

Skills for Londoners

Consultation Findings

Note: Creative Team to add in cover once content has been added.

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Greater London Authority
March 2018

Published by
Greater London Authority
City Hall
The Queen's Walk
More London
London SE1 2AA

www.london.gov.uk

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minicom 020 7983 4458

ISBN

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CONTENTS

1	Executive Summary	2
2	Introduction and background	5
3	Consultation Process	7
	Engagement Events	7
	Written Responses	8
	YouGov Poll	9
	Focus Groups and Interviews	9
4	Key Findings	11
	Respondents	11
	Vision, Priorities and Measures	11
	Priority One	16
	Priority Two	22
	Priority Three	27
	Qualitative Research	32
5	Proposed Response to Key Issues Raised	34
	Issues raised in relation to Vision and Measures of Success	34
	Issues raised for Priority One	35
	Issues raised for Priority Two	39
	Issues raised for Priority Three	42
6	Next Steps	44
7	Conclusions and Recommendations	45
8	Appendix	47

1 Executive Summary

Purpose of report

This report describes the findings from the consultation on ‘Skills for Londoners – a Draft Skills and Adult Education Strategy for London’. The consultation included the following:

- Engagement events: a series of ten engagement events were held with various stakeholder groups, including c. 450 attendees.
- Written responses: the draft strategy was published on the GLA’s website in November 2017. Written responses were received from 78 organisations.
- A YouGov poll of 1,088 adults in London which surveyed their views on workplace progression and learning and development.
- A series of focus groups and interviews exploring Londoners’ views on careers and skills.

Overall support for the strategy

The draft strategy set out the following vision: ‘*A City for all Londoners – making sure Londoners, employers and business get the skills they need to succeed in a fair, inclusive and thriving economy.*’ This was supported by three priorities, each with a set of objectives:

1. *Empower all Londoners to access the education and skills to participate in society and progress in education and in work;*
2. *Meet the needs of London’s economy and employers, now and in the future; and*
3. *Deliver a strategic city-wide technical skills and adult education offer.*

There was a high level of support for the draft strategy, with very few organisations stating that they did not support the vision or priorities.

From those that submitted a written response:

- **Vision:** of the 61 organisations that answered the question about the vision, 29 were strongly supportive and a further 17 were supportive but added caveats or highlighted omissions.
- **Priorities:** 39 out of 42 organisations were supportive of priority one (22 of these added caveats or omissions), 31 out of 33 organisations were supportive of priority two (16 of these added caveats or omissions) and 30 out of 32 organisations supported priority three (17 of these added caveats or omissions).

There was particular support for the strategy's focus on inclusion and working with disadvantaged groups, the commitment to encourage employer investment in training, and the proposals for an all-age careers offer.

Summary of key issues

This report identifies 18 key issues based on the feedback from the various consultation methods. These are that the final strategy should:

1. Include greater recognition of the wider benefits of learning in the vision statement.
2. Identify a basket of indicators to measure progress, which include the wider benefits of learning.
3. Provide a clearer statement about funding and how competing demands for the Adult Education Budget will be prioritised.
4. Include greater recognition of the wider benefits of learning in priority one.
5. Outline how the strategy will ensure learning and training opportunities are accessible for all Londoners.
6. Provide a definition of 'vulnerable groups' in objective two.
7. Include an action about engaging disadvantaged groups in objective two.
8. Include an action about raising aspirations in objective three.
9. Include action to reduce the cost of learning for low income groups in objective three.
10. Identify specific actions to develop soft skills or work-readiness skills in priority two.
11. Provide more detail on how employer investment in training will be encouraged in objective four.
12. Include an action to reduce the complexity of the skills/apprenticeship system, or to help employers navigate the system in objective four.
13. Provide a commitment to building relationships between employers and colleges.
14. Include an action to provide greater flexibility for providers to respond to local need.
15. Include health and social care as a priority sector in objective six or increase recognition of the skills challenges facing the sector.
16. Include a greater focus on adult learning in priority three.
17. Provide more detail on delivery arrangements in priority three.
18. Integrate the relevant findings from the YouGov survey and qualitative research into the 'Skills Challenges for London' section, and ensure that these are reflected in the design of actions.

Proposed changes to the strategy

This report sets out the GLA's response to these issues and the proposed changes to the strategy. The key changes include:

- A change in the wording of the vision statement and objective three to ensure that these recognise the wider benefits of learning
- Identification of headline indicators for measuring the impact of the strategy
- A clearer commitment to making adult learning more accessible and flexible to reflect different learning needs.

- Addition of case studies to emphasise the importance of supporting aspirations and overcoming barriers faced by disadvantaged groups, and championing the role of adult education providers.
- A commitment to work with employers to define and improve the delivery of core employability skills.
- A commitment to explore how a more flexible approach to funding which better meets local need could work as we move towards outcome-based commissioning.
- A greater focus on adult community learning and a commitment to support and invest in Institutes for Adult Learning in objective nine.

2 Introduction and background

Purpose of Report

This report outlines the findings from the consultation on ‘Skills for Londoners – a Draft Skills and Adult Education Strategy for London’. This strategy sets out the Mayor’s vision and priorities to improve education and skills provision for Londoners aged 16+, with a focus on technical skills and adult education.

The draft strategy set out the following vision: *‘A City for all Londoners – making sure Londoners, employers and business get the skills they need to succeed in a fair, inclusive and thriving economy.’*

It also identified the following priorities:

1. Empower all Londoners to access the education and skills to participate in society and progress in education and work.
2. Meet the needs of London’s economy and employers, now and in the future.
3. Deliver a strategic city-wide technical skills and adult education offer.

For each priority, the draft strategy identified three objectives and a set of underpinning actions. These covered a wide range of topics including careers advice and guidance, skills and employment support for disadvantaged groups, employer engagement and investment in training, progression pathways and developing high-quality labour market intelligence.

Mayor’s Powers and Duties

This is a non-statutory strategy which builds on the Mayor’s manifesto commitments. The strategy will inform how the GLA exercises its powers and duties in respect of education and skills, which currently includes control over skills capital funding, London’s European Social Fund (ESF) allocation and, from 2019, will include the Adult Education Budget (AEB). Although the GLA does not have direct levers over some of the topics covered in the strategy, it provides the direction of travel for London’s skills system and sets out the role of different players in making it work effectively.

Structure of Report

This report is structured as follows:

- Section 3 describes the consultation process and provides details on the engagement methods used.
- Section 4 outlines the main findings from the stakeholder consultation.
- Section 5 describes the main issues raised and the main proposed changes to the draft strategy as a result of the consultation.
- Section 6 sets out next steps.
- Section 7 provides conclusions and recommendations.

3 Consultation Process

The consultation on the draft strategy had two main components:

- Engagement events: a series of ten engagement events were held with various stakeholder groups.
- Written responses: a written version of the strategy was published on the GLA's website in November 2017. Written responses were received from a wide range of stakeholders.

Two additional pieces of research were carried out which will inform the final strategy. These are:

- A YouGov poll of 1,088 adults in London which surveyed their views on workplace progression and learning and development.
- A series of focus groups and interviews which generated qualitative insights on Londoners' views on careers and opportunities for young people.

Engagement Events

Table 1 provides details of all the engagement events, including the number of attendees and the format of the events. At each event, the key points from the draft strategy were presented by a member of the GLA or the Mayor's Skills for Londoners Taskforce. This was followed by a Q&A session with attendees. At seven of the events, attendees were divided into groups and asked to comment on the draft strategy in structured group discussions, facilitated by Regeneris Consulting. The main focus of discussion was attendees' views on the vision, priorities, objectives and what they saw as the priority actions. The group facilitator then reported back the key findings from each discussion.

The key points raised at each of the events were recorded by Regeneris Consulting and written up in ten event reports. These points were also recorded and categorised in a comments log using the same method as for written responses.

Table 1: Details of Engagement Events			
Event	Date	Attendees	Format
Skills London Launch Event	24/11/2017	61 (various)	Presentation and Q&A panel session
Association of Colleges Principals Forum	23/11/2017	20 (college principals)	Presentations followed by Q&A
West London Alliance	24/11/2017	61 (various stakeholders from West London)	Presentations followed by Q&A and facilitated group discussions
London Voluntary Sector Council	28/11/2017	66 (representatives from voluntary sector organisations)	Presentations followed by Q&A and facilitated group discussions
London Work Based Learning Alliance	30/11/2017	16 (representatives from WBL providers)	Presentations followed by Q&A and facilitated group discussions
Federation for Small Businesses	01/12/2017	25 (representatives from small businesses)	Presentations followed by Q&A and facilitated group discussions
HOLEX	05/12/2017	Representatives from adult and community learning providers	Presentations followed by Q&A
Employment Related Services Association	13/12/2017	27 (representatives from employment related services providers)	Presentations followed by Q&A and facilitated group discussions
Local London	14/12/2017	74 (various stakeholders from East London)	Presentations followed by Q&A and facilitated group discussions
Central London Forward	18/12/2017	79 (various stakeholders from Central London)	Presentations followed by Q&A and facilitated group discussions

Written Responses

The draft strategy was published on the GLA's website on 24th November 2017. Stakeholders and the public were given until 2nd January 2018 to submit their response to the consultation. Organisations responding to the draft strategy were encouraged to respond to a list of 30 survey questions in a consultation response template, answering only the questions that applied to the organisation or on which they had a view. This included a number of questions on the vision, priorities, objectives and actions, as well as a series of detailed questions relating to specific topics covered in the draft strategy. A copy of the response template and list of questions is included in the appendix. Consultees were not

obliged to use the response template and were also able to submit a response in their own format. All responses were sent by email to the GLA.

Recording of Responses

The main points/comments from the engagement events and all of the written responses were logged in a consistent format. This included the following fields:

- Name of organisation
- The source of the comment (e.g. a written response from an organisation or from one of the events)
- Central point of the comment
- Any suggested change to the strategy (if relevant)
- The question that the comment was responding to
- The level of support for the vision/priorities/objectives/actions (if relevant)
- Key issues (to identify emerging and recurring issues in the responses)
- Relevant action (if relevant)
- Whether the comment made any links with, or was relevant to, other Mayoral strategies.

Emerging and recurring issues were identified by team members from Regeneris Consulting. Each team member had responsibility for logging comments made in response to certain questions. This meant that a single person reviewed all of the comments made on certain topics and so was better placed to identify key recurring issues. Once a new issue had been created, this was visible to all other team members.

YouGov Poll

The YouGov survey was carried out between 18th – 21st December 2017, with responses from 1,088 London adults. The figures have been weighted to be representative of all Londoners aged 18+. Respondents completed the surveys online from an email link. YouGov Profiles data is based on the respondents to this survey and a database of 330,000 UK adult panellists, with 40,000 in London.

Focus Groups and Interviews

Qualitative research explored two different topics:

- The mindset of young Londoners as they leave education
- The mindset of C1C2DE¹ Londoners as they make decisions at different life stages.

¹ This is a measure of social class including lower middle class (C1), skilled manual workers (C2), working class (D) and non-working people

Young Londoners

The GLA's Opinion Research and Statistics Team conducted the following research in December 2017:

- 4 x focus groups with 16-19 year olds. This included a split by social grade and gender, a split by geography, and included 3 BAME participants per group.
- 2 x focus groups with teachers of 16-18 year olds. Participants were from a range of different institutions and different subjects.
- 8 x interviews with apprentices.

The interviews and focus groups explored the following topics:

- Perceptions of opportunities and barriers for young people in London
- System for careers advice and guidance
- Perception of post 16 options
- Experiences of apprentices

The key findings from this research were recorded and categorised in the comments log using the same method as for written responses.

C1C2DE Londoners

The GLA's Opinion Research and Statistics Team conducted the following research in December 2017:

- 4 x focus groups with 25 to 40-year olds and 4 x focus groups with 50+ year olds. This included a split by social grade, gender and geography. Each group included three BAME participants.
- 7 x interviews with adult learners. Participants had all recently completed a Level 2 qualification across a range of areas.

The interviews and focus groups explored the following topics:

- Perceived barriers and opportunities to achieving aspirations in London
- Awareness and understanding of upskilling options
- Practicalities around upskilling e.g. where they go for information, what is impacting decision making
- Awareness of policy entitlements (and other sources of government investment e.g. advanced learner loans)
- What an ideal learning offer should look like

The key findings from this research were recorded and categorised in the comments log using the same method as for written responses.

4 Key Findings

Respondents

Written responses were received from 78 organisations. **Table 2** shows that a large proportion of these were received from suppliers of learning and skills (including training providers, Institutes for Adult Learning and community organisations providing employment related services). Ten responses were received from employers or business membership organisations, including a joint response from the Mayor's Business Advisory Board.

The engagement events were attended by around 450 people in total (see Table 1). It has not been possible to provide a full breakdown of the types of organisations that attended.

Table 2: Respondents to written consultation by type of organisation	
Type of organisation/skills focus	Number of written responses
Training provider/representative of training provider	19
Other (charities, community organisations)	18
Local Authority or sub-regional partnership	11
Employer/business membership organisation	10
Strategic role in learning & skills	7
Institute for Adult Learning	5
HE institution	4
Academy Trust	1
Further Education College Group	1

3,001 comments were logged and analysed. This included 2,653 comments from the written responses, 259 comments from the engagement events, 74 key points from the qualitative research and 15 key points from the YouGov poll.

Vision, Priorities and Measures

Vision

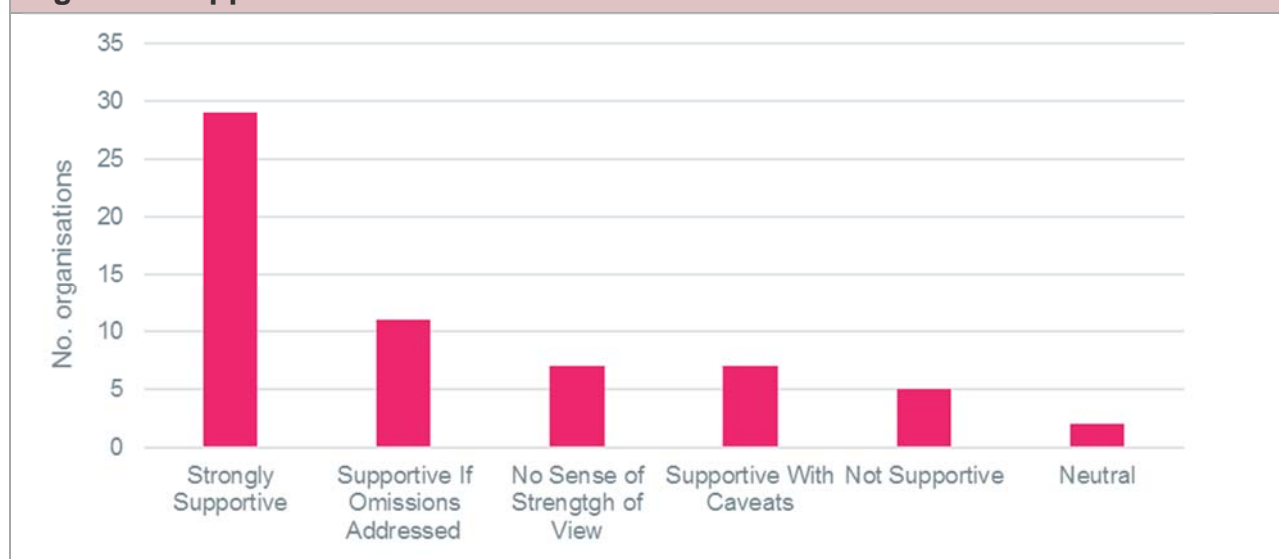
61 organisations provided a written response to the question about the vision. **Table 3** provides a breakdown by organisation type.

Table 3: Types of organisation that provided comments on the vision	
Type of organisation/skills focus	Number of written responses
Training provider/representative of training provider	18
Other	12
Local Authority or SRP	9
Employer/business membership organisation	7
Strategic role in learning & skills	6
Institute of Adult Learning	5
HE institution	2
Academy Trust	1
Further Education College Group	1
Total	61

There was a high level of support for the vision from written responses. 29 were strongly supportive. 12 of these responses singled out the “inclusive nature” of the vision as being a particular strength.

Of those who did not support the vision, or who supported it but raised some concerns, the most common issue was that it was too employment focused and did not show enough recognition of the wider benefits of learning such as confidence, health and wellbeing. It was suggested that this could be addressed through a minor change to the vision statement, which included a reference to participation in society as well as a thriving economy.

Figure 1: Support for the Vision



Priorities

Table 4 shows the number of organisations and types of organisations that provided comments on specific priorities. In total 42 organisations provided comments on priority one, 33 provided comments on priority two and 32 provided comments on priority three.

Table 4: Types of organisation that provided comments on the vision			
	Priority 1	Priority 2	Priority 3
Training provider/representative	14	9	10
Other	9	7	5
Local Authority or SRP	4	6	5
Employer/business membership organisation	5	4	4
HE institution	3	3	3
Institute of Adult Learning	3	2	3
Strategic role in learning & skills	3	2	2
Further Education College Group	1	0	0
Total	42	33	32

Table 5 shows there was a high level of support for each of the priorities, although a large number of organisations added caveats or highlighted omissions which needed to be addressed

Table 5: Support for Priorities from Organisations			
	Priority 1	Priority 2	Priority 3
Strongly Supportive	17	15	13
Supportive With Caveats	16	9	13
Supportive If Omissions Addressed	6	7	4
Neutral	1	0	0
No Sense	1	1	1
Not Supportive	1	1	1
Total	42	33	32

The main issues raised in relation to each of the priorities are summarised in Table 6. A number of the comments on priority one stated that it was too focused on skills for employment and did not show enough recognition of the wider benefits of learning. It should be noted that other respondents disagreed, and welcomed the priority for its aim to support Londoners to 'participate in society' as well as to 'progress in work'.

Table 6: Recurring Issues for each Priority		
Priority One	Priority Two	Priority Three
<ul style="list-style-type: none"> • Too focused on employment/skills • Needs greater recognition of wider benefits of learning • Needs to commit to overcoming barriers to learning 	<ul style="list-style-type: none"> • Needs to include soft skills/work-readiness skills • More detail on increasing employer engagement or investment 	<ul style="list-style-type: none"> • Needs to support a partnership based approach that supports local stakeholders to respond to local need

Measuring Success

There was broad support for using a basket of indicators to measure the success of the strategy, which are tailored to the objectives and the target beneficiaries (adult learners, employers, vulnerable groups). Respondents suggested a wide range of potential indicators, which have been categorised in Table 7. The most commonly cited indicators relate to participation in learning, labour market outcomes and progression in work.

A number of respondents also stressed the importance of measuring ‘softer’ outcomes related to the wider benefits of learning (e.g. improved confidence). Although more difficult to measure, these were highlighted as important for vulnerable or disadvantaged groups who may face a number of barriers to entering employment.

Table 7: Measures of Success		
Types of outcome	Number of comments	Example indicators
Participation in learning	15	<ul style="list-style-type: none"> • FE/apprenticeship starts • Enrolments on adult community learning courses
Labour market outcomes	13	<ul style="list-style-type: none"> • Entry in to employment • Reduction in NEETs • Reduction in benefit claimants
Progression in work/education	13	<ul style="list-style-type: none"> • Increased earnings • Progression to higher skilled occupation
Disadvantaged groups	12	Analysis of indicators, but focused specifically on the performance of vulnerable or disadvantaged groups
Wider outcomes	11	<ul style="list-style-type: none"> • Increased confidence • Improvements in subjective wellbeing • Improvements in health • Participation in community/the arts
Employer outcomes	10	<ul style="list-style-type: none"> • Reductions in skill shortages • Increased investment in training

Table 7: Measures of Success		
Types of outcome	Number of comments	Example indicators
Educational achievement	9	<ul style="list-style-type: none">• FE achievements• Apprenticeship completions• Qualifications gained
Macro indicators	5	<ul style="list-style-type: none">• Improved productivity (GVA per employee)• Economic growth
Quality measures	3	<ul style="list-style-type: none">• OFSTED reports• Learner satisfaction with learning• Employer satisfaction with training

Priority One

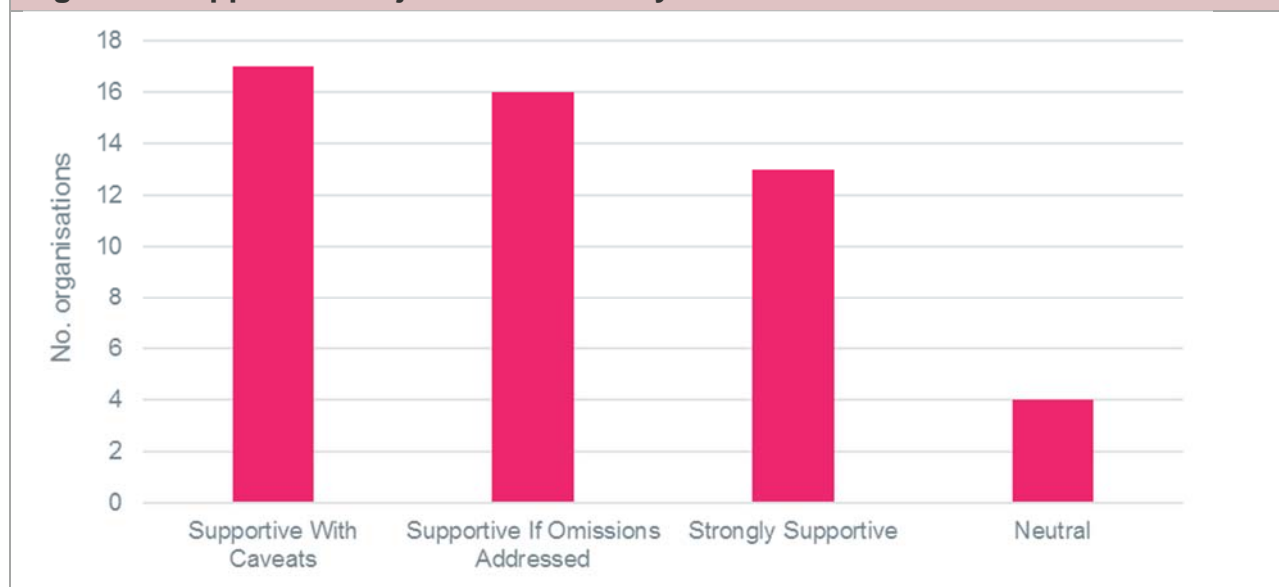
Support for the Objectives

50 organisations provided comments on the objectives for priority one. The types of organisation are shown in **Table 8**.

Table 8: Types of organisation that provided comments on the objectives for priority one	
Organisation type	Number
Training provider/representative of training provider	18
Other	9
Local Authority or SRP	7
Strategic role in learning & skills	5
Employer/business membership organisation	3
Institute of Adult Learning	3
HE institution	3
Further Education College Group	1
Academy Trust	1
Total	50

There was broad support for the objectives in priority one, although a large number of respondents added caveats or highlighted omissions. The recurring issues were as follows:

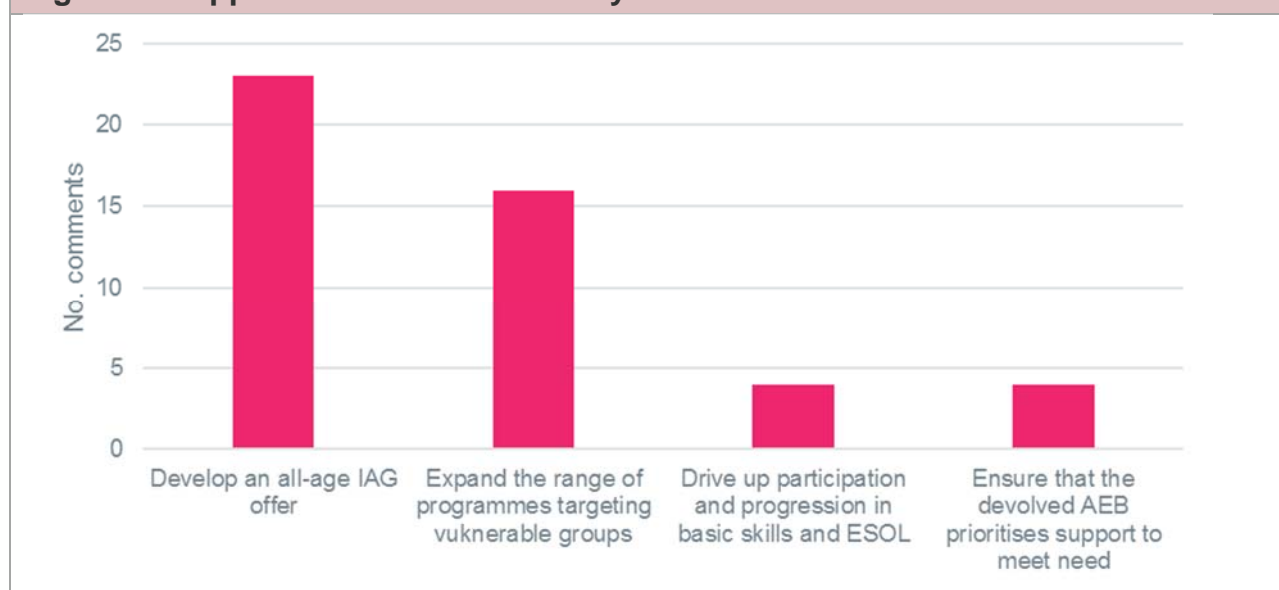
- **Careers advice:** this was already covered extensively in the draft strategy, but many respondents emphasised its importance and the need for advice to be high quality, impartial and delivered by accredited professionals.
- **Funding:** this included concerns about the certainty, stability and flexibility of future funding arrangements, as well as the total scale of funding that will be available for adult and community learning in the devolved AEB.
- **Clarity on vulnerable groups in objective 2:** there were calls for greater clarity over exactly which groups are considered to be vulnerable. Respondents were unsure whether they included the homeless, those with mental health problems or working class young men, who all face distinctive barriers to participation but were not mentioned in the draft strategy.
- **Accessibility:** poor accessibility or a lack of local provision was cited as one of the greatest barriers preventing Londoners from participating in education or training. It was felt the draft objectives did not acknowledge or aim to address this.

Figure 2: Support for Objectives in Priority One

Actions

The action to develop an all-age careers information advice and guidance offer received the strongest support. There was also a high level of support for programmes which target vulnerable groups (see Figure 4). Respondents also highlighted a number of gaps or other actions which were not included in the draft strategy. The most common where more actions were sought were:

- increasing participation in society (which is mentioned in the priority), building confidence or other non-employment outcomes related to adult education.
- how vulnerable groups will be engaged.
- helping to reduce the cost of learning for low income groups (e.g. means testing)
- raising aspirations of vulnerable or low-skilled groups, and raising awareness of the benefits of education/learning.

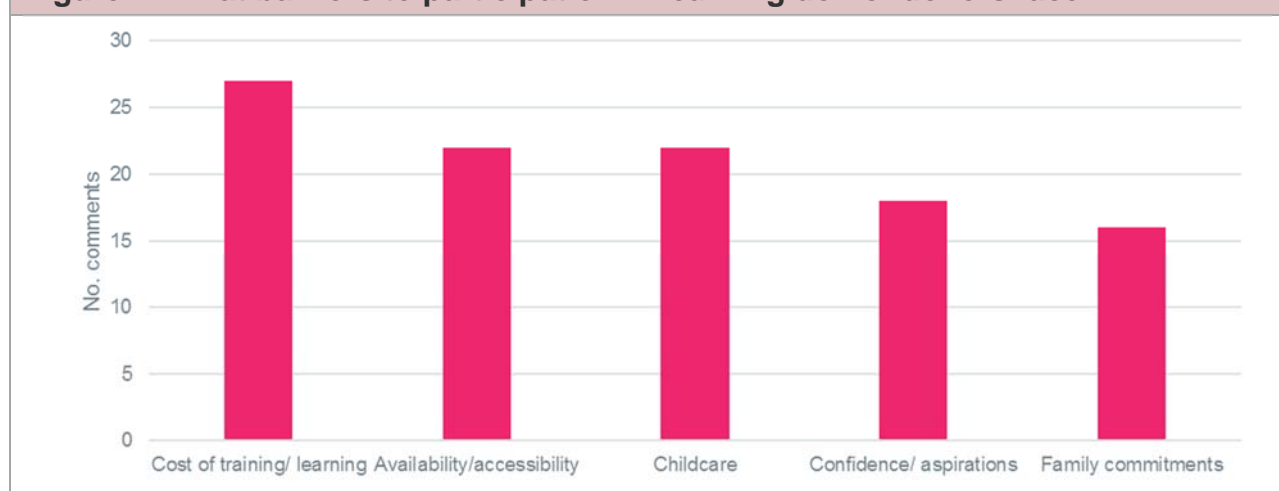
Figure 3: Support for Actions in Priority One

Key Points from Detailed Questions

Respondents were also asked a number of supplementary questions on skills-related topics wider than the draft strategy itself. The key points are summarised here.

Barriers to learning

The cost of training/learning, availability/accessibility of courses and childcare were cited as the greatest barriers preventing Londoners from accessing learning or training. These were all cited by at least 20 respondents.

Figure 4: What barriers to participation in learning do Londoners face?

Improving careers advice

Figure 5 shows there was strong support for improving the quality of careers advisers providing IAG. Many respondents wanted these advisers to be professionally accredited

and provide impartial advice. Several comments also stressed the importance of ensuring advice is accessible by, for example, providing advice centres in all local communities.

Figure 5: What could the Mayor do to improve careers information, advice and guidance?



Priorities for English for Speakers of Other Languages (ESOL)

Aside from increasing funding, respondents believed the greatest priority for ESOL should be to support people into employment (see Figure 6). This included helping people to develop their employability skills and tailoring ESOL provision to make it more specific to particular sectors or occupations.

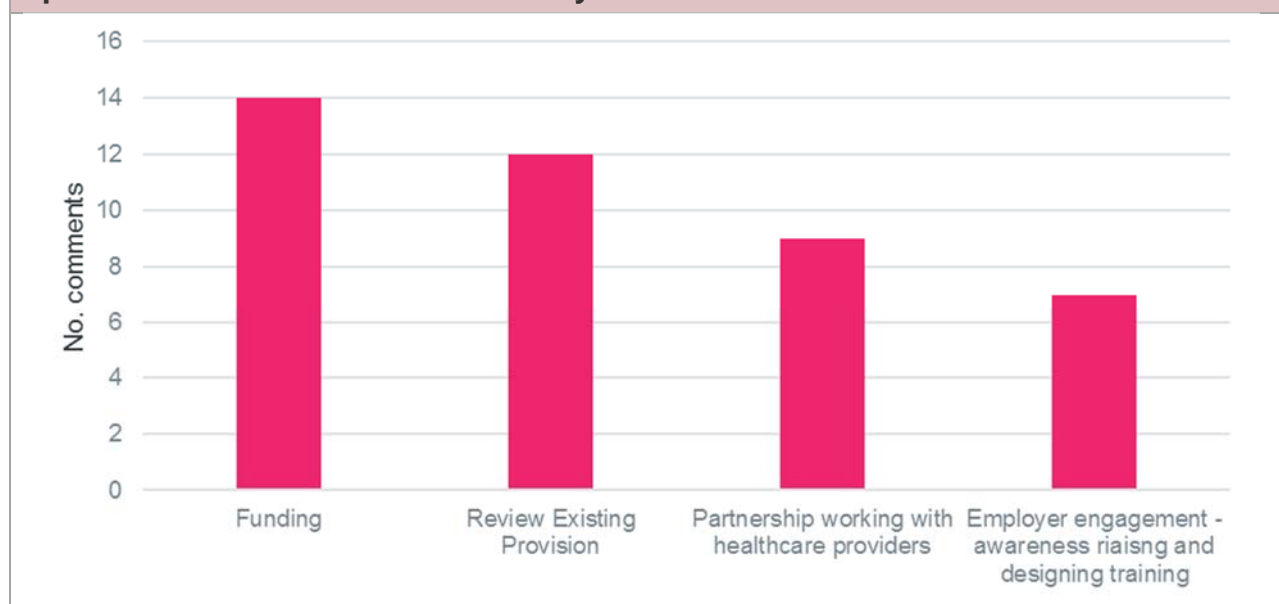
Figure 6: What/who should be the priority for ESOL funding?



Special educational needs and disabilities (SEND)

There was a high level of support for the commitment to undertake a pan-London review of SEND provision, which is an action in the draft strategy. This was cited by 10 organisations, second only to increasing levels of funding.

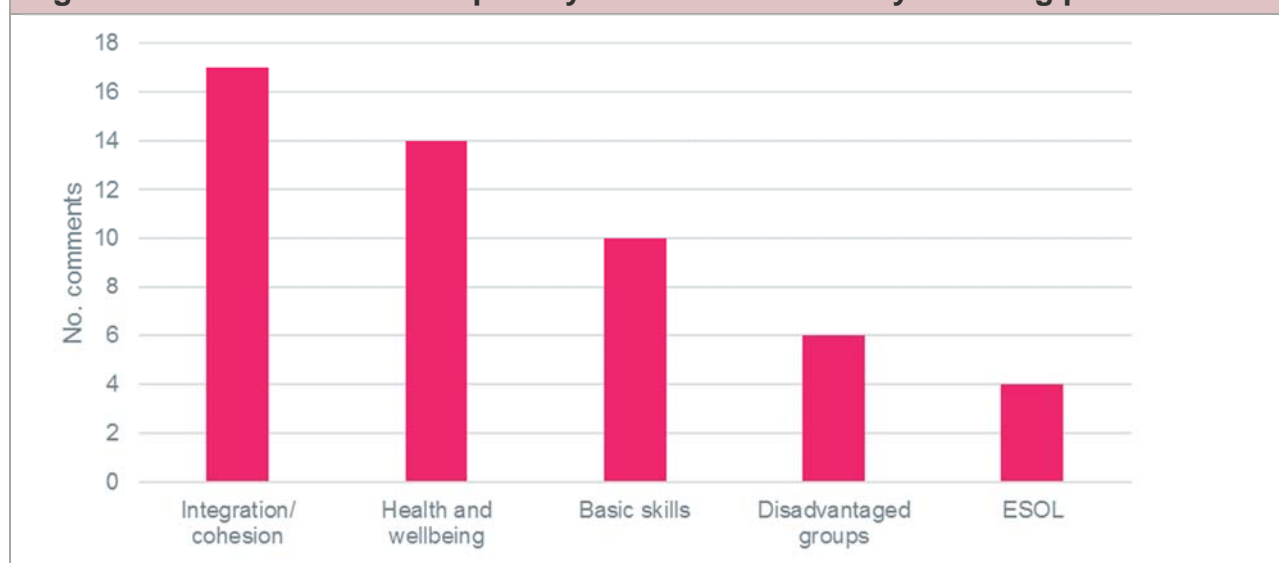
Figure 7: How best can we meet the education and training needs of people with a special educational need or disability?



Adult Community Learning

A large number of comments expressed the view that the priority for adult community learning (ACL) should be to improve social cohesion and integration. There were also high levels of support for improving health and wellbeing and developing basic skills in English and Maths.

Figure 8: What should be the priority for Adult Community Learning provision?

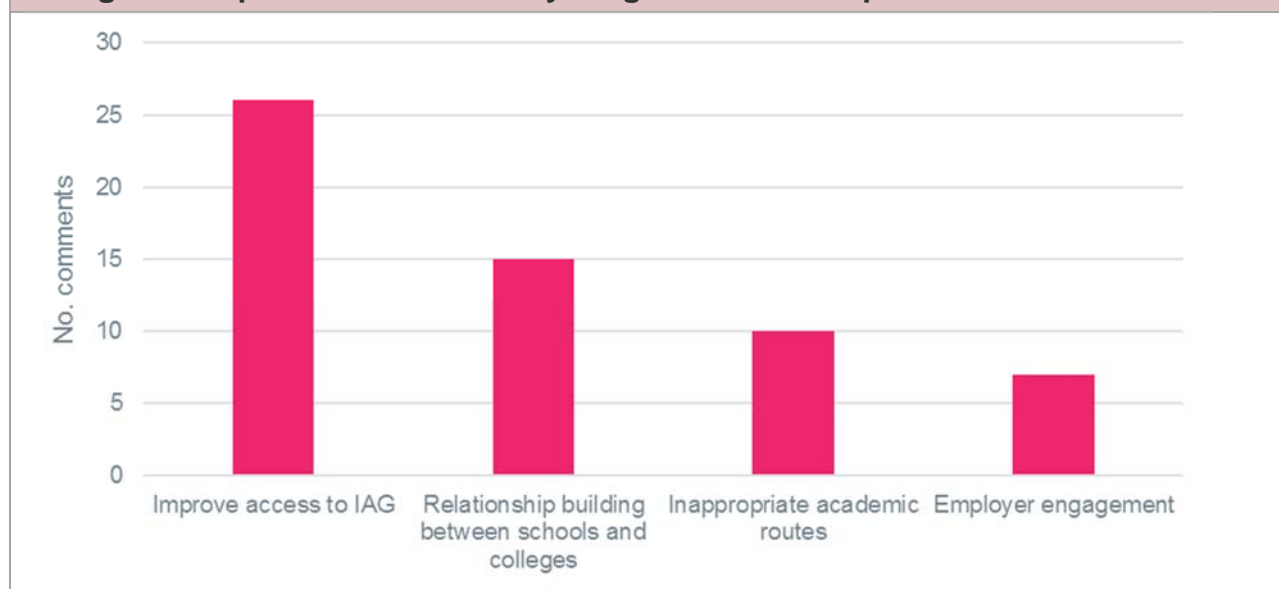


Pathways and transitions post-16

A large proportion of respondents felt that the best way of improving pathways and transitions between schools and colleges would be to improve young people's access to high-quality, impartial advice and guidance on their options after school.

Respondents also highlighted the need for stronger relationships and partnership working between schools and colleges, and an end to the practice of sending young people into academic routes when vocational routes would be more appropriate.

Figure 9: How can we improve pathways in and transitions between schools and colleges to improve outcomes for young Londoners in post-16 education?



Priority Two

Support for the Objectives

43 organisations provided comments on the objectives for priority two. The types of organisation are shown in **Table 9**.

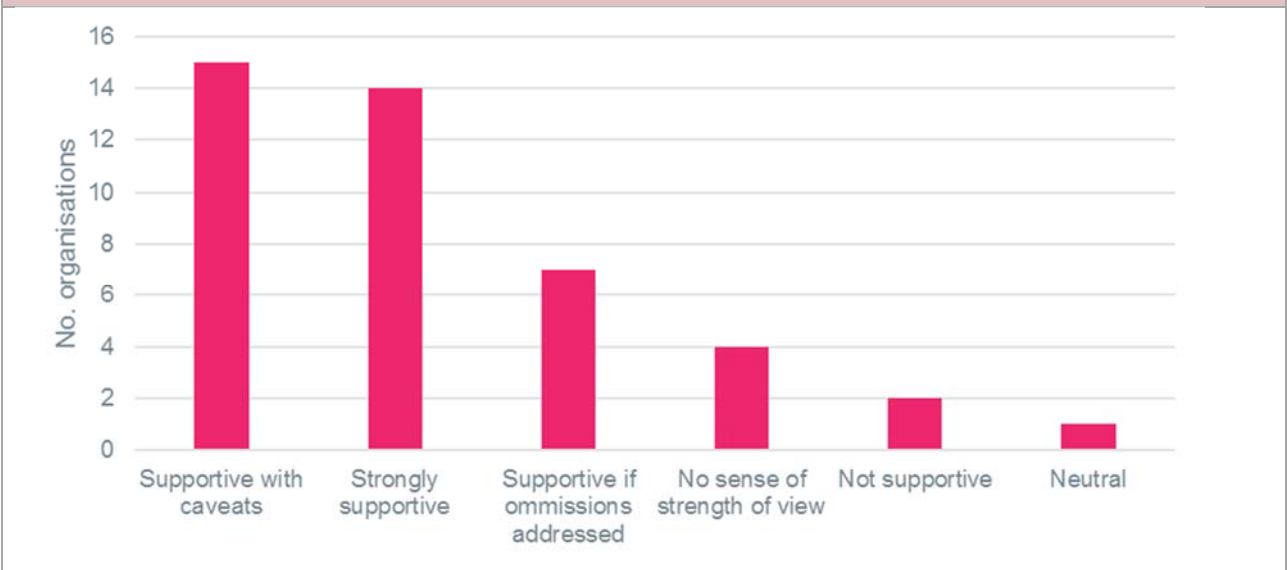
Table 9: Types of organisation that provided comments on the objectives for priority two	
Type of organisation/skills focus	Number
Training provider/representative of training provider	16
Other	7
Strategic role in learning & skills	4
Employer/business membership organisation	4
Local Authority or SRP	5
Institute of Adult Learning	3
HE institution	2
Further Education College Group	1
Academy Trust	1
Total	43

Figure 10: Support for Objectives in Priority Two

shows there was broad support for the objectives in priority two, although a large number of respondents added caveats. The recurring issues were:

- **Soft skills:** it was felt that these should be given greater prominence in priority two since they are frequently raised as an issue by employers. Soft skills include communication and teamwork skills as well as having the right attitude to work and high levels of motivation.
- **Employer investment in training:** this is already a focus of objective 4, but some felt the strategy needs to go further in encouraging employer investment in their workforce.
- **Employer engagement:** while there was support for increased employer engagement, many comments underlined how challenging this can be for training providers, particularly engaging SMEs.
- **Making the training system simpler and clearer:** businesses are struggling to understand the apprenticeship levy and generally find the skills system overly complicated. A number of comments stated that the strategy should take steps to address this.
- **Concerns about the levy:** there was support for moves towards more flexible uses of the apprenticeship levy, but many questioned whether devolution of the levy would happen and if there was an alternative plan if it did not.

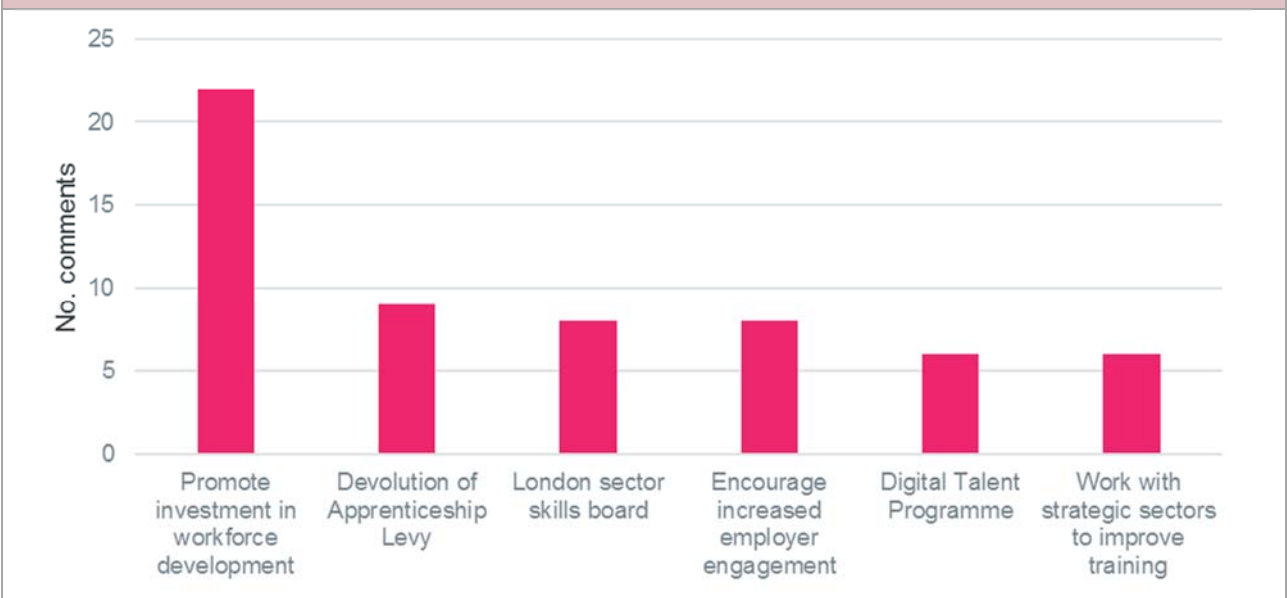
Figure 10: Support for Objectives in Priority Two



Actions

Figure 12 shows there was a high level of support for the proposed action to encourage investment in workforce development and a reasonable level of support for each of the other actions in priority two. The main gap highlighted by respondents was the absence of any actions to develop soft skills or work-readiness skills. This is a key priority for many employers and many felt it should be included in the strategy.

Figure 11: Support for Actions in Priority Two



Key Points from Detailed Questions

Encouraging employer investment in training

Aside from providing financial incentives to encourage training, it was felt that more needs to be done to convince employers of the business benefits of training through awareness raising (e.g. improved productivity). Some comments highlighted the importance of business support services playing a more active role in stimulating demand for training and encouraging workplace innovation.

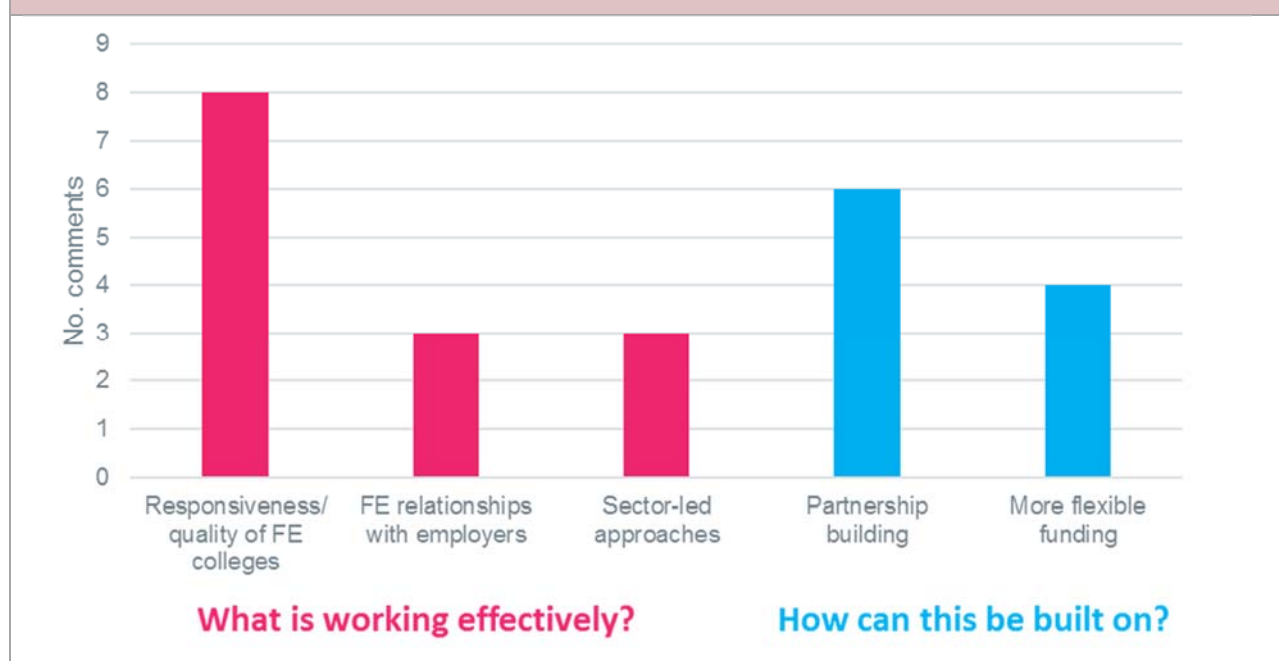
Figure 12: What more could be done to encourage employers to further invest in the skills of their workforce?



Strengths of the skills system

A number of respondents highlighted the quality of FE colleges and their responsiveness to the needs of local employers as being a particular strength of the skills system in London (cited by eight respondents, four of which were FE colleges). They felt the GLA could build on this by facilitating new relationships and partnerships between colleges and employers.

Figure 13: What is working effectively in the skills system in meeting London's business needs and how can this be built on?



Changes required to meet business needs

Inflexible funding and qualifications frameworks were cited as one of the main barriers preventing FE colleges from better meeting the needs of employers (eight respondents). The same number of respondents stated that colleges need to do more to engage employers (e.g. through dedicated business engagement teams) and to arrange more work experience placements with employers.

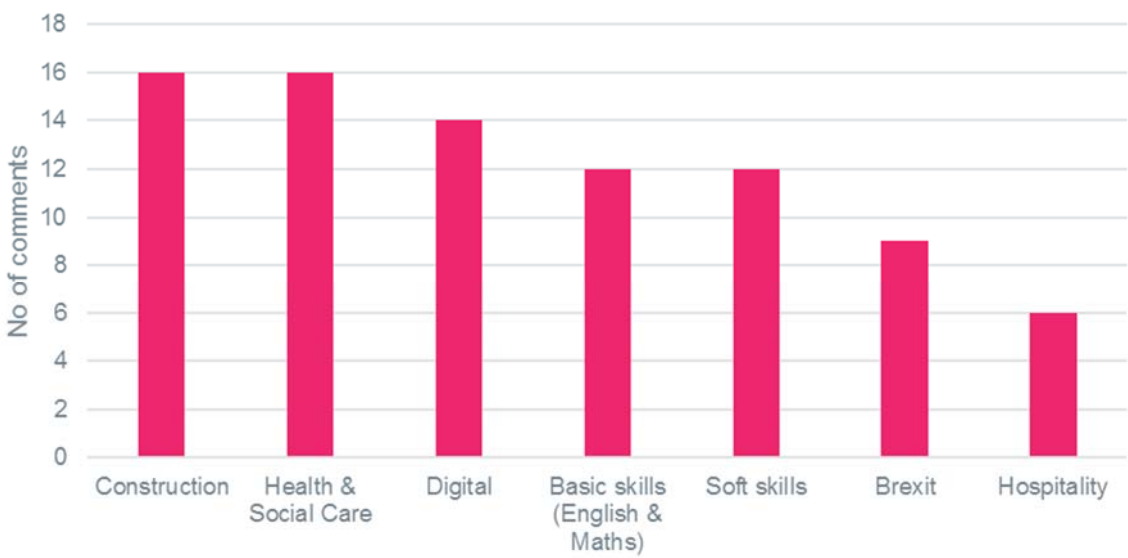
Figure 14: What changes are needed in further education to better meet the needs of employers and businesses?



Sector skills challenges

16 respondents stated there were acute skills challenges in the health and social care sector (this was the joint highest along with construction). A number of comments stated that this sector should be included as one of the priority sectors in objective six along with construction, creative industries and digital.

Figure 15: What acute skills issues exist that need to be addressed for particular sectors?



Priority Three

Support for the Objectives

47 organisations provided comments on the objectives for priority two. The types of organisation are shown in **Table 10**.

Table 10: Types of organisation that provided comments on the objectives for priority three	
Type of organisation/skills focus	Number
Training provider/representative of training provider	17
Other	8
Local Authority or SRP	7
Employer/business membership organisation	4
HE institution	4
Institute of Adult Learning	3
Strategic role in learning & skills	2
Further Education College Group	1
Academy Trust	1
Total	47

15 organisations were strongly supportive of the objectives in priority three and a further 25 were supportive with caveats or if omissions were addressed.

The main issues raised in relation to objectives were as follows:

- **Adult education:** it was felt that the current objectives are too focused on FE and say little about the adult education offer (despite this being mentioned in the priority)
- **Delivery arrangements for objective seven:** there was broad support for objective seven, but some asked for more detail on how this would be implemented, particularly in relation to governance arrangements, stakeholder engagement, timelines and deliverables.
- **Funding:** it was felt that the objectives should address the long-term financial sustainability of colleges. While some comments called for higher levels of funding, there were also calls for greater certainty and stability of funding to support long-term planning.

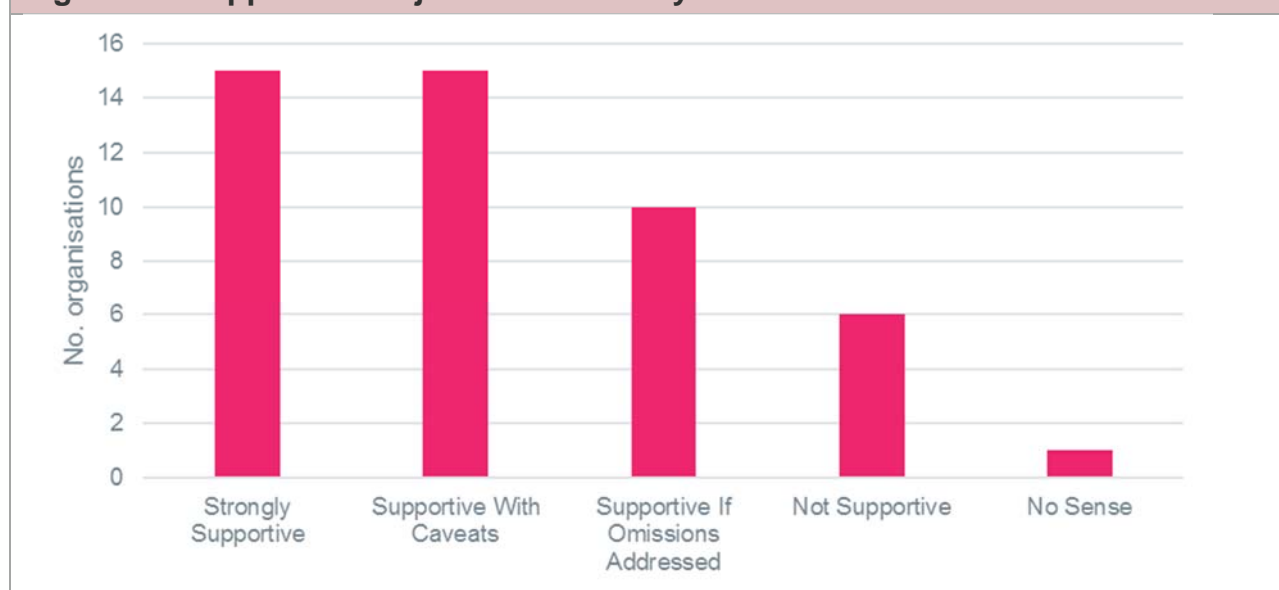
Figure 16: Support for Objectives in Priority Three**Actions**

Figure 17 shows there was strong support for the creation of a more collaborative skills system and a Skills and Employment Knowledge Hub. Again, this support was tempered by a request for more detail on how these actions would be delivered in practice. For the Knowledge Hub, several comments emphasised how challenging it is to provide high-quality labour market intelligence which is robust, comprehensive and up-to-date, and requested more detail on how this action would be implemented.

Other requests/demands covered similar priorities to those raised for objectives in Priority 3:

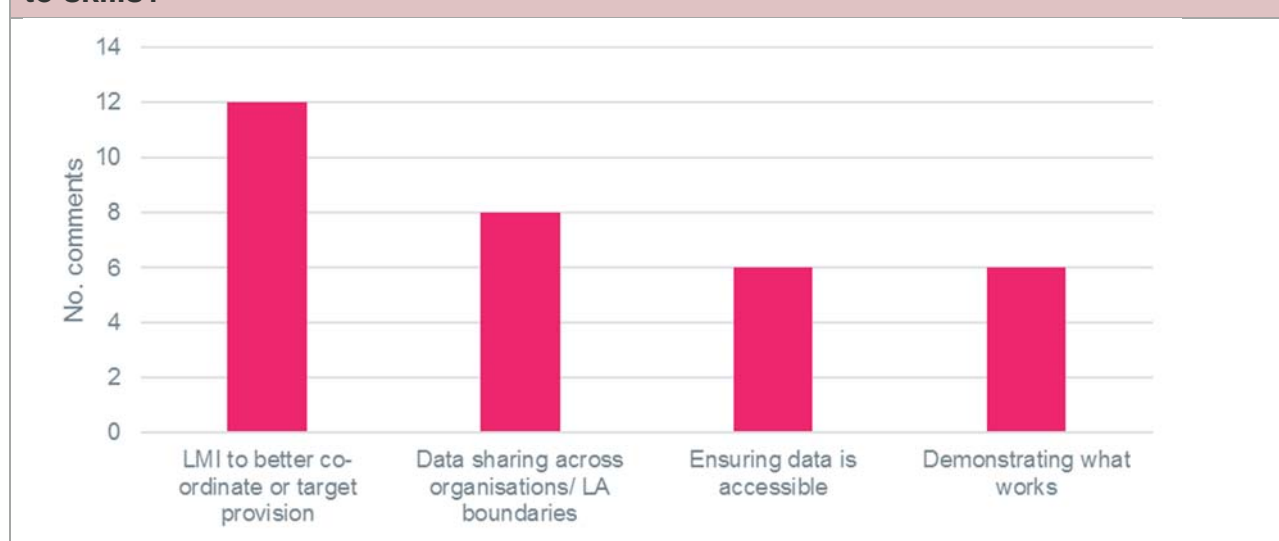
- greater recognition of the adult education sector, and actions which specify how the strategy will deliver a strategic city-wide adult education offer (e.g. pathways from adult community learning to formal learning).
- greater clarity over the future funding system and a firmer commitment to more stable, longer-term funding.

Figure 17: Support for Actions in Priority Three

Key Points from Detailed Questions

Use of data

12 comments stated that the GLA should collect data and intelligence on the demand for and supply of skills across London, and use this to identify gaps in provision and reduce duplication.

Figure 18: How can London better use data to achieve a more strategic approach to skills?

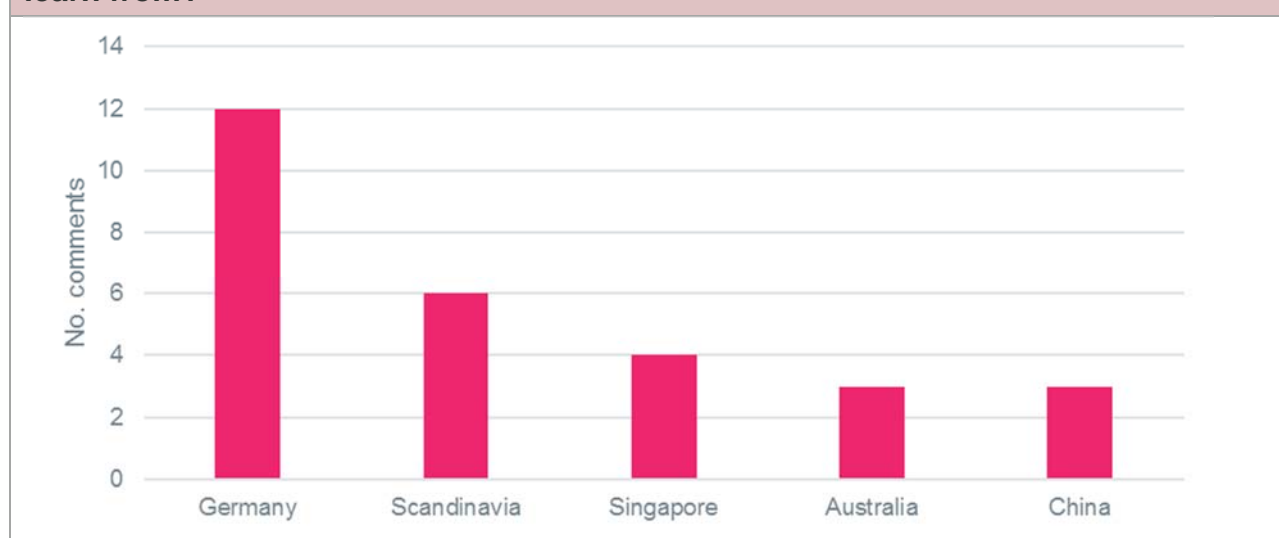
Examples of successful skills systems

12 comments pointed to Germany's dual training system as an example of a successful system that London could look to emulate (see Figure 20). This system is characterised by high levels of cooperation between SMEs and publicly funded training providers, which is regulated by law. Besides the high level of employer involvement, comments also highlighted the parity of esteem between academic and vocational education, the high levels of funding and the stability of the system as being particular strengths.

Comments also noted the following strengths of other skills systems:

- Scandinavian systems have high levels of investment in young children's education and employer commitment to training.
- Singapore has an integrated adult skills and education strategy which recognises the benefits of education for wellbeing as well as productivity. It also has a sophisticated approach to developing employability skills through the Employability Skills System.
- The Australian system obliges immigrants with poor English to attend a set number of hours of language courses in order to play an active role in society.

Figure 19: Which national/international examples of skills systems could London learn from?



Outcome-based commissioning

Figure 20 shows the main challenges and opportunities respondents identified as being involved in creating an outcome-based approach to skills commissioning. The main challenges identified were:

- **Many outcomes are difficult to measure:** there are a wide range of potential positive outcomes from learning, many of which are difficult to measure (e.g. improved confidence, development of soft skills). There were concerns that an outcome-based

approach would focus mainly on those which are easy to measure (e.g. employment outcomes).

- **Reduced flexibility:** there were concerns that an outcome-based approach would reduce the scope for organisations to respond quickly and flexibly to changes in need and the particular circumstances of some individuals.
- **Perverse incentives:** an outcome-based approach which prioritises employment outcomes may lead to providers focusing support on those who are closest to the labour market and mean that people facing greater barriers to work are excluded.

The main opportunities identified with an outcome-based approach were that it would ensure provision is more responsive to the needs of London's economy and employers, and enable the GLA to better incentivise the behaviours and outcomes that it wishes to commission through the AEB (e.g. employer endorsement of training pathways).

Figure 20: What are the challenges and opportunities involved in creating a more strategic and outcome based approach to commissioning?

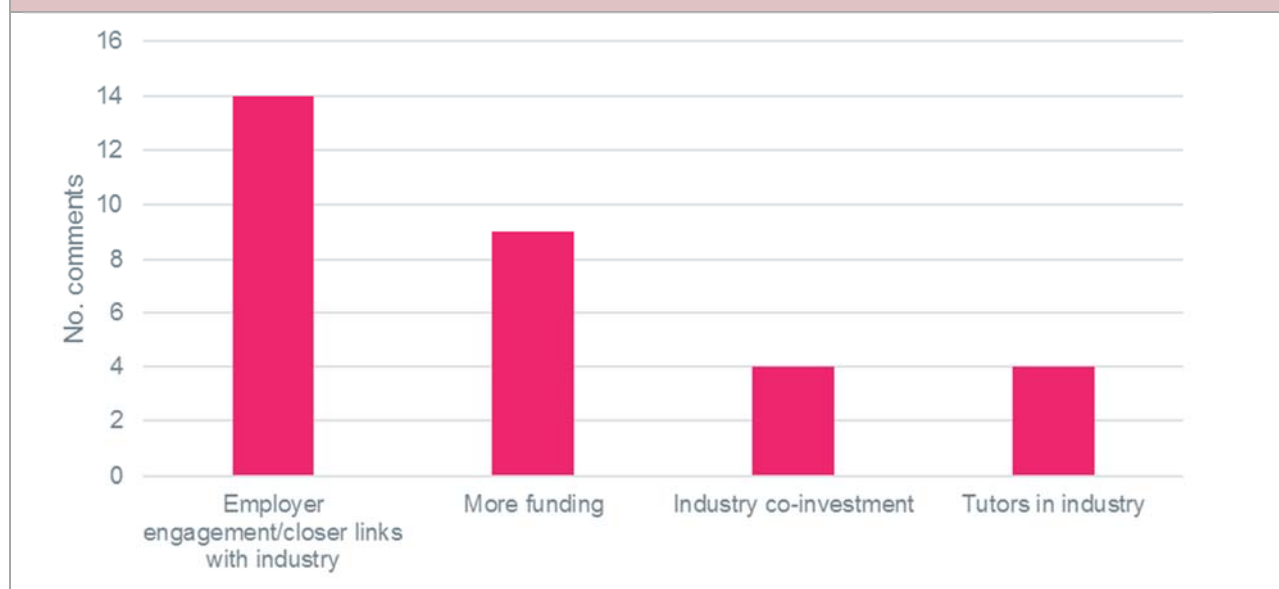


Improving provision to deliver more industry-relevant skills

Respondents felt the most effective way of delivering industry-relevant skills would be to increase employer engagement and build stronger links with those industries that colleges currently work with. This may mean increasing specialisation and collaboration with other providers.

More specific recommendations included increasing opportunities for tutors to gain industry experience through short placements, or encouraging more co-investment in training facilities by large employers or employer groups.

Figure 21: What steps can be taken by further education institutions, in terms of improving teaching/leadership and physical resources, to deliver more industry relevant skills?



Qualitative Research

Young Londoners

The key findings from the focus groups and interviews with young people were as follows:

- Schools facing funding challenges are focused on attracting students, leading to pressure to achieve good exam results and high university entry rates.
- STEM subjects are being pushed as the route to success, with the result that students are taking subjects that they are not well suited to and are neglecting creative subjects that they would do well in.
- The system for careers advice and guidance in schools and colleges is focused on getting you to the next stage of education, and provides little exposure to the labour market.
- There is disillusionment with university (across all age groups), and concern that many graduates struggle to get graduate-level jobs when they enter the labour market - this is largely attributed to a lack of professional experience.
- Many felt that there has been increased interest in apprenticeships in recent years, but this is not being reflected in the way that the option is being presented in schools/colleges.
- The main drawback of apprenticeships was seen to be that they limit career options at a very early stage in life, when young people have had only very limited exposure to the labour market and do not feel equipped to be choosing a career.

C1C2DE Adults

The key findings from the focus groups and interviews with C1C2DE adults were as follows:

- Female participants with children described finding it difficult to get work, and felt that the best they could hope for would be part time menial work until their children grew up.
- Older participants felt at a major disadvantage in the jobs market due to their age, and did not think qualifications would help overcome this. This was particularly true for older women who had had long periods of time not working due to caring responsibilities.
- As well as cost and time, uncertainty about the value of qualifications in the jobs market was seen as a barrier to taking up learning opportunities.
- Many said they would value some form of careers advice, but did not think this was something that was currently provided by any government service.
- Many felt there is a potential disconnect between employers and workers in terms of what skills are considered important e.g. numeracy and literacy.
- Awareness and understanding of options for financial support was low, and there is anecdotal evidence that local colleges are not always providing guidance on this.
- Many felt the language used around types and levels of qualifications is very confusing.

5 Proposed Response to Key Issues Raised

The proposed changes to the strategy outlined below have been discussed with Skills for Londoners taskforce members, given their role in steering the development of the strategy.

Issues raised in relation to Vision and Measures of Success

1. Greater recognition of the wider benefits of learning in the vision statement.

Issue

The main criticism of the draft vision statement was that it is too focused on employment or skills outcomes, and does not recognise the wider benefits of learning (confidence, wellbeing, community cohesion etc). It was suggested in one comment that the vision statement should be changed to “making sure Londoners, employers and business get the *education and* skills they need to succeed in a fair, inclusive and thriving *society and* economy”.

GLA Response

The GLA agrees with the need for greater recognition of the wider benefits of learning in the vision statement.

Proposed Changes to the Strategy

Change the vision to read: “A City for all Londoners - making sure Londoners, employers and business get the skills they need to succeed in a fair, inclusive and thriving economy and society”.

2. Identify a basket of indicators to measure progress, which include the wider benefits of learning

Issue

There was broad support for agreeing a basket of indicators which can provide a rounded assessment of the impact and achievements of the strategy. These should include a combination of indicators to measure participation (e.g. number of starts), labour market outcomes, progression (e.g. increase in earnings), employer outcomes (e.g. skill shortages) and wider benefits of learning (confidence, wellbeing, health improvements etc). The indicators should also look specifically at the relative performance of vulnerable groups.

GLA Response

The GLA acknowledges the need to consider a broad range of indicators to measure success. As stated in the draft strategy, City Hall will publish an AEB Skills Statement (now entitled Skills for Londoners Framework) which will set out the priorities for the AEB. This will include a detailed list of indicators. The skills strategy itself will focus on four high-level indicators focused on participation in learning, employer investment in workforce skills, skills shortage vacancies and the proportion of the working age population with intermediate level skills. These are all impact indicators where the skills strategy can make a direct and measurable contribution. The skills strategy will also contribute to wider economic indicators included in the Economic Development Strategy (EDS) relating to employment, productivity and wellbeing.

Proposed Changes to the Strategy

Include a new section in the strategy, entitled “Measuring Impact”. This will include the proposed indicators for the skills strategy and justification for this approach. This will also confirm that a more detailed list of indicators will be included in the Skills for Londoners Framework.

3. A clearer statement about funding and how competing demands for Adult Education Budget (AEB) will be prioritised

Issue

Future funding was a recurring issue throughout the responses. This included concerns about the certainty, stability and flexibility of future funding arrangements, as well as the total scale of funding available to deliver the strategy. Respondents noted that the strategy says little about how competing demands for the AEB will be prioritised.

GLA Response

The GLA recognises that future funding is a key concern of many stakeholders. As stated in the draft strategy, the Skills for Londoners Framework will set out the priorities for the AEB.

Proposed Changes to the Strategy

Include a short section about funding earlier in the strategy which states that City Hall will set out its priorities for the AEB in the Skills for Londoners Framework.

Issues raised for Priority One

4. Greater recognition of the wider benefits of learning

Issue

It was generally felt that the priority was too focused on employment or skills outcomes, and did not recognise the wider benefits of learning (confidence, wellbeing, community cohesion etc), although some welcomed the priority’s focus on increasing participation in society.

GLA Response

The GLA agrees that the objectives for priority one do not give sufficient recognition to the wider benefits of learning and should be amended. The wording of the priority itself, however, does already recognise these benefits and therefore does not need to be changed.

Proposed Changes to the Strategy

Two changes to the strategy are proposed:

- Change objective three to: “increase the number and diversity of adult learners in London gaining the skills they need to *participate in society* and progress into further/higher level learning, work or an apprenticeship”
- Add further detail in the supporting text for objective two which recognises the wider benefits of learning for disadvantaged groups.

5. Outline how the strategy will ensure learning and training opportunities are accessible for all Londoners

Issue

Accessibility and availability of local provision was cited as one of the greatest barriers preventing Londoners from participating in education or training. Priority one should therefore place a greater emphasis on ensuring provision is available in accessible locations and at accessible times (e.g. evening courses).

GLA Response

The GLA recognises the importance of ensuring that learning is physically accessible, delivered at convenient times and meets the needs of different groups. The Skills for Londoners Framework will say more about the steps that the GLA will take to ensure that this happens in practice.

Proposed Changes to the Strategy

The supporting text for objectives two and three should include greater recognition of the need to make learning opportunities more accessible and flexible, including opportunities for online and blended learning. The bullet points under objective three should include an additional bullet which states that City Hall will “seek to make adult learning provision more accessible – in terms of timing and location - and more flexible to reflect different learning needs”. This will include taking account of barriers identified through the insights research.

6. Provide a definition of ‘vulnerable groups’ in objective two.

Issue

A number of comments called for greater clarity over which groups are considered to be vulnerable. Respondents were unsure whether they included the homeless, those with mental health problems or working class young men, who all face distinctive barriers to participation but are not mentioned in the text.

GLA Response

The GLA believes the term ‘disadvantaged’ groups should be used instead of ‘vulnerable’ to avoid confusion with definitions of vulnerable groups under the ‘Safeguarding Vulnerable Groups Act 2006’. The draft strategy already provides a list of examples of groups considered to be disadvantaged. This list is not exhaustive and we are happy for homeless people and people with mental health problems to be added to the list. However, working class young men is considered to be too broad and ill-defined to be listed as a disadvantaged group.

Proposed Changes to the Strategy

The strategy should use the term ‘disadvantaged groups’ instead of ‘vulnerable groups’. It should be made clear that the list of groups is not exhaustive by adding ‘such as’ before the list. For clarity, the list of examples should also include homeless people and people with mental health problems.

7. Include an action about engaging disadvantaged groups

Issue

Although the draft strategy recognises the need for programmes targeting disadvantaged groups, many felt it says little about how different groups will be engaged. This is important because different types of learner will need to be engaged in different ways.

GLA Response

The GLA recognises the need for different approaches to engaging different groups and is committed to working with a range of partners to achieve this, including the voluntary and community sector. The GLA’s ESF programme already engages widely with disadvantaged groups. The GLA will continue to support this and ensure that best practice methods for engaging different groups are shared.

Proposed Changes to the Strategy

Under objective two, make it clear that the GLA is committed to a multi-faceted approach to engaging different groups.

8. Include an action about raising aspirations

Issue

Low confidence and aspirations were identified as one of the main barriers to people participating in learning, particularly among low-skilled/low-income groups. It was felt the strategy should include an action to support aspirations among these groups and increase awareness of the benefits of learning.

GLA Response

The GLA recognises the importance of raising confidence and supporting aspirations. This will be one of the core aims of a number of the actions identified under objective one, including the all-age careers offer and the London Enterprise Adviser Network. The strategy will also emphasise the importance of supporting aspirations by including a case study in

this section based on someone from a disadvantaged background who has successfully developed their skills and possibly a career.

Proposed Changes to the Strategy

The proposed changes are to:

- include a case study in objective one based on someone from a disadvantaged background who has successfully developed their skills.
- amend the wording for the all-age careers offer and London Enterprise Adviser network to make it clear that these will also seek to support aspirations.

9. Include action to reduce the cost of learning for low-income groups

Issue

The cost of training/learning was identified as the single greatest barrier preventing people from participating in learning. A number of comments felt the strategy should include an action to address this (e.g. means testing).

GLA Response

The GLA believes that to increase investment in training, we should be ensuring people understand the benefits to their careers, and that they have full knowledge of the existing funding entitlements and types of support available to them. This will be achieved by working with other partners such as Jobcentre Plus to promote people's entitlements (e.g. access to support for childcare) and working with providers to promote the benefits of taking an advance learner loan to do training.

The GLA also recognises that there may be cases where people are being deterred from training for financial reasons and where public investment above and beyond current entitlements may be justified. GLA will undertake research into this area to further develop understanding of the barriers/ issues and consider potential solutions.

Proposed Changes to the Strategy

Objective three should state that providers will be encouraged to promote funding entitlements and the range of support available to learners. This should also refer to their role in raising awareness of the benefits of learning and include a cross reference to objective eight (priority three) where this is identified as a specific action and objective one (priority one) which will include awareness raising.

Issues raised for Priority Two

10. Identify specific actions to develop soft skills or work-readiness skills in priority two.

Issue

The current draft of the strategy only includes a passing reference to soft skills (communication, team-working, attitudes to work, independence etc) and does not identify any specific actions to develop these skills. Several respondents highlighted this as a significant omission since soft skills are frequently highlighted as a priority by employers.

GLA Response

The GLA acknowledges that improving soft skills is a major challenge that the strategy will need to address. Given the central importance of these skills, the GLA believes the strategy should refer to these as ‘core employability skills’.

The GLA is committed to working with employers to understand the problem and reviewing the evidence of what works. GLA will:

- work with employers to understand the specific skills that they feel are lacking and develop an agreed definition of core employability skills.
- look at current approaches to how the development of these skills is embedded in curriculums.
- review the evidence on how to develop core employability skills, including through curricula and engagement of employers.

Proposed Changes to the Strategy

Include an action which commits to continuing to work with employers on developing a coherent definition for core employability skills in priority two, and work with providers on how to embed these.

11. Provide more detail on how employer investment in training will be encouraged in objective four

Issue

While there was a high level of support for the action to ‘promote increased investment in skills development and effective use of skills by employers’, many felt the strategy needs to go further to encourage more employer investment, particularly by demonstrating the productivity benefits of training and how employers can better utilise the skills of their employees.

GLA Response

Objective four already goes into considerable detail about the actions to increase employer investment in training. We do not propose to add to these. However, the strategy should recognise the potential for greater alignment between economic development and skills, and making skills development more central to the work of the LEAP and the Growth Hub.

Proposed Changes to the Strategy

Provide additional text about working with the LEAP to improve the alignment between skills and economic development. This should also state that the proposed Sector Skills Board, comprising business representatives, will look at the business benefits of skills investment and development.

12. Include an action to reduce the complexity of the skills/apprenticeship system, or to help employers navigate the system

Issue

Many businesses were reported to struggle to understand the apprenticeship levy and generally find the skills system overly complicated. A number of comments stated that the strategy should take steps to address this.

GLA Response

The GLA acknowledges the complexity of the skills system and the levy as being a potential barrier for many businesses. The Growth Hub already provides some support to help smaller businesses to understand and navigate the skills system, and the GLA will look to how it can expand this offer. The GLA will also seek to signpost businesses and employers to the apprenticeship service and its online portal, which provides support and advice on the apprenticeship system and funding.

The GLA is also aware of examples of good practice where providers and large employers are helping to reduce complexity by working with small employers. The strategy will also seek to encourage more of this business-to-business support through the Good Work Standard.

Proposed Changes to the Strategy

The following changes are proposed:

- Objective four should include a commitment to widening support to businesses helping them to understand the skills system through the expansion of existing services provided by the Growth Hub and better signposting to the Apprenticeship Service (online portal).
- Provide more detail on how the Good Work Standard could provide support to businesses.

13. Commit to building relationships between employers and colleges

Issue

Many respondents felt that providers were already responding well to the needs of their local economy but felt this could be strengthened by the GLA playing a greater role in facilitating relationships between providers and employers.

GLA Response

Objective six describes the actions that the GLA will take to strengthen links between employers and training providers in the construction, creative and digital industries. In addition to this, the proposed Sector Skills Board in objective five will play a key role in

joining up the demand and supply of skills and helping to build these relationships. There is also a role for the Sub-Regional Partnerships in this.

Proposed Changes to the Strategy

No changes are proposed.

14. Include an action to provide greater flexibility for colleges to respond to local need

Issue

Inflexible funding and qualifications frameworks were cited as one of the main barriers preventing providers from better meeting the needs of employers. It was suggested by some that the GLA could provide increased flexibility to better meet the needs of the economy.

GLA Response

The GLA recognises the need for a more flexible funding and skills system and will further explore how a more flexible approach which better meets local need could work as part of devolution of the AEB. More details will be provided through the Skills for Londoners Framework.

Proposed Changes to the Strategy

Include a commitment to exploring a more flexible approach to skills funding in objective seven with more detail to be provided in the Skills for Londoners Framework.

15. Include health and social care as a priority sector in objective six or increase recognition of the skills challenges facing the sector

Issue

Objective six currently focuses on addressing skills challenges in three sectors (construction, creative industries and digital). Many respondents felt this should also include the health and social care sector which is likely to face severe challenges as a result of an ageing population, funding constraints and potential migration controls after Brexit.

GLA Response

The GLA acknowledges the skills challenges faced by the health and social care sector. Although there is not a specific focus on this sector in objective six, the strategy does state that we will work with other sectors to help address skills needs through the proposed Sector Skills Board, and will prioritise those sectors experiencing acute skills challenges. This will include the health and social care sector.

Proposed Changes to the Strategy

Priority 2 of the strategy will be strengthened to reflect the range of sectors that the GLA seeks to focus on including health and social care.

Issues raised for Priority Three

16. Objectives and actions to include greater focus on adult learning

Issue

Although priority three refers to a ‘city-wide technical skills *and adult education* offer’, it was felt that the objectives and actions focus on FE and say little about how the GLA will deliver a strategic adult education or community learning offer.

GLA Response

The GLA agrees that priority three should include a greater focus on adult learning. This will promote the importance of adult learning and recognise its distinctive role through a case study focusing on one of the Institutes for Adult Learning (IfAL). Objective nine should also include a specific focus on adult learning and provide a commitment to supporting and investing in adult education.

Proposed Changes to the Strategy

The proposed changes are:

- Include a case study in priority three focusing on adult education delivered by an IfAL.
- Amend objective nine to include a greater focus on and a commitment to supporting and investing in adult education.

17. Provide more detail on delivery arrangements

Issue

While there was broad support for the objectives and actions in priority three, a number of respondents called for more detail on how these would be implemented in practice. This was particularly true of the action to ‘create a more collaborative and strategic skills system’ where respondents called for more information on governance arrangements, stakeholder engagement, timelines and deliverables. They also called for more information on how the ‘Skills and Employment Knowledge Hub’ would be developed to ensure it is robust, comprehensive and up-to-date.

GLA Response

The Skills for Londoners Framework will provide more detail on delivery arrangements including governance and timescales.

The GLA recognises the challenges of developing comprehensive and robust labour market intelligence (LMI). The GLA will look to build on lessons from previous approaches and make full use of the richer datasets and technology-based methods for mapping and aggregating demand that are now available. This approach will align with the Mayor’s Smart London Plan. It is also recognised that the move to T Levels provides an opportunity to structure LMI around the different occupational routes. This differs from past approaches which have focused on sectors.

Proposed Changes to the Strategy

State that the Skills for Londoners Framework will provide more detail on delivery arrangements relating to how the GLA will fund and measure various programmes.

18. Integrate the relevant findings from the YouGov survey and qualitative research into the 'Skills Challenges for Londoners' section, and ensure that these are reflected in the design of actions

Issue

The YouGov poll and qualitative research with young people and C1C2DE² adults did not ask specific questions about the strategy document. However, this research provides valuable insights related to people's perception of training and employment, barriers to learning, awareness of entitlements and the benefits of learning and how careers advice, information and guidance could be improved. The key relevant findings should be incorporated into the challenges section and reflected in the design of the all-age careers offer (first action in priority one), including actions to support the supply of apprenticeships.

GLA Response

The GLA agrees that the research provides valuable insights and will incorporate the key findings into the development and delivery of the relevant actions.

Proposed Changes to the Strategy

The following changes are proposed:

- Incorporate key findings into the 'Skills Challenges for Londoners' section, particularly the sections related to careers IAG and barriers to learning.
- Indicate that the insights will be considered in the implementation of Objective 1, in relation to the careers offer.
- Indicate that the insights will be considered in the implementation of Objective 3, in relation to flexible and accessible provision and awareness of entitlements.

² This refers to official social grades: C1 Supervisory, clerical & junior managerial, administrative, professional occupations 30.84; C2 Skilled manual occupations 20.94 and DE Semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations 26.05

6 Next Steps

The Consultation Report to the Mayor will be considered by the Mayor's Corporate Investment Board and the Mayor, and then published with the final Skills for Londoners Skills and Adult Education Strategy in spring 2018.

The strategy will be revised during March, to reflect agreed amendments following consultation and will be considered by the Skills for Londoners Taskforce and the Mayor. Following final approvals in May 2018, it will be published with the final evidence base supporting the strategy.

An event to mark the publication of the final strategy will take place in late May or early June, which will include announcements on a number of aspects of the strategy's implementation including the Skills for Londoners Framework.

The Skills for Londoners Framework, which will set out the Mayor's approach to funding and commissioning skills and employment-related programmes including the devolved (AEB will also be published in spring 2018). The GLA is undertaking significant preparatory work ahead of devolution of the AEB, including reviewing its governance approach to managing the delivery of these funds and wider skills and employment programmes.

Following publication of the final strategy and framework, the GLA plans to host a number of provider information events to raise awareness about its plans for allocating AEB and future ESF. More details on these events will be made available on the london.gov.uk website in the spring.

7 Conclusions and Recommendations

The draft Skills for Londoners Strategy was warmly welcomed by consultees. Overall there was a high level of support for the vision and priorities, with very few organisations raising fundamental concerns about the strategy or its fit with the needs of Londoners and the economy. There was particular support for the strategy's focus on inclusion and working with disadvantaged groups, the commitment to encourage employer investment in training, and the proposals for an all-age careers offer.

There were, however, a number of areas where they felt the strategy could be strengthened or where key omissions needed to be addressed. The key issues were as follows:

- A number of comments stated that the **vision statement** and priority one should include greater recognition of the wider benefits of learning. The wider benefits, which include improved confidence, wellbeing and health, should also be reflected in the indicators which are used to measure the impact of the strategy.
- It was felt that **priority one** should also say more about engaging disadvantaged groups, making learning more accessible and flexible and reducing the cost of learning for low-income groups.
- The main concern about **priority two** was that it would not do enough to develop core employability skills. Respondents also stated concerns about the complexity of the skills system and asked for more detail on how the strategy would stimulate employer investment in training.
- The main criticism of **priority three** was that the objectives and actions say little about how City Hall will support the adult community learning sector. It was also felt that the strategy should provide more detail on how the actions to develop a collaborative skills system and create a skills and employment knowledge hub will be delivered.

In terms of proposed changes to the strategy, the key recommendations include:

- A change in the wording of the vision statement and objective three to ensure that these recognise the wider benefits of learning
- Identification of four headline indicators for measuring the impact of the strategy.
- A clearer commitment to making adult learning more accessible and flexible to reflect different learning needs.
- Addition of case studies to emphasise the importance of supporting aspirations and overcoming barriers faced by disadvantaged groups, and championing the role of Institutes for Adult Learning.

-
- A commitment to work with employers on how best to improve core employability skills.
 - A commitment to explore how a more flexible approach to funding which better meets local need could work as we move towards outcome-based commissioning.
 - A greater focus on adult community learning and a commitment to support and invest in adult education.

8 Appendix

Table A-1: List of organisations that provided comments on specific questions/priorities

	Vision (Q1)	Priority 1 (Q2)	Priority 2 (Q2)	Priority 3 (Q2)	Objectives for P1 (Q1.1)	Objectives for P2 (Q2.1)	Objectives for P3 (Q3.1)
AELP	Yes						
Association of Colleges	Yes				Yes	Yes	Yes
Barnet and Southgate College	Yes				Yes	Yes	Yes
BWTUC	Yes						
Camden STEAM	Yes		Yes				
Camden Town Unlimited	Yes	Yes	Yes	Yes			
Capital City College Group	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Central London Forward	Yes		Yes				
CITB	Yes	Yes	Yes	Yes			
City Year					Yes		Yes
Collab Group: London Capital Colleges	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Community Links	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Cross River Partnership	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DWP	Yes				Yes	Yes	Yes
FSB						Yes	
Greener Jobs Alliance	Yes						
Hackney Council	Yes				Yes		Yes
Hackney Learning Trust	Yes	Yes			Yes	Yes	Yes
Hammersmith & Fulham Adult Learning & Skills	Yes	Yes			Yes	Yes	Yes
Harrow Council	Yes	Yes	Yes	Yes	Yes	Yes	Yes
HCUC Colleges Group	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Heart of London Business Alliance	Yes	Yes	Yes	Yes			
Heathrow Airport	Yes	Yes			Yes	Yes	Yes
Ideas Foundation							

Table A-1: List of organisations that provided comments on specific questions/priorities							
	Vision (Q1)	Priority 1 (Q2)	Priority 2 (Q2)	Priority 3 (Q2)	Objectives for P1 (Q1.1)	Objectives for P2 (Q2.1)	Objectives for P3 (Q3.1)
London's Institutes for Adult Learning	Yes						
Kingston Adult Education	Yes				Yes		Yes
LB Southwark	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Lewisham Council adult education service	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Linking London	Yes		Yes		Yes	Yes	Yes
Local London	Yes	Yes	Yes	Yes			
London & Quadrant	Yes	Yes	Yes	Yes	Yes	Yes	Yes
London Assembly Economy Committee						Yes	
London Assembly Labour Group	Yes	Yes	Yes	Yes	Yes	Yes	Yes
London Borough of Barking & Dagenham							
London Borough of Croydon	Yes	Yes	Yes	Yes	Yes	Yes	Yes
London Borough of Havering	Yes		Yes		Yes	Yes	Yes
London Borough of Tower Hamlets	Yes	Yes	Yes	Yes	Yes	Yes	Yes
London Chamber of Commerce							Yes
London Councils	Yes				Yes		Yes
LONDON HOLEX	Yes	Yes	Yes	Yes	Yes	Yes	Yes
London Learning Consortium	Yes	Yes			Yes	Yes	Yes
London South Bank University		Yes	Yes	Yes	Yes	Yes	Yes
Mayor's Business Advisory Board							
Middlesex University	Yes				Yes		Yes
Morley College London	Yes						
NATECLA London	Yes	Yes			Yes		
Natural History Museum	Yes	Yes	Yes	Yes			
New City College	Yes	Yes			Yes	Yes	Yes
Newham College of Further Education	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Orchard Hill College Academy Trust	Yes				Yes	Yes	Yes

Table A-1: List of organisations that provided comments on specific questions/priorities							
	Vision (Q1)	Priority 1 (Q2)	Priority 2 (Q2)	Priority 3 (Q2)	Objectives for P1 (Q1.1)	Objectives for P2 (Q2.1)	Objectives for P3 (Q3.1)
Partnership for Young London	Yes				Yes	Yes	Yes
Prospects					Yes	Yes	
QED							
Redbridge Institute of Adult Education	Yes	Yes		Yes	Yes	Yes	Yes
Redrow Homes Ltd	Yes				Yes	Yes	Yes
Refugee Action							
Remploy Limited		Yes					
Richmond and Hillcroft Adult and Community College	Yes	Yes		Yes	Yes	Yes	Yes
Royal Borough of Greenwich	Yes			Yes	Yes	Yes	Yes
Self-employed teacher	Yes	Yes			Yes	Yes	Yes
South London Partnership							
South Thames Colleges Group	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Step Up To Serve	Yes	Yes	Yes	Yes	Yes	Yes	
Sutton College	Yes				Yes		Yes
The London Borough of Hillingdon Adult and Community Learning	Yes	Yes			Yes	Yes	Yes
The Open University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The Prince's Trust	Yes	Yes	Yes				
TUC	Yes	Yes	Yes	Yes			
Twin Employment and Training	Yes	Yes	Yes	Yes	Yes	Yes	
UCL		Yes	Yes	Yes			Yes
West London Alliance	Yes				Yes	Yes	Yes
Westminster Adult Education Service	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Women on The Tools	Yes	Yes		Yes	Yes		
Workers' Educational Association	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Working Men's College	Yes	Yes			Yes	Yes	Yes
Young Womens Trust							

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