

MAYOR OF LONDON

Skills Roadmap for London Consultation Summary



COOPERGIBSON
RESEARCH

Introduction

To inform the development of the Skills Roadmap for London, the GLA held an extensive public consultation through mid-June to August 2021. CooperGibson Research was commissioned by the GLA to analyse the results of the consultation and produce a report. **This document is a summary of the consultation findings, and the full consultation report can be accessed [here](#).**

The GLA engaged over 100 organisations through a written consultation and stakeholder roundtables, including local authorities, learning providers and employers and businesses. The GLA also captured the views of almost 1000 Londoners from key target groups through community conversations hosted by community organisations across London.

Note that name of the Roadmap was updated to the Skills Roadmap for London after the consultation, so consultation materials and reports refer to the original name of 'London Adult Education Roadmap'.

What did Londoners say?

Community conversations were held by 44 community organisations across London serving a range of different demographic groups, including black and ethnic minority communities, women, socially excluded people and those living in poverty, young people, disabled people, older people and learners. Based on those organisations which provided details, a **total of 995 community members** were involved.

When describing adult education, Londoners referred to:



- **Career progression and life chances** – job opportunities, skills and techniques to progress in a career.
- **Personal and well-being benefits** – self-esteem, developing healthy routines, emotional and mental well-being, and making friends.
- **Community benefits and cohesion** – sense of identity, connecting with others, and a sense of togetherness.
- **Skills and knowledge development** – new skills, qualifications, and diversifying knowledge.

Barriers to accessing training were:



- Travel costs, costs of courses.
- Affordability and access to childcare.
- Lack of information about what's available.

Londoners want adult education opportunities that are accessible to all:



- Community-based and local.
- Offer flexible delivery.
- Affordable or free to access.
- Provide one-to-one support.

Digital access was a common theme. They said it could be improved by offering:



- A loan scheme for digital devices.
- A second-hand or donation schemes for devices.
- Financial support to assist learners in accessing digital devices and the internet.
- Greater access to community buildings to use devices.
- Free WiFi in public spaces.

What did businesses and employers say?

Businesses and employers were engaged predominantly through three targeted roundtable events with members of London First, Federation of Small Businesses and London Chamber of Commerce and Industry. This involved 32 organisations. The key themes raised included:

There is a changing economic and skills market

A need to re-skill and re-train Londoners to meet emerging skills gaps across sectors. Rising demand for digital skills.



Raising awareness and appeal of adult education

Suggestions were to rebrand adult education to attract adults and small business, with emphasis on continuous (skills) development. Careers planning and mentoring will help people get and remain in the right job.



Recruitment issues and quality of new entrants

Small businesses lack capacity for recruitment and training, preferring skilled entrants. Lack of basic skills and professionalism in interviewees is an issue.



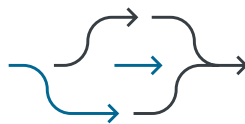
Progression and career pathways

Clearer routes through qualifications to higher levels are needed (including leadership training) and emphasis on employability and wider skills to help motivate for work.



Flexibility in the adult skills system

employment through greater funding flexibility for lower-level qualifications. This would support progression and broad personal and social outcomes, as well as employability skills.



Employer engagement and support

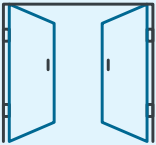
Partnership is crucial to work-related experience. Employers need to engage with the 'culture of learning'. Networking would support small businesses.



What did learning providers and other stakeholders say?

Learning providers and other stakeholders were engaged through a written consultation (64 responses) and seven stakeholder roundtables. Organisations involved included local authorities, sub-regional partnerships, colleges and institutes of adult learning, independent training providers, employers and businesses, unions, higher education institutions, non-governmental organisations and charities, special education needs and disability (SEND) practitioners, representative bodies, and community organisations. Stakeholders were asked to give their views on the draft Adult Education Roadmap, including plans to make adult education more accessible, impactful and locally relevant.

Accessible



- Emphasis on use of **community venues** for delivery, representing safe, friendly, welcoming and accessible spaces. This is alongside prioritising **digital skills** and support in **digital access** (including finance and access to devices/infrastructure). Blended delivery approaches were welcomed.
- Use of **local knowledge and relationships** to co-design and implement promotional campaigns and to reach diverse groups. Messaging should be clear, accessible (in different languages), informative (about the offer), and relatable.
- **Promotion** through case studies of learner success, multiple media sources to reach a wide audience, showcasing events, and using community venues and organisations. Consider use of quality marks to showcase excellence.
- **Collaborative approaches** are needed to improve the referral process, provide information about the offer and pathways, (e.g., a directory of provision) and IAG, to raise awareness of options.
- Ensure a strong qualification and professional development framework for the workforce and address recruitment and retention issues to ensure the **workforce represents London's communities**.

Locally relevant



- Broad support for plans around **subcontracting**, with emphasis on **responding to local need** and **social responsibility**.
- **Use of data/LMI/evidence** is paramount to developing learning packages and making strategic decisions. Key challenges will be around basic skills, COVID-19 recovery and loss of non-UK nationals.
- Encourage **employer-provider collaboration** and sharing effective practice, using existing networks and relationships.
- Clear signposting and **progression pathways, flexible delivery** (e.g. evenings) and provision (e.g. bite-sized learning), and funding support for learners, would enhance the level 3 and 4 offer. Similarly, **understanding the needs of diverse communities** is needed to support much needed lower-level provision.
- Employers should be involved in design and delivery, with **good partnerships** to help them articulate their skills needs.

Makes an impact



- Broad support for **measuring the impact of adult education**, with an emphasis on **longitudinal approaches** and capturing **social and personal outcomes**. Use of existing tools, standard impact measurements and key performance indicators were mentioned.
- There is a need to **minimise burden on providers**, align with current data collection systems and allow flexibility (using qualitative and quantitative data and accounting for different settings/learners).
- **General support for incentivising outcomes** as long as this does not encourage practice that disadvantages learners or providers, it reflects the wider impacts and benefits of adult learning, and it considers the geographical focus.
- Future commissioning should be underpinned by **flexibility** to adapt provision to local and learner need, clear understanding of **skills gaps/market trends** and current/future economic needs. Accommodating **diverse and marginalised groups** is a priority.

