those with a science and/or nature focused remit) can respond to needs of employers and the expanding creative sector as well as seeking to embrace young people's own sense of culture and creative activity.
- **Community and identity** – acknowledging that not all young people have the same opportunities or capacity to engage with culture and a desire to tackle economic disadvantage head-on with targeted interventions that reinforce the idea that the City is accessible and relevant to all, and can be a part of Londoners' identity.
- **History** – the City has a unique heritage in term of learning, trade and the professions based, amongst other things, on the Liveries and the founding of institutions. Apprenticeship, learning for life, new skills for a new economy is particularly relevant at this point in the UK's history and it is therefore a good time to build on this specialism.
- **The opportunity of infrastructure** – the cultural hub and the new building programmes across London create a once in a generation opportunity for new forms of venue and/or institution and new use of space – these could and should be led around a vision for learning and personal growth and creativity that is inclusive for all young people.
- **Individual sustainability and city sustainability** – that is the idea that through nourishing personal engagement with culture, unlocking or own creativity and building skills for the future we unlock a positive and inclusive future for the city as a whole.
- **Visibility** – if the work is only understood by those who actively take part, it will struggle to grow and be valued long-term. It is therefore vital that the CEP is well-promoted and that it delivers initiatives with high external visibility.

APPENDIX F

PHASE 2

23. The following milestones are proposed for Phase 2:

- July 17 Decision on proposal and investment in Phase 2
- Sep 17 Job descriptions, recruitment and existing contracts extended, team in place
- Oct 17 Scoping of flagship programmes, submit any funding applications
- Nov 17 Planning of flagship programmes
- Jan 18 Delivery of Year 1 flagship programmes begins
- July 18 Year 1 of flagship programmes complete, review and revision

24. During Phase 2 we aim to develop our capacity to pool resources/develop efficiencies, test and establish a mixed funding model.

25. Whilst we hope that the City of London Corporation will continue to see the value in this work, it's contribution to delivering key ambitions and be significant investors, we anticipate the range of additional income generation may include trusts, foundations, school Pupil Premium, and health/wellbeing/regeneration investment.

APPENDIX G

26. A stand-alone publication summarising the current learning and engagement cultural offer from the Learning & Engagement Forum (being compiled for distribution at the Education Board meeting)