

Brent Inclusive Growth Strategy (IGS): Education and Skills

2019-2040

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Executive Summary

Anticipated changes in demographics, employer demands, technology and changing lifestyles in Brent over the next 20 years will present both challenges and opportunities for the future of education and skills provision in the borough. The Council has a critical role to play in ensuring that residents attain the skills and qualifications that will allow them to access the high skilled jobs which will dominate London's future labour market.

Brent's ability to provide and facilitate high quality, effective education and skills development for residents across the life course will have important implications for the labour market outcomes of its residents as well as for the economic prosperity of the borough, West London and the city as a whole.

Baseline

To understand the future of education and skills provision in Brent the report starts with a baseline for the current provision in the borough considering: early years, primary, secondary and post 16 education, apprenticeships, higher education, NEETS, vulnerable groups and the black attainment gap. While also outlining some key policy which has impacted the education and skills sectors. Key findings from the analysis include:

- Brent has a growing population and is experiencing faster growth in the population of children aged 0-19 years (particularly for 0-4 year olds) and especially so in the Wembley and Harlesden areas, which are areas characterised by high levels of deprivation. Brent's growing young population has the potential to offset the impacts of the ageing population.
- Take up of the free entitlement provision for 3 and 4 year olds in Brent has declined for the last 3 years mirroring a London-wide decline. England averages for take up have been consistent at 95% for 3 and 4 year olds since 2012.
- The attainment of Black Caribbean boys is still very low compared to national averages.
- 94% students in Brent went on to sustained education or employment/training⁷⁹. 78% of students go on to further education, a greater percentage than the West London average (76%).
- 69% of pupils in further education in Brent go on to higher education institutions, a higher rate than England (56%) and Outer London (63%).
- In 2016, the unemployment rate for Black Caribbean and Black African young men (aged 16 to 24) was 29%, almost double the average unemployment rate for all young men (15%).
- In July 2017, the Government confirmed plans for 15 routes in a Post-16 Skills Plan. The Plan promises to transform vocational education, providing a technical equivalent to the academic focused A-levels.
- The Apprenticeship Levy – a hypothecated tax on larger employers with payrolls above £3 million to fund apprenticeships – is leading to many employers in London looking either to offer apprenticeships either for the first time, or to increase the number they already provide.
- The Government is planning to introduce Institutes of Technology (IoTs): institutions offering higher level technical education and training to young people and to those already in employment.

⁷⁹ which includes pupils who have been in a combination of sustained education, employment / training for the first two terms (October to March)

- There is no higher education presence in Brent, however there is a large student population living in Wembley.
- London faces significant skills challenges in the coming years, which will be impacted by the potential effects of the UK leaving the European Union. Brent has the third largest EU population amongst London boroughs, which makes up 20% of Brent's working age population, would expect to be particularly affected by any negative migration restrictions or departure of EU nationals.
- Brent has larger manufacturing and construction sectors, 7% of London's manufacture workers and 6% of construction employees live in Brent. This sector is predicted to decline over the next 20 years. While, other areas like information and communication are projected to see strong growth.
- Most groups in Brent's working population have lower employment rates than in the rest of London. Economic activity is 72.5% in Brent compared to 78.1% in London. The lowest rates are amongst the Pakistanis/Bangladeshis 55.7% followed by the Black population 57.5% .The Indian population has the same rates as the white population at 71.9% compared to 71.9%⁸⁰.
- State pension age for all individuals will increase to 66 by October 2020 and to 67 by 2028, under the schedule established by the Pensions Act 2014. Employment of workers over the age of 50 years has grown significantly over the past decades.
- The employment rate for people aged 50-64 years has grown from 55.4% to 70% over the past 30 years, an increase of 15%. The proportion of people aged 70-74 years in employment has almost doubled over the past 10 years (from 5.5% to 9.9%).
- Automation is going to impact the labour market between now and 2040. Some jobs are likely to be more at risk than others, for example, 60% of retail jobs in the UK are forecast to be lost by 2030 through technological change, while education, health, care, business services and the creative sectors will grow.

⁸⁰ Annual Population Survey 2018

Trends

This report considers how education and skills provision in the borough will need to evolve in order to address both the challenges and opportunities presented by the following trends:

1. Changes in employment demand with most new jobs in London expected to take place in knowledge sectors, and be professional in nature.
2. The rise of self-employment & the gig economy.
3. The potentially disruptive effects of technological advances such as automation, 3D printing and artificial intelligence.
4. Mismatch of employees' skills, needs and qualification levels to the job market.
5. Demographic changes and uncertainty around the future school funding and demand for school places may influence the quality and provision of schools.

The implications of these trends include:

- An increased demand for adult learning; from workers who lose their jobs through automation, creating a surplus of workers with lower-level qualifications looking to retrain, as well as an increase in 16-24 year olds key learning cohorts.
- Education and skills provision will need to provide qualifications and upskilling opportunities which are relevant to a future economy dominated by high skilled sectors, particularly related to Science, Technology, Engineering and Mathematics (STEM).
- Groups which disproportionately have low educational attainment levels and poor labour market outcomes (i.e. care leavers, lone parents, certain BAME and vulnerable groups) will be further marginalized and disadvantaged in the increasingly polarized labour market. Without effective education and skills provision, this has the potential for negative long term economic implications for Brent and its residents.
- A lack of school places will impact the quality of education provided in Brent.

Responses

The report concludes with some potential responses to these trends, responses include:

Fostering greater partnerships between employers, education providers and businesses to address skills shortages in the UK. The policy focus on technical education with T Levels and Apprenticeships should be used to strengthen links between education, employment and the local area. The Apprenticeship Levy should also help ensure that companies are more involved in training. Measures should be taken to create a stronger focus on STEM education and on areas where the economy is projected to grow.

Utilising parent champions to conduct a borough wide campaign to increase the uptake of 3 and 4 year olds free entitlement to early education and childcare and access to employment. Increase the access to employment and training for mothers and harness the benefits of early years' education for children.

Encouraging businesses to boost career progression and upward movement of workers to prevent skilled workers being trapped in low paying, low skilled positions and to prevent workers being pushed into indefinite part-time careers. The Adult Education Budget needs to be utilised to ensure that people are given opportunities to work in emerging sectors.

Up-skilling the local workforce is vital for future economic prosperity in the borough. Technological changes such as automation in production industries, political decisions including Brexit, and an ageing population in Brent, demand higher investment in training and

education. The benefits of a skilled workforce for Brent include greater productivity and resilience, and a higher GVA.

An increased focus on careers advice can help to support people know, understand and explore the employment opportunities that are available to them. As well as providing advice and guidance on the impacts of emerging sectors including the “gig economy”.

Understanding the impact of technology and automation in order to harness the benefits and mitigate the issues related to its introduction. Brent Council, working in partnership with the West London Alliance, GLA, the College of North West London, employers and others, must build a dynamic and flexible upskilling programme for displaced workers and other low skilled workers.

Reducing the mismatch of skills in the jobs market by encouraging employers to allow employees to shape their jobs to meet their needs and utilise their skills. Camden Council has addressed barriers to employment by engaging with employers to identify adult apprenticeship opportunities. Adult apprenticeships are designed to present an affordable and attractive solution for parents and employers. These apprenticeships offer flexible hours and pay the living wage (through Council subsidy) ⁸¹.

To look at innovate ways to design and expand schools to deal with the fluctuation in demand for school places.

⁸¹ Interim Evaluation of an adult apprenticeship programme: Camden Council 2015

Introduction

Over the next 20 years, London's labour market will continue to be transformed as a result of technological advances, changes in employer demands and demographic changes. Brent's ability to provide and facilitate high quality, effective education and skills development for residents across the life course, from pupils to adult learners, will have important implications for the labour market outcomes of its residents, as well as for the economic prosperity of the borough, West London and the city as a whole.

This report outlines the role of Education and Skills in contributing to Inclusive Growth in Brent from 2019-2040. It considers how Education and Skills provision in the borough will need to evolve in order to address both the challenges and opportunities presented by the following trends:

1. Changes in employment demand with most new jobs in London expected to emerge in knowledge sectors, and be professional/managerial in nature.
2. Potentially disruptive effects of technological advances such as automation, 3D printing and artificial intelligence.
3. Mismatch of employees' skills, needs and qualification levels to the job market.
4. Long-term, chronic underfunding of childcare may impact workforce participation opportunities for parents and low income families.
5. Demographic changes and uncertainty around the future school funding and demand for school places may influence the quality and provision of schools.

The report is organised into Baseline, Trends and Responses. The **Baseline** section presents the context which defines the current status of Education and Skills in Brent, this will look at education provision in Brent, the policy landscape and changes in ways of working. Second, the **Trends** section identifies and analyses key trends and the anticipated challenges and opportunities presented by them for Education and Skills provision and its related subthemes. Third, the **Responses** section presents potential strategies and policy choices that can address the challenges and create opportunity for Brent and its residents to prosper in the coming years.

Baseline

Consideration of Education and Skills provision in the future must be founded on an understanding of the current provision offer; gaps that exist today could be exacerbated in light of current and future trends. The Economy theme will provide a comprehensive overview of trends impacting employment demand, including likely employer demands moving forward. Analysis in Education and Skills theme will focus on the current education and skills supply and provision available within the Brent labour force and local educational establishment.

Education across the Life Course in Brent

Early Years

High quality childcare can help support parent employment, reduce the effects of social disadvantage and provide children with a better start to school. Early years and basic education is the prerequisite for later literacy skills, such as reading and writing. By the age of five, a child's vocabulary will affect their educational success and income at the age of 30⁸². Therefore, investing in good quality pre-school provision can be seen as an effective means of reducing poverty and addressing the impacts of government reforms to welfare and housing⁸³.

Maternal employment in London is the lowest of any region in the UK: 65.8% compared to 73.7% nationally in Brent it is 56.8%. Low maternal employment in London partly reflects differences in employment patterns, skill and qualification levels, cultural preferences and other barriers in access to work experienced by different ethnic groups. Alongside this, low maternal employment is largely a result of high childcare costs, inflexibility of provision and a lack of flexible working opportunities.

There is not currently a sustainable funding agreement that can support the implementation of the expanded free childcare entitlement. Local Authorities, already under pressure as a result of budget cuts, will lack the resources to provide sufficient high quality places in the absence of long-term funding, undermining the sustainability and quality of provision offered⁸⁴. This will be a particularly pressing issue for low-income families impacted by welfare reforms, at risk of poverty both in and out of work. Brent's efforts to promote and maintain sufficient quality childcare takes place in the context of growing demand. This is a result of population growth in certain parts of the borough; diversity and variance in take up of the childcare entitlement among certain ethnic populations, the expansion of the early education entitlement and the impacts of changes to benefits. All of which make it more challenging for many low income ethnic minorities to balance work and care⁸⁵.

The following are characteristics of Brent which shape the context in which education in early years and beyond takes place:

- 86.5% of school children in Brent are BAME. While the largest ethnic populations are Indian, Somalian, Caribbean, White British and Eastern European, these account for less than half of all children living in Brent. The highest population share of children in primary and secondary schools in Brent are Indian at 15.8%.
- Brent is the second most ethnically diverse local authority area in the UK. Research finds that some ethnic groups are much less likely to use registered childcare.

⁸² National Literacy Trust 2016

⁸³ Brent Childcare Sufficiency

⁸⁴ IPPR, The future of childcare in London: Devolving funding for greater affordability, access and equality 2017

⁸⁵ Poverty And Ethnicity-Balancing Caring And Earning For British Caribbean, Pakistani And Somali People

- Brent ranked the 49th most deprived local authority in England in 2019, improving upon the 39th ranking in 2015 (2019 IMD initial findings). 5% of the LSOAs in Brent are in the most deprived 10%; the most highly deprived areas in the borough are concentrated in Stonebridge and Harlesden.
- Brent has a growing population and is experiencing even faster growth in the population of children aged 0-19 years (particularly for 0-4 year olds) and especially so in the Wembley and Harlesden areas, which are areas characterised by high levels of deprivation⁸⁶. However, this does mean that Brent has a growing young population which will offset the impact of the ageing population.

In 2018, 96% of private, voluntary and independent (PVI) childcare providers, childminders and maintained settings, including nursery classes in schools and stand-alone nursery schools, are judged as good or outstanding by Ofsted. This reflects a substantial improvement from 2014. However, changes in the policy context surrounding the provision of early years' education pose challenges for the borough. Developing places for the expansion of the entitlement for childcare for 2 year olds has proved challenging for Brent, as in many areas across the country. The main focus over the last few years in the provision of school places has been to address acute shortage of school age places rather than use existing space to develop more childcare provision in schools.

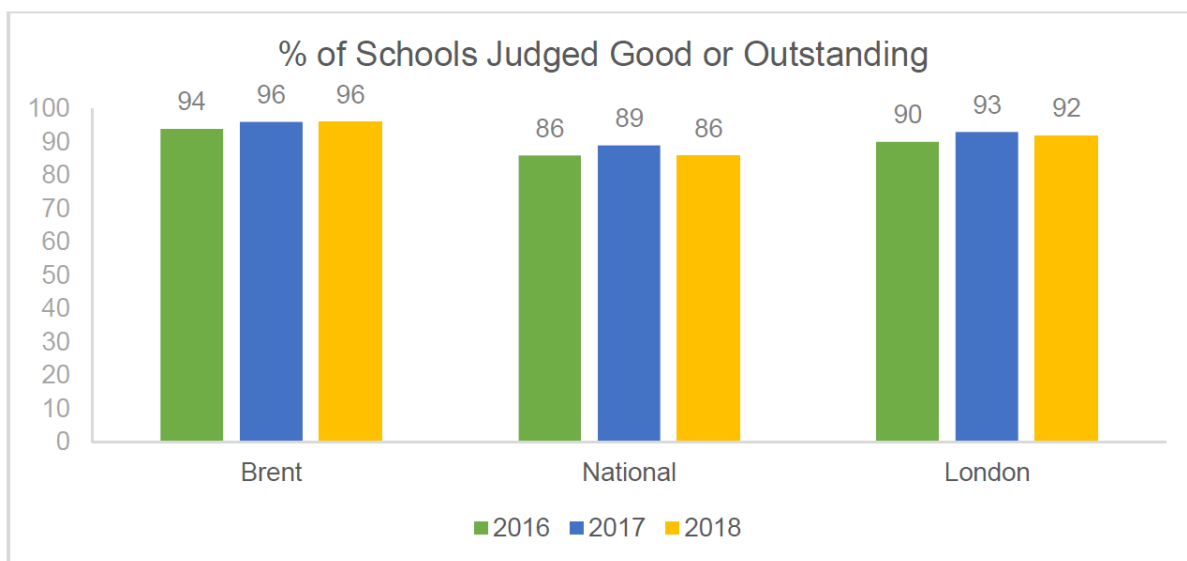
From September 2017, the government proposed to extend the free childcare entitlement for 3 and 4 year olds to 30 hours per week for working parents. This will also have some impact on the provision of childcare. The last release of these figures (June 2017) indicated take up in Brent as at January 2017 was 80% for 3 and 4 year olds. Take up of free childcare entitlement provision for 3 and 4 year olds in Brent has declined for the last 3 years, mirroring a London-wide decline. In contrast, the June 2017 release of figures from the Department of Education showed take up of 2-year-old free childcare entitlement places increased from 45% in 2015 to 59% as at January 2017. Given the benefits of quality childcare, the Council is committed to increasing take up of the childcare entitlement.

Primary and Secondary School

Brent's overall educational performance continues to improve. In 2018, Key Stage 2 performance for Brent was in line with national average (63% compared to 64%); however, there was a 56% gap between the highest proportion of pupils attaining the expected standard in reading, writing and mathematics (RWM) and the school with the lowest. In the same year, 69.7% of Brent students achieved 9-4 (A*-C) in English and Mathematics, which is above the national average (64.4%) for the first time.

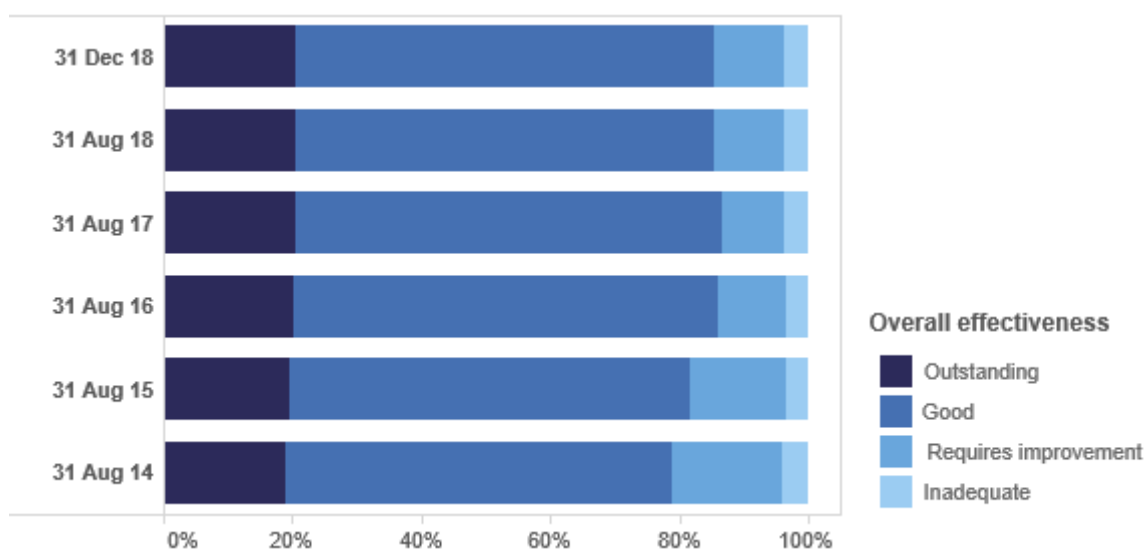
⁸⁶ London Borough of Brent Childcare sufficiency assessment 2018

Figure 53: Ofsted School Effectiveness (2018)



Source: Annual School Standards and Achievement Report 2017-2018

Figure 54: Brent School Performance 2014-2018



Source: Tableau Public Ofsted Local Authority Areas

In 2018, Brent performed very well against the national and London averages for all of the secondary headline attainment and progress measures. For the headline Progress 8 measure, Brent is the 2nd highest out of 151 Local Authorities in England for the second year running, making it the most consistently high performing local authority in the country. 12 out of the 13 secondary schools with reported data were above the national average and 11 schools are at or above the London average. However, there is a 1.97-point gap between the highest (1.9) and lowest (-0.07) performing schools (excluding SEN schools). In addition, although Progress 8 scores are 0.54 for all pupils in Brent, significantly higher than the national average, scores vary by ethnicity – with Black pupils markedly (0.09) lower than all other demographic groups.

Three groups have been identified as current priorities for the council: Black Caribbean boys, Somali boys and girls, and Travellers of Irish heritage. The Black Caribbean group continues to be well below national averages, and the attainment of Black Caribbean boys is still very low compared to national averages despite the increase in attainment at Key Stage 2. The attainment gap for the Somali group has closed over recent years but in 2016 and 2017 was just below national averages, and below for attainment in 2017 for this group nationally at the end of Key Stage 2. Last year, the outcomes for the small group of Travellers of Irish Heritage improved significantly at primary level, but were still poor at secondary level⁸⁷.

In June 2018, Brent Schools Forum allocated £561,750 of funding over a 2 year period to support the attainment of pupils from Black Caribbean heritage. The initiative proposed continued analysis of Black Caribbean pupils performance and the effectiveness of schools' practice; the designation of Black Caribbean Achievement Champions; a programme of training for staff and school governors; and developing online learning resources⁸⁸. The aim is that practice will be embedded to ensure sustainability and after 2 years there will be a measurable impact in the outcomes data for boys of Black Caribbean heritage.

Another key issue for Brent is the wide variation in the attainment of pupils at different schools and among specific ethnic minority groups in both primary and secondary school.

Figure 55: Brent Key Stage 4 Results by School 2018

School	Cohort	Attainment 8	Progress 8	Grade 5 or above in Eng & ma	EBacc APS
Alperton Community School	221	43.9	0.47	40%	3.93
Ark Academy	161	49.9	0.37	49%	4.59
Ark Elvin Academy	157	33.6	LOWCOV	20%	3.21
Capital City Academy	188	43.1	-0.07	37%	3.65
Claremont High School	246	55.5	0.72	64%	5.21
Convent of Jesus and Mary Language College	165	44.9	0.08	30%	4.12
JFS	287	64.5	1.01	75%	6.00
Kingsbury High School	307	45.5	0.23	42%	4.45
Newman Catholic College	81	39.2	0.17	31%	3.58
Preston Manor School	240	53.4	0.74	58%	5.10
Queens Park Community School	200	49.2	0.16	49%	4.33
St Gregory's Catholic Science College	185	54.8	0.46	61%	5.15
The Crest Academy	183	44.3	0.51	50%	4.06
Wembley High Technology College	205	67.1	1.9	82%	6.34
Brent	2858	49.9	0.54	50.9%	4.63
National		46.5	-0.02	43.0%	4.03

Below National

Above National

Source: Annual School Standards and Achievement Report 2017-2018

⁸⁷ Brent Annual School Standards and Achievement Report 2016-2017

⁸⁸ Brent Council (2019) Improving Educational Achievement of Black Caribbean Boys Heritage in Brent, Community Wellbeing Scrutiny Committee

Post-16 Education

In 2018, 94% students in Brent went on to sustained education or employment/training destination⁸⁹. 78% of students go on to further education after school which is higher than the West London average of 76%.

Adult skills provision is funded mainly, although not exclusively, through the Skills Funding Agency (SFA) and delivered by the College of North West London and – to a smaller scale – Brent Start, the Council’s adult community education and training service. Both the College and Brent Start are on improvement trajectories and both are now driven by a key objective of improving employment outcomes amongst their client groups. The College of North West London recently merged with the City of Westminster College, with potential for a further expansion of their multi-college group to include South Thames College and/or Lambeth College, subject to decisions taken by those colleges and the relevant steering groups. The following recommendations for the College emerged in the West London Further Education Area Review⁹⁰:

- The ‘combined curriculum’ offer from the newly merged college will significantly enhance and broaden both the provision and progression opportunities for learners, in key areas such as engineering and construction. These are strengths at both colleges and new provision will complement rather than compete to establish enhanced progression and capacity across building services, technical and civil engineering, including higher level training.
- Each college has new build or refurbished campuses, or plans to create them providing a wide range of *high quality learning environments*. The new college will be able to provide a broader and more coherent offer to employers with a single point of contact. This will provide an increased range of apprenticeship opportunities and other provision responsive to employer needs.
- With regard to financial sustainability, initial financial assessment has shown that the merger would considerably improve financial resilience enabling the merged college to progress towards achieving the benchmarks.
- In respect of quality of provision, both colleges are currently rated as good by Ofsted. The merged college will benefit from the strengths of each college and the sharing of good practice to drive up standards further.

The merger will enhance the colleges’ specialisms and includes key areas that have been identified by GLA including construction, engineering, IT, ESOL and provision for learners with high needs.

Apprenticeships

Apprenticeships provide a combination of work and study by mixing on-the-job training with classroom learning. An apprentice is employed to do a real job while studying for a formal qualification, usually for one day a week either at a college or a training centre⁹¹. Apprenticeships are central to the Government’s vision to improve skills, build sustainable growth and support career progression. Apprenticeships are employer-led: employers set the standards, create the demand for apprentices to meet their skills needs, fund the apprenticeship and are responsible for employing and training the apprentice⁹².

⁸⁹ Department for Education’s Key Stage 4 destination measures

⁹⁰ West London further education area review report 2017

⁹¹ Prospects 2017

⁹² Apprenticeships Evaluation 2017: Employers

The College of North West London is a leading provider of apprenticeships in Brent. They provide apprenticeships in a variety of sectors with the core industries for which they currently provide apprenticeship training including:

- Construction and Building Services Engineering
- Motor Vehicle Engineering
- Health and Social Care and Child Care
- Catering and Hospitality
- Hairdressing and Beauty Therapy
- Business and Administration

In 2014/15, colleges in the West London review area delivered 5,530 apprenticeships⁹³. There were 17,330 apprenticeships delivered in West London in the same period 66% were at intermediate level and 32% were at advanced level. There were 320 higher level apprenticeships delivered. Ealing, Hammersmith and West London College was the largest contributor of higher level apprenticeships.

Overall, the most popular sector subject areas were business, administration and law, engineering and manufacturing technologies, health, public services and care, and retail and commercial enterprise. There were 25 independent training providers publicly funded in 2014/15 to deliver apprenticeships within the 7 London boroughs in West London. These providers delivered 11,560 apprenticeships between them. The review advised that colleges take account of the market position held by other providers, in setting their apprenticeship and other curriculum strategies.

Higher Education

There is no higher education presence in Brent despite there being a large student population, particularly concentrated in Wembley. In 2018, 45.2% of 25-64 year olds in Brent were educated to degree level or above, below the London level of 57.6% but higher than the England level at 43.2%. 68% of pupils who do go on to further education go to higher education institutions, higher than the rate across England (59%) and London (66%). In addition, 22% of this group go onto Russell Group universities, again higher than in England 17% and in London 19%.⁹⁴

NEETS

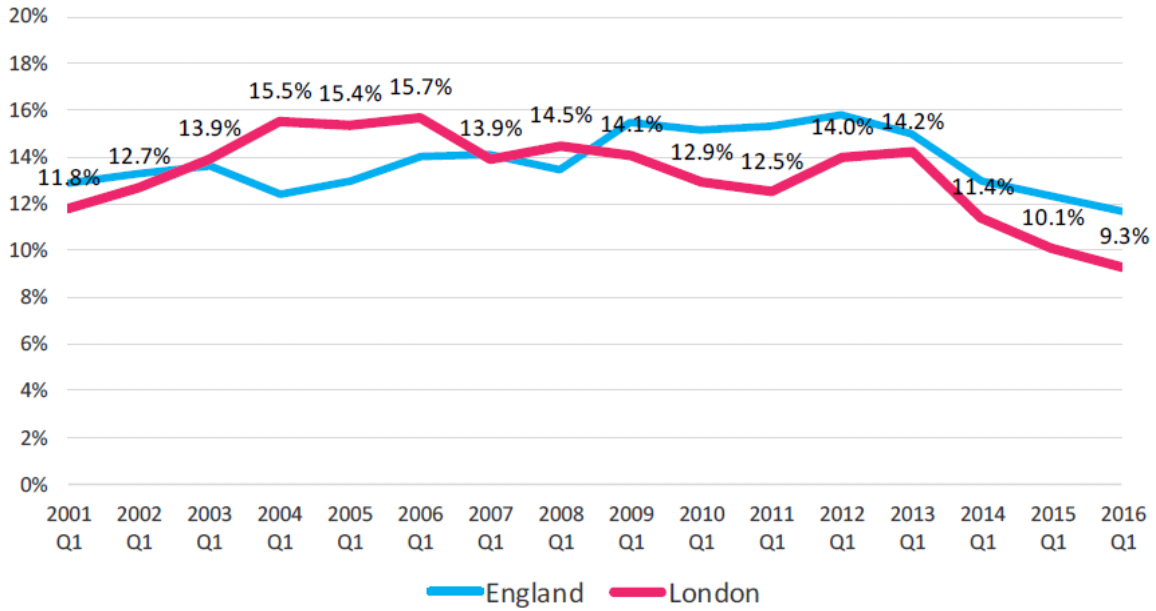
The Borough has a relatively low number of 16-17 year olds who are not in employment, education or training (NEETs) particularly when compared to the London average⁹⁵. Support for this group of Brent residents is delivered under the Youth Contract by Prospects and Catalyst Housing.

⁹³ West London further education area review report 2017

⁹⁴ FE and HE destinations of KS5 students, Borough and Institution ONS 2016

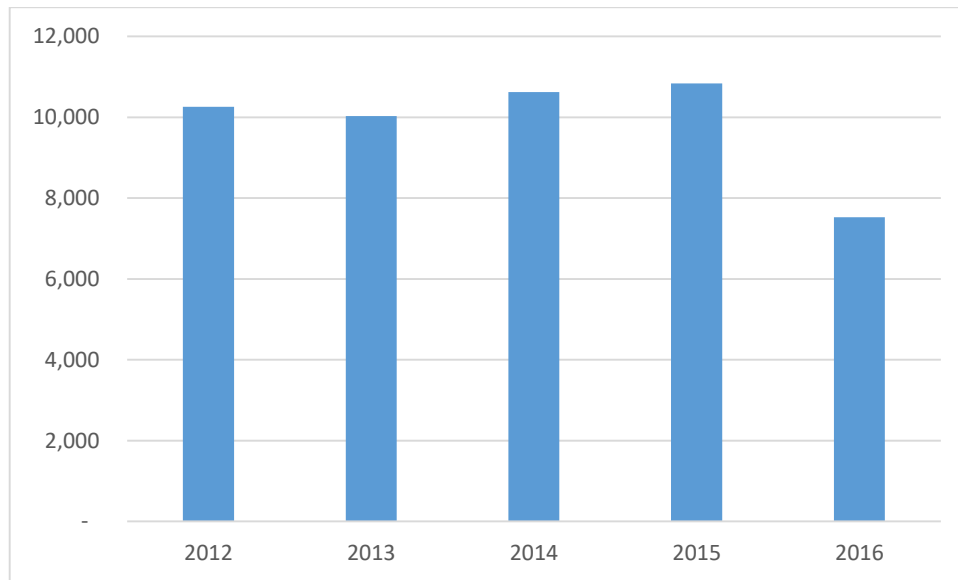
⁹⁵ Brent Employment, Skills and Enterprise Strategy 2015-2020

Figure 56: 16-24 year-olds not in education, employment or training in London and England 2001-2016



Source: GLA Annual Education Report 2017

Figure 57: 16-18 year-olds not in education, employment or training in Brent 2012-2016



Source: DfE NCCIS & Connexions (16-18), Labour Force Survey (16-24), Annual Population Survey (16-24 NUTS3); <https://www.gov.uk/government/collections/statistics-neet>

Care Leavers and Other Vulnerable Groups

As is overwhelmingly the case in the UK, care leavers in Brent experience poorer labour market outcomes than children who have not been in care.

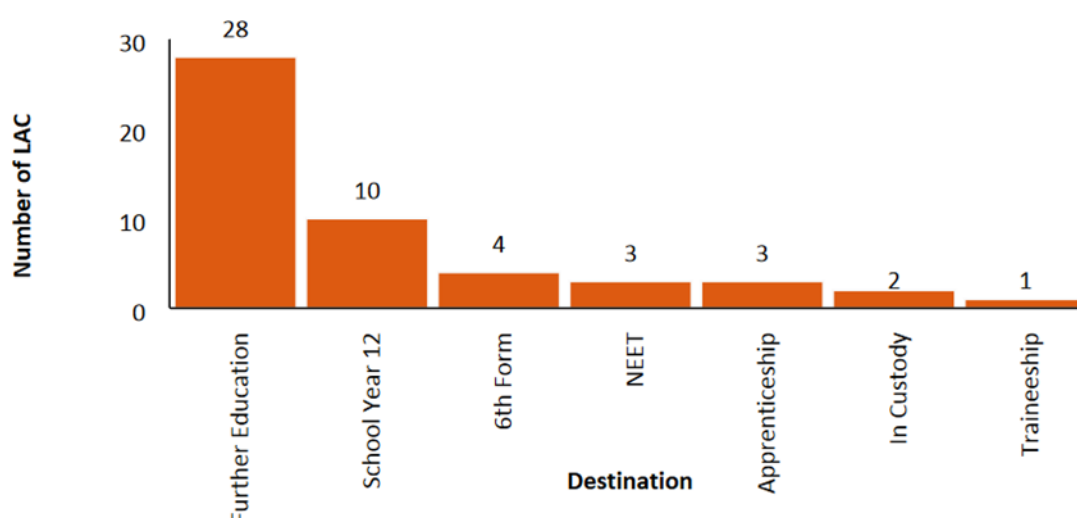
This is in part the result of lower school attainment levels. This is reflected in the relatively poor Key Stage 4 outcomes for non-looked after children, compared to looked after children (LAC), achieving 5 GCSE passes including English and Maths, and the percentage of Year 11s achieving a pass in both English and Maths GCSE only in 2016⁹⁶.

Figure 58: Key Stage 4 Outcomes: Non-looked after children vs. Looked after children (2016)

OUTCOME MEASURE for 2016 SFR KS4 Cohort (25)	Non-looked after children %	Looked after children %	Brent LAC
A* - C grades in both English and Maths	58.8%	17.5%	12% (3)

In spite of the disparities, LAC destinations predominantly included further education, Year 12 and sixth form.

Figure 59: Year 11 Destinations 2015/16



Source: Brent Virtual School for Looked After Children Annual Report 2015/16

Programmes to improve outcomes for Looked after Children and Care leavers include:

- Brent Virtual School for Looked After Children
- West London Alliance Care Leavers project

The Care Leavers employment pilot was commissioned by the West London Alliance, using funding from Brent, Ealing and Hounslow in addition to Job Centre Plus Flexible Support Fund monies. The programme, delivered by Future Paths, provides bespoke employment support to individuals identified through the council's Leaving Care team. In Brent, Future Paths are

⁹⁶ Brent Virtual School for Looked After Children Annual Report 2015/16

co-located in the Civic Centre and work together with the Care Leavers team and a dedicated worker from Job Centre Plus to source customers and move them closer to work whilst addressing wider barriers. In 2018, the number of enrolments on programme is 89 and there have been 30 job or apprenticeship starts. Brent is the highest performing borough in West London.

Black Attainment Gap

As noted above, the attainment levels of Black Caribbean and Somali boys is an issue throughout primary and secondary school. Most of Brent's significant ethnic groups perform well compared to either the same group nationally or all pupils. However, the Somali group is just below national averages for attainment and below for all headline measures for this group. The Black Caribbean group is well below national averages, but this is primarily because of the very low attainment of Black Caribbean boys⁹⁷. The Brent Schools Forum funding allocation, referred to previously, attempts to bridge the educational attainment gap of pupils from Black Caribbean heritage.

The Black male achievement gap extends beyond primary and secondary education and into employment. In 2016, the unemployment rate for Black Caribbean and Black African young men (aged 16 to 24) was 29%. This was almost double the average unemployment rate for all young men, which was 15%⁹⁸.

Figure 60: Number of young black men who need to come off JSA to reduce the YBM claimant rate to the YWM claimant rate

Borough	Young black men (YBM)	YBM on JSA	% of YBM population on JSA	Young white men (YWM)	YWM on JSA	% of YWM population on JSA	To reduce YBM claimant rate to YWM rate this number of YBM need to come off JSA
Brent	4,600	190	4.1	6100	90	1.5	122
Croydon	6,550	240	3.7	9100	215	2.4	85
Ealing	3,050	175	5.7	8400	140	1.7	124
Hackney	4,100	210	5.1	7000	140	2.0	128
Lambeth	5,350	320	6.0	9750	160	1.6	232
Lewisham	5,750	235	4.1	6850	225	3.3	46
Newham	5,550	205	3.7	7050	170	2.4	71
Southwark	6,600	265	4.0	10250	200	2.0	136
London	93,900	3,949	4.2	260000	5025	1.9	2134

Source: BTEG Moving On Up Evaluation Report

⁹⁷ See Annual School Standards and Achievement Report 2016-2017.

⁹⁸ BTEG Black Training and Enterprise Group

Figure 61: Number of young black male JSA claimants in MOU Programme boroughs

Borough	Number of young black men (GLA projection for 2015)	Number of young black male claimants (March 2015)	Possible total number of young black men unemployed (claimant count x 3)
Brent	4,600	190	570
Croydon	6,550	240	720
Ealing	3,050	175	525
Hackney	4,100	210	630
Lambeth	5,350	320	960
Lewisham	5,750	235	705
Newham	5,550	205	615
Southwark	6,600	265	795
London	93,900	3,949	12,102

Source: BTEG Moving On Up Evaluation Report

Efforts to address the achievement gap in terms of school attainment and employment in Brent should be conducted in partnership with other boroughs grappling with the same issues, learning and sharing lessons learned from their initiatives. Considering how the “Improving Outcomes for Young Black Men in Hackney” programme may provide helpful insights to Brent as it considers strategies to increase attainment among this group.

The Moving on Up Initiative (MOU) funded by Trust for London and City Bridge Trust, and in partnership with BTEG, is an initiative designed to help young black men into employment. In 2015, it produced the outcomes in its target areas shown in Figure 62 below.

Figure 62: Outcome Targets by Borough

Provider	Main boroughs for MoU delivery	Number of YBM participants	Target number of YBM job starts	Target number of sustained jobs
Step Ahead	Southwark, Lambeth, Newham, Lewisham	300	150	120
Making the Leap	Brent	100	40	
Action Acton	Brent & Ealing	150	75	50
Elevation Networks	Lambeth	440	176	110
London Youth	Lambeth & Croydon	189	50	
Hackney CVS	Hackney	100	60	30
TOTAL		1279	551	

Source: BTEG Moving On Up Evaluation Report

MOU did an evaluation of services offered across London. They found that the success rates of Hackney CVS and Making the Leap are the highest of the group overall for job outcomes.

Figure 63: Job Outcomes

Projects	# YBM supported	YBM with job outcome data		Job outcomes		
		Number	%	Number	% (of YBM with data)	% (of all YBM)
Action West London	184	156	85%	58	37%	32%
Elevation Networks	151	73	48%	30	41%	20%
Hackney CVS	123	85	69%	71	84%	58%
Making the Leap	82	67	82%	50	75%	61%
Step Ahead	71	35	49%	35	100%	49%
Build-it	72	38	53%	27	71%	38%
Total	683	454	66%	271	60%	40%

Source: BTEG Moving On Up Evaluation Report

This provides some indication that projects focusing on building skills and character through group and community based work have particular potential to effectively support young black men into work.

The biggest impacts the project had on participants were on **attitude, confidence and understanding** of the world of work. Many interviewees said they felt empowered by the targeted approach and felt that those running the group understood them and the specific issues they were facing.

Although **lower aspiration** is often identified as a key barrier to young people gaining employment, the MOU survey data showed that these young men had very high aspirations to begin with, with little room for improvement. Baseline survey scores were higher for this outcome than for any other. This indicates that at least for this group of young black men, it is not a lack of aspiration that is preventing them from securing employment.

Social capital scored lowest on baseline survey questions for this group. Social capital in this context is the process of using personal relationships to find work. This was also the only outcome not to see any improvement at follow-up, and to receive almost no references in the participant interviews.

MOU found that often supporting young black men into employment is only focused on the supply side, however, for unemployment to be addressed successfully, the demand-side must also be looked at by, for example, directly engaging with employers.⁹⁹ Overall, the MOU project found there were three main themes that worked well: caring and persistent staff; a targeted approach and direct contact with employers.

Programmes to improve outcomes for vulnerable and disadvantaged groups

Brent is currently experimenting with a number of initiatives to support vulnerable and disadvantaged groups to come into education and employment. Outcome Based Reviews (OBR) have resulted in a targeted programme of wraparound services to improve outcomes

⁹⁹ Moving On Up Evaluation

for residents in deprived areas. These services will focus on key areas of need, including mental health, women in employment, and economic inactivity in the borough¹⁰⁰.

Priority neighbourhoods identified in the study included:

- Chalkhill
- Church End
- Harlesden
- South Kilburn
- Stonebridge
- St Raphael's

These areas represent pockets of deprivation within the borough. The projects mentioned below are designed to address the needs of populations in the areas mentioned above which include an above average number of JSA and ESA and residents with no qualifications. The Outcome Based Review process resulted in an inventory of services available around meeting employment and training needs for residents with a variety of needs¹⁰¹. A few examples are highlighted below:

The Living Room

The Living Room is an employment support project based in St Raphael's estate - an area of Brent with particularly high unemployment and economic inactivity rates. 46% of claimants on the estate receive either Employment Support Allowance or Incapacity Benefits, indicating a high rate of health issues and disability. Anecdotal evidence from front line staff suggest a prevalence of mental health issues.

The first stages of the independent evaluation show that job outcomes are consistently above target. Case studies and qualitative data gathering show that the place-based model, which requires significant partnership working to 'hide the wiring' so that interventions work around a person, has been successful in moving people into work or closer to employment via basic skills provision.

The pilot has successfully engaged with a wide range of residents by adopting a pro-active and multi-pronged approach to outreach and engagement, including:

- 'Open-door' approach
- Referrals and signposting from support services
- Mandating and signposting from Job Centre Plus
- Drop-in and community events
- Street stalls and door-knocking
- Mixed media campaigns including flyers, posters and social media

Service users engaged with the pilot as they felt that the support offer marketed could help them to work towards a range of aims and aspirations by looking for employment or a new job, meeting their claimant commitment, obtaining training or work experience and accessing advice and support across a range of areas.

¹⁰⁰ Outcome Based Review Board 9th March 2016

¹⁰¹ Contact Fiona Kivett for more information.

At the Living Room, the assessment is conducted by the engagement and employment officers, whom then act as the residents' core adviser. Provision was also orientated towards offering advice and support around non-employment related issues, such as housing, debt, welfare and health, to provide a more holistic support offer to service users¹⁰².

In 2018, the team has been able to support 118 clients into work. Although it is believed to be closer to 150 but full evidence of employment has not been captured from all clients. The relationship with advisers emerged as key to facilitating many of the outcomes. In particular, the consistency of support as a result of having the same adviser and having regular meetings meant that advisers were able to recognise the specific needs of individual service users¹⁰³.

Although the employment outcomes show the positive result achieved, the Interim Evaluation Report (IER) also cited a lack of tailored support for some clients. Some residents with higher skillset and good employment history discontinued their engagement due to lack of relevant support.

Brent Start

The service provides its learning under contract to the Skills Funding Agency (SFA). Brent Start focuses on providing learning and training programmes to the following targeted resident-groups, reflected in curriculum programme areas:

- Unemployed residents, especially long-term ones, with a curriculum helps them improve their job chances.
- Employed residents in low-paid and/or temporary employment.
- Low skilled residents and employees, with a curriculum that helps them to build basic skills and qualifications.
- Economically active learners with low to moderate learning difficulties with a discreet curriculum which can support them into jobs.

The student body is predominantly female at 84%, an increase of 5% since 2015/16. In Skills for Life, the breadth of programmes caters particularly well for learners with very low levels of English, with 24% of all ESOL courses offered at pre-entry. Achievement rates have improved by 4.5% in the past 3 years and are now above national and provider group averages.

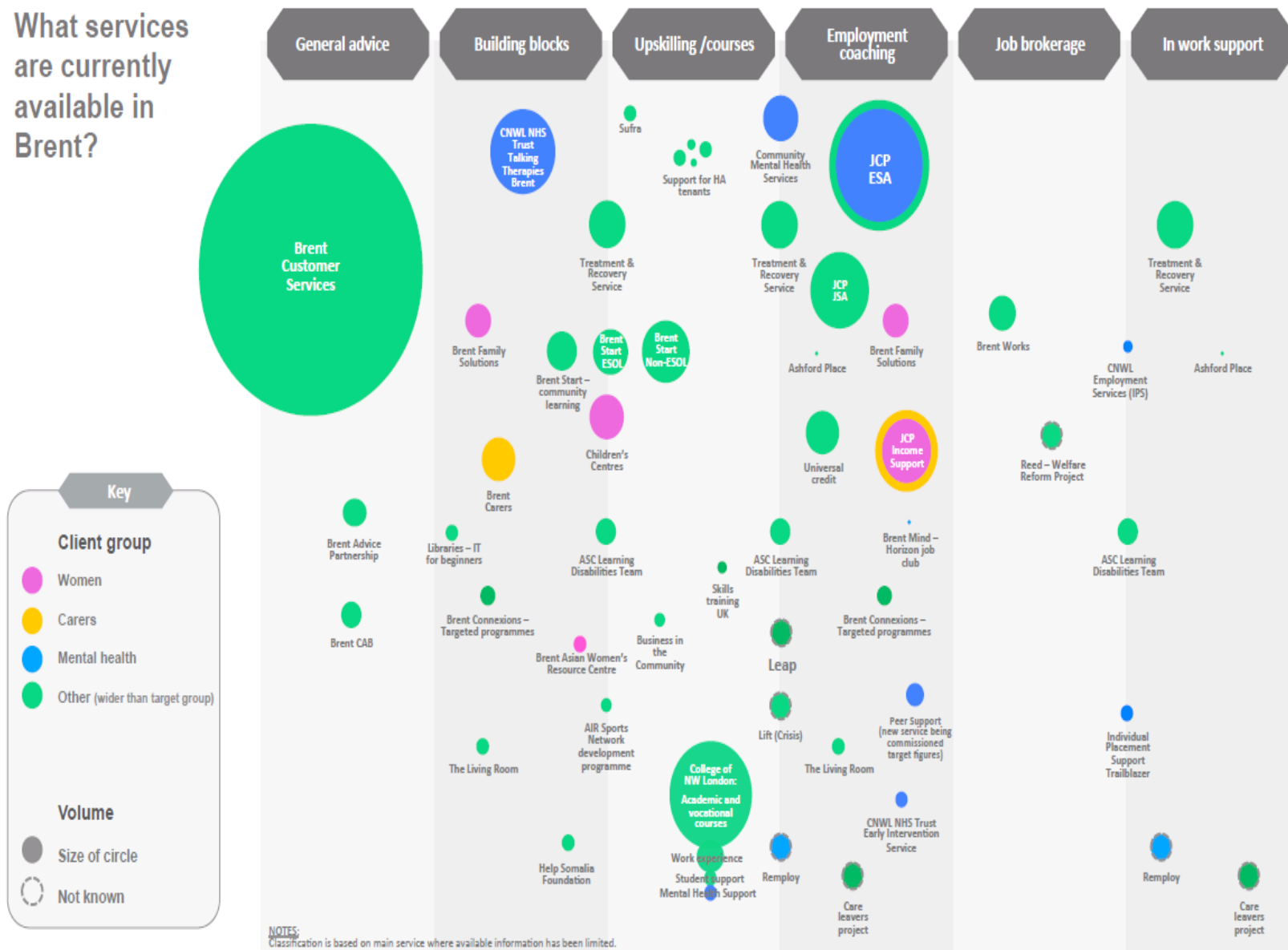
When asked to identify ways in which they had gained in confidence by the end of their course, 58% of Skills for Life learners said they had gained in confidence in their jobs and 73% said they had gained in confidence in looking for work.

A targeted community learning approach in priority neighbourhoods is a strategic aim for Brent Start and is successful at reaching different groups of learners with barriers to learning and personal skills development, delivering programmes in partnership with community stakeholders for those furthest away from the labour market and community engagement.

¹⁰² Working People, Working Places Evaluation: Interim Report

¹⁰³ Working People, Working Places Evaluation: Interim Report

What services are currently available in Brent?



Women

Profile

In Brent, the employment rate for women is **64.2%**, below the average for London of 65.5%

Hourly earnings of full-time workers are **lower for women** than for men

32.2% of women aged between 16 and 64 are **economically inactive** (compared to 16% of men) – above the London average of 29.8%

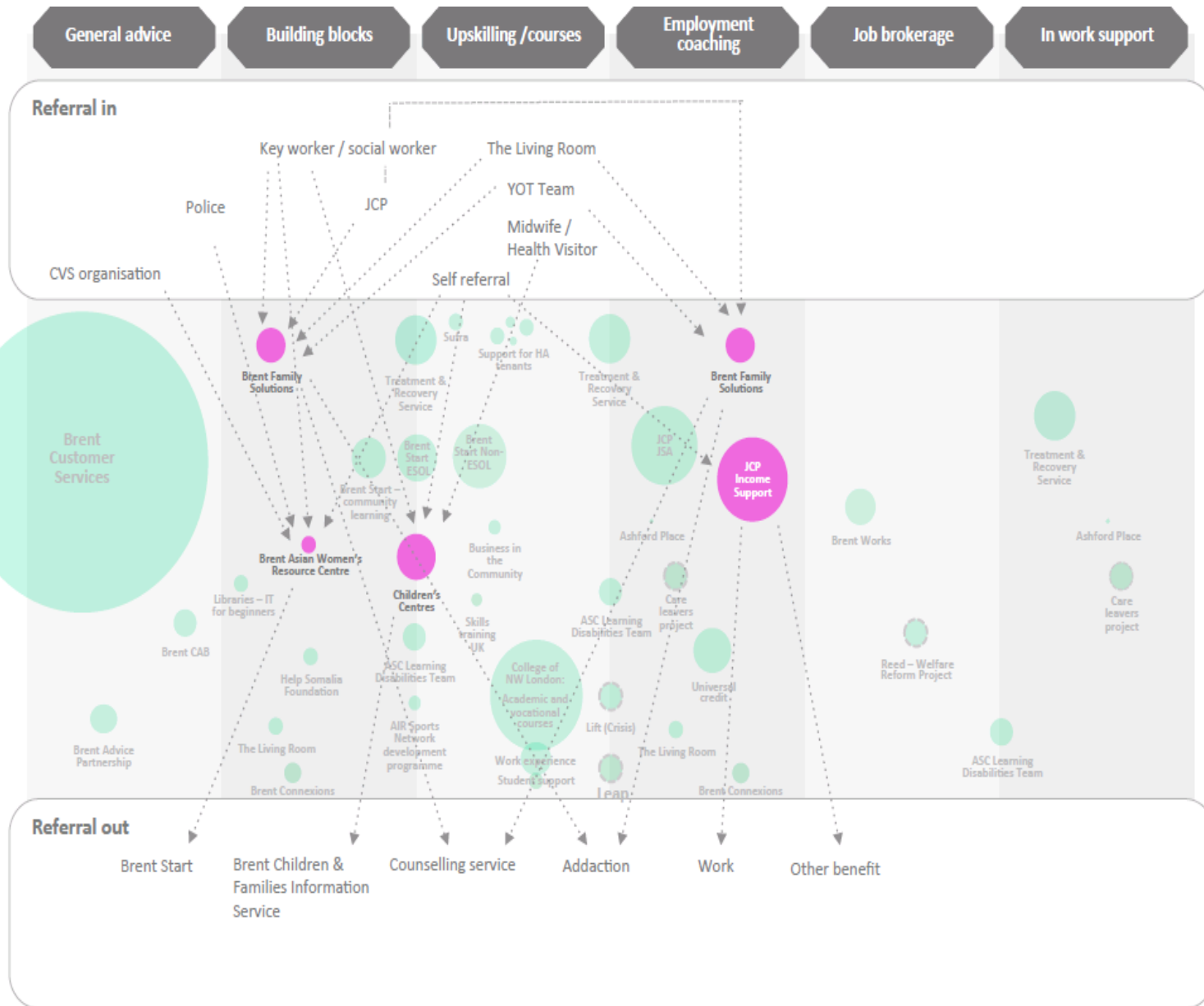
Of 34,900 economically inactive women, 19,200 are aged between **25 and 49**

- 87.5% (30,600) do not want a job
- **looking after family/home** is the most prominent reason for economic inactivity – 93% of this group are women

Unemployment rates are higher for young women, 25.0% of women aged 16-24 are **unemployed**; compared to 3.0% for women aged 25-49

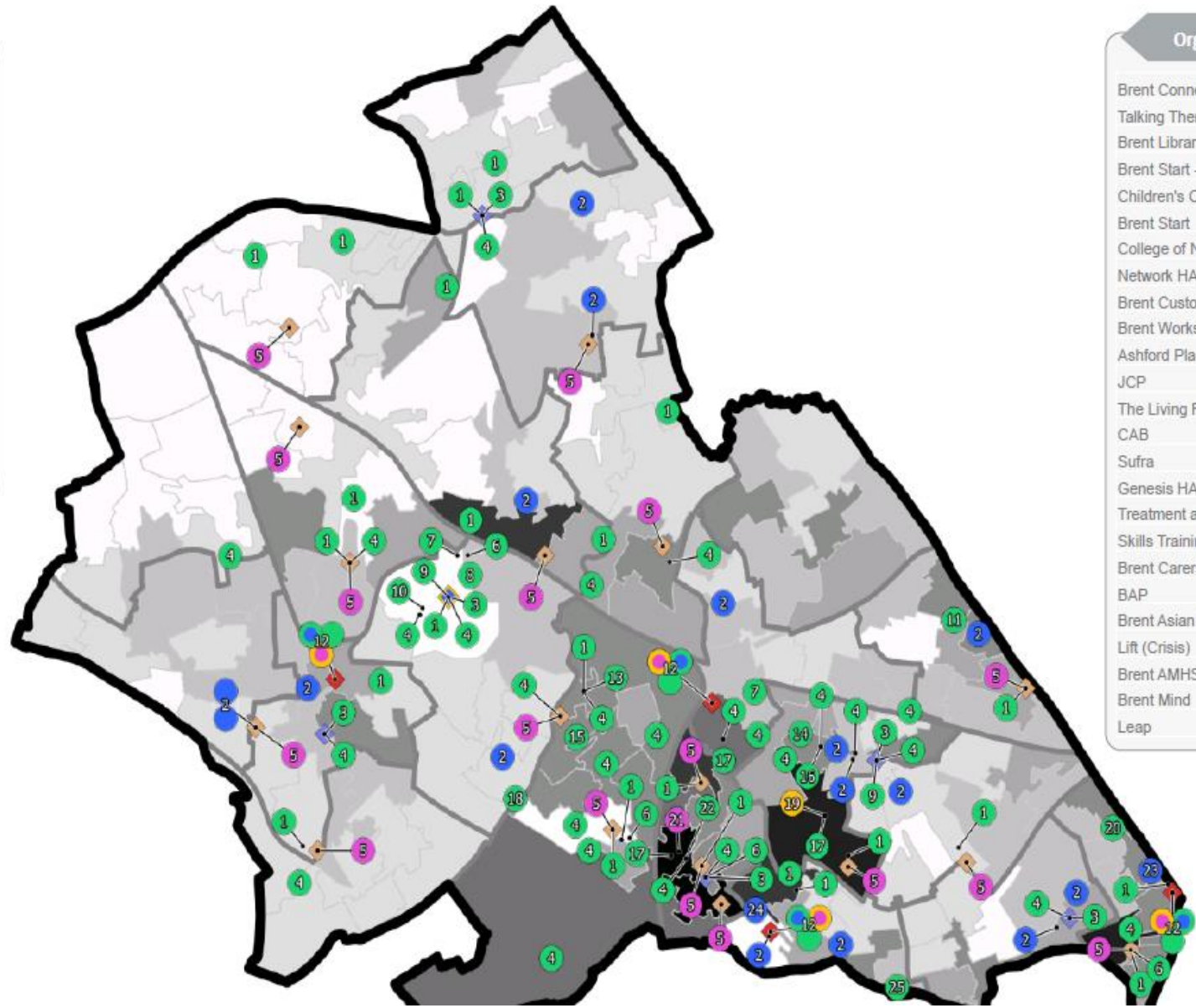
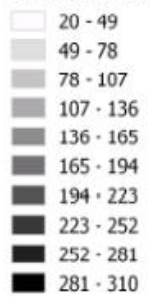
2,100 of the 2,140 claimants for **income support** as a lone parent are women

Source: APS





JSA and ESA claimants by LSOA



Organisation number

Brent Connexions	1
Talking Therapies	2
Brent Libraries	3
Brent Start - Community Learning	4
Children's Centres	5
Brent Start	6
College of NW London	7
Network HA	8
Brent Customer Services	9
Brent Works	10
Ashford Place	11
JCP	12
The Living Room	13
CAB	14
Sufra	15
Genesis HA	16
Treatment and Recovery Service	17
Skills Training UK	18
Brent Carers	19
BAP	20
Brent Asian Women Centre	21
Lift (Crisis)	22
Brent AMHS	23
Brent Mind	24
Leap	25

Mental health

Profile

More than 1 person in 10 will be suffering from a common mental disorder at any one time.

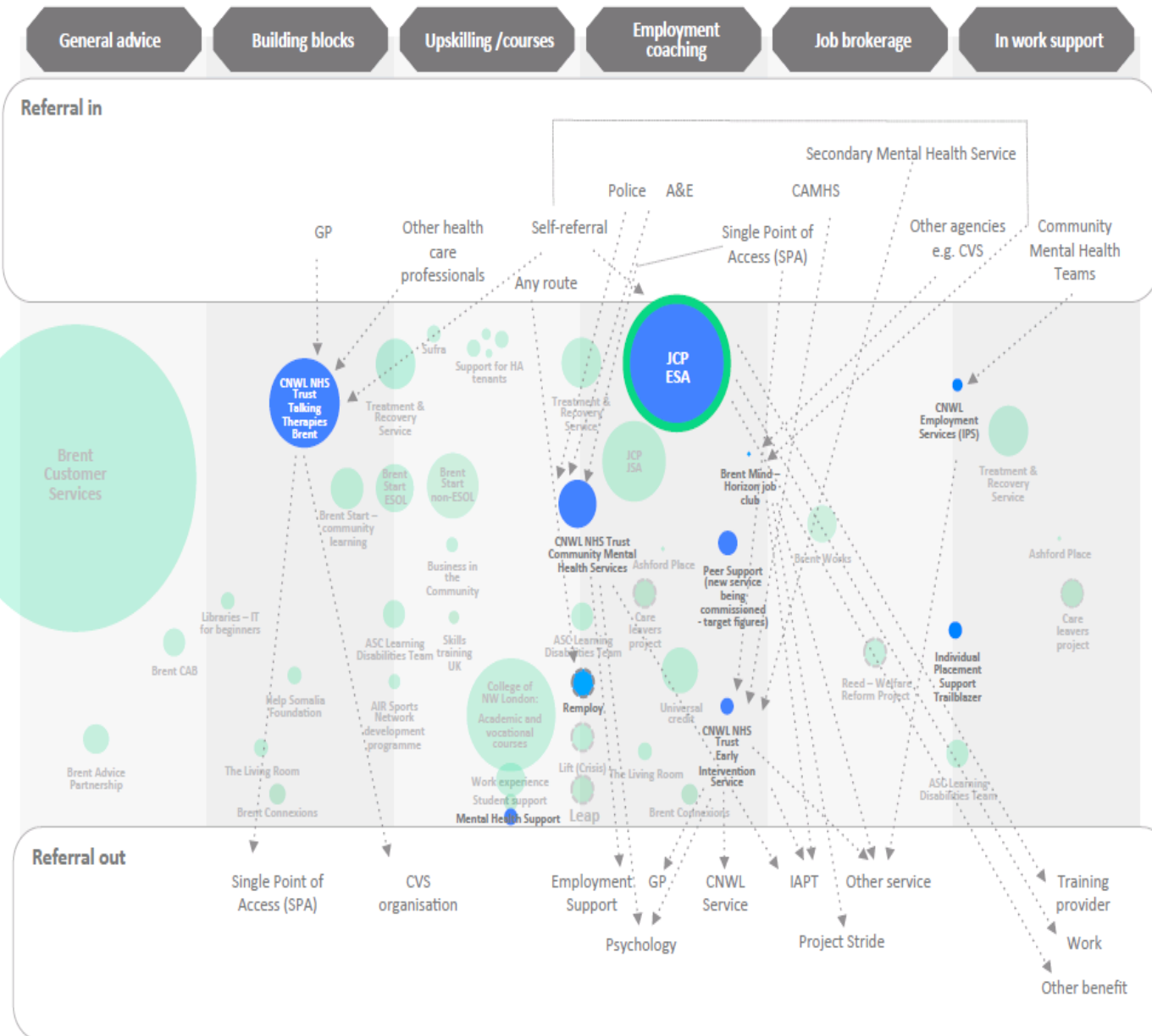
Of the working age population in Brent, 12,500 (5.6%) say they suffer from depression, learning problems, mental problems and nervous disorders.

Of these 12,500, 32.5% are currently in some form of employment (lower than London - 34.9%).

The unemployment rate in Brent for these individuals is 8.2% (higher than the overall working age population).

Unemployed people with mental health needs account for 8.4% of the total unemployment figure in Brent.

Work related stress is the largest cause of work days lost to illness (43%)



Policy and the Future of Post 16-education Opportunities:

There are a number of current policy developments which may be expected to influence the future of post-16 education opportunities for Brent residents.

T Levels

In July 2017, the Government confirmed plans for 15 routes in a Post-16 Skills Plan. The Plan promises to transform vocational education, providing a technical equivalent to the academic focused A-levels.

Four routes are expected to be delivered through apprenticeships only. The roll out of the remaining 11 T level routes will be phased, with a small number of providers delivering some pathways within 3 of the routes in September 2020, and the remaining routes launched in two waves in September 2021 and 2022. The planned timetable for delivery of the 11 classroom-based routes is given in Figure 64 below.¹⁰⁴

Figure 64: T Level Timetable



Source: T-Levels Action Plan (2017)

¹⁰⁴ T-Levels Action Plan (Oct 2017)

Adult Education Budget Devolution

In the Spring Budget 2017 the Government confirmed that it would devolve the Adult Education Budget (AEB) to London from academic year 2019/20.

The prospect of a devolved adult education budget for London offers the chance to reshape skills provision so that it better serves the needs of employers and residents in London. The GLA is expected to commission the majority of adult education through the sub-regions who will have the ability to direct a proportion of the AEB, aligning it with other devolved and local funds. Discussions between the GLA and London boroughs via London Councils on devolution have been agreed by the London Councils Leaders' Committee. These discussions have focused on how sub-regional clusters of boroughs will be able to help influence AEB in the capital following devolution to better meet local needs. It has been agreed that collaboration arrangements will be regularly reviewed as more information on the practical operation of the devolved AEB emerges from the Department for Education¹⁰⁵.

Elsewhere, the West London Economic Prosperity Board is working collaboratively with the West London boroughs to design a West London Skills Strategy. As well as the extension of student loans to those undertaking adult further education, introduced in the last parliament, will see individuals increasingly taking on the responsibility for funding their own training¹⁰⁶.

The Apprenticeship Levy

The introduction of the Apprenticeship Levy – a hypothecated tax on larger employers with payrolls above £3 million to fund apprenticeships – is leading to many employers in London looking either to offer apprenticeships for the first time, or to increase the number they already provide. There has been resistance from businesses regarding the Apprenticeship Levy partly due to a lack of understanding of their responsibilities. As a way of mitigating this the Mayor argued for the Apprenticeship Levy to be devolved to the London boroughs¹⁰⁷. Government has now confirmed such devolution from academic year 2019/20. The Kings Commission on London has suggested that an Apprenticeship Levy Council, comprising members from the boroughs, London businesses, colleges and City Hall, should be created as a body to monitor and assist companies in delivering their plans about how to spend their levy¹⁰⁸.

The amount of apprenticeships provided in London is lower than the UK average. There is evidence that there is a relative lack of employer engagement and investment in skills training across the UK in general, but it is particularly high in London. For example, a higher proportion of employers in London (36%) did not fund or arrange any training for staff in the 12 months to mid-2013 (compared to 34% in the rest of England). In 2012/13, London employers invested an estimated £7.1 billion in workforce training, down 30% from £10.1 billion in 2010/11 (compared to a 5% fall in employer investment in training for the UK as a whole – from £45.3 billion to £42.9 billion)¹⁰⁹. The Apprenticeship Levy may be a good vehicle to engage employers in the skills and education agenda.

¹⁰⁵ Devolution of the Adult Education Budget to the Mayor London Assembly

¹⁰⁶ Institutes of technology prospectus 2017

¹⁰⁷ Skills for Londoners: A Draft Skills and Adult education strategy for London

¹⁰⁸ London 2030 and beyond

¹⁰⁹ Trends in the demand for labour and skills in London and the West Sub-region 2016

Institutes of Technology

The Government is also planning to introduce Institutes of Technology (IoTs). They will be institutions offering higher level technical education and training to young people and to those already in employment. IOTs will be created through innovative collaborations between employers and FE and HE providers; harnessing the teaching expertise of HE and FE, research expertise of HE, and industry knowledge and expertise from employers. DfE invited formal applications for funding from a £170 million capital fund to establish IOTs across England in 2017, with twelve IOTs announced in April 2019.

Technology in the classroom

Use of technology in the workplace is becoming common place, and there is significant growth in the use of technology not just in formal education, but also in adult skills (professional and personal). It is unlikely that technology is going to become the main means of providing education, but it is increasingly becoming a complimentary learning tool.

There is not a huge amount of information about how technology is used across education in Brent. There is some indication that ICT is not used extensively in Brent Start, as there is a limited use of online learning to support learning outside the classroom. Although students have access to computers at the various Brent Start sites, learners feel that on some sites the access to computers outside lessons is limited¹¹⁰. Learners in Brent, particularly those on non-vocational courses, do not use the online and paper-based resources available to them well enough outside of lessons to improve their rate of progress. A renewed focus on the use of online learning to enable learners to continue and extend their learning outside lessons requires further development in most areas of Adult Skills Budget and Community Learning.

Technology could be especially useful for ESOL learners as there are a number of learning apps available. In one example, artificial intelligence (AI) chatbots – computer programmes that can simulate conversations with a learner – helped learners to practice their foreign languages. Learners with limited vocabularies are challenged to ask interesting and different questions to the chatbot, so that its responses create a conversation¹¹¹.

Technology can also be used in early years' education. There is an emerging body of largely small-scale work that shows that technology can have a positive impact on early literacy outcomes. Technology can play an important role in supporting early communication, language and literacy by offering new opportunities, such as interactive and intuitive story telling e-books and apps, as well as other services, such as online video calling¹¹².

There are many avenues that could be explored using digital technologies to improve outcomes and increase digital literacy within education.

Brexit

Employment

London faces significant skills challenges in the coming years, which will be impacted by the potential effects of the UK leaving the European Union. The impact of Brexit in London will be bigger than the impact in the UK as a whole as European citizens make up a larger proportion

¹¹⁰ Brent Start Self-Assessment Report 2017

¹¹¹Decoding Learning: The Proof, Promise and Potential of Digital Education 2012

¹¹²National Literacy Trust 2016

of the workforce in London. EU nationals make up 15% of the financial sector and 10% of London's NHS.¹¹³ Brent, which has the third largest EU population amongst London boroughs, and which constitutes 20% of Brent's working age population, would expect to be particularly affected by any negative migration restrictions or departure of EU nationals. Workers are concentrated in important sectors and deliver services vital to the maintenance of the city. This is particularly prevalent in London's construction sector which has an ageing workforce and is heavily reliant on migrant labour. EU nationals make up 30% of the workforce, while just half are UK-born. Of the UK-born workers in the capital, 38,500 (12%) are set to retire in the next 5-10 years. Yet it is estimated that 60,000 more construction workers are needed in London and the South East to keep up with demand.

European funding

There is also uncertainty regarding the impact of Brexit on research funding as well as the impact it will have on European teaching and research staff. In August 2016, the Government announced that it would guarantee funding for research and innovation projects funded through the EU's Horizon 2020 programme, even when specific projects continue beyond the UK's departure from the EU.

The European Social Fund (ESF), which has been used to fund a variety of skills development for economically inactive young people across the UK, is another significant source of funding¹¹⁴. The Government has indicated that the European Social Fund (ESF) will continue to December 2023, the end of the 2014-20 Structural Funds programming period. There is approximately £130m ESF in London available to commit to the second phase of the 2014-20 programme.

The devolved AEB will potentially be used to match the ESF which is currently not committed¹¹⁵. Without AEB as match funding, London is highly unlikely to be able to draw down on the full ESF allocation which would result in a significant reduction to the skills and employment provision available, particularly the most disadvantaged groups after 2019.

Ways of Working

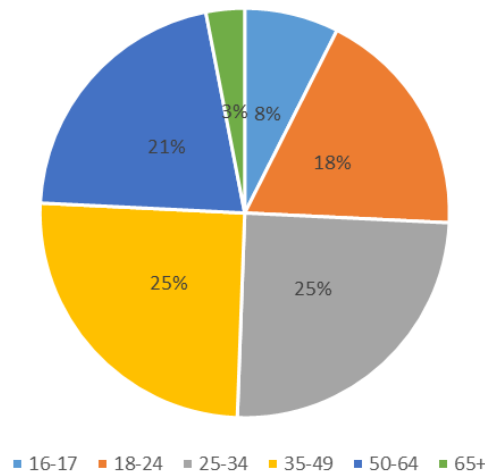
Alongside these changes in employment demand and the sectorial composition of the UK and London economy, there have been and will continue to be changes in the way that people want to work. Current social policies e.g. increased retirement age and increased parental rights are likely to impact the working populations in the future. Currently only 3% of workers are aged above 65.

¹¹³Bridging the Skills Gap: How skills devolution can secure London's future prosperity by APPG For London

¹¹⁴ The ESF in the United Kingdom

¹¹⁵ Devolution of the Adult Education Budget to the Mayor London Assembly

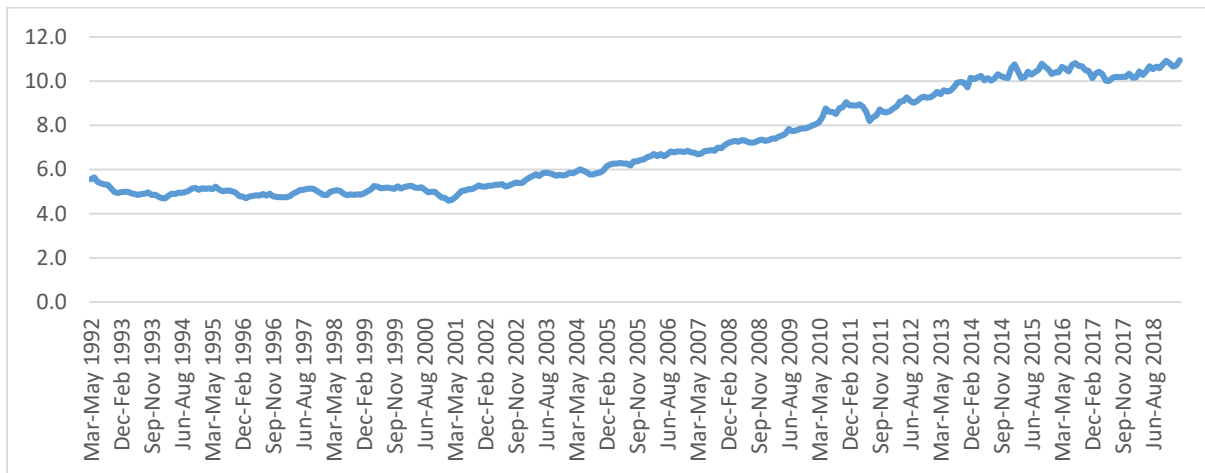
Figure 65: Employment by Age Group 2018



Source: Labour market by age group: People by economic activity and age (not seasonally adjusted) 2019

State pension age has been gradually increasing for women; rising to 65 in November 2018, matching the pension age for men. After this point, State pension age for all individuals will increase to 66 by October 2020 and to 67 by 2028, under the schedule established by the Pensions Act 2014.¹¹⁶ Employment of workers over the age of 50 years has grown significantly over the past decades.

Figure 66: Employment rate for over 65s



Source: Labour market by age group: People by economic activity and age (not seasonally adjusted) 2019

The employment rate for people aged 50-64 years has grown from 55.4% to 72.6% over the past 30 years, an increase of 15%. The proportion of people aged 70-74 years in employment has almost doubled over the past 10 years (from 5.5% to 9.9%), and the overall numbers in employment more than doubled from 124,000 to 258,000 people.

At the same time, labour market insecurity is increasingly prevalent in the form of self-employment, temporary contracts and zero-hours contracts, and is expected to impact more jobs. In 2016, the share of part time work had increased from 2.4 percent to 3.9 percent in the UK. There are currently 3.2 million people who face insecurity in work in the UK and are working on a contract that does not guarantee employment rights. This refers to forms of temporary work, which includes agency work, casual and seasonal work, where workers often

¹¹⁶ Fuller Working Lives Evidence Base 2017

miss out on key employment rights and protections, including family friendly rights, redundancy pay and sick pay. This includes zero-hours contracts, where workers face insecurity about their incomes and hours of work. As well as low paid self-employment, where workers miss out on employment rights and income related protections such as sick pay and maternity pay, but cannot afford a safety net for those periods when they cannot work.

The rise of insecure work is not impacting all groups equally. Evidence shows that 1 in 13 BAME employees are in insecure work and 1 in 8 Black employees are in insecure work, whereas the average is 1 in 17. Black workers are over twice as likely to be in temporary work as the average. They have also experienced the largest increase in the number of people in temporary jobs between 2011 and 2016, with a 58% increase, compared to an overall increase of 11%. Additionally, 42% of Black workers are in all temporary work because they cannot find a permanent job, in comparison to 31% of the total temporary workforce. Women are also more likely to be on zero-hours contracts, at 52% compared to 48% for men, and for Black women workers it increases to around 60%. These labour market disadvantages are mirrored in Brent's population, with women and black communities having some of the lowest economic participation rates.

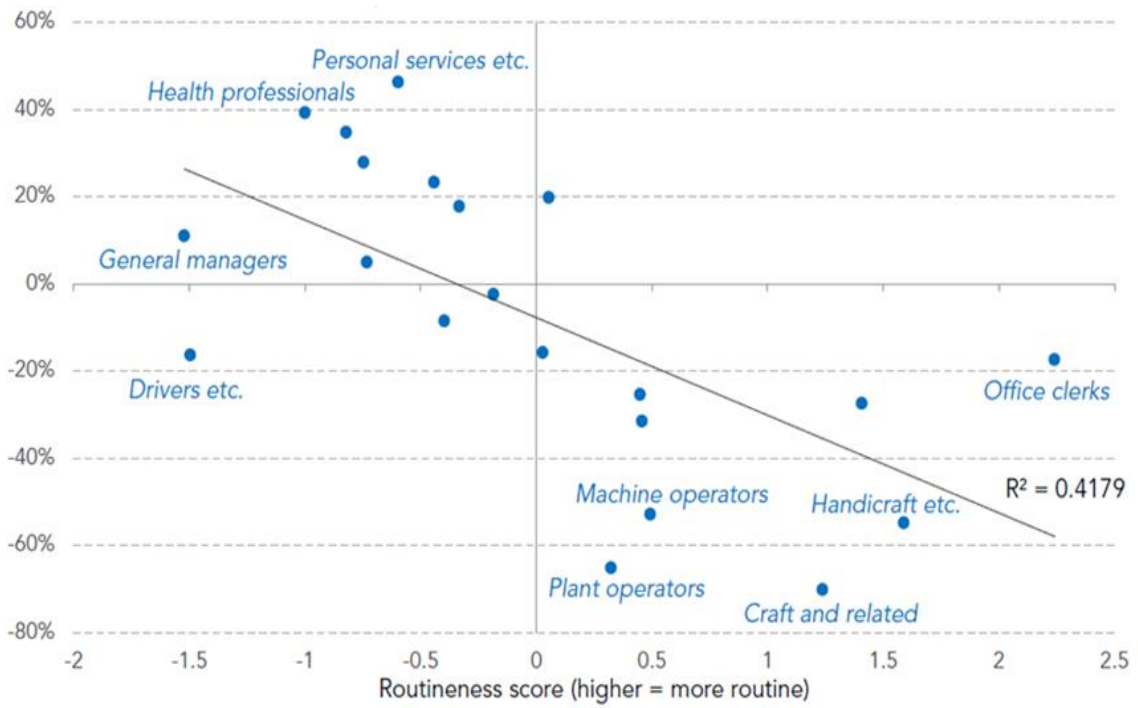
Individuals in these working arrangements have the right to turn down work, but evidence shows that workers often felt that to express views about conditions or make even reasonable requests risked having future work denied to them. Flexibility is, therefore, currently synonymous with insecurity.

Automation

Future education and skills provision needs will also be shaped by the potentially disruptive effects of technological advances such as automation, 3D printing and artificial intelligence. There have been reports that up to 15 million jobs are at medium to high risk of being automated in the coming decade. However, there is also research that the scale of automation has been overstated. Even so, some jobs are likely to be more at risk than others, for example, 60% of retail jobs in the UK are forecast to be lost by 2030 through technological change, while education, health, care, business services and the creative sectors will grow.

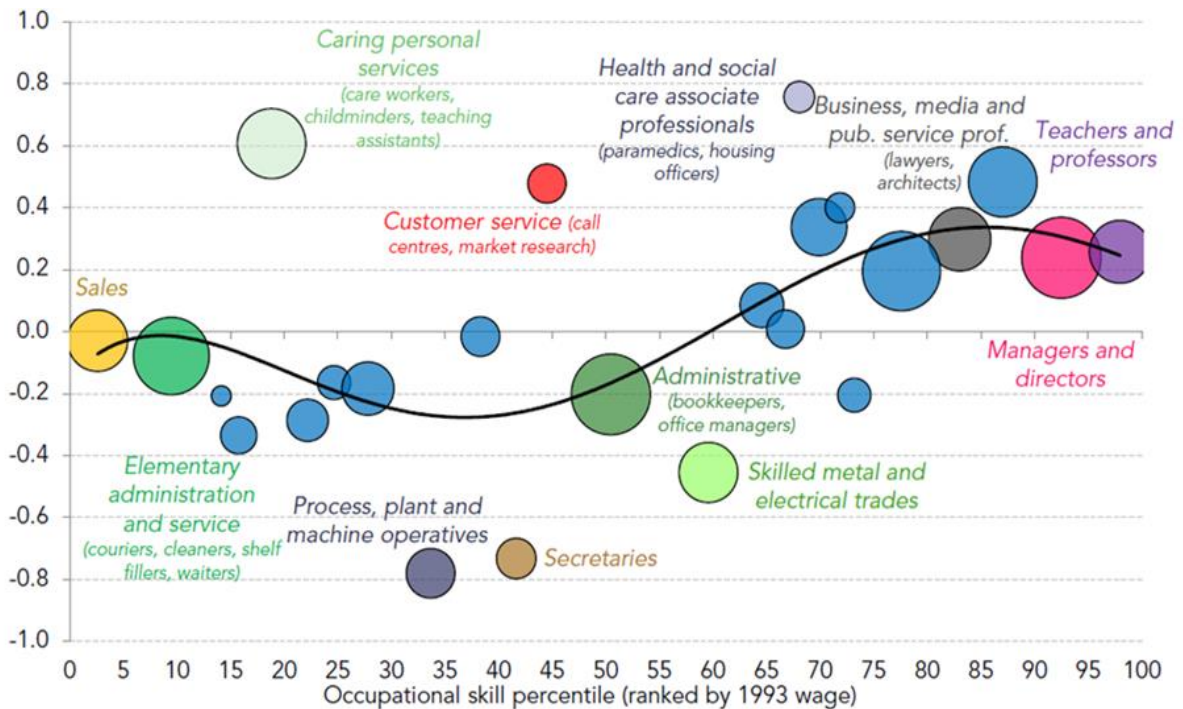
The risk of automation for an occupation has been linked to the 'routineness' and their decline as a share of the UK's jobs. Figure 67 shows how levels of routineness impacted jobs growth between 1993 and 2015.

Figure 67: How levels of routineness impacted jobs growth between 1993 and 2015



Source: Resolution foundation 2016 Robot wars Automation and the labour market

Figure 68: Share of employee hours has changes by occupation between 1993 and 2015



Source: Resolution foundation 2016 Robot wars Automation and the labour market

This shows that the amount of hours available in low skills areas has reduced in general. Considering that the workforce in Brent is quite diverse it is unlikely that automation will not occur at the same pace across all areas.

There are gender and ethnicity related inequalities when it comes to the impact of technology. Partly as a result of high-skill roles not being at as high risk of being automated, these roles in most sectors are dominated by white men. Also, individuals lower down the skills distribution often have skills and qualifications suited to their current work, but less adaptable to other kinds, and will therefore find it harder to find new work.

Trends

The trends outlined below present both challenges and opportunities for the future of Education and Skills provision in Brent. Challenges include anticipated increased demand for quality, flexible adult learning support, and the needs of groups currently disadvantaged in education and the labour market.

Most groups in Brent's working population have lower employment rates than in the rest of London. Economic activity is 72.5% in Brent compared to 78.1% in London. The lowest rates are amongst the Pakistanis/Bangladeshis 55.7% followed by the Black population 57.5%. The Indian population has the same rate as the white population at 71.9%¹¹⁷. Female employment rate in Brent has been consistently lower than the UK average and was at 62.8% in 2018. This is the 6th lowest rate in London behind Kensington and Chelsea, Redbridge, Barking and Dagenham, Newham and Tower Hamlets.

In 2018, economic activity for men in the borough was in line with the national average while for women it was nearly 8% behind. Therefore, the low participation rates of women are having a substantial impact on the overall levels of economic participation in the borough. The employment rate for people aged 50 to 64 has grown from 55.4% to 70% over the past 30 years, an increase of around 15%. Self-employment in Brent is also higher than average at 17.4% in comparison to 13.3% in London.¹¹⁸

Brent has a number of groups who are currently disadvantaged within the current jobs market. This alongside the rise of automation, the growth of the knowledge economy and changing working patterns will have a profound impact on the education and skills requirements.

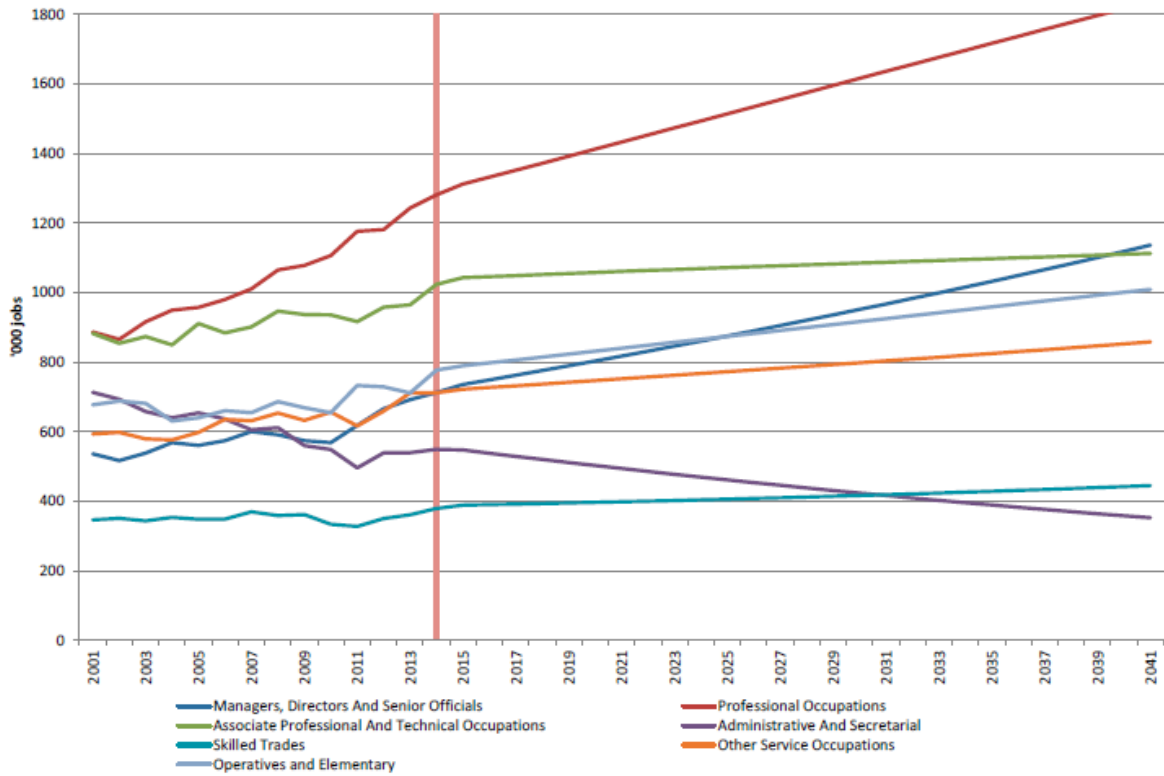
1. Changes in employment demand with most new jobs in London expected to take place in knowledge sectors, and professional/managerial in nature.

According to GLA projections, jobs in the professional, real estate, scientific and technical sector are expected to account for over a third of the total increase expected in London by 2041. Strong employment growth is also expected in the administrative and support service, accommodation and food service, information and communication sectors, education and health sectors – collectively accounting for nearly three fifths of the expected total London increase in 2041.

¹¹⁷ ONS (2017) Annual Population Survey 2017

¹¹⁸ Nomis 2018 Local Authority Profile for Brent

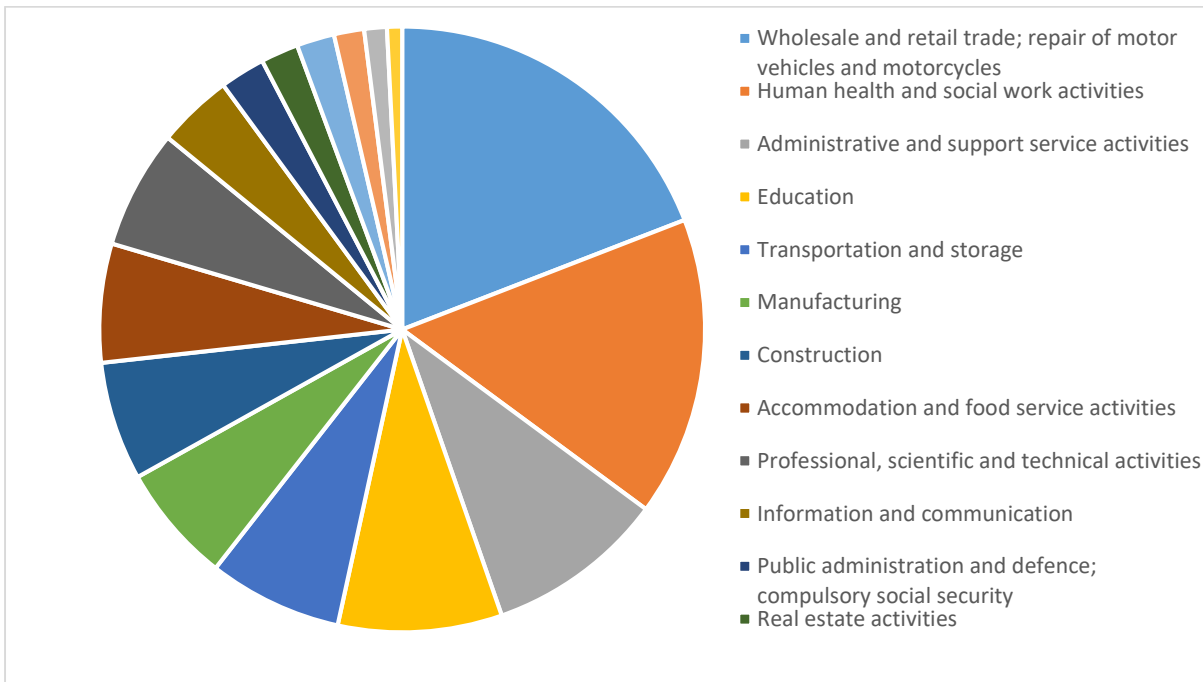
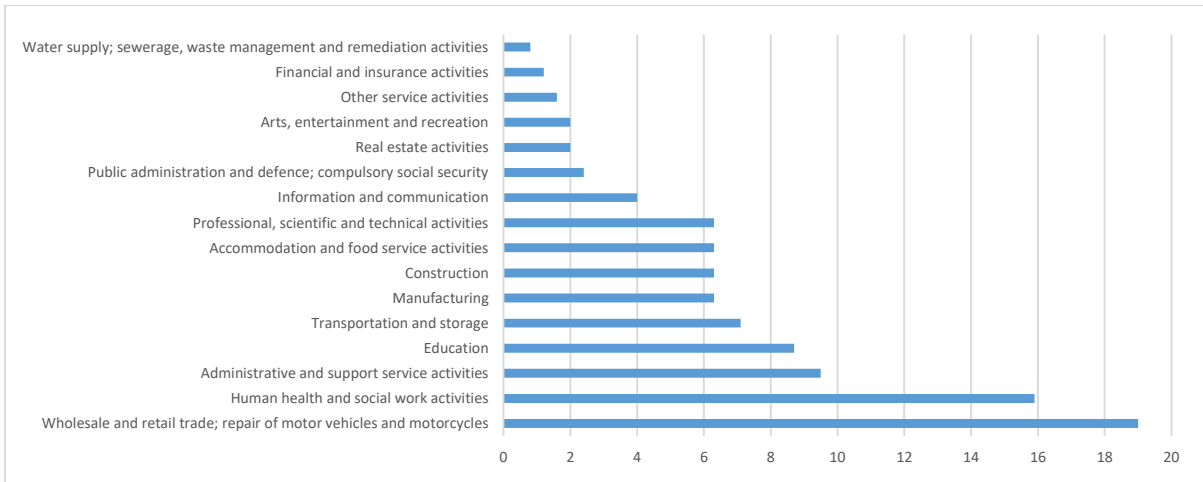
Figure 69: Changes in Occupation Demand in London (2001 to 2041)



Source: ONS Annual Population Survey, ONS Labour Force Survey, ONS Workforce Jobs series and GLA Economics calculations

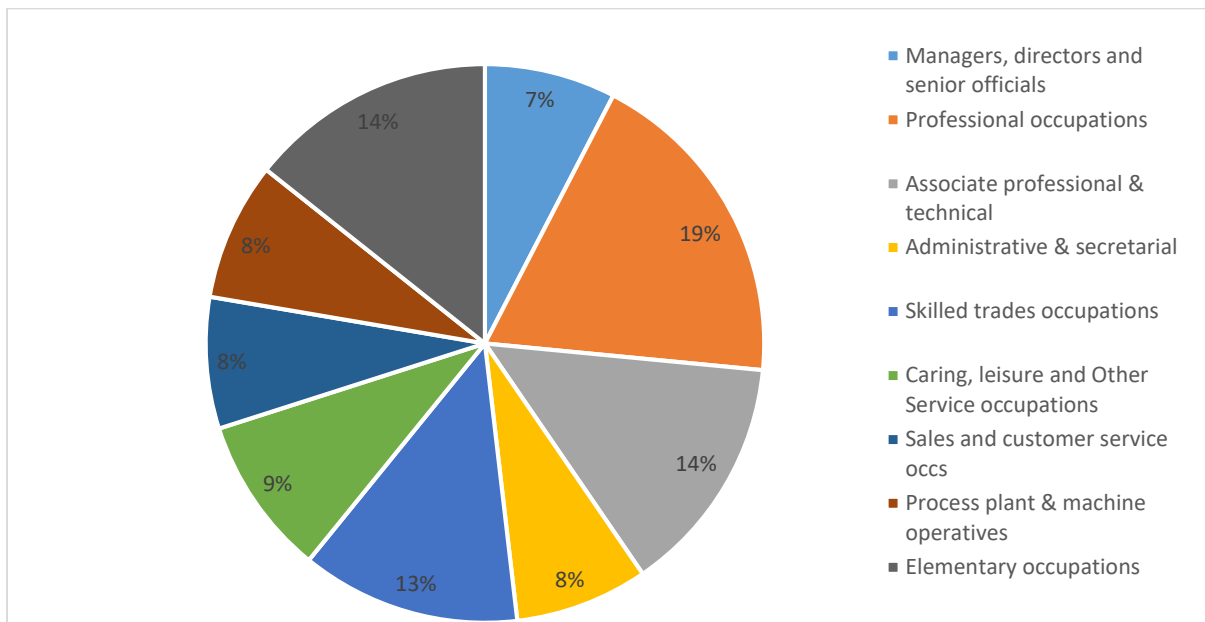
Figures 70 and 71 below show that Brent employs relatively larger numbers in sectors which are projected to decline across London including; Manufacturing, Transportation and Storage, and Wholesale. Employment in primary and utilities and public administration and defence sectors are also expected to continue to decline over the period to 2041.

Figure 70: Brent Working Population, Employment by Industry 2017



Source: Nomis Labour Market Profile – Brent 2018

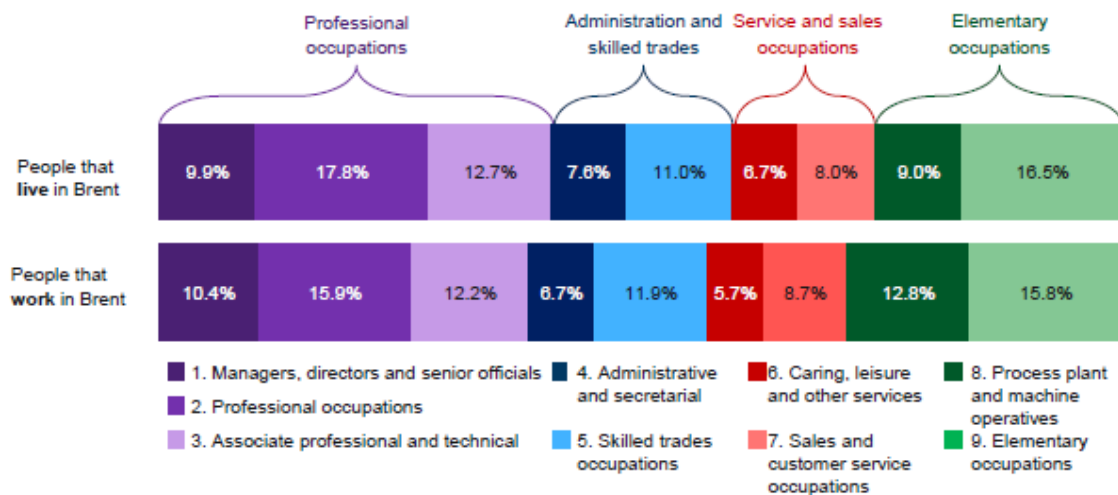
Figure 71: Employment by occupation in Brent 2018



Source: Nomis Labour Market Profile – Brent 2018

Data for 2014/15 shows the different breakdowns by industry and occupation for people living and people working in Brent.

Figure 72: Employment by occupation in Brent, April 2014 to May 2015

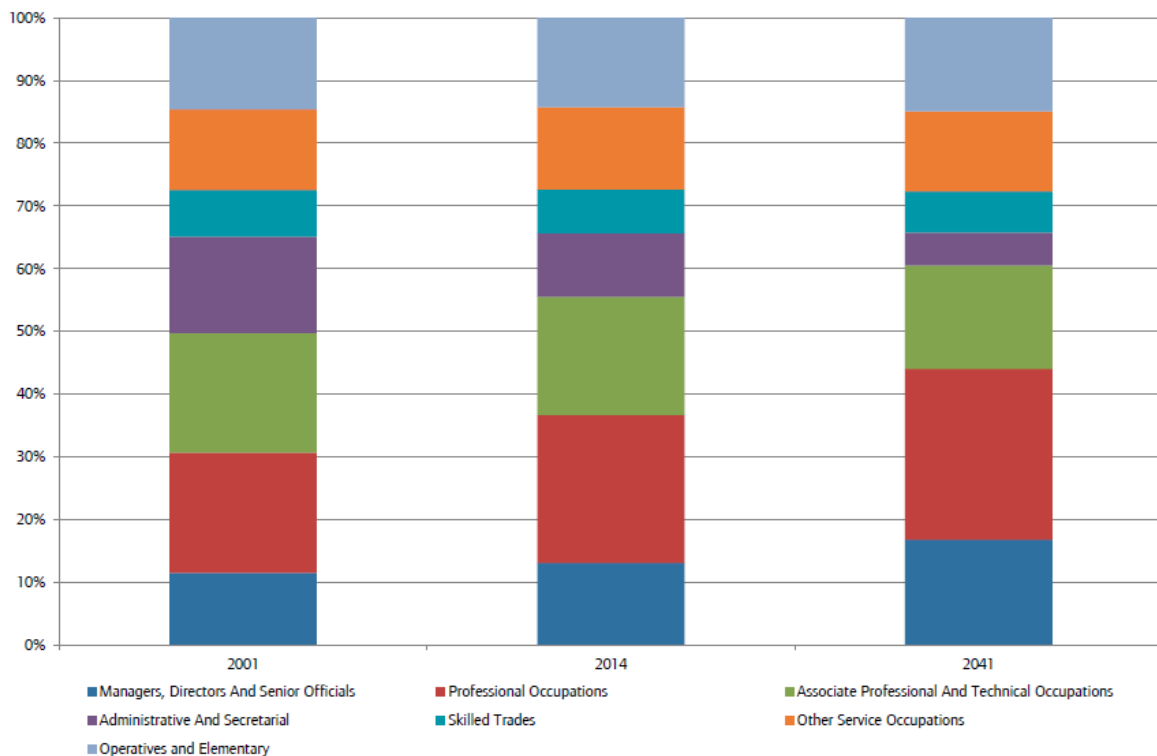


Source: Economy and Employment- Brent JSNA 2015

There is a good mix of professions and occupations in the borough for those that live and work here, which is positive as this diversity means that the jobs market will have some resilience against industry specific changes and wider emerging trends.

Figure 73 below illustrates the projected changes in occupation demand and change in occupational shares until 2041. Effective Education and Skills provision is required to ensure educational attainment for pupils as well as for adult learners who need up-skilling or reskilling for predicted changes in industries.

Figure 73: Changes in Occupation Shares in London (2001 to 2041)



Source: ONS Annual Population Survey, ONS Labour Force Survey, ONS Workforce Jobs series and GLA Economics calculations

In London, projected shifts in employment and occupations are going to increase by 49,000 jobs per annum, to reach 6.9 million in 2041¹¹⁹. This will significantly increase the demand for ordinary and higher degree level qualifications over the period to 2041. Jobs requiring ordinary or higher degree level qualifications are projected to increase by 985,000. As a result, the proportion of jobs in London requiring either an ordinary or higher degree is projected to reach 54% by 2041, with the proportion of jobs with no qualifications becoming less than 3%.

Professional occupations, managers and administrators are projected to account for around 45% of all jobs in London in 2041. The proportion of jobs in administrative and secretarial occupations, in contrast, is projected to decrease substantially from 10.5% to 3.3% of total London jobs from 2014 to 2036. This will present challenges to the employment prospects of London’s lower skilled labour force as a whole, and particularly in Brent, where administrative and secretarial occupations are projected to decrease to 7.6%. This decrease in jobs in administrative and secretarial roles occurs at the same time as there is projected to be a large increase in elementary occupations in accommodation and food, and administrative and support services which has seen recent growth in temporary roles. While growth in professional and managerial roles reflects the growth of high skill, high pay jobs, growth in these occupations represents growth of low skill, low pay and potentially more precarious jobs. As the service sector grows in the coming decades it will produce high skilled, high wage jobs as well as low skilled, low paying jobs.

The shift in evolving employer demand is already evident in London’s economy today. As noted in the GLA Annual School Report 2017, London’s economy is increasingly demanding highly developed skills in Science, Technology, Engineering and Mathematics (STEM)

¹¹⁹ GLA Economics London labour market projections 2017

subjects. Yet, today relatively few young people in London are leaving school with A-levels in this area, particularly young women and those from BAME backgrounds.

There will be 142,000 new jobs in science, research, engineering and technology from now to 2023¹²⁰. The digital sector, which requires strong skills in STEM subjects is growing; however, there is a significant digital skills gap that is preventing young people from accessing these opportunities.

A recent Tech London Advocates survey found that 46% of respondents felt a lack of skilled workers was the biggest constraint to growth, and that a greater commitment to digital skills training was the single most important issue the government needs to address to ensure the continued growth of the tech sector.

Implications:

- Workers in declining sectors will need upskilling in order to obtain work in other fields.
- Education and skills provision will need to prepare Brent residents access the pathways to qualifications and upskilling which are relevant to a future economy dominated by high skilled sectors, particularly related to STEM.
- In an economy where skills demands are ever-rising, schools' performance will be very important to the long term performance of the economy in Brent and West London.
- The unskilled population will suffer constant pressure on wage rates and a negative shift in their employment and earnings prospects. Groups which disproportionately have low educational attainment levels and labour market outcomes (e.g. care leavers, lone parents, certain BAME and vulnerable groups) will be further marginalized and disadvantaged in the increasingly polarized labour market, with long term economic implications for Brent and its residents without effective education and skills provision.
- Lower qualified residents are concentrated in specific areas of the borough. As lower skilled workers are likely to struggle in the future economy, these areas will likely perform worse over time without targeted intervention.

2. The Rise of Self Employment & the Gig Economy

In the UK 10.6% (4,840,200) of the population is self-employed in comparison to 17.4% (40,100) in Brent. Since 2008, the number of total jobs has increased by just over 2 million, of which nearly 1 million (44%) are accounted for by self-employment¹²¹.

Changes in the structure of the economy or the population are also likely to have an impact on the total number of self-employed. The gig economy is sometimes conflated with the general trend towards self-employment or 'independent work'. However, the 'gig economy', refers to the trend of using online platforms to find small jobs, sometimes completed immediately after request¹²². Three trends which will impact the amount of people who are self-employed or working in the gig economy are; changes in employment, changing demographics and the impact of new technology.

¹²⁰ Jobs of the Future 2017

¹²¹ RSA 2017 Good Gigs A fairer future for the UK's gig economy

¹²² CIPD 2018 Megatrends More Selfies? A Picture Of Self-Employment In The UK

Changes in employment

Individuals' choices are constrained to an extent by prevailing business models and labour market structures. Therefore, freelancing is common in certain occupations, for example, broadcasting and therapy¹²³. As stated above, self-employment is becoming a bigger part of the UK economy, as evidenced by the flexible labour market being key to the UK reaching record employment. Many have entered the gig economy because of fewer opportunities in traditional employment; full-time employment accounts for a relatively smaller share (31%) of the growth in employment¹²⁴.

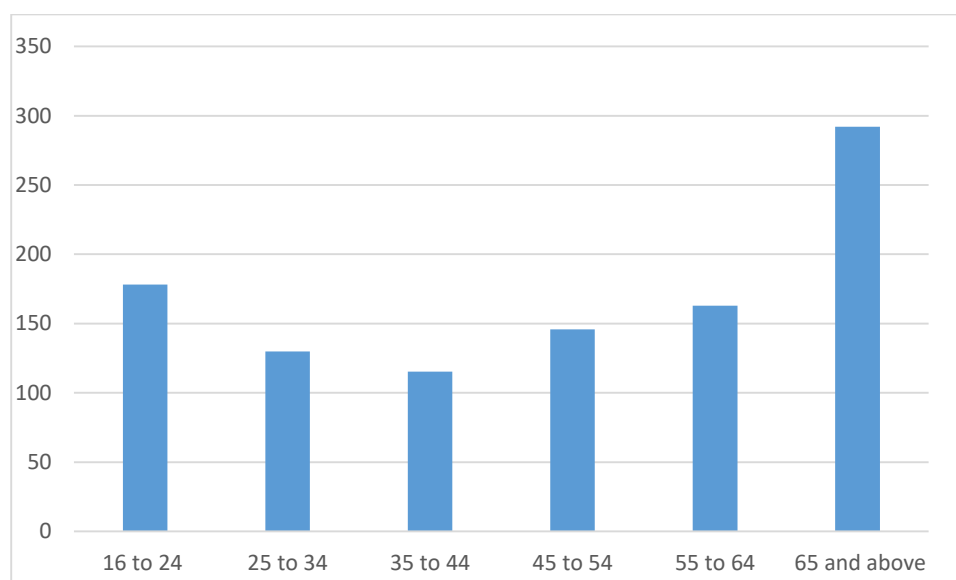
The industries that are projected to grow over the next 20 years are more likely to have higher levels of self-employment i.e. the construction and creative industries. Workers in the skilled trades who are self-employed have long been sourcing jobs online through platforms but increased technology is fuelling this trend¹²⁵.

It is unlikely that UK government policy will be very strict on the gig economy, as it does not want to diminish the economic opportunities created by it. So far it has not followed precedents set in other European countries where platforms are deterred or banned altogether. A policy framework that encourages self-employment will help enable further employment through these structures in the future.

Changes in demographics

Increased self-employment reflects a shift in mind-set. Workers now crave flexibility, more control and a greater variety of work. The demographic of self-employed people is currently older, more educated and male.

Figure 74: Increase of Self Employment by Age



Source: ONS (2018) Trends in self-employment in the UK

While most people in the gig economy are between 31 and 54, the appeal of gig work is growing among people aged between 16 and 30, as shown in the chart above. With this in

¹²³ Ibid

¹²⁴ RSA 2017 Good Gigs A fairer future for the UK's gig economy

¹²⁵ Ibid

mind the number of young people in the gig economy could grow to around 3.7 million. Young people work fewer hours than 31-54 year olds in the gig economy, so it is likely that they are using gig work as a bridge to other forms of work, for example, while job hunting following graduation¹²⁶.

Gig workers tend to be highly skilled, with around 44% having university degrees. The population is going to become increasingly educated with a mismatch of skills (discussed below), and therefore the need for work that fits around career lulls is likely to increase.

There is also a rise in demand for increased flexibility for workers in general. 87% of full-time workers either work flexibly already, or wish they could. The numbers are similar for men (84%) and women (91%)¹²⁷. Currently amongst people who are not working, 93% want a job that includes some sort of flexibility. This may be a by-product of more women working full-time and more men taking on responsibilities beyond the workplace¹²⁸. For many parents, older workers and people with health issues and disabilities, full-time work isn't something they are able to commit to. Gig economy work will be more pronounced in London as 27% of gig workers are based in London compared to 17% of self-employed workers and 13% of employees.

Technology

Labour-based platforms of the sharing economy are generating jobs with lower barriers to entry for some roles. Technology is reducing the transaction costs, creating more space for sole traders and micro businesses. The impact of automation and increased technology use, leading to losses of certain jobs, could prompt people to move into the gig economy.

Although the gig economy is relatively new, the changes in employment, changing demographics and increased technology point to it becoming a fixed part of London's jobs market.

Implications:

- People will have more diverse careers and will more likely to do supplementary work.
- The government need to take action to ensure workers can be offered flexibility without insecurity.
- Gig economy work and self-employment will need to become part of employment advice.

3. Potentially disruptive effects of technological advances such as automation, 3D printing and artificial intelligence.

Up to around 30% of existing UK jobs are susceptible to automation from robotics and Artificial Intelligence (AI) by the early 2030s, but in many cases the nature of jobs will change rather than disappear¹²⁹.

The increase in demand for automation is going to be driven in a number of ways. Research shows that the main contributor to the UK's economic gains between 2017 and 2030 will come from product enhancements stimulating consumer demand. This is because AI will drive a greater choice of products, with increased personalisation and make those products more

¹²⁶ Ibid

¹²⁷ Timewise Talent Through flexibility timewise.co.uk

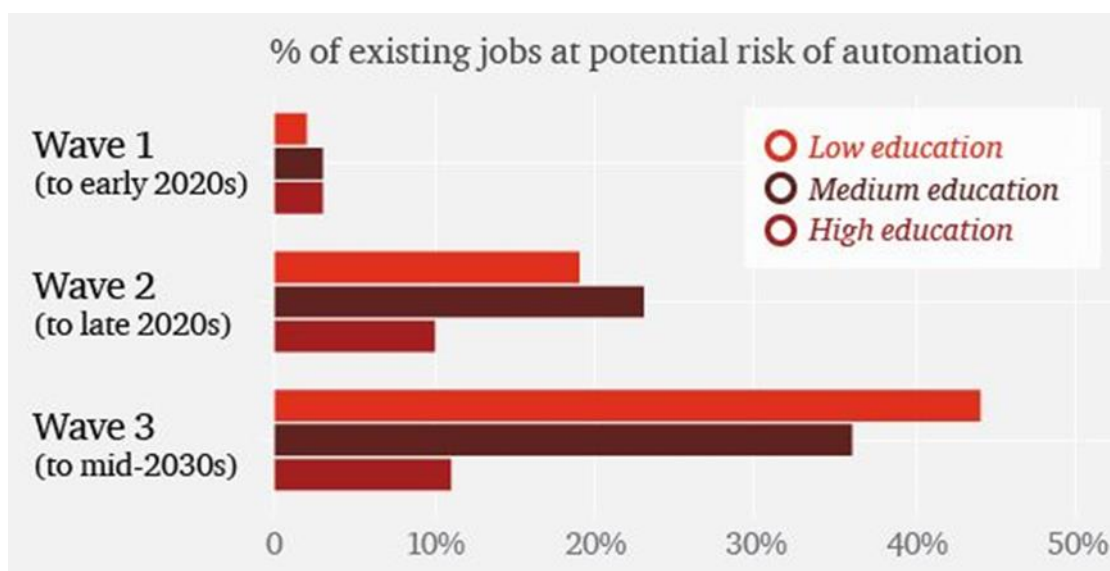
¹²⁸ Counting the Hours Resolution Foundation

¹²⁹ PWC How will automation impact jobs?

affordable over time. Also prices of technology are falling by 10% annually, both for programming and installation costs and for the cost of the robot itself¹³⁰.

The likelihood of automation is highest in sectors such as transport, manufacturing, and wholesale and retail, and lower in education, health and social work. The projections show that level of education has a significant impact on the level of risk individuals face in relation to employment.

Figure 75: Potential risk of automation



Source: PWC Estimates based on OECD PIAAC data (Median values for 29 countries)

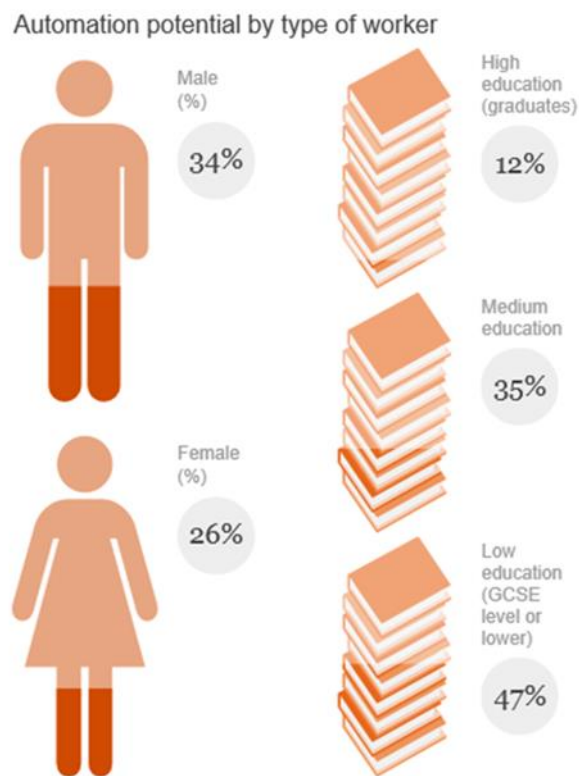
Automation is expected to impact various elements of people’s lives. To understand the impact automation will have on the education and skills landscape focus needs to be on the impact on specific industries and the knock on effect of training and skills needs. Understanding the way sectors and industries will adapt, and then looking at the impact on specific groups, will give us an overview of actions to take in relation to technology. For example, investment in productivity raising technology is lower in sectors dominated by women, such as care and retail, and therefore automation may not occur; rising demand in these sectors, especially care, could also absorb workers, predominantly women, from automating industries. The result of this is that although women’s jobs aren’t at risk; some women may instead find themselves continually in low-paid jobs¹³¹.

The impact of automation will be different in different sectors and as described above, routine tasks are more at risk of automation than jobs. The illustration below shows the risks based on gender and education.

¹³⁰ Ibid

¹³¹ IPPR 2017 Managing Automation Employment, inequality and ethics in the digital age

Figure 76: Risk of automation in 2030



Source: PwC estimates based on analysis of OECD PIAAC data

Jobs which require dexterity, cultural sensitivity and social skills are much less likely to be automated. However, these sectors will still make use of technology in one way or another. An example of this in the health care sector is that robots will not replace doctors but doctors will increase their use of technology to support their everyday work.

Implications:

- Automation will boost productivity and wealth, leading to additional job gains elsewhere in the economy - but income inequality may rise and then economic, legal and regulatory constraints may restrict the pace and extent of increases in automation, in practice.
- As jobs are lost through automation, there will be a need for a dynamic, responsive reskilling and upskilling infrastructure.
- Ensuring skill and qualification attainment in secondary and post-secondary education will be critical to providing Brent residents pathways to high skilled jobs, which are less vulnerable to automation.

4. Mismatch of employees' skills, needs and qualification levels to the job market

In recent years, employment policy has focused on getting people into work. Considering, the employment rate was 78.1% in 2019, the highest since comparable records began in 1971¹³² there should also be a renewed focus on: the demographics of the working population, the kinds of work that is being offered and, in turn, what skills are needed.

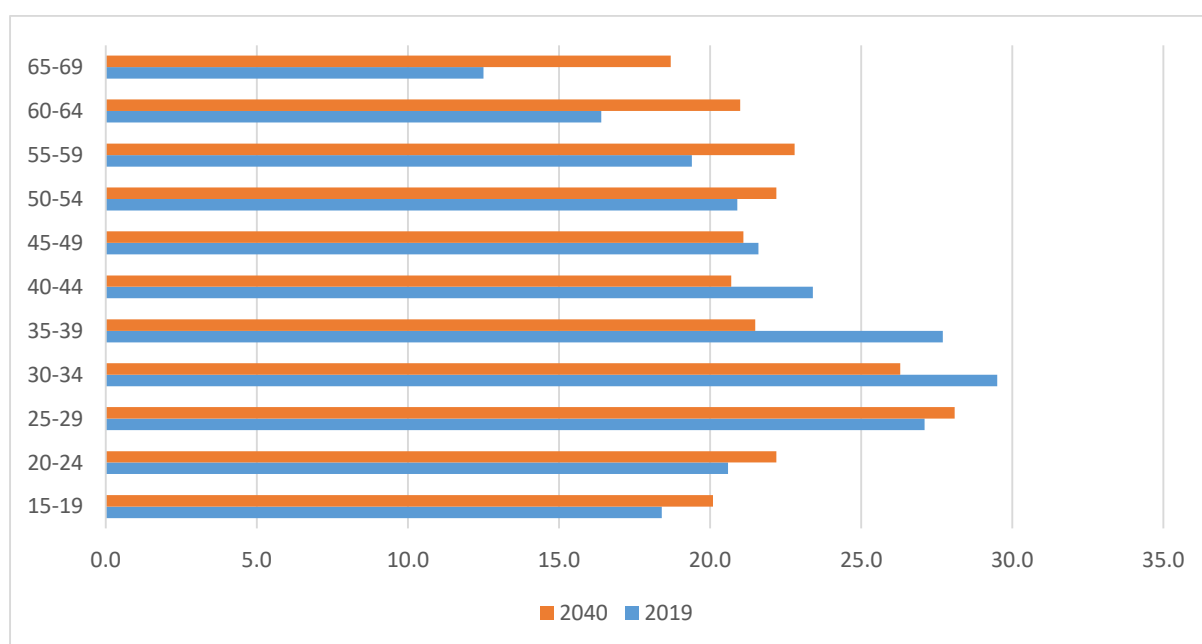
¹³² ONS UK labour market: March 2018

The UK population is becoming more educated, the number of people classed as graduates has risen from 24% in 2002, to 42% in July to September 2017¹³³. Currently, in the UK 52% of female graduates and 48% of male graduates are working in jobs that do not require a degree. More generally younger workers are earning less than previous generations did at the same age and are more likely to find themselves in insecure, low-paying jobs¹³⁴.

There is also a prediction that there will be a surplus of lower-level qualifications in coming years. For example, 1 million people aged 30+ are expected to hold qualifications below level 2 in 2022, but only 0.7 million jobs are expected to require qualifications at this level¹³⁵.

A lack of suitable work is not exclusively an issue for the younger generation there are also issues for older people finding work that matches their needs. Older workers are going to play an increasing role in the workforce as life expectancy and retirement ages rise.

Figure 77: Age Demographics of Working Age Population



Source: 2016-based Subnational Population Projections for Local Authorities

Older workers are more likely to have health conditions and caring responsibilities¹³⁶. In order to productively participate in the workforce older workers will need to have a good work life balance. This is currently an issue in the UK, with an estimated 1 million people aged 50-64 having been pushed out of work involuntarily, with the main reasons for exit being health conditions and caring responsibilities¹³⁷. There are a variety of demographic and policy changes which will impact older workers going forward.

By 2041, 16% of London’s population is projected to be aged 65 or older, compared with 11% in 2014. The number of London residents over 65 in employment rose by 70,000 to 128,000 between 2004 to 2015, with an increase in the proportion of 16+ London residents in employment from 1.6% to 2.9%. Over the period 2010-18, the State Pension Age for women was equalised with that of men at 65. From 2019, the State Pension Age will increase for both men and women to 66 by October 2020, and the government plans further increases, which

¹³³ ONS Graduates in the UK Labour market: 2017

¹³⁴ The kids aren’t alright: a new approach to tackle the challenges faced by young people in the UK labour market

¹³⁵ IPPR Jobs And Skills In London Building A More Responsive Skills System In The Capital

¹³⁶ A silver lining for the UK economy?

¹³⁷ Fuller Working Lives

will raise the State Pension age to 67 between 2026 and 2028¹³⁸. There has also been a significant decline in the availability of final salary pension schemes and their replacement with what are generally considered to be less generous defined contribution schemes. Payment out of some of these schemes may be linked to the State Pension Age. In addition, the introduction of Employment and Support Allowance from 2008 tightened the gateway onto incapacity benefits, and access to benefit income to support early retirement¹³⁹.

In the West sub-region, the working-age resident population is projected to increase from 1.37 million in 2014 to 1.55 million in 2041 (up 14%). This is in line with the projected 16% increase in the working age population across London as a whole (up from 5.85 million in 2014 to 6.77 million in 2041). The age cohorts that are expected to increase the most over this period include 16-24 year olds and those aged 35 years and over¹⁴⁰. This population growth indicates that in 2041, there are likely to be approximately 114,000 more young people across London, and 25,000 more young people in the West sub-region, within the key learning cohorts of 16-18 and 19-24.

It will become increasingly important for employers to provide opportunities to up-skill and to work more flexibly. There is evidence that flexibility low obligation work patterns suit some older people who wish to semi-retire¹⁴¹. The impact of an ageing workforce will vary according to industry, for instance, 46% of inactive men aged 50-64 who had been working in the construction sector left for a health reason¹⁴².

Gender will also impact the need for flexible work, women of childbearing age reported higher levels of overemployment, perhaps because they experience a greater need to work fewer hours in order to care for their children and family. Notably, this trend is not stable across women's working lives, the gender difference diminished in the years before retirement age. For this age group, childrearing responsibilities are likely to reduce, and therefore the overemployment rates were similar between men and women¹⁴³.

¹³⁸ Department For Work and Pensions Women's State Pension age under the Pensions Act 1995

¹³⁹ Ibid

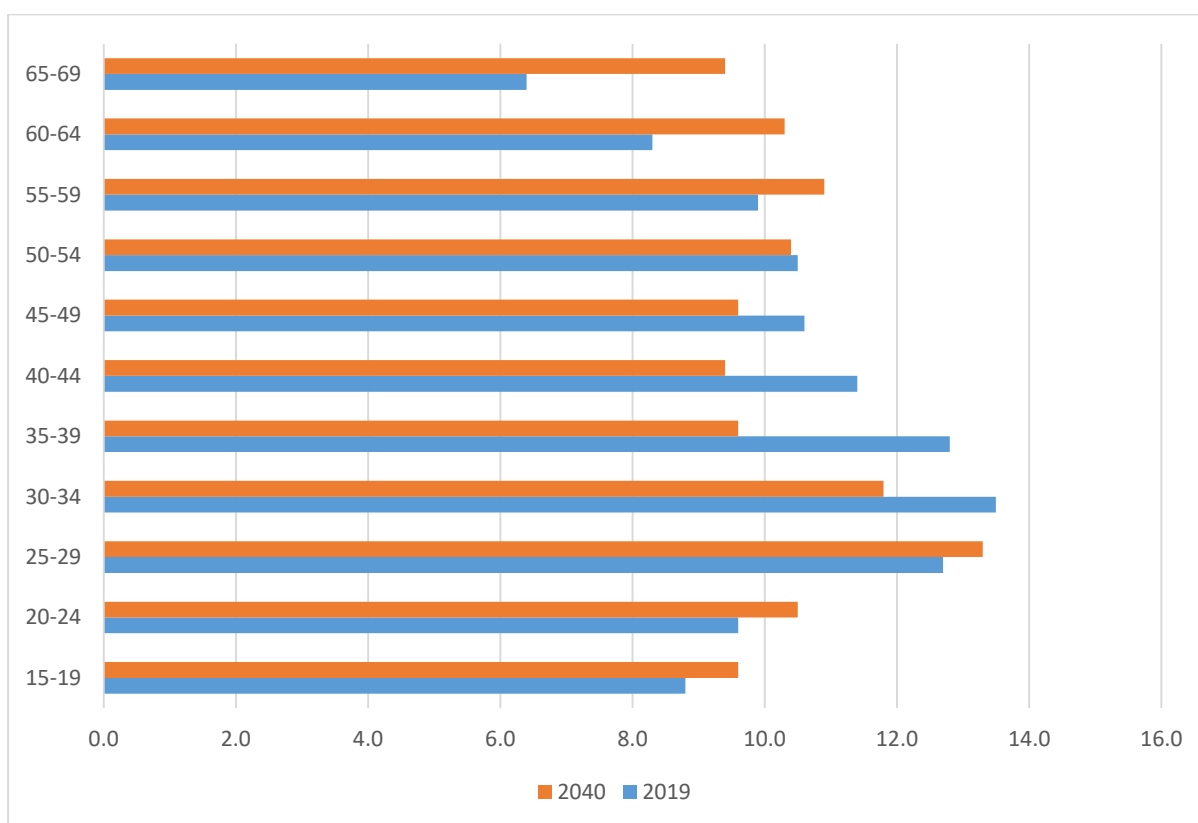
¹⁴⁰ See GLA Economics (2016). Working Paper 76- "Trends in the demand for labour and skills in London and the West Sub-region".

¹⁴¹ Unfinished Business: Barriers and opportunities for older workers

¹⁴² Fuller Working Lives

¹⁴³ Characteristics of the underemployed and the overemployed in the UK

Figure 78: Women of Working Age 2019 and 2040



Source: 2016-based Subnational Population Projections for Local Authorities and Higher Administrative Areas in England

Projections show that the female population working age will increase in the over 50s categories, but decrease in the younger demographics. In these age groups there is an increased demand for flexibility in work.

It is essential that employers are giving people good opportunities and that workers are able to up or reskill to find suitable work. Policy-makers have previously focused on levels of unemployment, but an increasingly pressing issue is the quality of work available. The supply side for employment is changing, it is older, more educated and requires more flexibility. There is a need for the demand side of employment to adapt to accommodate this.

Implications

- The anticipated surplus of workers with lower-level qualifications suggest that there is an important role for adult education and training in fostering qualifications attainment among workers. This is likely to include both an expanded role for part-time higher education for older workers, and new qualifications and routes into work among London's high-skilled jobs.¹⁴⁴
- A lack of affordable, accessible childcare may particularly represent an ongoing barrier to employment for women and low-income families in the future while also constraining their ability to seek training and further education opportunities.
- As the labour market of the future is anticipated to be characterized by increased flexibility, with work being more fluid and on demand, childcare provision may need to be made more flexible to accommodate the evolving work culture of parents.

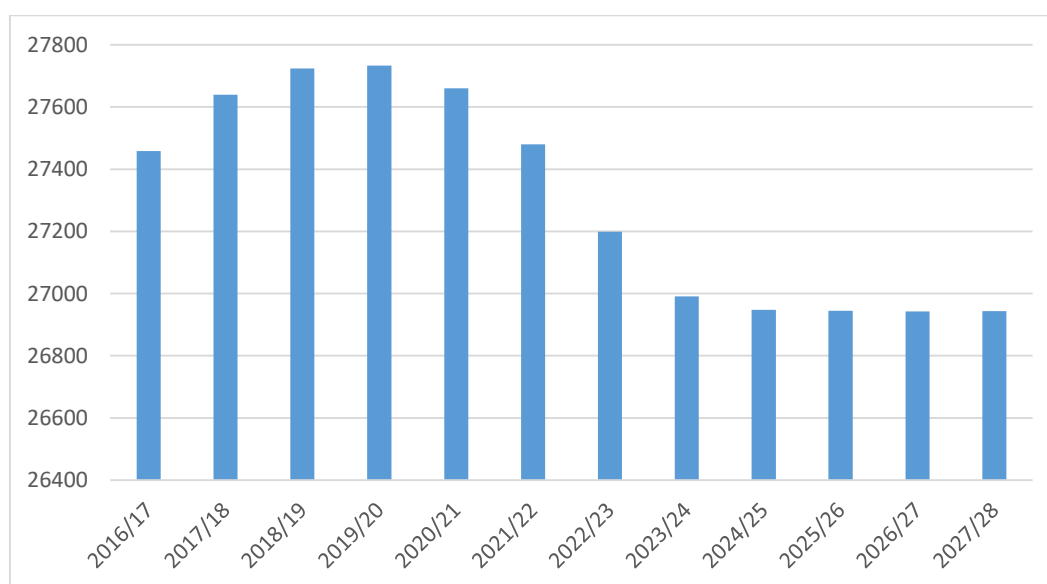
¹⁴⁴ See Institute for Public Policy Research (2016). "Jobs and Skills in London: Building a more responsive skills system in the capital".

- Changes in the point at which people retire are relatively recent such that statistics on their combined impact are rather limited at this stage. In particular, it is difficult to interpret what the exact long-term impact is likely to be.
- Participation by older workers in the workforce for longer will demand more flexible working arrangements.
- Potential impacts could include increased demand on adult learning services and consideration of the type of services which may benefit learners 65 or older.
- Given the larger working age population aged over 25, other things being equal, there is also likely to be an increase in the number of adult learners, as well as in workplace training. Accordingly, there will likely be an increase in the demand for adult learning courses and training options.

5. Demographic changes and uncertainty around the future school funding and demand for school places may influence the quality and provision of schools

In recent years Brent has seen an unprecedented increase in the demand for primary school places. The primary school pupil population increased from 21,427 in May 2008 to 26,502 in May 2016, an increase of 23.7%. The latest GLA projections (based on the schools' census of January 2017) indicate that demand for Reception places will reduce from 2017 onwards underpinned by a decrease in birth rates, before recovering to near 2017 levels and then is projected to remain quite static until 2028.

Figure 79: Primary Projections 2016-2028

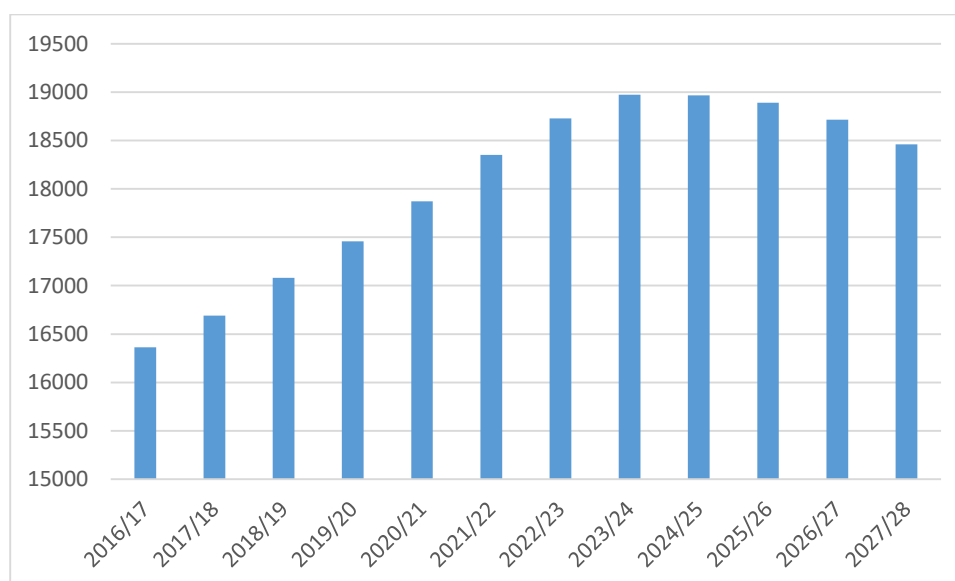


Source: GLA 2018 Projected demand for school places

As in the past Brent has experienced considerable volatility in the primary-aged population and, while overall projections indicate a downward trend, it is likely that there will be growth and continued pressures in some areas of the Borough or in specific year groups.

The significant growth in pupil numbers that has been seen in the Primary phase, both in Brent and across London, is now beginning to progress into the secondary phase.

Figure 80: Secondary Projections 2016-2028



Source: GLA 2018 Projected demand for school places

The latest GLA projections indicate a need for an additional 12 secondary forms of entry in Brent by 2023/24, which could be provided through a combination of new schools and expanding existing provision. This is equivalent to two new secondary schools. Projections regarding secondary places indicate growth in Year 7 of 22% between 2016 and 2023. Brent faces considerable challenges in finding sites for new schools.

Factors that could change future forecasts and demand for individual schools include changes in parental preference patterns and their ability to access places in out-of-borough secondary schools as neighbouring boroughs face school place challenges similar to Brent; potential movement out of the borough as lower income families find it difficult to remain in London as a result of the housing benefit cap; whether EU citizens in Brent start to leave the UK post-Brexit, potentially leading to some reduction in pupil numbers.

In addition, to the uncertain landscape around school space capacity needs, one trend which will potentially further impact the borough's role in facilitating the provision of high quality primary and secondary education is reforms to school funding. The introduction of a national funding formula for schools in 2018/19 and the announced 0.5% increase which schools are to gain per pupil will do little to address the significant cost pressures faced by Brent schools. Although Brent schools do have significant balances they will clearly be facing a financial challenge in addition to the impact of the funding reforms.

The impact of national insurance increases, pension contributions and the Apprenticeship Levy are estimated to reduce spending power by 8% by 2020¹⁴⁵. There will also be general inflationary pressure on supplies and services.

Implication

- Ensuring the provision of school places and of high quality education provision at the primary and secondary school levels will be critical to the future prosperity of Brent's residents and the borough. Even in the context of potential future uncertainty and fiscal pressure, Brent must prioritise this provision.

¹⁴⁵ School Funding In Crisis NAHT.org.uk

Responses

This section briefly considers how Brent can respond to the trends outlined above to shape education and skills provision so residents have the chance to access pathways to high skilled jobs in the growing knowledge economy of the future.

1. Changes in employment demand with most new jobs in London expected to take place in knowledge sectors, and professional/managerial in nature.

The recommendations from the Haringey STEM Commission¹⁴⁶ provide a foundation for understanding the increasing importance of STEM knowledge to the evolving economy, the gaps that exist today and how local government can play a role in facilitating greater engagement around STEM education at a borough level.

One suggestion for Haringey was to convene a panel of employers, business leaders and experts to help develop and accredit a “Haringey Diploma”, a framework of skills and experiences that young people should have when leaving education, supported by a programme of extracurricular activities and experiences. This would be based on, but not limited to, STEM subjects, and would include communication and presentation skills, problem solving, project working, creativity and entrepreneurship.

Another suggestion was that Haringey schools should jointly appoint a Haringey STEM Coordinator funded by the Networked Learning Communities to open up access to and coordinate STEM extracurricular provision across Haringey. The Coordinator, working with expert partners, should identify, evaluate and broker partnerships with the best providers of STEM education and experiences.

In general, the council should focus on ensuring that there are opportunities for those of all ages to learn and be involved in emerging industries. There is much focus on technological and industry specific training. This could be by making use of political momentum on technological education. As well as encouraging business to boost career progression and upward movement of workers to prevent skilled workers being trapped in low paying, low skilled positions and to prevent workers being pushed into indefinite part-time careers.

2. Way of Working: The Rise of Self Employment & the Gig Economy

The response to the rise of self-employment and the gig economy is partially dependent on the outlook the UK government takes on the gig economy overall. In some countries including Spain and Sweden they have banned apps like Uber for their disruptive effects on the countries taxi industries. Thus far the government has not indicated that this is the path they wish to follow. However, the rising public awareness of the gig economy and its problems in relation to employment rights (see landmark court cases about Pimlico Plumbers, Uber and Deliveroo) means that a policy response is required.

A report by the RSA suggested that a dedicated statutory service could offer gig workers advice and general counsel about their employment rights, and information and guidance on the self-assessment process for taxes. In addition, ensuring that council run employment

¹⁴⁶ Haringey Council (2016). “The Report of the Haringey Stem Commission”

services like The Living Room and Brent Start can provide people with information about gig economy work could support them in getting people into work that could suit their needs. They could also advise about the potential pitfalls of gig economy work. Guidelines about rights and responsibilities as a gig economy worker could be disseminated by the council to ensure residents are making informed choices.

Another approach the government could take is by setting out a charter for good work practice. This could be done by collaborating with platforms, civil society, and workers themselves, to shape what this looks like specifically within the gig economy. Collaborating on this Charter will provide an opportunity to put shared regulation into practice as different stakeholders work towards a shared goal. It will serve as a starting point for committing to a new way of working together, as well as ensuring that work is fairer as the gig economy grows¹⁴⁷.

3. Potentially disruptive effects of technological advances such as automation, 3D printing and artificial intelligence.

The introduction of technology is not inevitable. IPPR identified five things that will be particularly important in influencing the pace and extent of automation: the cost of technologies, the cost of capital and labour, the economic benefits of automation, the balance of economic power between labour and capital, and social and regulatory acceptance. All of which are likely to occur at different rates in different sectors and have differing impact on skills requirements.

It is essential that the positives associated with technology are not overlooked. It has the potential to improve the UK's productivity problem. The UK has lower levels of productivity than other advanced economies and the introduction of technology could improve this. If managed well, it could have many positive effects including: better, more 'human' work, increased leisure time, improving living standards and less environmentally damaging forms of production. In terms of work, technology has the potential to play a complimentary rather than competitive role for jobs that are not routine¹⁴⁸.

One way of responding to technology could be accelerating the adoption of technology could help to realise the benefits of technological advances as well as the adoption of digital technologies throughout the economy. This could be done by improving infrastructure, skills and encouraging businesses and start-ups to innovate in the field of technology¹⁴⁹.

The UK skills system needs to better equip people with skills to complement automating technologies and retrain where jobs are lost. The Apprenticeship Levy could be expanded to be a 'productivity and skills levy' that firms can use for wider skills training and utilisation.

It is important that there are regulatory frameworks in place to ensure that adoption of technology is done in a responsible way. An Authority for the Ethical Use of Robotics and Artificial Intelligence could be established to regulate the use of automating technologies. They could make recommendations to Government and business on the governance and use of robots and AI. This could be modelled on the Human Fertilisation and Embryology Authority (HFEA) that regulates embryonic technologies, ensuring that individuals

¹⁴⁷ RSA 2017 Good Gigs A fairer future for the UK's gig economy

¹⁴⁸ Resolution foundation 2016 Robot wars Automation and the labour market

¹⁴⁹ IPPR 2017 Managing Automation Employment, inequality and ethics in the digital age

determine the rules and ethical frameworks governing autonomous technologies before they become widely used¹⁵⁰.

More generally, the reduction of jobs in certain industries due to automation does not need to go hand in hand with redundancies, it can be created by a reduction in inflow in those industries. Directing young people towards growing industries could be a way of reducing the impact of declining industries in Brent. This should be done alongside providing opportunities for individuals to reskill and train.

4. Mismatch of employees' skills, needs and qualification levels to the job market

The role of information

In order to meet the training and educational needs of those struggling to afford childcare, action should be taken to address childcare needs. Information plays a key role in access to an uptake of childcare and many parents lack the right information about what is available. It was found that around 70% are not aware of their local family information service. Parents in lower income households were more likely to be unaware of childcare support than higher income households.

Information and guidance on childcare support have in the past been run through children's centres however as budget cuts continue to hit Local Authorities, there is a growing limit the role children's centres can play with many family information services moving to an online-only presence. One way the Council could improve uptake in childcare is by proactively raising awareness of existing subsidies for childcare with a targeted borough wide awareness campaign and by using parent champions, building on work spearheaded by the Family and Childcare Trust and implemented in Brent already¹⁵¹.

Increasing maternal employment

Low maternal employment is a key driver of child poverty with its associated impact on the development, health and wellbeing of children. When mothers are locked out of work, this also suppresses regional and national economic growth¹⁵². Accessibility to flexible, part-time work is a key barrier to maternal employment. Camden Council set up an adult apprenticeship scheme to overcome these issues and support parents into work. The scheme was targeted at women over 25 with children, although opened also to men, and aimed to support these parents into flexible, part-time apprenticeships that paid the London Living wage¹⁵³. The apprenticeship programme wanted to target the link between maternal unemployment and children poverty driven by high costs of childcare and lack of opportunities for flexible part-time work in London.

The role of employers

Employers also need to find innovative approaches to role design and use of technology to assist and enable people to remain in good quality work for longer. This is an important consideration in the context of an ageing population. Currently, a quarter of all workers who do not think they could do their current job over the age of 60, rising to one in three for lower-

¹⁵⁰ Ibid

¹⁵¹ Ibid

¹⁵² Institute for Public Policy Research (2017). "The Future of Childcare in London."

¹⁵³ Camden Council (2014) 'You're hired!' Apprentice success as Camden helps plug maternal employment gap. Available at: <http://news.camden.gov.uk/youre-hired-apprentice-success-as-camden-helps-plug-maternal-employment-gap/>

skilled manual workers. Employees over the age of 50 are most likely to say that working part-time or less hours would encourage them to delay retirement. Workplace flexibility is crucial to help people manage both health conditions and caring responsibilities. There needs to be a balance, a way to ensure that people are not forced into flexible work because they do not have the skills to access higher quality work. Also, that those who need flexible work to fit with their other priorities have access to these roles.

This can be addressed by employers who have direct control over job quality and role design. This is a proved method of retaining older workers who have skills and experience that employers want. Camden Council has addressed barriers to employment by engaging with employers to identify adult apprenticeship opportunities. Adult apprenticeships are designed to present an affordable and attractive solution for parents and employers. These apprenticeships offer flexible hours and pay the living wage (through Council subsidy)¹⁵⁴. Camden Council provided job descriptions and adverts, and a pre-screening function for employers, to ensure that candidates had the appropriate required functional skills (e.g. English and Maths) for an apprenticeship. Employers thought adult apprentices were likely to be highly motivated, and cited skills gained through more life experience as a benefit. Private sector organisations like Barclays and Whitbread are increasing providing more 'Pensionships', which aim to retrain older people¹⁵⁵.

Increased focus on careers advice may also work to support people to ensure they know what roles are available to them. Organisations like Timewise that specific cater to people looking for flexible roles, for example.

5. Demographic changes and uncertainty around the future school funding and demand for school places may influence the quality and provision of schools

Schools pressures are evident across the UK and there are a number of solutions which have been trialled to ease this pressure. In school planning there is a need to plan school places and redesign the way that schools are made. The shortage of available land for school-building is leading to the creation of larger schools, particularly primary schools, and one solution in areas that will see the most growth could be more 'super schools', of ten form entries or more. Local Authorities could also respond to the challenge by creating 'super-secondary's' with sufficient space and facilities for 4,000 pupils, but London would still need to create 22 such schools by 2020 to accommodate the growing school population¹⁵⁶.

When there is unprecedented growth in the school population quick, inexpensive and practical solutions are sought. One solution which is often used are modular or temporary classrooms. This method allows schools to grow with the demand. Scape, a public sector organisation that offers the Sunesis model describes its features as:

- A defined layout and specification with options to personalise
- A fixed cost
- A guaranteed construction programme - as little as 26 weeks for a 1FE school
- All regulatory approvals

¹⁵⁴ Interim Evaluation of an adult apprenticeship programme: Camden Council 2015

¹⁵⁵ Fuller Working Lives

¹⁵⁶ The Scape Group The School Places Challenge

The London Borough of Harrow used this method to extend several of its primary schools as part of its School Expansion Programme, Lungfish architects designed three different schools as part of the £12 million programme, providing over 690 new school places and improving facilities and the internal environment for around 2,126 pupils across the borough¹⁵⁷.

Schools also have the option of extending up or down. For many schools with severely limited space, many are looking to build additional floors to the buildings. This is often a very practical solution, and one that doesn't extend the footprint of the building. The biggest challenges we have seen are around the cost of adding a new floor and the stability of foundations to support it.

¹⁵⁷ The Scape Group Case Studies

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