The Greater London Authority (GLA) welcomes the Lords Select Committee’s Call for Evidence on Citizenship and Civic Engagement.

Introduction to the GLA

The GLA delivers the work of the Mayor of London. The Mayor provides city-wide leadership on transport, policing and fire services through to the economy and the environment. The Mayor creates the plans and policies, scrutinised by the Assembly, that improve the lives of Londoners and changes the capital for the better. The Mayor also champions the interests of London and Londoners all around the world.

Background

London is one of the world’s most diverse cities, but improving social integration is still one of our biggest challenges. London’s population is rapidly growing and changing – around 50 per cent of people moving to London are from abroad, with the remaining 50 per cent from other UK regions. The Mayor has already made the case for the rights of EU citizens to be protected after Brexit, and an integral part of these plans is to support the take up of British citizenship by Londoners from the EU and abroad.

Whilst 640,000 Londoners became British citizens in the past 11 years, 54 per cent of Londoners born abroad do not hold a British passport. There are also thousands of young Londoners who have grown up in the capital but cannot access higher education or work because they have irregular migration status.

In April 2017, the Mayor launched a ground-breaking new citizenship programme, the first of its kind in the UK, to help Londoners become more engaged in the life of the capital. The programme is a partnership with Trust for London and Unbound Philanthropy. It will tackle the main barriers preventing all Londoners from getting fully involved in their communities. It will also help new migrants find a path to citizenship, increase civic engagement, and celebrate diversity and shared identities across the capital.

To support the programme, experts from Migrants Organise, Citizens UK, Coram Children’s Legal Centre and Just for Kids Law have been seconded to help shape the Mayor’s plans for a truly socially integrated city. The target audience is not limited to those who have migrated to London – it is part of a much broader drive to get all Londoners more involved in their city, become active citizens and live interconnected lives.

What does citizenship and civic engagement mean in the 21st century? Why does it matter, and how does it relate to questions of identity?

Citizenship can be seen as a legal category, but also includes elements related to civic engagement and identity. Definitions of ‘citizenship’ include:
a) **Access to citizenship rights** – an individual’s legal status as a citizen. This is a ‘thin’ definition as it focuses on legal status only. This definition is binary – you either are, or are not, a citizen. Legal citizenship in the 21st century still determines the life chances of people across the world. The power of inclusion and exclusion from citizenship is brought into ever greater focus by the movement of people globally in the 21st century.

b) **Active participation in society** – an individual’s engagement in the civic spaces, places or organisations near them. This is often referred to as ‘active citizenship’. Participation in civic and civil society is not limited by legal status – as someone without legal status can participate to some extent. Some aspects may be limited by status (the right to vote in certain elections) whereas others are not (the right to protest). Active citizenship can be typologised as representative, challenging, charitable or associational.

c) **Belonging** – an individual’s identity as a member of that society or group.

A ‘thick’ definition of citizenship includes all three elements. These definitions are linked and inter-related, but are not dependent on each other. In other words, an individual’s ability to access citizenship rights may affect their participation in society, but even if they are not legally a citizen they can still participate. Similarly, even if an individual has full rights as a citizen under the law, if they do not feel that they belong they may not participate actively in society.

National legal citizenship may be part of identity, alongside many other aspects. Global citizenship is a part of people’s lived experience through technology and access to travel, especially in cosmopolitan cities such as London, and this can inform their identity. National citizenship still has a monopoly in the determination of legal rights, but it is only one aspect of identity. Political change such as Brexit has an impact on how people understand their identity and national boundaries. The GLA’s social integration team is currently exploring the subject of a London identity, and how supporting this could bring different groups together.

Citizenship and civic engagement are important for social integration. Social integration is a priority for the Mayor that cuts across all policy areas. Social integration is about everybody playing a full part in the life of London. If we are to achieve it, we need to tackle inequality and overcome the barriers that stop some Londoners from benefitting and contributing to all that the city has to offer.

The GLA’s framework for social integration encompasses participation, relationships and equalities. In our approach to social integration, access to citizenship rights is a core condition which enables social integration to take place. If people are not legally recognised as citizens, this can become a structural barrier and will impact on their participation and their relationships. Other core conditions might include proficiency in English and mental and physical health, as well as many others.

Involvement with civil society organisations helps citizens connect with local issues and gives them the chance to help solve them. This process creates a connection with local organisations and a sense of belonging. Developing roots in a local area helps to improve health and wellbeing and this is essential if an individual has challenging aspects in their life
or is new to an area. As such, civil society organisations should be supported and recognised for the value they play in creating links between places and people and a sense of identity.

**Citizenship is partly about membership and belonging. Are there ways we could strengthen people’s identity as citizens, whether they are citizens by birth or naturalisation? Could citizenship ceremonies or events throughout the educational process play a role? Should pride in being or becoming British be encouraged?**

Since 2004, there has been a steady decline of attendees at citizenship ceremonies following government changes to routes to citizenship. Citizenship ceremonies offer a rare moment for those who have journeyed – often for many years and at great financial expense – to becoming a citizen.

Citizenship ceremonies take place with varying quality and impact on those taking part. Many new citizens find the experience joyful, whilst others find it patronising. The feeling of being patronised can come from the lack of acknowledgement for those who already see Britain as their home and are active citizens. People’s identity as citizens may also be weakened if their route to citizenship has been long and expensive. For example, long-term residents, including children and young people who wish to get to citizenship currently pay £993 (plus £500 immigration health surcharge) four times over a ten-year period, before applying for indefinite leave to remain costing £2,297, and thereafter the cost of citizenship is £1,282. This totals £9,551 per person for the route to citizenship on top of any legal fees.

The ‘Citizenship & Integration Initiative’ at the GLA plans to develop best practice guidance to ensure that community/business-led citizenship ceremonies bring Londoners together to promote social integration. Ceremonies might be made more high-profile, addressing the lack of political engagement by inviting political representatives to meet new citizens, or encouraging greater civic engagement by including information about volunteering or registering to vote.

Most people in Britain would prefer migrants to stay, settle and become citizens, but few members of the public are aware that the citizenship ceremony is mandatory and that new citizens must swear an oath of allegiance to the Queen. Citizenship ceremonies in other countries are much more high-profile, and there is an opportunity to improve ceremonies both for new citizens and wider society.

- On Australia Day, each year thousands of people in towns and cities across the nation make the pledge of commitment to Australia and become Australian citizens. Australia Day gives all citizens, new or old, the opportunity to openly reflect on what it means to be an Australian citizen and celebrate the rights and the values they all share.¹

- Canada has handed some of the ownership of citizenship events to the community. Many community groups have a strong interest in Canadian citizenship. Groups assist newcomers in completing their applications and preparing them for their citizenship test. For many years Immigration, Refugees and Citizenship Canada (IRCC)

has worked with community groups to support their involvement in the hosting of
citizenship ceremonies. They have a framework for community groups that they can
use to host citizenship ceremonies which allows them to still deliver what is essential
and important but also take ownership in a real and meaningful way.

Civic engagement can be seen as both a responsibility and a right of citizenship. Beyond
the existing legal framework, should citizens have additional formal rights and
responsibilities? How do you see the relationship between the two? Should they have the
force of law individually or be presented as reciprocal duties between citizen and state?
How should they be monitored and/or enforced?

Civic engagement and taking part in the life of a city should be encouraged and made easy.
For example, there could be incentives for volunteering as a ‘nudge’ towards active
citizenship. However, enforcing civic engagement may not be the best approach. The role of
authorities is to provide the conditions in which people are supported and encouraged to
engage as active citizens. Civic engagement should be made easier, but not enforced. Team
London, the Mayor’s volunteering team, is developing a programme to incentivise
volunteering and social action by rewarding those who take part. The aim is to make
volunteering and social action part of everyday life for all Londoners.

There are concerns about making access to citizenship contingent on civic engagement.
‘Earned citizenship’ was considered in Lord Goldsmith’s citizenship review, in the
Government’s ‘The Path to Citizenship’ consultation, during the passage of the Borders,
Citizenship and Immigration Act 2009, and in the Government’s ‘Earning the right to stay: A
new points test for citizenship’ consultation. At that time, concerns were raised about
creating additional requirements for citizenship beyond those that are well established:
obeying the law, paying taxes and speaking English (since 1914), and knowledge of ‘life in
the UK’ (since 2002). Concerns about ‘earned citizenship’ included the bureaucracy needed
to police the requirement, the possibility of exploitation, potential prejudice against those
for whom ‘active citizenship’ and volunteering is harder, possible shortage of volunteering
opportunities and the burden on the voluntary sector. The naturalisation provisions of the
2009 Act were not commenced.

There are also concerns about placing formal responsibilities or duties on citizens to engage.
If someone is not able to engage it may well be due to lack of meaningful opportunities or
barriers that are not within their control. For example, those on low incomes, with poor
mental health, carers, disabled people, the elderly and others may face significant barriers.
Other barriers associated with London include cost of travel, cost of accommodation and
rapid turnover of neighbourhoods.

2 http://www.cic.gc.ca/english/celebrate/ceremony.asp
What should be the role of education in teaching and encouraging good citizenship? At what stages, from primary school through to university, should it be (a) available, and (b) compulsory? Should there be any exemptions? Should there be more emphasis on political participation, both inside and outside classes? How effective is current teaching? Do the curriculum and the qualifications that are currently offered need amending?

Education plays a fundamental role in encouraging good citizenship. London has an enormous range of cultures and ethnicities. Governing such a diverse city is a real challenge, but finding ways for young Londoners to have a voice and work with decision makers is essential for London to continue to be a hive of democratic engagement and purpose.

The London Curriculum

The London Curriculum offers teaching resources supporting most subjects on the national curriculum, professional development for teachers and events for children. Resources are inspired by the city’s diverse culture, heritage, science and technology, built environment, green spaces and rivers. Since its launch in 2014, 80 percent of London’s secondary schools have registered. In 2016 the scheme was offered to younger pupils and nearly 350 primary schools now take part.

Currently, a ‘Citizenship’ module for secondary schools is being developed by the GLA in partnership with Association of Citizenship Teachers (ACT). This topic will help teachers inspire young people to consider their identity as Londoners, consider what is important to them, and to be ambitious about how they can reach those who govern the city.

Citizenship is a fluid subject and schools teach it in different ways. Citizenship education is the name of a subject in the national curriculum. It provides for legal, political literacy and some aspects of financial understanding. Some confuse the term Citizenship with gaining the legal status as a British citizen. Whilst the subject does indeed explore matters of identity, diversity and belonging, it is not related to the Home Office’s British Citizenship Test. Most schools will have pupils whose status in the UK may be unclear. Sensitivity is required as some pupils will feel vulnerable in discussions about notions of being a citizen.

The London Curriculum does not use the term citizen which reduces potential confusion about the meaning of this term and its legal connotations. The programme talks about young Londoners and a London identity. The notion of London’s identify is always evolving and the programme encourages discussion around this idea to encourage young people to consider how and why they should engage with those who govern the city.

Team London Young Ambassadors

Team London is the Mayor of London’s volunteering programme for schools. The young volunteers who participate in the programme develop social action projects through volunteering. These projects address issues they are passionate about including sexuality, discrimination, mental health, homelessness, the environment and social integration. All projects are designed and led by the young participants.
Since 2013, the programme has been offered for free to primary and secondary state schools and sixth forms in London. Participation is not compulsory; however, the programme has worked with 2,100 schools including special educational needs and disability schools (SEND) and pupil referral units (PRU) and reached over 400,000 young Londoners.

Below are some examples of how the programme has impacted young people as active citizens:

- 79% of Young Ambassadors are more capable of developing a plan of action to address social justice issues
- 87% of Young Ambassadors demonstrate more consideration of local and global issues in their everyday life choices

In 2016, the programme won the Department of Education’s Character Award for Greater London. The award recognised the programme’s aim of developing traits including confidence, perseverance and resilience in young people. These are traits that support academic attainment and enable young people to make a positive contribution to society.

HeadStart London

HeadStart London was created by Team London and youth charity The Challenge in 2014. It brings together industry leaders, charities and young people (aged 16-18 and still in full time education) to help bridge the gap between schools and work. The programme inspires young people to strengthen their communities through volunteering, whilst giving them the skills and experience to succeed at work. It involves:

- supporting young people to volunteer for a minimum of 16 hours
- offering employability skills and communications skills workshops
- a guaranteed interview for paid employment for all successful participants
- a job offer for work placements for successful candidates

Since 2014, HeadStart has worked with over 5,000 young people who have given 100,000 hours of volunteering to London. Young people have reported improved communication skills, confidence and preparation for the workplace, with almost 500 young people securing employment.

Initially, HeadStart London was developed as the next stage for those completing the National Citizen Service (NCS), however, due its huge success work is underway to make the programme available to all young people from 2018.

Do voluntary citizenship programmes such as the National Citizen Service do a good job of creating active citizens? Are they the right length? Should they be compulsory, and if so, when? Should they include a greater political element? Should they lead to a more public citizenship ceremony? Are they good value for money? What other routes exist for creating active citizens?
Active citizenship is a central component to creating socially integrated cities. This includes political participation, where young people can influence decisions that affect their lives. We welcome a greater political literacy element to voluntary citizenship programmes, where young people learn about how national and local decisions are made, how they can be challenged and how they might participate in positively changing their communities.

The Mayor wants to make it easier for Londoners of all backgrounds to take action in their schools and local communities. In addition to running the Team London Young Ambassadors programme, he intends to influence the development of the NCS in London.

The NCS has shown to positively impact on the lives of young people and engage them in active citizenship. However, there is a lack of evidence to demonstrate the long-term impact of NCS given the short length of time it has been running. The impact of the programme is also dependent on participation levels. Strong encouragement from schools for pupils to take part is recommended; however, programmes like this are not suitable for all children and should not be compulsory.

How can society support civic engagement? What responsibility should central government, devolved and local governments, third sector organisations and the individual have for encouraging civic engagement? What can the Government and Parliament do to support civil society initiatives to increase civic engagement?

London is a super-diverse city with a rapidly growing and changing population and significant population turnover. In 2014, roughly 50% of the 400,000-people moving to London were from abroad with the remaining 50% moving from other regions within the UK. An estimated 500,000 young Londoners will turn 18 during this London mayoral term. This level of change presents both tremendous opportunities and unique challenges in terms of delivering active citizenship and integration in London.

Whilst 44,000 Londoners became British citizens in 2014, 54% of Londoners born abroad don’t hold a British passport, and there are hundreds of thousands of Londoners with irregular migration status, including young Londoners who have spent most of their lives in London.

In response to this, the Mayor of London launched the new citizenship initiative referred to earlier in this response to help Londoners become more engaged in life in the capital. In partnership with Trust for London and Unbound Philanthropy, the programme is working work with boroughs, communities, civil society and employers to improve social integration in the capital. It is helping Londoners to:

- play an active role in the city and decisions that affect them
- access their citizenship and residency rights.

In addition, for everyone to be active in society there are specific barriers to integration that need to be tackled such as lack of spoken English, inaccessible transport and built environment, visible representation in the public sector, travel costs, time poverty (role of employers giving voluntary hours) and precarious employment. Also, if civil society
organisations are to engage more citizens and encourage more civic engagement then they need the expertise, confidence and resources to do this.

**Why do so many communities and groups feel “left behind”? Are there any specific factors which act as barriers to active citizenship faced by different communities or groups - white, BME, young, old, rural, urban? How might these barriers be overcome?**

A major barrier to active citizenship is uncertain immigration status. For example, for the three million EU citizens in the UK, insecurity about their position may act as a barrier to active citizenship and engagement. Likewise, for long-term residents of the UK, including children and young people who have grown up in the UK, very long and costly routes to citizenship can act as a barrier to full participation during the period before they gain full citizenship rights.

In addition, many traditional civic engagement roles such as governorship and trusteeship are seen as exclusive and exclusionary. This causes some groups in society to feel these roles are not suitable for them. As society and technology changes, new methods of civil engagement such as social media campaigning have the potential to create new ways for citizens to get involved. This type of citizenship may be invisible from a public sector perspective and very difficult to track and analyse.

**How do you see the relationship between citizenship and civic engagement on the one hand and social cohesion and integration on the other? What effect does the level of diversity in schools and workplaces have on integration in society as a whole? How can diversity and integration be increased concurrently?**

Social integration is about active citizenship/participation, relationships and equality. Active citizenship/participation is about Londoners playing an active role in their communities and the decisions that affect them. This can be done through voting, political representation, volunteering, donating to charity, protesting and lobbying, being a member of associations or support groups and helping neighbours.

The GLA sees citizenship and civic engagement as critical to levels of social integration. The Mayor has made it clear that diversity of backgrounds does not naturally produce social integration even though London is a success story for diversity and integration.

“London is one of the world’s most diverse and vibrant cities, but improving social integration is still one of the biggest challenges we face. Building more cohesive communities across the capital is a top priority for me as Mayor because greater integration will lead to a safer, healthier and more prosperous London. I want every Londoner to be able to actively participate in the life of our great city.” Sadiq Khan

The Mayor has created a social integration team led by Matthew Ryder, Deputy Mayor for Social Integration, Social Mobility and Community Engagement. The team’s role is to help Londoners lead more inter-connected lives. The GLA is aware that age and stage of life has an impact on levels of integration and will be looking at inter-generational integration.
“Social integration is not just about bringing certain communities together. It is about every single Londoner feeling like they belong in this city, have a shared set of values with other Londoners, and a role to play in the everyday life of the capital.” Matthew Ryder, Deputy Mayor for Social Integration, Social Mobility and Community Engagement

How important are levels of English proficiency for first and second generation immigrants and what could be done to increase them, including through support for ESOL classes? Are there particular barriers faced by newcomers to Britain? Could the naturalisation process, including the citizenship test, be improved and if so, how?

English proficiency is vitally important for all citizens. Understanding English is key to building relationships and playing an active part in the community. It also impacts on an individual's ability to get a job and access key services. According to the Office for National Statistics, approximately 800,000 people living in the UK at the time of the 2011 census – or 2% of the population – could not speak English well or at all. According to that census, seven of the top ten local authority areas with the highest proportion of three- to 15-year-olds not proficient in English were London boroughs. English proficiency amongst speakers of other languages varies from 99% (Afrikaans) to 37.5% (Gypsy/Traveller languages).

English for Speakers of Other Languages (ESOL) courses are essential as they help London benefit from the skills that refugees and migrants bring with them. Being able to speak English helps people to get jobs, encourages integration, develops family capital and improves health and wellbeing. Supporting those furthest from the workplace and with the poorest skills is of paramount importance. There is ongoing demand for ESOL courses, but the recent funding changes have left many unable to access language learning opportunities.

In 2017, the GLA commissioned research on the availability of formal and informal English language learning opportunities in London. The research found that demand for ESOL outstrips supply. There is also little information about local classes, and learning opportunities often do not meet the needs of learners. The research highlights the need to:

- identify new investment in ESOL
- support new approaches to planning and commissioning ESOL
- increase attendance of formal and informal learning opportunities
- address practical barriers to accessing ESOL learning

The general picture for ESOL provision at city level is summarised below:

- There is a diverse base of established providers and a range of ESOL provision delivered across London. There is a greater concentration of ESOL provision in inner London boroughs, where there is also greater involvement of third sector organisations in ESOL delivery.

- Over half of providers, rising to two thirds of colleges, report that they struggle to meet the demand for ESOL. Oversubscription of provision is evident in inner and outer London boroughs. This affects refugees’ access to ESOL learning, and providers’ ability to respond to their needs and those of other learners. ESOL provision that is free of charge to learners is more likely to be found in inner London boroughs.
• Generally, demand reported by providers is predominantly at pre-entry and entry Levels, and this provision was frequently identified as being oversubscribed. This demand is mirrored in refugees’ needs as reported by Syrian resettlement coordinators and refugee organisations, which suggests a need for capacity-building at this level.

• ESOL provision offers different levels, times, start dates, and sometimes offers more specialist content such as links to vocational learning or specific programmes for 16 to 19-year-olds. However, it is more likely to be ‘general’ in nature, with few examples of provision specifically aimed at refugees in ‘mainstream’ education. This means that some refugees’ language learning needs, such as higher level language skills for specific professional purposes, or basic language relating to the specific local context and orientation needs, can be challenging to meet. Home Office guidance recommends that access to ESOL learning for refugees resettled under the Syrian Vulnerable Persons Relocation Scheme (SVPRS) should be provided within one month of arrival in the UK. This may present a challenge where access to provision is required at times outside of providers’ planned start dates.

• The hours and intensity of ESOL provision average 5.5 hours per week, although there is some evidence that provision in inner London boroughs tends to offer a slightly higher number of learning hours per week. This was considered by Syrian Resettlement coordinators and stakeholders to be insufficient to support refugees’ urgent need to learn English upon resettlement. Home Office guidance recommends that refugees resettled under the SVPRS are offered a minimum of 8 hours per week.

• Whilst numerous partnership arrangements are in place to support ESOL delivery, there is a lack of information about the provision available in many local areas, which often makes signposting and referral to appropriate provision challenging. Furthermore, strategic planning to co-ordinate ESOL learning opportunities is largely absent. As well as affecting referrals to provision, this also results in missed opportunities, such as more joined-up working between formal and informal ESOL provision, and the development of new partnerships, for example by working with employers.

  •  https://www.london.gov.uk/sites/default/files/gla_esol_-_combined_report.pdf

A 2012 report into ESOL provision is available here:

  •  https://www.london.gov.uk/sites/default/files/english_language_for_all.pdf

In many other European countries (including in Denmark and Belgium), new arrivals are enrolled on integration programmes when they first arrive. These include intensive language learning.

  •  http://citiesofmigration.ca/tag/Language-learning/
  •  http://citiesofmigration.ca/good-ideas-in-integration/learn/

Could the naturalisation process, including the citizenship test, be improved and if so, how?
a) The naturalisation process in general

A key feature of this is the very high cost of naturalisation (for adults) and registration (for children). Concerns have been raised by lawyers and civil society, including Amnesty and the Project for the Registration of Children as British Citizens, about this aspect of the process which excludes would-be citizens from their rights, including children with rights to citizenship.

- [https://prcbc.files.wordpress.com/2015/10/fees_briefing_revised_8_april_2017.pdf](https://prcbc.files.wordpress.com/2015/10/fees_briefing_revised_8_april_2017.pdf)

Recent research from the University of Leicester into the UK citizenship process has explored some of the experiences of those going through the naturalisation process. The full report is due to be launched in September 2017. An interim report highlights the following observations:

- **Policy flux**: In November 2013, the citizenship test was made more difficult. Respondents have said that these policy changes generate feelings of insecurity and that they do not always know where to get accurate information. The research interviews aim to capture the ways in which this flux shapes experiences and perceptions, and to compare experiences of participants who have gone through the ‘old’ system with those who have experienced the post-November 2013 system.

- **A never-ending process**: The citizenship test is perceived as a process which has the potential to become endless. Interviewees underline that the process is very long and costly. They also stress a more general feeling about how they have to engage with public authorities throughout the process. The process is presented as comprising many successive steps, each of them constituting a specific ‘test’ in which they must ‘prove, to demonstrate, something’ to public authorities.

Inequalities are also evident for migrant women’s experiences when preparing for the test. With respect to preparation in particular, the study finds that migrant women who try to become citizens and acquire knowledge of life in the UK and English proficiency face a situation where there is little state support of the ‘journey to citizenship’. The test process must take place at the same time as the withdrawal of state support for ESOL courses. The effects on migrant women have been documented by third sector organisations and denounced by ESOL activists and experts.

For some migrant women, of different religions and nationalities, a combination of barriers effectively prevents them from being able to study and prepare for the citizenship test (which some participants were quite skeptical of to begin with, viewing it as a form of border control rather than a measure for integration). This was because:

- they did not have time, given domestic responsibilities
• the test and preparation materials were difficult and daunting, especially for those with little English
• the process was too expensive and competed with the cost of childcare (costs reported were over £1000 per adult, including the test, naturalisation fee, plus any preparation courses, solicitor fees etc.)
• they faced difficulty or were unable to access language training that is no longer freely provided and/or where there is no crèche facility and they are not able to afford childcare
• they are socially isolated as a result of:
  o racism (e.g. in the job market, the hospital, on the street, from neighbours)
  o not speaking English and lacking information about where to learn and how to get to access classes
  o cuts to funding of crèches and childcare

The demands of the test process such as time, money, energy and social capital can make existing inequalities worse and create new challenges.

• http://www2.le.ac.uk/departments/sociology/research/uk-citizenship-process
• http://www2.le.ac.uk/departments/sociology/research/uk-citizenship-process/interim-report

Can you give examples of initiatives and role models that have helped promote a positive vision of British Citizenship within a tolerant and cohesive society?

In April 2017, the Mayor launched London’s Citizenship and Integration Initiative to help Londoners become more engaged in life in the capital. The innovative programme, in partnership with Trust for London and Unbound Philanthropy, will work with boroughs, communities, civil society and employers to improve social integration in the capital. It will support all Londoners to:

• play an active role in the city and decisions that affect them
• access their citizenship and residency rights.

Other examples of initiatives are:

• The Olympics and legacy programme.
• Project for the Registration of Children as British Citizens, which aims to raise awareness of registration and the importance of citizenship, as well as to support and increase the number of children and young adults who register as British citizens.
Mayor’s Peer Outreach Workers

The Mayor’s Peer Outreach Workers (POW) is a group of young people who influence the Mayor’s policies. These young Londoners are aged 15-25 years old and come from diverse backgrounds and life experiences. They are commissioned by the Mayor to engage, inspire and gather the opinions of other young people in the capital. Their work helps to shape the policies, strategies and services that directly affect young people. At any one time, the POWs can lead on up to 15 pan-London projects, which can include:

- piloting new approaches
- working with existing organisations to improve their engagement with young people
- evaluating programmes or services

They emphasise to decision-makers the importance of involving children and young people in policies and strategies. Their projects aim to tackle various issues that young Londoners face, which includes citizenship, and they have worked with refugee action groups to deliver sessions with young people.

The POWs have worked with refugee groups for several years now - promoting social action programmes and positive integration. They supported and helped facilitate a session with young people and CSP and discusses their status and integration.

Other examples of good initiatives can be found in faith groups. Churches, synagogues, mosques, temples and dioceses can be excellent examples of promoting community cohesion through activities such as cooking, gardening and music.