London Power Tunnels Project Social Impact Report

2020-23





nationalgrid



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About this report

This is the first social impact report for National Grid's London Power Tunnels (LPT) school engagement programme in partnership with Connectr (formally MyKindaFuture).

This report outlines the outcomes and impact of the LPT school engagement programme during its initial three years of programme delivery and illustrates the social value (both financial and non-financial) delivered by the programme since its inception.



Our commitment to reach 100,000 talented secondary-aged pupils

The energy sector needs to fill 400,000 new jobs if the UK is to reach its emissions target and transition to a net zero economy by 2050. National Grid currently employs 22,000 people, so the scale of ambition to train up the next generation is considerable. We recognise that it will be impossible to fill these positions if we do not attract a diverse talent pool from all walks of life. Young people in the communities in which we operate could prove vital to driving sustainability on a national level.

This skills shortage is compounded by a lack of social mobility across the UK, felt particularly acutely in STEM-orientated industries. Through the LPT project our ambition is to address the lack of social mobility across South London, tackle skills shortages in STEM and offer a wide pool of opportunities to students from underrepresented backgrounds.

I enjoy hearing and learning more about the work the LPT team is doing to encourage more young people to get involved in engineering. We have a careers outreach programme where the LPT team inspire young people to make informed career choices. So far, we have reached more than 85,000 students and the LPT team is tasked with getting 100,000 by the end of the project. It's wonderful to see how we are leaving a positive legacy in areas that are impacted by the LPT scheme through the programme as one of our key commitments.

Onur Aydemir, LPT Project Director



Programme summary

Ambition

Launched in 2020, we have made an ambitious commitment to reach 100,000 young people by 2025, investing a total of £1.8m to ensure our programme drives maximum impact. Working within one of the country's most innovative construction projects, LPT, we've designed a unique and pioneering schools engagement programme with early talent specialists Connectr. Our partnership helps to deliver on our commitment – bringing STEM and green careers to life and boosting the career prospects of thousands of young people in South London.

Approach

We have built partnerships with local schools, Career Hubs, and MPs to deliver our schools programme, which broadens understanding of the labour market, including brand-new green collar job roles within our industry.

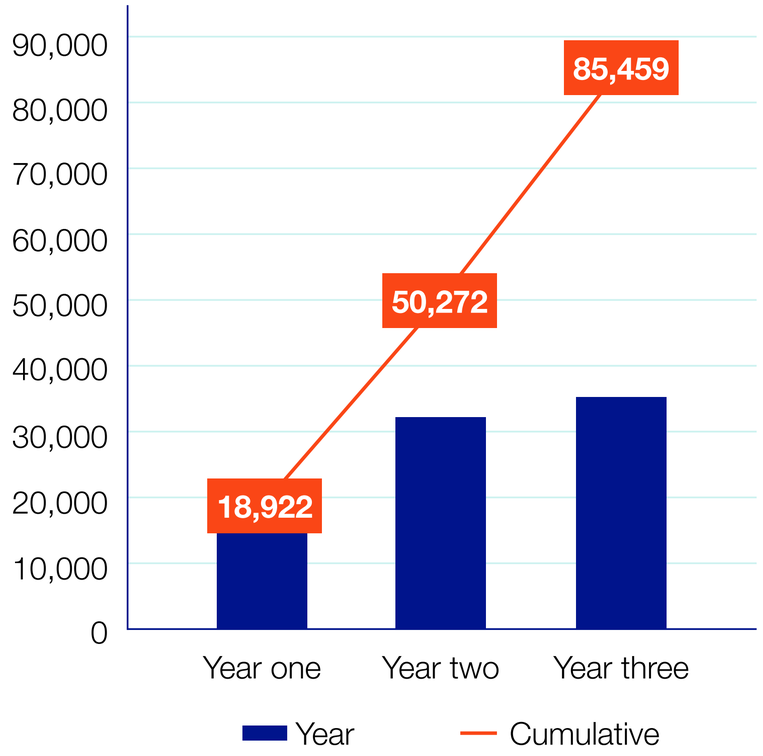
The actions we take in the next decade will be critical in helping us to achieve our industry's net zero goals. To contribute to this, we have built ongoing partner relationships with schools, colleges, and educators, to achieve our five-year commitment and reach 100,00 young people.

Each year of the programme we have set ourselves targets and measured our impact against these pillars, collecting student, teacher, and volunteer feedback at each intervention and implementing feedback for continuous improvement.

The programme comprises a mix of activities and resources to upskill and engage young people, teachers and their schools. This includes direct encounters such as:

- workshops
- insight events and careers activities
- celebratory events marking key dates such as National Apprenticeship Week and International Women's Day
- virtual mentoring and upskilling content
- work experience and behind-the-scenes events
- resources and real-world content for use in classrooms today and beyond the programme

85,459
students reached, from a target of
100,000
With two years' still to go!



Programme targeting: South London spotlight

National Grid has a commitment to positively impact the communities in which it works. For the LPT project this specifically focuses on South London boroughs of Merton, Wandsworth, Lambeth, Southwark, Lewisham, Greenwich, and Bexley. Partnering with social purpose experts Connectr allows the programme to understand the specific challenges for the local audience and how to target underrepresented future talent.

London context

London does comparatively well against the Social Mobility Index in comparison to the wider UK. In the index, which measures outcomes such as education, earnings, and housing, 23 out of the 32 London borough's are in the top 10% of areas and 30 are in the top 20% (1). However, areas across South London do relatively badly on some of their adulthood indicators, especially in terms of housing market outcomes.

Young people from low-income families achieve relatively good educational outcomes compared to similar young people elsewhere in England, but this may not necessarily translate into good adulthood outcomes given the high cost of housing and related inaccessibility of homeownership in London. For example, 43% of children in Lambeth are living in poverty (after housing costs) (2).

Residents in urban areas face high housing cost and low rates of home ownership: only 12% of towns and cities make up to 20% of social mobility hotspots. As South London is one of the largest urban areas in England, housing costs have impacted educational attainment between disadvantaged children and their peers. A child not eligible for free school meals (Pupil Premium) is twice as likely to achieve five A*-C GCSEs than a child who is eligible.

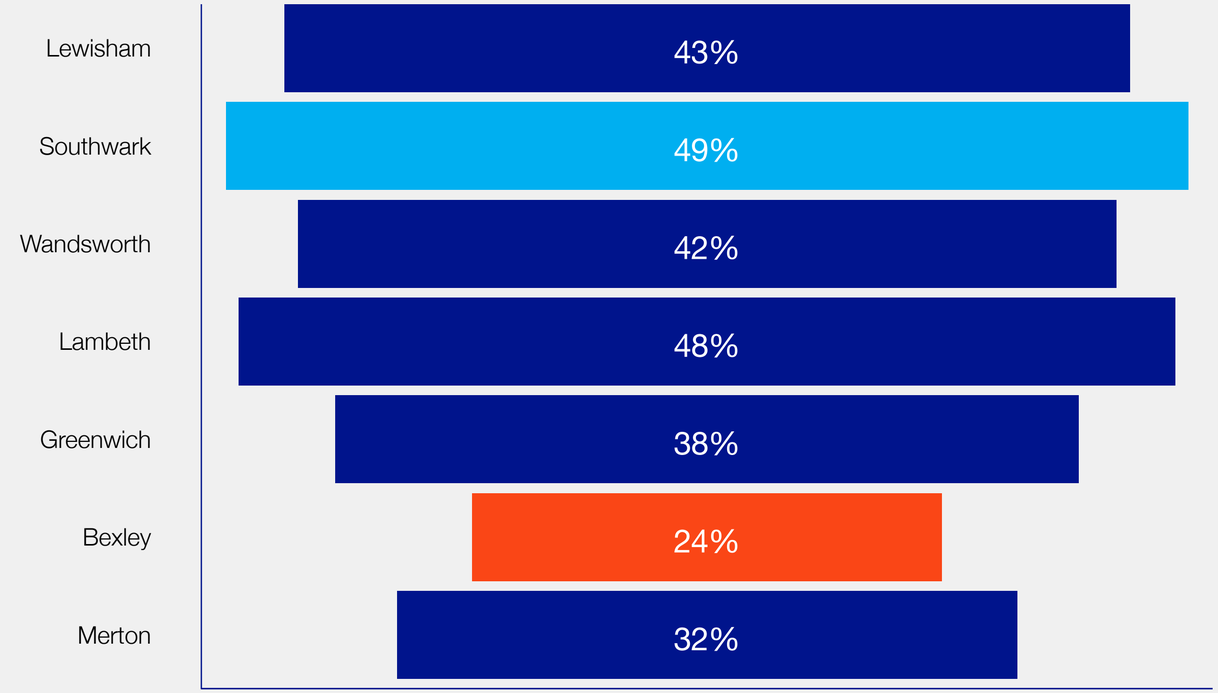
Average % of students eligible for free school meals in London is

17%

Average % of students eligible for free school meals across the seven LPT boroughs is

39%

% of students eligible for free school meals by borough



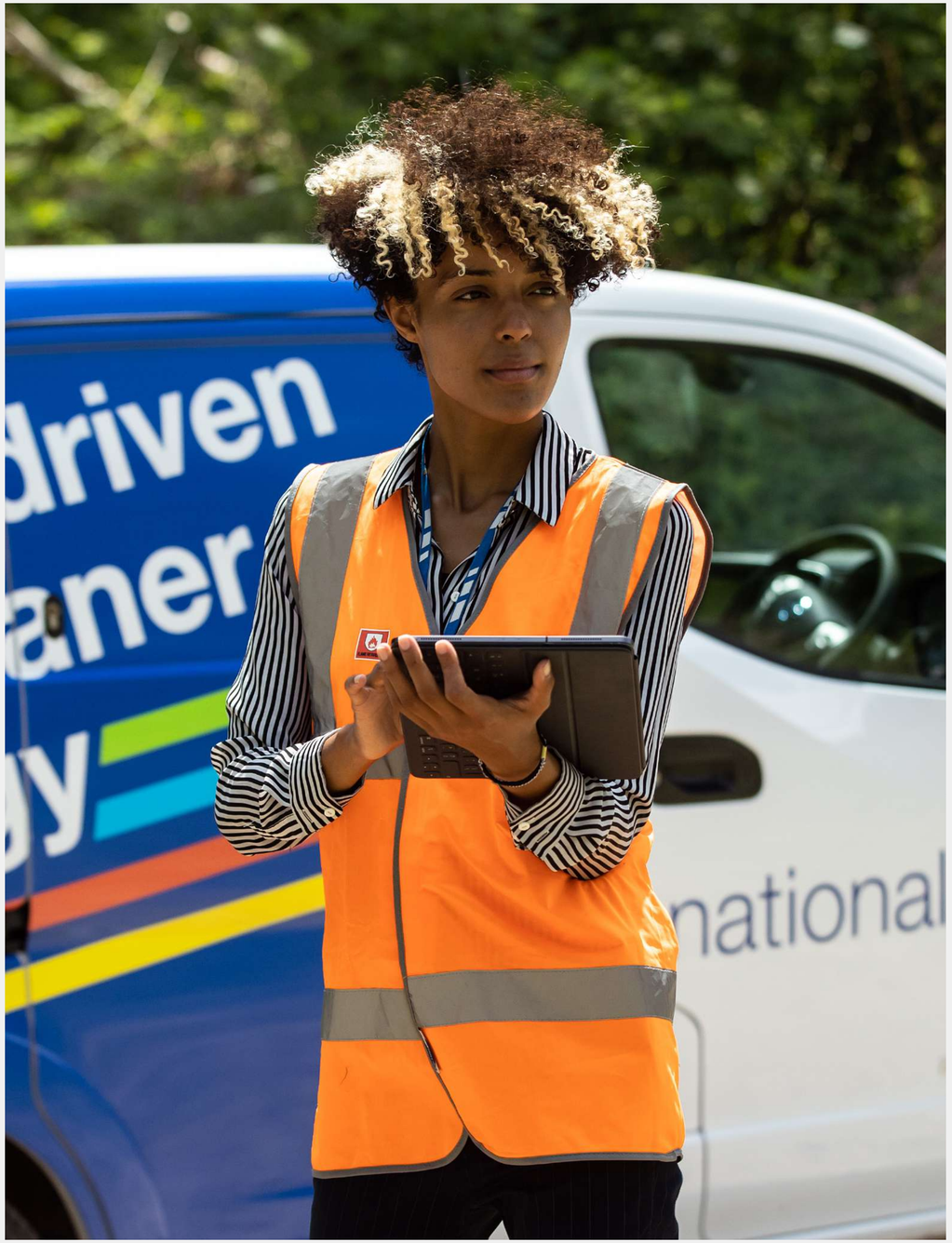
(1) The Social Mobility Index (2016); Social Mobility & Child Poverty Commission
(2) Child Friendly Lambeth Discovery Phase Report (2022); Lambeth Council

Future workforce needs

National Grid research estimates that the UK energy industry will need to recruit for **400,000 jobs by 2050**, of which **260,000** will be new roles and **140,000** will be replacing those who have left the workforce. There are several factors contributing to this challenge: different capabilities are needed compared to today; one fifth of the workforce is expected to retire by 2030; there is a war for talent with other industries; and there is a narrow pipeline of young people pursuing STEM qualifications. To reach net zero the workforce needs more talent and a wider variety of skills (3).

The UK economy suffers a loss of **£1.5bn per year due to STEM skills shortages**, with businesses reporting limited awareness of the jobs available (31%) and lack of meaningful work experience opportunities (35%) as key barriers to young people considering STEM careers (4). Findings show that 43% of vacancies in STEM roles are hard to fill due to a shortage of applicants with the required skills (5) – almost double the UK average of 24%.

Green jobs represented 4.4% of total employment in London in 2020, but this is set to rise by more than four times by 2050 (6). Green jobs are focused on improving the environment and are seen as central to economic recovery and growth. These jobs can be manual or professional roles and can relate to anything ‘green’, from reducing the amount of plastic waste to producing cleaner energy. Think people who work at wind farms, those involved with electric vehicle infrastructure, running recycling plants or energy efficiency initiatives. With many green jobs falling within STEM, the need to close this skills gap is pivotal for our sector.



(3) The net zero race (2023); National Grid and POWERful Women
(4) STEM Skills Indicator (2018); STEM Learning
(5) High level STEM skills requirements in the UK labour market (2015); UK Commission for Employment and Skills
(6) Green Jobs and Skills in London: cross-London report (2019); A WPI Economics and Institute for Employment Studies Report for Central London Forward, Local London, South London Partnership and West London Alliance.

Young people in green jobs

The ‘Green Jobs Taskforce report’ (7) recommends that effective teaching of climate change, knowledge and skills in STEM and other key subjects are emphasised and brought into subject teaching to help educate young students about green jobs.

Due to the lack of subject knowledge and expertise, we created a teacher resource pack which includes key elements of green collar jobs, labour market information, net-zero and how to upskill teachers and the next generation to join a STEM industry.

Our school workshops bring net-zero goals to life in the classroom and support the curriculum by embedding real-life world of work examples into our content to help students gain a better perspective of real-life job roles.

Over 50% of students who have participated in our school’s programme are studying a STEM subject. The higher education (HE) institutions in London offering engineering, maths, and computing are relatively large and there are around 14,000 learners in further education (FE) (19+) and apprenticeships (all ages) in subject areas relevant to green jobs. In addition, 1% of green workers today were in full-time education the previous year. Awareness raising of green jobs could be the answer to attracting this prospective talent into the industry once they have finished full-time education.



Increasing diversity into the sector

The green workforce is male dominated (66% as compared to 54% of all workers in London are men). Just 11% of the UK’s technology workforce is female, with 6.7% specialising in engineering (8).

On average, 57% of UK adults want to work for an organisation that contributes to net zero, but 83% of women want to help the UK reach its net zero target. Further to this, climate change risk perception and concern are consistently higher amongst women than amongst men.

2021 Census data for England and Wales shows that the most ethnically diverse region was London – 46.2% of residents identified with asian, black, mixed, or ‘other’ ethnic groups. But there is a lower proportion of green workers from black, asian, and minority ethnic backgrounds in comparison with all sectors in London (30% as compared with 36% of all workers).

33%

of students taking part in our work experience came from an ethnic minority background.

65%

of work experience students over the three years of our programme identified as female.



(7) Green Jobs Taskforce - Report to Government, Industry, and the Skills Sector (2021)
(8) Graduates in the UK labour market (2017): Office for National Statistics

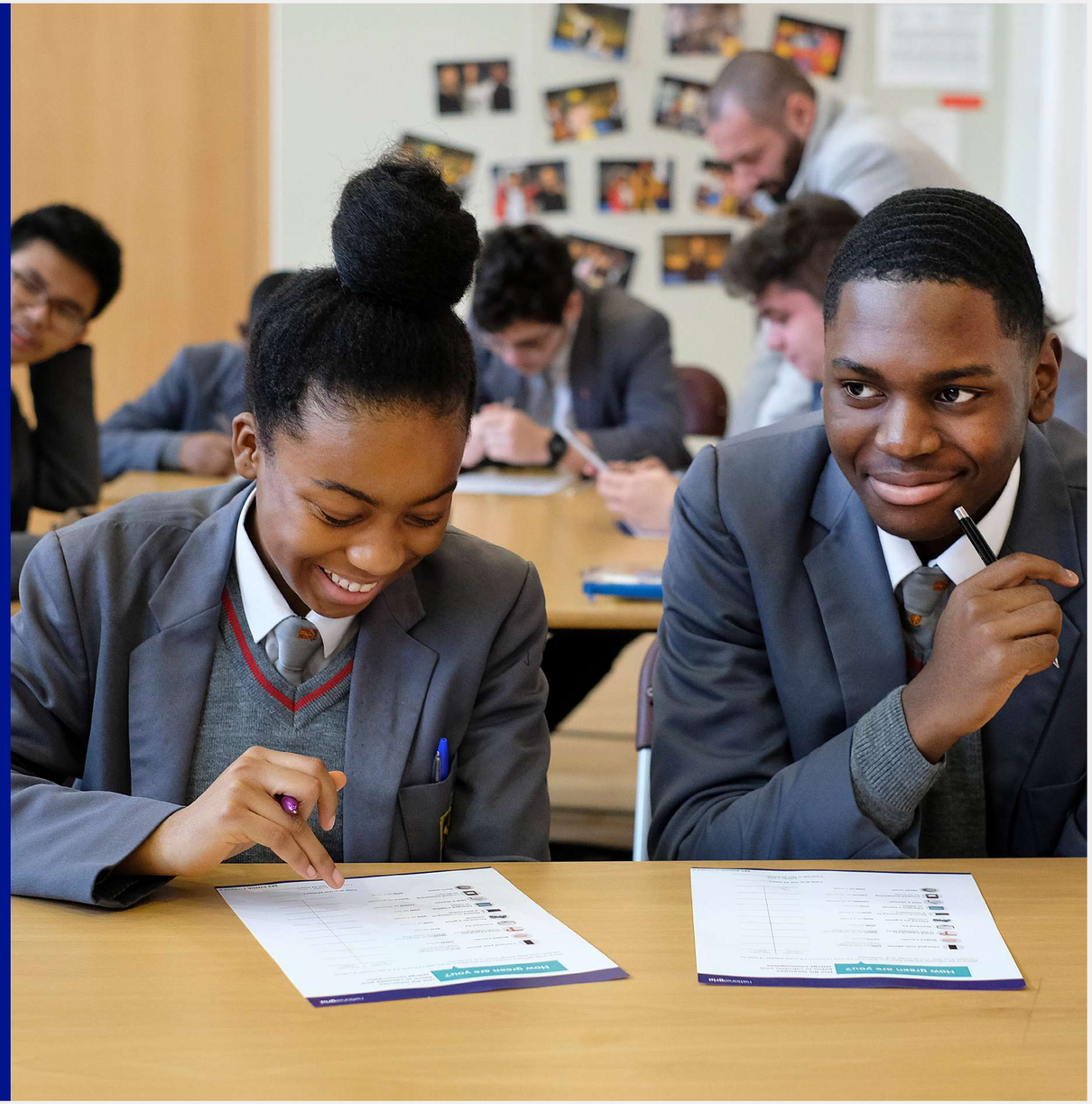
Why employer encounters matter

At the age of 14, young people are already making life choices that will impact their careers in the years to come. Many state school students without parental networks do not have access to valuable work experience opportunities at this crucial age.

Young people who experience four or more employer encounters while at school are five times less likely to be NEET (not in education, employment, or training). 29% of employers say that work experience is critical when recruiting young people and a further 45% say it is significant.

In 2013, the Gatsby Foundation published their Good Career Guidance Report (9). It included eight benchmarks for schools to meet, based on the belief that every young person needs high-quality career guidance to make informed decisions about their future. The benchmarks are as follows:

1. **A stable careers programme**
2. **Learning from career and labour market information**
3. **Addressing the needs of each pupil**
4. **Linking curriculum learning to careers**
5. **Encounters with employers and employees**
6. **Experiences of workplaces**
7. **Encounters with further and higher education**
8. **Personal guidance**

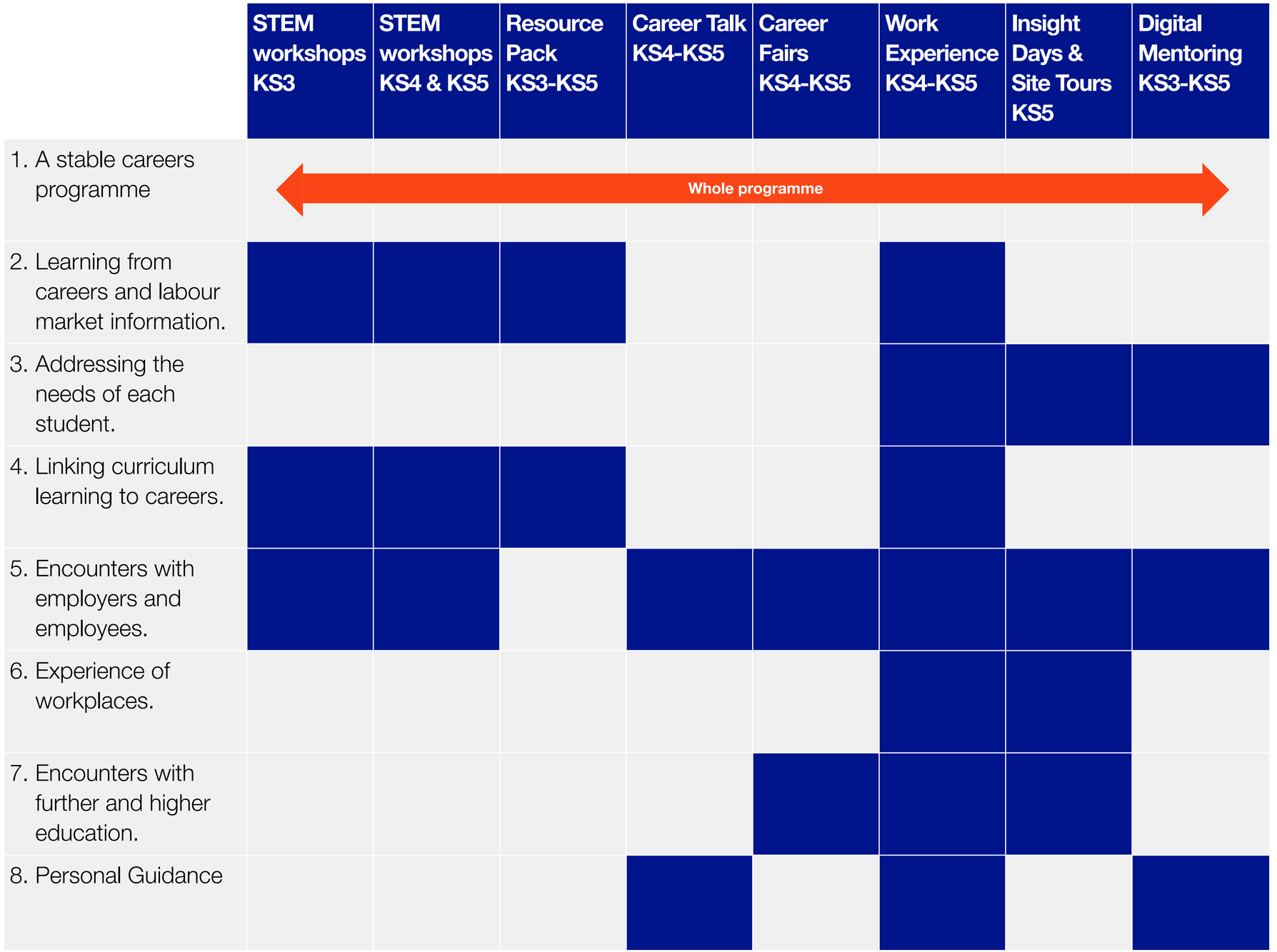


(9) Good Career Guidance (2014); The Gatsby Charitable Foundation

Benchmarks five and six – ‘encounters with employers and employees’ and ‘experiences of workplaces’ – are among the most difficult for schools to meet. Real world work experiences, however, are essential to a well-rounded careers education programme.

The LPT school engagement programme provides school students with such experiences. From immersing themselves in the working environment, to connecting with inspiring National Grid employees from a range of departments, our programme gives young people the chance to further their knowledge of a range of green careers.

In doing so, we support our partner schools to meet the Gatsby benchmarks, and to provide young people from all backgrounds with the best possible platform from which to make their desired career steps in the future.



Summary of need

The STEM skills shortage continues to cost the sector and there is a looming talent crisis for future green jobs and net zero ambitions.

Contributing factors include lack of relevant curriculum content, lack of educator awareness and lack of meaningful work experiences.

The sector continues to be less diverse than the general population: there is potential to tap into talent underrepresented in the industry.

There is a positive social mobility story in London, but South London boroughs still suffer from poverty affecting outcomes from health, housing and educational attainment.

Meaningful partnership between education and industry can tackle these challenges. The LPT project aims to support all stakeholders through the model of:

Identify emerging green jobs and the skills needed for them by working with providers, government, London councils, and the Greater London Authority. Raise awareness of green jobs which contribute to a net zero economy.

Equip the future green workforce by giving them information and exposure to net zero jobs, through careers provision in schools. Build the core soft skills needed for the sector and signpost to the hard skills needed.

Pipeline students into National Grid by talent spotting at school and work experience events. Increase progression rates to employment within the STEM industry, particularly to green jobs.



Impact of COVID-19

The LPT school engagement programme launched just before the COVID-19 pandemic hit.

COVID-19 and its significant impact on schools has meant that underrepresented students need careers support more than ever; the virus's economic effects have caused gaps in social mobility to widen, and school closures have led to greater inequalities in accessing education resources. In light of this, National Grid and Connectr adapted the schools' engagement programme to be largely virtual and address the challenges of the pandemic.

Through the peak of the pandemic, just 23% of the most deprived schools had a suitable online platform in place to receive pupils' work, compared to 60% of private schools.

Virtual opportunities were provided that were designed to be accessible: platform-agnostic, accessible via mobile or by physical resources that could be shared at home.

The challenge: The pandemic affected opportunities for young people to gain valuable work experience, career insights and created a gap in employer/student engagement. The first year of the LPT programme involved a comprehensive schedule of careers activities, largely virtual, across 24 schools in South London.

During the pandemic young people had fewer experiences of the workplace than two years previously. The proportion of schools reporting that most of their students had access to a workplace experience by the end of Year 11 fell from 57% in 2019 to 39% in 2021 (from 46% to 40% in colleges). The LPT programme offered virtual work experience to maintain this critical exposure.

Out of the pandemic, the programme has continued to embrace the benefits of virtual activity and balance these with best practice face-to-face events. **We have worked with over 85,000 young people** since the programme launch in October 2020.

The pandemic hit the London capital with an economic fall by 7.2% in 2020. Employment levels in London fell by 6%, leaving fewer than 240,000 payroll employees, which impacted the living wage cost, causing 17% of Londoner's to receive below voluntary living wage, including key LPT areas Lewisham and Lambeth. Lewisham has since become one of the first councils in the UK to earn Living Wage Employer accreditation, awarded by the Living Wage Foundation.

They join a growing movement of employers dedicated to ending poverty pay.
Rhys Moore,
Director of the Living Wage Foundation

Young people have been disproportionately affected by the COVID-19 pandemic and underrepresented students' educational and career development opportunities have been hit particularly hard. That's why National Grid places great emphasis on youth engagement and skills development. Our virtual work experience week was a fantastic opportunity for young people to learn about STEM career paths. It was great to offer pupils insights into the energy industry and why we need their skills and passion to make net zero happen.
Gareth Burden,
previous LPT Project Director



School engagement programme

Our school engagement programme

Our programme supports careers provision across secondary schools, starting with inspiration activity for Key Stage 3, all the way up to attraction activity for Key Stage 4 and 5; supporting students to learn more about what the workplace is like and roles in our industry.

The programme is continually iterated and improved in partnership with schools and their student communities, facilitated by our partners, Connectr. The detail of the programme is outlined in the following pages, but each activity supports one or more of our core aims:

Identify emerging green jobs and the skills needed for them by working with providers, government, London councils, and the Greater London Authority. Raise awareness of green jobs which contribute to a net zero economy.

Equip the future green workforce by giving them information and exposure to net zero jobs, through careers provision in schools. Build the core soft skills needed for the sector and signpost to hard skills needed.

Pipeline students into National Grid by talent spotting at school and work experience events. Increase progression rates to employment within the STEM industry, particularly to green jobs.



Our School Engagement Programme

Inspiration

At the beginning of their school journey, we inspire young people in Key Stage 3 (Years 7-9) with information in accessible language about our industry. We support them to develop key employability skills which will serve them in later life, through taking part in interactive challenges in groups.

We have delivered activities such as school workshops and assembly takeovers, and created and shared student resource packs, which bring our industry to life in a light touch way, equipping teachers with challenges they can set their students to build key skills. Our activities aim to develop teamwork, communication, problem solving and creativity.

All activities are delivered by our employee volunteers, who bring our sector to life in the classroom, in an engaging way which provides real-world context.

Attraction

Our programme also offers schools the opportunity to bring job roles (labour market information) and routes to joining our industry to life, through activities for Key Stage 4 & 5 students (Years 10-13) such as career fairs, visits to our LPT site, career talks and a week-long work experience programme.

Our attraction activities expose job role realities to future talent at critical choice points. This covers all departments, from engineering to construction, legal to HR, and finance to marketing and communications. We equip young people with the know-how and motivation to join our industry through our apprenticeship and graduate schemes.

We proactively talent spot students at events and collect expressions of interest from those interested, so we can continue to support them to learn more about career routes at National Grid and our partners. We use digital mentoring platform, Connectr, to connect students with role models at National Grid. Students can ask questions about their career journey and learn about what it's really like to work in our industry.

These young people are the future leaders, scientists, managers and professional tradespeople which will alter and shape our industry for the better. I feel so privileged to be part of their process

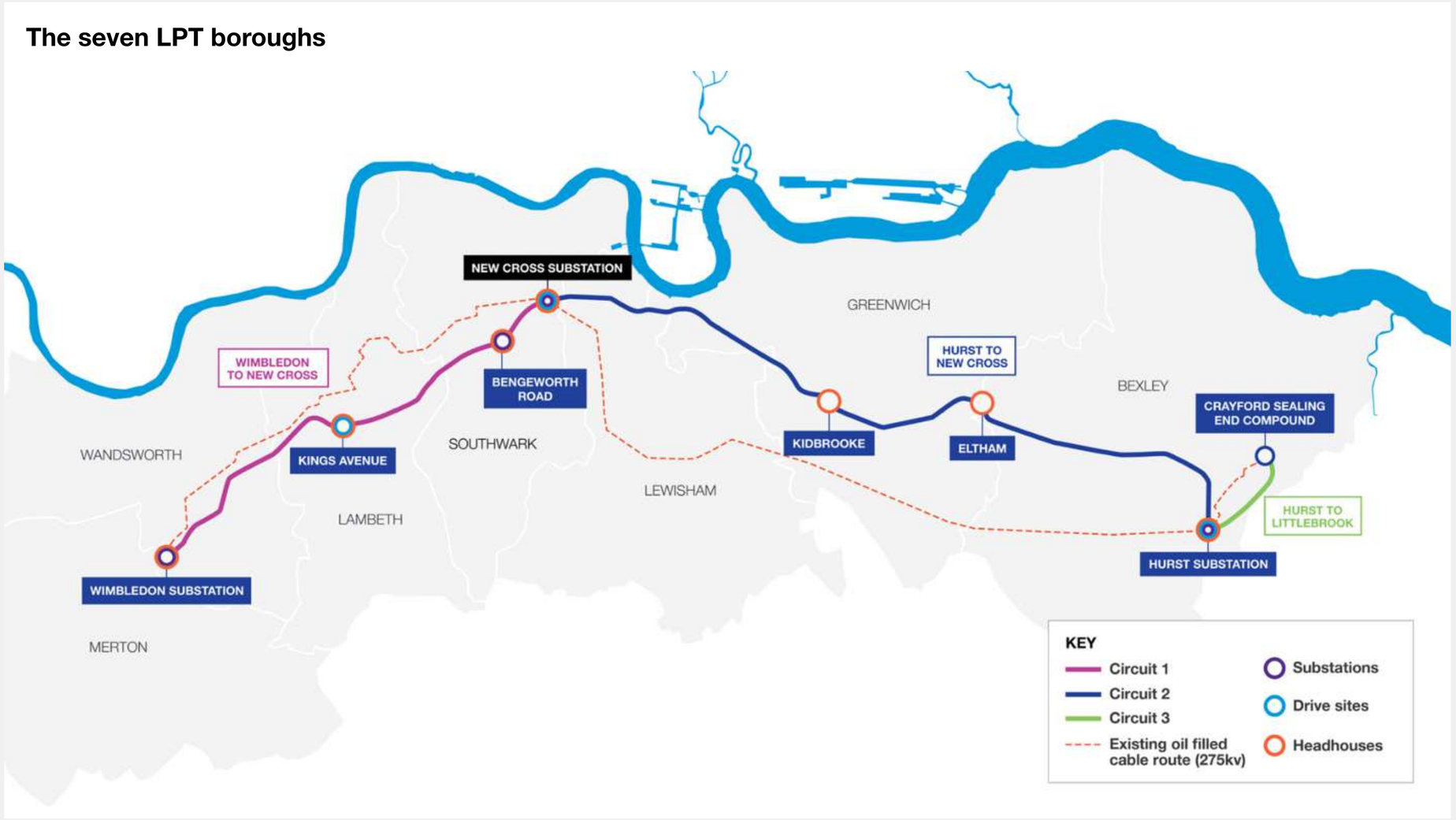
National Grid volunteer

School targeting

The programme primarily supports schools across the seven boroughs that are impacted by the LPT works: Merton, Wandsworth, Lambeth, Southwark, Lewisham, Greenwich, and Bexley.

Underpinning the engagement is a partner school approach, which aims to build up in-depth relationships with priority schools across those seven boroughs.

The seven LPT boroughs



Approach to targeting and prioritising

Programme delivery has been weighted and / or prioritised based on the proximity to works and area of ‘need’, as measured against the Local Authority (L.A) Index (10) (based on 317 local authorities in England, one being most deprived). The index is based on income, employment, education & skills training, health & disability, crime, living environment and barriers to housing and services.

The need to engage with students in Southwark is clear, falling in the bottom 28% of the index, with Lewisham and Greenwich falling in the bottom 50%. Meaning three of the seven target boroughs fall into the most deprived local authorities against the measures outlined above. But Lambeth and Merton aren’t far behind, falling in the bottom 53%, meaning over 70% of our target areas have a strong need for our support.

To further profile the schools and ensure we reach those who need it the most, we ‘super prioritise’ schools and colleges that are:

1. In need (high % of free school meals, in a deprived local authority as identified by the L.A. Index)
2. In a local authority ‘Heavily Affected’ by the LPT work moving through the borough; and
3. Are physically closest to the works being carried out



(10) Mapping income deprivation at a local authority level (2019); Office for National Statistics

Programme elements

Four core programme elements underpin our commitment and help shape our programme to develop young talent. Each year of the programme we have set ourselves targets and measure our impact against these pillars; collecting student, teacher and volunteer feedback at each intervention, and implementing feedback for continuous improvement.

Net Zero Learning Outcomes

The learning outcomes for our programme activities have been designed with the aim of developing student's understanding of net zero and green collar jobs available, and the routes into them.



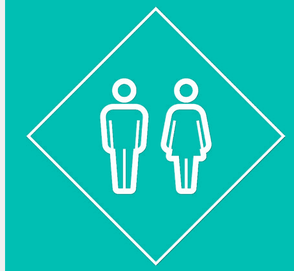
Sustainable School Relationships

By developing long-term partnerships with schools and colleges using Connectr's partner school model, we can impact young talent year on year and have a sustainable legacy with those schools.



Volunteer Engagement

Our employees and sub-contractors volunteer at our events; sharing their career journey with young talent and providing accessible role models. Female volunteers particularly contribute to closing the gender gap in STEM jobs.



Early Talent Pipelining

Our long-term ambition is to provide tangible job opportunities for students who we engage with, supporting National Grid's pipeline and providing career opportunities for students across London.



Programme activities

We offer schools a series of in-person workshops and Q&A sessions hosted in local schools, in addition to visits to our LPT site, so students can see first-hand the amazing work that's being completed deep underground, as we rewire London. We provide hundreds of students with work experience every year, giving them practical and valuable experience – opening students to the possibility of a future in the industry.

All our activity is delivered by volunteers from National Grid and project partners working on LPT.

Hearing first hand from people who are experiencing the world of work and about the opportunities available is so valuable. We can talk about jobs, how to apply and what to expect when they get into work but it has nothing like the same impact as hearing from you directly.

St Ursula's Convent School

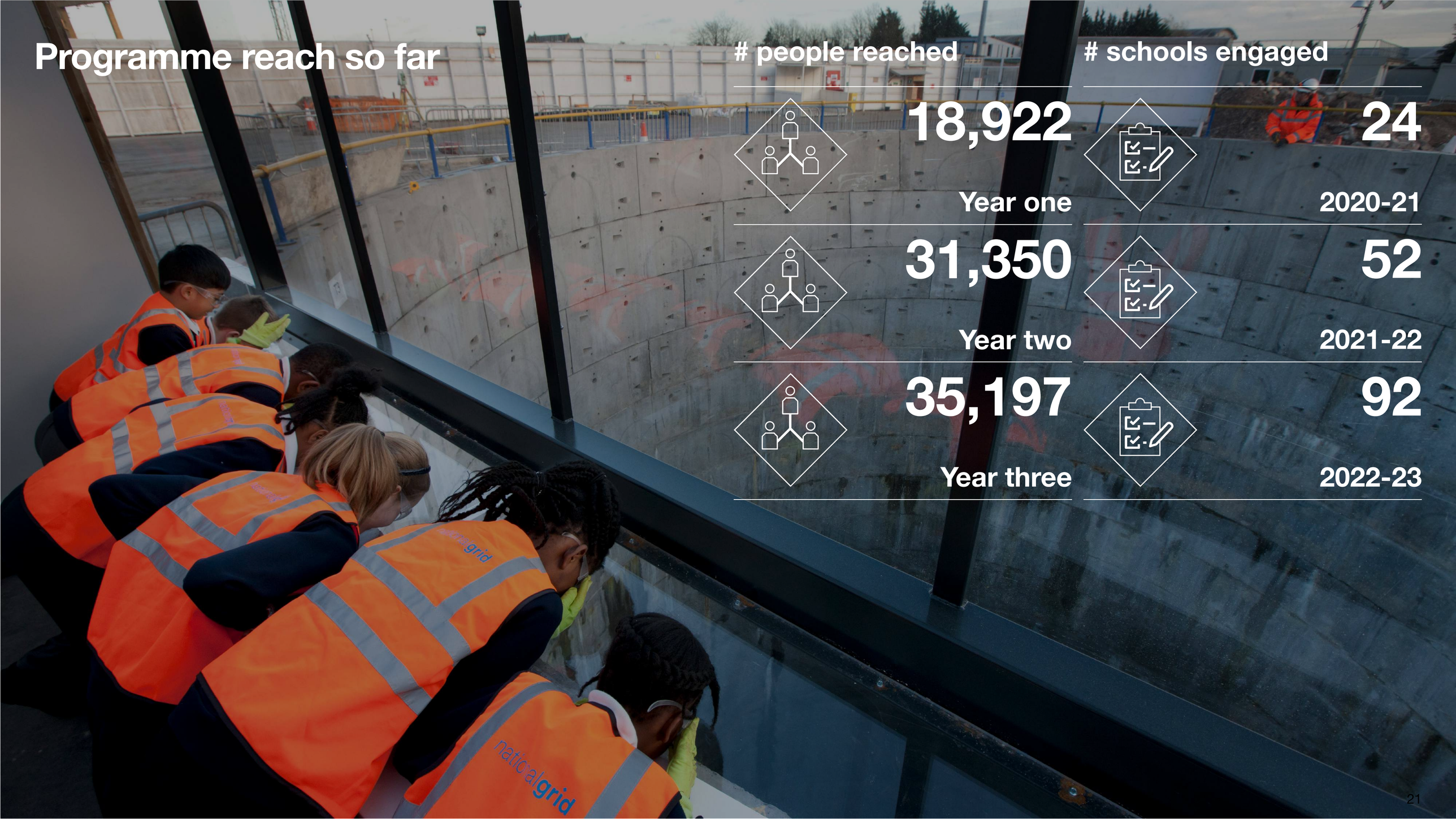
KS3 = 11-14 | KS4 = 14-16 | KS5 = 16-18

- **KS3** — **Inspiration STEM workshops -** open up career horizons at a key decision-making age and develop skills
- **KS3** — **Career talks, Q & A's and assembly takeovers -** students' questions, answered
- **KS4/5** — **Insight events -** access to the work place (LPT site)
- **All** — **Teacher resources -** for delivery within curriculum lessons to bring net zero and green jobs to life
- **KS4/5** — **Attraction workshops -** clear next steps for students considering the sector
- **KS4/5** — **Work experience -** depth of engagement with a five day programme and employee interactions
- **KS4/5** — **Talent pooling platform -** virtual follow-up touch points and access to National Grid employee **mentors**



Programme Impact

Programme reach so far



# people reached	# schools engaged
18,922	24
Year one	2020-21
31,350	52
Year two	2021-22
35,197	92
Year three	2022-23

In-school and on-site event impact to date

The Gatsby Benchmarks for Good Career Guidance highlight the criticality of encounters with employers, both within school structures and settings (Benchmark five) and including experiences of workplaces (Benchmarks five & six). The LPT project incorporates a range of encounters with employers and employees both in school, on site at the employer, and behind-the-scenes using virtual tools.

Young people could experience site tours, and gain insights from a series of themed events around key dates in the calendar, such as Engineering Week, National Apprenticeship Week and International Women's Day. Students could build connections with role models and ask direct questions through volunteer-led events such as Q&A workshops, Careers Talks and Fairs, and virtually through online Q&A and digital mentoring offers.

At the core of the in-school offer were curriculum-aligned workshops designed specifically for the programme, bringing to life the industry, raising awareness of, and giving the chance to practice core skills needed in the future STEM workforce, and highlighting National Grid's ambitions for achieving net zero. Workshops also provided an opportunity to develop the core skills of the Skills Builder framework: a tool used in schools and with employability experts such as Connectr to monitor and enhance the development of core soft skills in the future workforce.

Soft skills developed (student feedback)

- Teamwork
- Communication
- Creativity

I was delighted to have National Grid in school this year - the sessions were informative, fun, lively in a good way and the feedback I got from students was positive.

Participating Teacher

This was really good, inspiring with a great panel of speakers.

Participating Student

Today's talk was very insightful for understanding the flexibility of degrees and what career paths are available. It was also insightful for understanding the importance of networking and building relations. Great talk!

Participating Student

85%
felt better informed

91%
had a better understanding of the skills needed to pursue a career in STEM

61%
were inspired to consider a career at National Grid



STEM workshop & LPT site tour feedback

See below topline stats:

Q1. What was the best part of your experience?

The **best part** of this experience was going on tour, **seeing the tunnel** on site and going underground in the shaft. I would've **never imagined** to be **going underground that deep in my life.**

My **best part** of the experience was **the actual site, seeing the shaft** and **the LPT team's uniform and equipment.**

The **best part** of this experience for me was speed running the **virtual reality head set** and the fire drill exercise.

Q2. I feel clearer about my future options

71%

agreed after a site visit

STEM workshop feedback:

Q1. Did the workshop inspire you to consider a career with National Grid?

59%

of students agreed they **felt inspired** after our **in-person STEM workshop.**

Q2. Today's event has increased the likelihood of me pursuing a career in this industry.

69%

of students strongly agreed with this statement.

Q3. As a result of today's event, I feel clearer about my future options.

71%

of students felt **after the STEM workshop,** the **content helped** them make **informed career decisions** or **subject choices.**

Work experience impact

The government guidelines advocate that work experience is a core part of the curriculum programme for post-16 students, whether they follow an academic or technical curriculum, in order to support them in developing their work ‘readiness’. In addition, schools are encouraged to offer high quality work experience and encourage students to engage fully with a local employer and professional community.

Our summer work experience offers students in Key Stages 4 and 5 a bespoke programme aligned to National Grid’s LPT project. The programme is a blended learning approach, allowing students to gain a wide variety of essential employability key skills such as personal branding, CV building, as well as insights into labor market information and a deeper understanding of job roles, responsibilities, and projects the LPT team are involved in, from a ‘Tunnel Emergency Response’ activity to creating and designing their own sustainable city in the heart of London.

Promoting local skills and employment was one of our key objectives for this programme. Our one-week meaningful placement has a **social value of £115,144** across the three years with 64 South London schools engaging in our work experience.

651

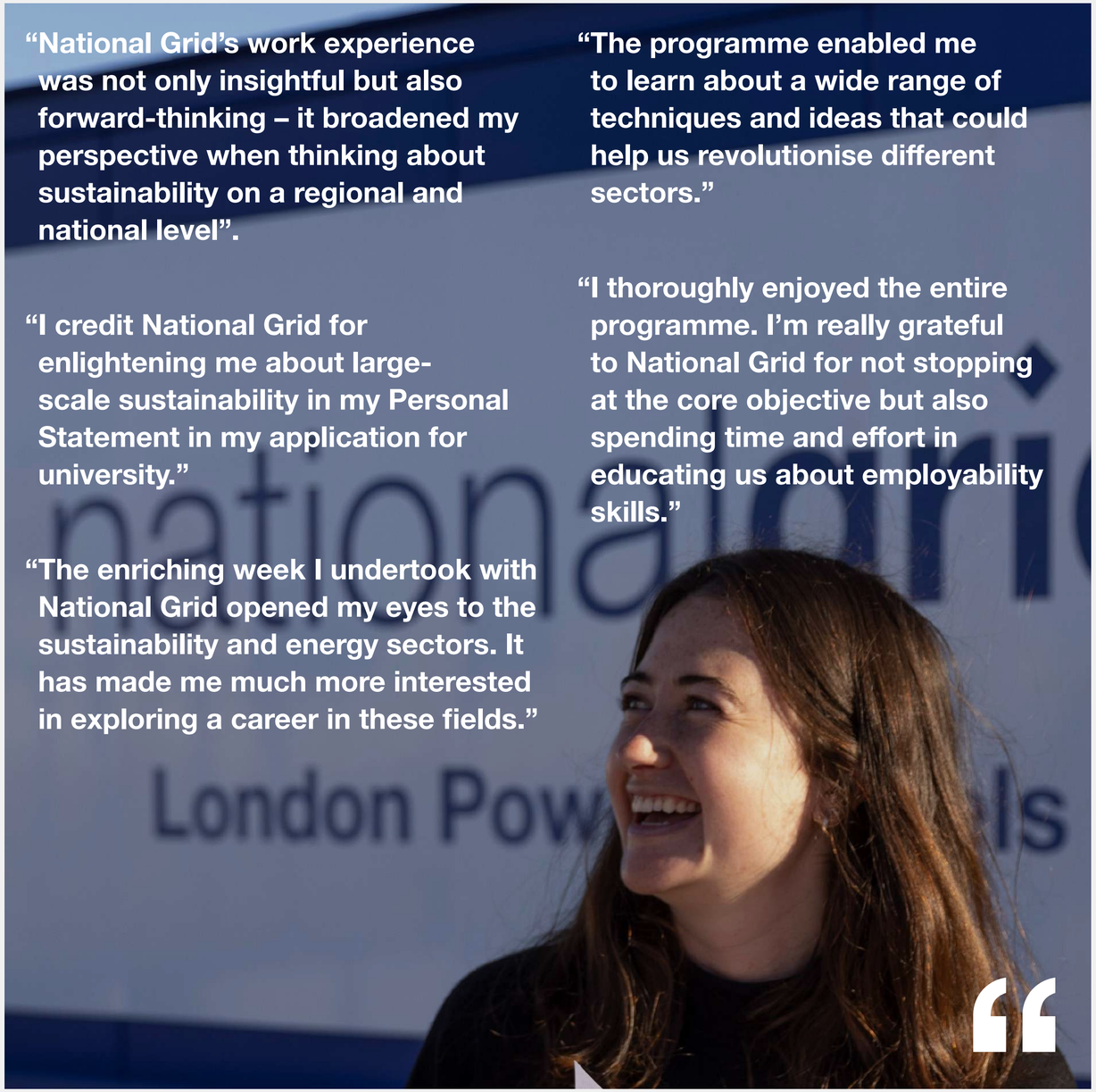
young people aged 17-18 have engaged with our July work experience

68%

strongly agreed that the work experience gave them a better understanding of which skills they need

95%

young people reported increased confidence, communication, and problem-solving skills.



Economic value of our programme

Social and economic value

Early careers intervention has significant wider social and economic value.

The lifetime cost to the public purse of an individual being out of education, employment, or training between the ages of 16 and 18 is both significant and quantifiable.

The LPT programme is specifically structured to reduce the likelihood, and therefore the percentage of our population becoming a statistic in this category. This also improves the lifetime earnings of individuals who've been part of the LPT programme.

It is worth noting the quantum of third-year economic value output accelerated (versus second-year), aligning to forecasts, where young people in education are supported by an employer over a sustained period of time. Expectations are that given a continued approach for the remaining two-years of the LPT programme, that the economic value output will accelerate (versus input) further.

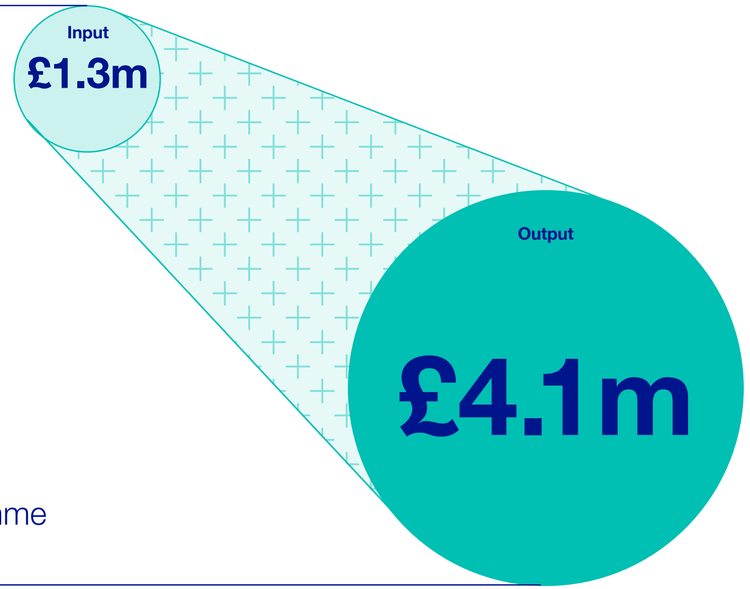
Our approach to Economic ROI is cautious. Figures stated do not include wider positive impact, indirect impact or induced impact, whether delivered to communities or the environment or business.

Our calculations and findings are based on published research, Government economic data, and recorded impact data. Our thanks go to the Careers and Enterprise Company for validation.



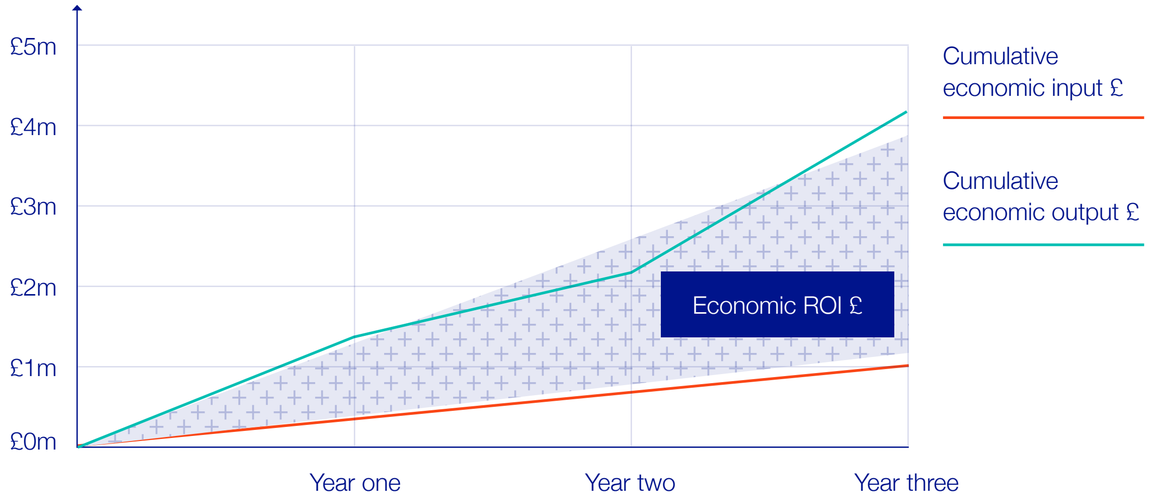
Economic value invested by NG = £1.3m

(£1.3m investment over three years and £1.8m investment for the five-year programme).



Economic output of programme after 3 years = £4.1m

Cumulative economic input (£) versus cumulative economic output (£)



Supporting schools' ability to hit four interactions.

We also recognise that within the LPT project, our partner school model allows teachers to meet their target for employer engagement in collaboration with other activities. We foster a collaborative approach with partner schools, so where an individual has only 1 or 2 engagements with National Grid this is often bringing their total interactions with employers to four or more given other activities scheduled by the school.

Often, the LPT programme is filling vital gaps where other employers are not thinking long-term enough to provide, such as critical decision points in early secondary years. While this limits our ability to evidence economic value at an individual level, this collaborative, long-term approach dramatically enhances schools' ability to deliver the right number of interactions and change the dial on a cohort or school level.

National TOMs of Social Value

The National TOMs (Themes, Outcomes, Measures) are an LGA-endorsed framework used to measure social value, used in a range of settings and by local and national governments. The National TOMs demonstrate the pound-value of social impact activity.

The TOMs outline the value released from activities such as meaningful work experience and supporting people into work through mentoring, CV advice and careers guidance. TOMs outline the social value of volunteer time contributed.



The National TOMs pound-value of the LPT programmes social impact activity

	Year one	Year two	Year three
Volunteering Activities included…	STEM workshops Q&A workshops Sixth form attraction webinars Contribution to video library and resource packs Virtual work experience Digital mentoring	STEM workshops Q&A workshops (virtual & in-person) Assembly takeovers Focus weeks: National Apprenticeship Week & Engineering Week Site tours Careers talks Career fairs Work experience Digital mentoring	STEM workshops National Apprenticeship Week British Science Week & Engineering Week International Womens Day Site tours Careers talks Career fairs Work experience Digital mentoring
# Volunteers	57	107	85
# Hours Given	274.44	664.7	552.6
TOM value multiplier	£16.93	£16.93	£16.93
Value released	**£4,646.20**	**£11,253.37**	**£9,355.52**
Total value	**£25,255.09**		

A particularly valuable activity is work experience, which the National TOMs value at £194.50 per beneficiary, for each week spent on a meaningful placement.

The value of this strand of the programme is £146,070.

Year one	191 attendees £37,150
Year two	182 attendees £35,399
Year three	378 attendees £73,521

Pipelining to National Grid careers

Our National Grid Careers Hub was created with the purpose of supporting young people in Key Stages 4 and 5 (14-18 years old), who have been engaged with National Grid via school workshops, work experience and partnerships.

The platform is a way to ‘pool’ potential future applicants and build a relationship with future young talent that might come into the business. It’s also a way to break stereotypes around working in STEM roles and encourage more applicants into green collar careers via work experience and apprenticeship programmes.

Key features are mentoring with National Grid employees and bite sized learning content (modules).

200

young people are currently using the platform.

85%

have completed the learning modules, covering topics such as ‘Routes into Green Collar Jobs’

58%

of platform users are from an ethnic minority background,

42%

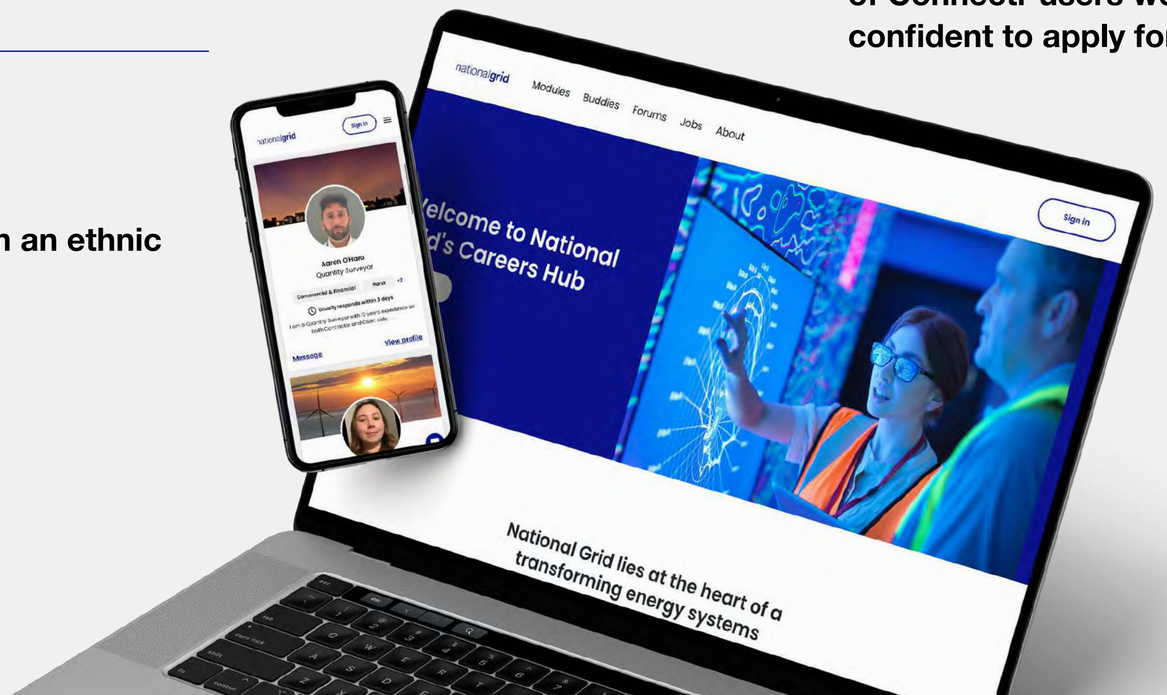
identify as female.

13%

are currently in mentoring conversations with National Grid employees.

4.5/5

is the average module rating.



Candidates who have used Connectr before applying are

22x

more likely to be hired than those who did not use it.

73%

of Connectr users were more confident to apply for an opportunity.



Net zero future leaders

Student testimonials: work experience



Aliyah Olawale, Student in STEM

I had an incredible opportunity to visit the London Power Tunnels New Cross Substation recently, and it was an eye-opening experience!

I was fortunate to be among the top 18 students selected out of a competition for a site visit, all thanks to our virtual work experience with National Grid. The competition involved envisioning an improved Deptford, and my project focused on harnessing wind energy and connecting London directly to wind farms through underground tunnels inspired by LPT2.

The day began with a challenge to create a marketing campaign aligning with National Grid's path to achieving net zero goals. Mine was tailored to younger kids, emphasising the importance of not wasting resources, shaping future generations to contribute to green goals.

Next, we immersed ourselves in a virtual reality session led by Megan, which included a fire drill and escape simulation - an actual training tool for site engineers! Fortunately, I made it out alive and it was both thrilling and educational (the woman at the end was terrifying!!)

The highlight of the day was the visit to the site itself with Niki and Emily (after our safety talk with Mansour Habi). We peered down the shaft into the London Power Tunnels and saw the site engineers at work. Staring down was a bit nerve-wracking, but rest assured, we were safe on the surface!

To wrap the day up nicely was the speed networking session, where I had the pleasure of meeting some incredibly funny and helpful employees from various disciplines. Their insights not only ignited my deep interest in understanding the intricate workings of the world, including physics, engineering, and climate sciences but also showcased the strength of interdisciplinary teamwork within the company.

In this dynamic environment, I saw how employees with diverse backgrounds, such as project managers, site engineers, geotechnical advisors, environmental advisors, quantity surveyors, and more, come together seamlessly. This collaboration is a key factor in their success, enabling them to tackle every possible issue that arises in their projects. It's clear that a multifaceted approach is the driving force behind their ability to make meaningful sustainable changes.

Thank you to Connectr, National Grid, HOCHTIEF-MURPHY Joint Venture, Emily, Raja and more for providing me with such a wonderful introduction to what the industry has to offer.

This experience has left me inspired, motivated, and eager to continue exploring ways to make a positive impact on our environment and society. Step by step, we march onwards on our path to net zero!

Student testimonials: work experience

Meet **Henry Lorimer,** a **Year 12 student** from **Greig City Academy,** who **took part in our work experience programme** in 2022.

Q1. What was the best part of your work experience?

The best part of my work experience was learning about the environment, and climate change and how National Grid can help solve these global problems. Overall, I feel my confidence and self-awareness have benefitted from the programme.

I see my career path in helping the environment, making it possible for humans and nature to be more sustainable, and work with each other. I had not previously considered a career path within the environmental sector.

Q2. How has this work experience programme helped you with your future career decision?

The work experience has increased my opportunities in pursuing a career with National Grid and has increased my interest in the work of National Grid. Listening to current staff, explaining their roles and what they do. Learning more about National Grid and how they affect the environment by what they do.

This program took me beyond my AS syllabus and broadened my knowledge in a more professional setting. With the information I learned, opportunities that I would have otherwise found inaccessible to me have become my steppingstones. Programmes such as these give people like me an equal footing to those with greater social mobility, and it is also these programs that fight to reduce the growing inequalities in educational resources between social classes in the UK, which is why they are so important.

Merve Demirci, a prize-winning student from Our Lady's Catholic High School in Hackney



Meet **Isabel Fernandez-Victorio**, who is a **1st Year Oxford University student** studying **Material Science MEng**. Isabel **attended our work experience programme** in 2021 from **St. Ursula's Convent School** in the borough of Greenwich.

Q1. How has this programme benefited you?

During the programme, talks from experts gave us an understanding of the different aspects of a city. As a materials scientist in training, I particularly liked learning about the importance of materials for offshore turbines, as they needed to be able to withstand the salinity of the sea water.

Another excellent part of the programme was the employability modules, especially the ones dealing with LinkedIn. They were very useful in helping to set up my profile. I would heartily recommend the experience.

Q2. How has this work experience programme helped you with your future career decision?

The work experience programme was an excellent opportunity which gave me important employability and technical skills. It motivated me to explore the field of sustainability further and because of this, I later went on to do another work experience on conservation.

Teacher interview

Ark Walworth Academy Interview:

1. **Has the evolution of the National Grid school programme supported your students over the past year? If so, can you explain how the programme has supported your students and which activity did they take part in?**

   The evolution of the National Grid schools program has supported our students over the last year. Specifically, I can point to a whole school assembly/ presentation about jobs with National Grid that the students found quite informative as well as aspiration-raising. Our Sixth form students also took part in a series of webinars that gave them a lot of info on the job market in the energy sector.

2. **Since partnering with National Grid, have you seen an increase in participation from your students in pursuing a STEM pathway?**

   I cannot say for sure whether there has been an increase in STEM participation due to our participation in the scheme. STEM participation in our school has been trending upward for a few years now.

3. **What have the impacts of partnering with National Grid been so far for Ark Walworth Academy?**

   Increasing the knowledge of the existence of National Grid and about jobs within the energy sector have been the impacts of our partnership.

The students were engaged, and I heard many positive comments about how useful they found the webinar. A couple of our students are very interested in jobs within the energy sector.

Earl Perkins
Careers Education Lead and Director of Progress, Year 7, Walworth Academy

Ark Walworth Academy

Teacher testimonials

Thank you so much for the workshop and resource pack, especially being able to accommodate our year nine students'. It was put together so seamlessly, it was really great and the students gained a lot out of the sessions. One student approached me after the session asking more questions about how he can go into engineering.

Teacher feedback

It was valuable and insightful, and it left numerous students with ideas about future careers they might never otherwise have considered.

Carl F –
Ark Walworth Academy

Thank you very much for organising the activity. My learners really enjoyed it. The extra-workshop activity was really helpful for my Year 12 A-Level maths students who are interested in engineering. Looking forward to the work experience in July.

Teacher of Mathematics
London Design & Engineering UTC

The sessions were informative, fun, lively and generally very positive. The students were very enthusiastic about the talk and activities.

The Green School for Girls

Tutor testimonials

It was lovely to hear so many students showing their engagement in STEM. I thought it went really well. The students were clearly very excited about STEM & it was great that they were so actively involved.

Julie Smith

Thanks also to the two volunteers who made a good double-act and engaged well with the students during the session, it made the workshop come to life.

Alex Barclay

Excellent and engaged teacher support from Dale the volunteer who was one of the most effective volunteers I've had the pleasure of working with.

Shannon Rewcroft



Looking ahead

Years four and five of the programme

Our school engagement programme so far has taken a whole school approach to inspiring students about their careers: it has opened students up to the world of work, careers at National Grid and the wider sector, as well as starting to give them the tools and pathways to get into those careers.

To stretch the programme even further in Years four and five, we've set ourselves the challenge of pipelining engaged students into school leaver roles at National Grid. This provides stable career pathways for the students we support, as well as helping National Grid to recruit from a new pool of talent and diversify their workforce.

To do this, we've adjusted our programme to focus more of the activity to older year groups, running a programme of workshops, career talks, resource packs, work experience and site visits, as well as a partner school programme supporting one school within each of the seven boroughs with a more in-depth offer.

We are working hand-in-hand with National Grid's recruitment teams to better connect up to job opportunities post-engagement. Our talent pooling platform provides a clear next step and signposting for students, as well as access to one-one conversations with digital mentors to support their decision making and applications.

The metrics and measurables that we're tracking will focus on destination data, such as career next steps so that we can further quantify and understand the employment impact of the programme.

We're very confident that the programme can continue to deliver student reach – being so far ahead of targets enables us to put even more energy and focus on pipelining into green-collar jobs.



On a final note



National Grid set hugely ambitious targets to prepare young people for green jobs of the future. Never has this been more vital. Without the green workforce of the future, companies won't succeed, communities won't thrive, and there will be no net zero. National Grid, their leaders, and teams, have created an education blueprint where industries and employers must follow.

Will Akerman,
Managing Director,
Connectr



The Mayor and I are committed to providing young people in London with access to high-quality careers education to ensure all young Londoners can make informed choices about their futures and are aware of all the opportunities available to them, and we will be launching our Career Hubs programme later this year. The partnership between National Grid and Connectr is an excellent example of how organisations can help introduce young people to careers in the energy and technology sectors and it's great that they have already supported over 85,000 students in first three years. More employers like National Grid are needed to help bring the workplace to the classroom.

Jules Pipe,
Deputy Mayor of
London for Planning,
Regeneration and Skills

Acknowledgements & contacts

We would like to pass on our sincerest gratitude and thanks to all the schools, colleges, students, career leaders, training providers, Local Enterprise Partnerships, Career Hubs, Local Authorities and Network Partners, with a special thank you to National Grid LPT team and their partners for volunteering their time, bringing our programme to life.

Thank you to everyone who has supported the programme across the three years and those who contributed to this report.

Regards,

National Grid & Connectr

Contact us

If you would like to contact us about any aspect of this Social Impact Report 2020-23, please email:

NationalGrid@connectr.com

For more information on our economic value approach, endorsed by The Careers and Enterprise Company, please get in touch with Connectr's CEO, Will Akerman at:

william@connectr.com



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Thank you