

National Education Consultation Report 2021.

**Building
forward
together.**



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Executive Summary.

This short report makes the case for education to be one of the key driving forces for the long-term economic and social success of our country.

There is a widely held view that urgent work must be undertaken to ensure that the foundations of our education system allow all children, young people and lifelong learners of the next decade to flourish. A long-term vision and plan for the English education system is now seen as a priority if our education system is to successfully recover from the impact of COVID-19.

The aim of the FED is to provide an independent space for stakeholders to come together to discuss, debate and analyse priorities, to promote the benefits of a long-term plan for our education system. Our consultation process highlighted strong support for a 10 year plan captured within a 30 year planning horizon. Such a plan should be in place within 2 years to allow time for an informed process that is not rushed but carefully considered.

A recent national survey across education stakeholders showed that;

- **94% of respondents believed that the English education system would be stronger if it were guided by a long-term vision and plan;**
- **95% of respondents believed that it was time for such a plan to get support from across political parties;**
- **96% of respondents said that a long-term plan needed to be longer than 5 years.**

Without a long-term plan, our education system is prevented from addressing its big issues and from being ready for the big challenges of the future:

- ***The Future World of Work***
- ***Productivity; Climate Change***
- ***Globalisation vs localism***
- ***Increased Global Competition***
- ***Post-Brexit Britain***

Education policy churn has wasted significant resources over the past 20 years and this trend cannot continue, especially in a world where COVID-19 has made the purse strings much tighter.

Education should be more than just knowledge and skills. It has a huge role in ensuring we are a country where the rights of every person are respected; where society values every person and where every person develops the technical and soft skills to make the most of the opportunities available in a global economy.

Building on the first year of consultations, the FED's work programme starting in May 2021 will consist of four national workstreams on:

- ***Establishing the vision – purpose and objectives of a ten-year plan***
- ***Structures to develop and govern a plan***
- ***Place-based approaches to levelling up educational outcomes***
- ***Embedding equity and inclusion in our education system***

These will combine to provide a framework to establish a long-term vision and plan for education in England.



Foreword.

I started teaching in 1994. I was a secondary school teacher and freshly trained in, amongst a few subjects, Computing. As you can tell by the date, teaching Computing was pretty new and not a lot existed in the way of resources or curriculum and so it was a baptism of fire for a new teacher. On reflection, it did give me the best introduction to teaching I could have asked for. The only way I could be the best version of myself for the young people I taught was to collaborate with others, innovate with what I had and constantly seek improvement. These are the principles that have guided my career.

In the intervening years, I have seen some of the finest education systems in the world, up close and personal. and I have been able to work with business and political leaders to understand the pressures that exist in their world. Connecting all of these things up has long been a passion of mine. I always wanted the education I delivered to set the students I taught, up for life. Possibly influenced by my subject, I knew that what they learned needed to be relevant for a life that we weren't yet living, jobs that hadn't yet been imagined and industry that would need them to be ready to start rather than to start all over again after they had left education.


I am a teacher first, but I have also been a leader in education for over 20 years and as such, I know the impact of change. When the ground you stand on is firm, you are confident to improve your surroundings, and your perspective is broad. When the ground you stand on is constantly changing, your focus is on staying upright and your perspective is instantly narrowed. This is the best way I can think of to explain what it is like in the classroom when there is swift change. The master in one curriculum can quickly become the apprentice in another and the impact is felt in the classroom, with our nation's children.

I have seen the good and the bad of policy change and the impact that both have had, first hand. I strongly

believe that if we could truly realise an education system that had stability combined with the agility necessary to keep pace with global change, we could enable our profession to become expert in its craft

Intuitively, I cannot escape a long-held belief that stability and a long-term plan for education would enable a whole profession to join together in realising a nation's potential. The consultation work over the last 15 months has shown us that many people believe this too.

The impact of this past extraordinary year will be felt in ways that we haven't dreamed possible yet and will no doubt colour our lives long into the future. But throughout this time, we have found a way forward, together. Regardless of the challenge; the generosity of the human spirit, the sense of community and the shared focus on moving past Covid has taught us more about our nation than we knew before. Education and the service it provides is about so much more than league tables and performance charts and policies and reports – although they are important – it is a change making community, and when it has a unified vision, it can move mountains.

My grateful thanks go to the FED team who have been so diligent and inventive in driving forward our work, and to the many supporters and sponsors of the FED who have enabled its work in the first place. This report is unique in its construct in many ways – one is in its presentation. Much of our consultation was recorded and so you can view the evidence for yourselves by using the embedded links throughout the report, shown by this icon. 

It is a pleasure to act as the FED Chair and to work with people from across the spectrum of education stakeholders to harness the energy and passion that many voices are generating to help move us forward.

Carl Ward, Chair of the FED

Introduction.

The aim of this report is to summarise the FED's activities and findings in our first year and to set the focus for further analysis and outreach in the next twelve months.

We have given ourselves a three-year mandate to consult with all education stakeholders in a qualitative manner and set out a path to a long-term education plan for England.

The aim of the FED is to provide an independent space for stakeholders to come together, discuss, debate and analyse education priorities with the intention of building a framework that can be used to construct (at least) a 10-year plan for our education system.

Throughout our broad, year-long consultation, a consistent finding has been that such a plan should have a long-term vision for our education system at its heart. This plan should command wide support across the education arena and, most importantly, deliver better opportunities for our children, young people and lifelong learners.

The FED National Education Consultation began before the COVID-19 pandemic and continued throughout 2020 and into 2021. Unsurprisingly, these experiences affected the nature of the conversations held during our consultation. They provided a unique insight into the changing thoughts of the stakeholders in our national education system, recorded as they happened. During the last year, our education system underwent fundamental and rapid change. Our national consultation captured this process which included the journey from analogue to digital learning as well as highlighting the deep social divisions and inequalities that affect the development of our children and young people.

Definitions and scope.

Initially, the scope of the FED's activities covered education from ages 3 to 18, but feedback from our early consultations made it clear that we need a wider 'cradle-to-career' approach that embraces lifelong learning. The following findings represent a broad qualitative analysis of stakeholders across our education system – these include, parents and carers, teachers, learners, education support staff, business leaders, education leaders and politicians.



Why we need a long-term plan for our education system.

A range of in-depth discussions and debates enabled the FED to analyse the position of the English education system and ascertain why our country needs a long-term plan.

The consultation highlighted a strong desire across stakeholders for a long-term vision and plan for education in England.

The consultation launched in December 2019 before the COVID-19 pandemic hit. During our initial consultations it became clear that there was a general desire to establish a long-term plan for education that should be at least 10 years in length. Any such plan should provide stability, with agility, so that the English education system could change when needed.

It was accepted at the time (circa February 2020) that such a change in long-term education planning, although desirable, was hard to achieve and would require significant groundwork work over a period of time, if the approach were to become a reality. However, these opinions have significantly fundamentally changed over the last year.

A long-term vision and plan for the English education system is now seen as a priority if it is to successfully recover from the impact of COVID-19.

Results from our various consultations felt a sense of urgency to ensure that the foundations in place within our education system allowed children, young people and lifelong learners of the next decade to flourish. Caution was raised to ward against making significant changes quickly in order to consider carefully how we safeguard the 'good' to make it 'great' in the future. Stakeholders were forceful in their awareness that any change should be managed carefully to mitigate the risk on children, young people and lifelong learners to prevent the possibility of them becoming collateral damage as we inevitably drive forward to catch up on lost learning.

Evidence has shown that the economic and social certainties that have been the backdrop for Generations X and Y as they make their way in the world can no longer be taken for granted by Generations Z and beyond. Flexibility, agility and resilience need to be built into education.

Findings showed that the historical approach to policymaking and decision taking in education is too fragmented. Consensus was that there was now a need for a collective determination to build towards a long-term vision and plan that will guide the education system for at least a decade.

In March 2021, the FED commissioned a short national consultation questionnaire across education stakeholders. Its findings showed that:

94%

of respondents believed that the English education system would be stronger if it were guided by a long-term vision and plan;

95%

of respondents believed that it was time for such a plan to get support from across political parties;

96%

of respondents said that a long-term plan needed to be longer than 5 years.

An Education Select Committee report in July 2019 called for a ten-year plan for school and college funding. The FED national consultation considered the need for a long-term funding settlement for education and concluded that such an approach would only unlock true benefits for our learners if it was accompanied by a long-term strategic plan. Further to this, the Independent Commission on the College of the Future's report in October 2019 argued that 'government needs to articulate a ten-year vision for education and training'.

More recently, Dame Rachel de Souza, the newly appointed Children's Commissioner, has called for a ten-year plan for children comparable to the country's ambition when the welfare state was created and in a recent speech, Tony Danker, the new Director General of the CBI, set out how we had to put old divisions and ideologies behind us and find a new way for business and government to work together on a long-term economic vision for the country.

This trend has been established in other critical sectors. The NHS works to a national ten-year plan. No less a priority, education also requires the stability and continuity of a long-term plan.

Inside the English education system.

There is much to celebrate in our education system. Our schools and universities are admired worldwide. Our education workforce is much sought after globally and has been the bedrock of our education system's response to COVID-19. The young people who emerge from it continue to play their part in preserving the UK's place among the world's largest and most innovative economies.

Our education workforce consistently demonstrates their resilience and adaptability. There is no clearer evidence of this than how effectively they coped with the challenges presented by COVID-19 and adapted to not just the nationwide remote provision of education, but also the growing demand for social support, as the problems of inequality and poor mental health became more acute.

Despite this, the FED national consultation highlighted frustrations and constraints which hold the system back from constant improvement and development. It also increasingly highlighted throughout, as the pandemic progressed, that there is an urgent need to consider how we break this cycle, and how education can become a catalyst for COVID-19 recovery for our children, young people, lifelong learners and ultimately the success of our country. It was also noted throughout conversations that a long-term plan for education was needed to allow the country to prosper in a post Brexit environment.

Much of the frustration highlighted in debate can be explained by years of historical short-term thinking.

Short-termism is inevitable in a system, where in the last twenty years, there have been eleven Secretaries of State for Education, each one in office for an average of fewer than two years. It is striking how

former post holders now acknowledge that they were themselves frustrated by the lack of continuity. In September, the FED hosted 12 former Secretaries of State in a 2-hour special broadcast to celebrate 150 years of State Education in England (**See Appendix 6**).

The national consultation found that the country's historical approach to education policy setting had resulted in too many short-term policy changes. As a result, too much operational control resides within the political centre.



Our five-year political cycle means that policies and funding are limited to that term and sometimes do not even last that long. This results in a lack of consistency over the course of a person's education.



Children have a 15-year journey in our formal education system – from 3 to 18. This means that a child's education is affected by at least three political cycles and there was some discussion that a long-term plan for education should cover this 15-year cycle.



It was thought that this high rate of change and churn has led to damaging disruption and a lack of evidence to assess the impact over time of individual policies on long-term issues such as social mobility. It was also noted that this policy churn has wasted significant resources and that this trend cannot continue in a world where COVID-19 will inevitably make the purse strings much tighter.

In a recent report, www.edpol.net highlighted the following consequences of this churn:

- **Excessive primary and secondary legislation**
- **A black hole of confusing and often contradictory guidance for school governors**
- **Constant change in qualifications**
- **Teacher dissatisfaction**
- **A revolving door in key government roles: particularly Secretaries of State, junior ministers, and permanent secretaries.**

A range of FED consultation events examined these issues and noted that this instability results in the growing centralisation of decision-making. In turn, this puts more pressure on the civil servants at the

centre, who end up micro-managing issues which could be handled locally. These pressures then impact on the front line, where too much time is spent reacting to decisions made centrally. The combination of centralisation and short-termism is badly suited to a large, complex and non-uniform system with a wide range of different educational structures and pathways.

Other countries are able to adopt a more long-term approach. For example, if we look outside the UK, in the Singaporean Education system we can observe some significant benefits where is structured so that it has long-term planning at its core. This has enabled the creation of some long-term strategies such as the process for curriculum development. This is undertaken on a six-yearly cycle with stakeholders across the education sector being involved in its revision from year 3 ensuring appropriate consultation and, crucially, enough time for schools to prepare and plan for any proposed changes. Similar approaches can also be observed in Estonia. It should be noted that both Singapore and Estonia are high performing education jurisdictions – Singapore is consistently the number 1 performing PISA league table nation, with Estonia the highest performing European (including England) nation in those tables.

Short-termism prevents our education system from addressing its big issues.

Equity: Our education system serves growing numbers of disadvantaged children and young people, perpetuating "the forgotten third" conversation (students deemed destined to fail) in our society. Our consultation found that stakeholders believed that a long-term approach and sustained commitment was a fundamental requirement to narrow the attainment gap and start to address the challenge of declining social mobility and growing inequality.

Technological Change: Our education system needs to move from analogue to digital to keep pace with other leading countries and prepare our learners for the world of work, already being revolutionised by artificial intelligence and automation. Our consultation found that the rapid, forced introduction of widespread remote learning during the pandemic has shown us the way. ● The technological creativity we have seen over the past year must become mainstream and be accompanied by sustained investment in digital accessibility.

Further devolution to cities and regions: Cities and regions will increasingly set, and deliver on, their own economic priorities. Our consultation found that the education system will need to support and take advantage of these local priorities to greater connect with the global marketplace and environment. Greater autonomy will need to be built into our education system to allow place-based approaches to play their part in creating more dynamic cities and regions. ●

Levelling up: All political parties agree that there is a need to address the growing inequalities in our society. Our consultation found that our education system has a critical role to play here, and we need a long-term plan in place for education and for addressing child poverty so that every child and young person has an equal chance to be successful. This will require further investment in our education system which should not be seen as an increase in cost but rather an investment in the future economic success of our country.

Dealing with the consequences of COVID-19.

The FED National Education Consultation took place at a unique time in global history. We believe it to be the only National Education Consultation in the world to capture in a qualitative long-term manner the changing opinions of education stakeholders. Our findings show the COVID-19 pandemic has created a hinge point in our country's education development.

It has thrown into stark contrast many aspects of society, including education. It has greater highlighted the strengths and weaknesses of our current education system and revealed the geographic, economic and technological inequalities that must be addressed if we are to 'level up opportunity in our country'.

While COVID-19 has focussed just how important the role of science and technology is in our world, it has also exposed the challenges around home education and the digital divide as learners had to abruptly switch to online learning.

When curriculums had to go online, many education institutions took up the opportunity to use centrally provided digital education resources, reducing the pressure on teachers to do everything from scratch and freeing them up to provide other critical support to their learners.

Moreover, the pandemic has shone a light on the civic role of schools and colleges as focal points for communities, as the catalysts for engagement, developing in-person social networks, safeguarding and the provision of food.

But most of all, it has shown the real need to address the learning gap which has emerged because of changed education provision. The recent Institute of Fiscal Studies (2021) report set out the following impact of COVID-19 on the future earnings of students:

- **By February half-term 2021, learners across the UK had lost at least half a year of normal, in-person education.**
- **Early evidence already suggests this loss of education is contributing to lower educational progress and skills, particularly for disadvantaged learners.**
- **Existing evidence on return to education would imply a long-run loss in earnings of £350bn.**
- **Even if the efforts by education institutions, teachers, learners, parents, and charities allowed us to mitigate 75% of this effect, the total loss would still be £90bn.**
- **The lion's share of these negative effects is likely to be borne by learners from lower-income families, resulting in a likely rise in inequality over the long-run.**

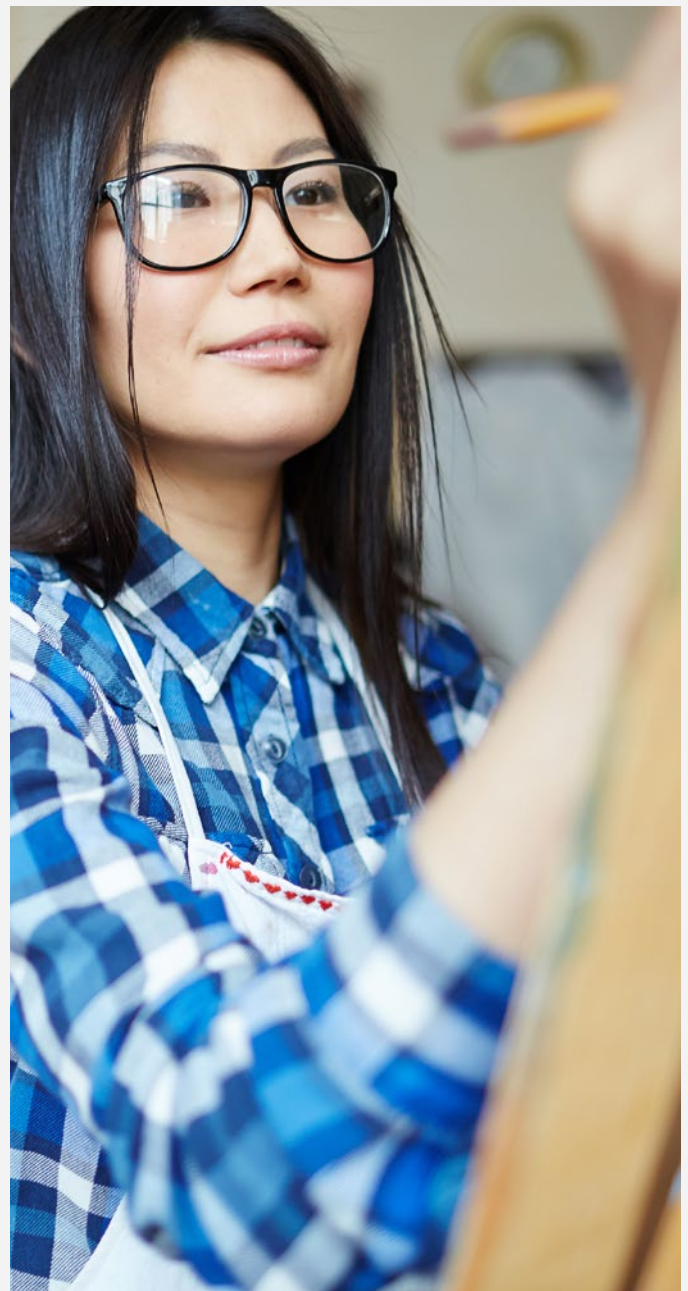
Our consultation findings showed that we need to use the lessons learned during the pandemic to inform the recovery and renewal of our communities. Stakeholders articulated that the time is right to reflect on the challenges of the present and make the sustainable changes required to reform our learners' prospects for the long-term rather than just focus on short-term "catch up".

Being ready for the big challenges of the future.

Our children, young people and lifelong learners are growing up in a world of unprecedented and rapid change. Their education needs to equip them to navigate a daunting set of global and national challenges. The FED National Education Consultation considered these issues in a range of roundtable discussions and they will be considered in more detail in our second year of work. However, it is important to recognise their scale – and that they are already with us.

Our findings show that education must be more than just knowledge and skills.

Education has a huge role in ensuring we are a country where the rights of every person are respected, where society values every person and where every person develops the technical and soft skills to make the most of the opportunities available in a global economy. Our society, our economy and, most importantly, each child, young person and lifelong learner depend on us creating the right environment for a long-term and broad education fit for challenges of the decades to come.



These are some of the themes we need to consider in doing that:



The future world of work: What will employment look like as automation and AI revolutionise or make obsolete existing jobs and create new and different opportunities. Understanding technology, identifying which human/soft skills cannot be replicated by machines and being flexible enough to thrive in the "gig" economy will be the drivers of future success.



Productivity: Our economic productivity remains stubbornly low relative to other leading economies. We will become progressively poorer as a nation if this is not tackled. Improving educational outcomes, year on year will be a major factor in reversing this.



Climate change: This is not just the planet's biggest priority – it will also change the make-up of our economy, with the emergence of green jobs in new green industries. Our children, young people and learners will need to be better stewards of the planet than previous generations.



Globalisation vs localism: We appear to be at an inflection point. The trend of ever more globalisation now looks far less inevitable than at any time during the post-war era. Young people need to be flexible and resilient to cope with this economic unpredictability.



Increased global competition: Our students will be entering a much more competitive world. The UK will need a workforce with the skills to compete with the rapidly developing economies of Asia. Young people and learners will need to be "digital entrepreneurs" in whatever fields they choose.



Post-Brexit Britain: Whatever the arguments around Brexit, we now depend on our young people and learners to make a success of the new post-Brexit environment – with the skills and will to compete, innovate, think outside the box and take risks.

How has the FED gone about its work so far?

The FED national consultation was launched across the spectrum of education stakeholders – the first phase of a 3-year programme.

The consultation comprised the following:



1

Targeted events – from small roundtables through two-day conferences to focus on key themes and start identifying the “landing zone” for a consensus. See Appendix 2 for the initial findings from these events.



2

Virtual themed roundtables with guest speakers, open and free to anyone.



3

Social media campaigns and online surveys to gather additional views and insights.



4

National Education Summit – a 4-day virtual conference, the largest ever held in the UK, developed around four emerging themes from the main part of the national consultation:

(i) Building forward together

How can we move beyond our immediate challenges to create a long-term successful future for our children and life-long learners?

(ii) Building place-based education for long-term renewal

How can long-term place-based strategies strengthen our communities?

(iii) Building a shared culture in our education system

How do we ensure equity and trust become drivers of long-term success?

(iv) Building long-term success into our education system

How can we ensure education becomes the catalyst for social and economic renewal? How can long-term education policy help?

During these consultations events, we have partnered with a wide range of national and local stakeholders including education professionals, educational associations, industry groups, education experts and policymakers, including former Secretaries of State for Education. In our first year many thousands of different stakeholders from various sectors participated. See Appendix 1 for a list of stakeholder groups who participated in our consultations.

Summary findings from 2019-2021 consultation events:

Common principles shared through consultation recommended that our education system would be better served if it were local, social, accessible, stable and flexible.

(i) Local

England is far from a uniform canvas. There are differences in geography that affect the local contexts of educational institutions. These geographical and economic differences require a response at the local level.

Top-down policy has limitations. Metropolitan mayors feel they have little control over local education, with restrictions on the curriculum hindering the alignment of education and skills plans with regional industrial and economic strategies.

The external imposition of centralised policies increases fragmentation and competition. This has been highlighted during the pandemic when in some circumstances local schools have not utilised the opportunity to work together.

In this post-pandemic world, where the importance of community has taken centre stage, the focus must move away from a market-driven, competitive approach and towards cooperation and common purpose.

We need to connect the space between national and regional policy infrastructure.

(ii) Social

Education does not happen in a vacuum. It is contextualised and place-based. Schools have a significant impact on issues such as transport, health, housing, jobs and many more.

We need to break down the silos between community and educational institutions and involve a wider set of voices in a long-term plan for education – including local authorities, social services, local businesses, and careers advice services. This is aligned with the Government's proposal for a pilot on place-based working to test a new place-based model of policy design and delivery, involving greater cross-Whitehall coordination.

Different regions have different education requirements. We need a vision and curriculum that offers choices tailored to different career paths supported by business needs. We need to form a less transactional and more long-term relationship between business and education – at local as well as national level.

With more socially engaged education, employers can help build the local talent pipeline for disadvantaged areas, helping to level up the economy.

(iii) Accessible

Accessibility to education is a multi-faceted issue, but one aspect that COVID-19 has highlighted is the role of technology in education.

On the one hand, the pandemic has exacerbated the divide between 'the haves and have-nots', in particular with inequalities in access to technology, bandwidth, and data for online learning.

On the other hand, it has highlighted the potential of technology as a digital creative to level up the educational playing field and overcome inequalities.

We need further research into how people learn via these digital platforms and how best to use technology to supplement traditional classroom approaches. We must invest in giving teachers the skills to use online learning and assessment to their full potential. The potential of the impact of technology in education require further study.

Education should be accessible and equal for all. The potential of a child should be maximised irrespective of where they live or what their parents / carers do. Nor should the value of a person be judged solely against narrow academic criteria. We aspire to have a curriculum that can unlock the social value of every single learner.

The dichotomy between skills and knowledge is a fallacy. The education system needs to understand and value technical and vocational learning and allow people to develop micro-credentials so they can be agile learners in the future.

A diversified curriculum aligned to regional and economic strategies where all roles are valued will provide opportunities and choices for everyone and will unlock the potential of the country. This will require a special focus on early education, so disadvantages are not 'baked in' at the start.

Accessibility also applies to teachers and support staff. In order to deliver the right curriculum, we must have the right people. But teaching is a shrinking workforce and the profession should be made accessible, attractive and rewarding for people at any age.

(iv) Stable

A successful education system should have a stable foundation. Stability engenders focus, reliability, efficiency, cooperation and trust.

The political cycle is intrinsically unstable. Educational stability requires a long-term plan that commands broad consensus and includes the voices of all educational stakeholders.

To achieve this long-term stability, we should consider a mechanism that stands between the government and educational institutions, acting as both a buffer and conduit. This should be a body which is politically independent and which can safeguard the direction set under a long-term plan.

A stable foundation makes change more palatable and less disruptive. It will enable change to happen on a structural, strategic, cohesive level.

(v) Flexible

A stable foundation should have flexibility to move with the times. Excellence requires constant innovation and change.

England's long-term education plan must be able to respond to crises like COVID-19.

England's education system has been a benchmark worldwide for centuries, but we cannot be complacent. We should be solidly future-focused, while looking back at what worked well in the past and not constantly reinventing the wheel.

We must also avoid parochialism, with a broad, external view that allows us to learn from international success stories.



Some examples of where we might want to look to other systems include:



Denmark with its focus on Early Childhood and Care (ECEC). Significant investment has ensured an almost universal take up of ECEC with 90% of all 1- to 2-year-olds and 97% of 3–5-year-olds attending and undertaking a curriculum shaped around 6 dimensions of learning and personal and social development.



The significant emphasis and investment in technical subjects observed in Austria, Germany and Singapore meaning these subjects are valued across society.



Approaches to Continuous Professional Development for teachers and leaders that have been developed in Ontario focused on ensuring that all practitioners have additional qualifications in teaching those pupils with additional needs or in Japan and Singapore based on Joint Practice Development with teachers working together to improve their own performance.

In considering learning from other countries, we need to be cognisant of the potential dangers of 'policy borrowing' and the fact that practice which works in one context may not easily transfer to another. The principles that underpin good practice however are always useful when reflecting on own current provision.

Next steps.

Building on the first year of national consultations, the FED's second year work programme starting in May 2021 will consist of four national workstreams, which will come together to examine the detail for a framework for the establishment of a long-term vision and plan for education in England. We also commit to expanding our reach and engagement to ensure we capture as many views as possible in as broad a manner as possible.



Workstream 1

Develop a vision, purpose and objectives for a 10-year plan for the English Education system.

Workstream 2

Structures to develop and govern a 10-year education plan which include the development of system architecture that delivers for intelligent, sustainable long-term education policy and planning.

Workstream 3

Identifying different approaches to levelling up educational outcomes and placed-based approaches to generate and sustain excellence in educational outcomes.

Workstream 4

Identifying the most effective frameworks for embedding equity and inclusion in our education system and developing culture, systems and practice to ensure that everyone can succeed.

Appendices.

Appendix 1

Organisations who have engaged with the work of the FED.

We are grateful to individuals and representatives from the following organisations who have engaged with the work of the FED over our fifteen months of consultation.

8billionideas	Besa
Academies Enterprise Trust	The Big Issue
Academy of Womens Leadership	Big Change
Achievement for All	Big Education
Activate Learning City of Oxford College	Big Education Conversation
Airbus	Birch Education Ltd
Allen & Overy	Birmingham Education Partnership
Alma Primary	Bishopsgate School
Alternative Learning Trust	Blackpool Council
Ambition School Leadership	Boundless learning
Anglia Ruskin University	Brookings Institution, Washington DC
Anglian Learning	Browne Jacobson
Ansford Academy	Brunel University
Anthem Trust	Burton Hathow Preparatory School
Association of Colleges (AOC)	Cadent Gas
ARK	Cambridge Assessment English
Association of School and College Leaders (ASCL)	Cambridgeshire & Peterborough Mayoral Authority
Aspire Academies Trust	CAM MAT
Association of Commonwealth Universities	Careers & Enterprise Company
Association of Education Advisors	Carnegie School of Education
Ark Franklin Primary Academy	Carsington and Hopton Primary School
Astrea Academy Trust	Castle Schools Education Trust
Avec Partnership	Catholic Education
Bamed	Confederation of British Industry (CBI)
Barclays Corporate/Northern Powerhouse	Central Co-operative Learning Trust
The Beacon	Centre for Family Research
Belmont, Mill Hill Preparatory School	The Centre for Social Justice

Century Tech	EDSK think tank
Challenge Partners	Education Partnerships Group
Changeboard	Education and Employers
Charlton Park Academy	Elevate Multi-academy Trust
Chartered College of Teaching	Entrust on behalf of Staffordshire County Council
The Charter Schools Educational Trust	Envoplan
Chatsworth Schools	Education Policy Institute (EPI)
Children's Commissioner's Office	ESF
Christ Church CE MAT	Excalibur Trust
Church of England	Exeter University
Citizens UK	Fair Education Alliance
City & Guilds	Faculty of Education, Cambridge
City of London Corporation	Fettes College
City Skills	Furness Education Trust
Clifton College Preparatory School	Gateway Qualifications
Cognition Education	Gatsby Foundation
The Collaboration Partnership	GCSE Pod
The College of Maths	Girl Schools Association
Confederation of School Trusts	GL assessment
Co-op Academies Trust.	Goldman Sachs
Copyright Licensing Agency	Google
The Country Trust	Gregson Family Foundation
Courageous Leadership	Greater London Authority
CPAG	Greater Manchester Combined Authority
Creative Academies Network	Greenville LNG Co Ltd
Cressex Community School	Han University of Applied Sciences , Netherlands
Darwin Group	Harlow College
Delivery Associates	HE Funding Council
DfE Department for Education	Here East
Dukes Secondary school	HertsCam Network
Dulwich College	Hewlett Packard
East Learning CIC	HMC
Eastergate Primary School	Horizon Consultancy
Eden Academy Trust	Hertfordshire LEP
Edge Hill University	ICAEW
The Edge Foundation	Impact Trust
Education Endowment Fund	Independent Commission for the College of the Future
EDT	Independent Schools Association
Edtech	Independent Schools Council
Edpol	Incorporated Society of Musicians

Inspire Group	McKinsey & Company
InspirED Associates Ltd	The Mead Academy Trust
Inspirational Learning Group	Microsoft.com
Inspiration for All	Middlesex University
Integrity Coaching	Middlesex Learning
Interserve	Milton Keynes College
Institute of Business Leadership (ISBL)	Milton Road Primary School
ISPB – Innovation Nottinghamshire	M1nd CIC
Jaffa Foundation	Mitten Clarke
Keele University	Morgan Sindall
Kelsall Primary & Nursery School	Mounts Bay Academy
Kent Association of Headteachers	Mueller Charter School
Keypath Education	Munby Education
The Key	National Association of Headteachers (NAHT)
Kidderminster College	NASUWT
Kingsford Community School	National Talent Academy
Kingston College School	The National Academy
Kingsmeadow School, Gateshead	National College of Education
Knightsbridge School	National Literacy Trust
KPMG	NCFE
Langdon Academy	Nesta
Lawrence Sheriff School	NetSupport
Leadership Learning South East	Newcastle college
Leeds Beckett University	New Schools Network
LEGO Foundation	New Scotland Hill Primary
LIFE Education Trust	National Foundation for Educational Research (NFER)
LIVE	National Governance Association (NGA)
Liverpool John Moores University	NISSAN
Local Government Information Unit	Nottingham College
London Borough of Hounslow	Northern Education Trust
London Borough of Newham	Northern Powerhouse Partnership
London Chamber of Commerce	Nudge Education
London First	NUS and SOS-UK
Luton Council	Oak National Academy
Makana leadership	Oasis Academy MediaCityUK
Makers UK	Oasis Charitable Trust
Marches Trust	Oasis Community learning
Maiden Earleigh Trust	OECD
Maritime Academy Trust	OfQual
Marjon University Cornwall	Ofsted

Old Palace Primary School	The Skinners' Kent Academy Trust
One Education	Slough and Eton CofE Business and Enterprise College
Open Awards	Soha Housing
Open Data Project for Schools	South-east Sector-led Improvement Partnership
Oxford University Press	Speakers for Schools
Parentkind	STEM Learning
Park High School	St Edmund's Catholic Primary
Partnership for Jewish Schools	St. Catherine's British school, Athens
Pearson	St George's House, Windsor
The Pioneer Academy	St George's Weybridge
PLMR	St Hugh's School
Policy Exchange	St John the Baptist CE Primary School
Power2	St Joseph's Catholic high School, Workington
Prince's Gardens Preparatory School	St Mary's School Gerrards Cross
Public First	St Swithun's School, Winchester
Pupil Power	Staffordshire University
Queen Street Group	Stoke on Trent Council
Redhill School	Stoke and North Staffs CEP
Rescue Our Schools	Strategi Solutions
ResearchED	Stratford Girls' Grammar School
Restart-Ed Ltd	The Studio School
Right to Succeed	Suffolk and Norfolk SCITT
RM Resources	Suklaa Ltd
Romero Catholic Academy Trust	Sumo Group
RSL awards	Sunderland College
RSPB	Sunderland University
Said Business School, University of Oxford	Sutton Trust
SATIPS	Swanbourne House School
Scarisbrick Hall school	Tap2teach
The Scouts	Teach First
School 21	Teach the Future
School Library Association	TeachVac
Schools Together Group	Tees Valley
Selby College	TES
Shape Education	Time for Change
Sheffield Institute of Education	Tove Learning Trust & Wootton Primary School
Sheffield Hallam University	Trafford Council
Shine Trust	Training in Care
Shuttleworth College Burnley	The Tutor Trust
SiG Futures	Thirteen Group

Thomas's Battersea Square	Westward House School
Centre for transformation of schools UCLA.	Whole Education
UCL	Windsor Academy Trust
University and College Union (UCU)	WISE
The UK Innovation Corridor	WJEC
UKI	Woodard Academies
UK Youth	Woodland Academy Trust
University of Cambridge	#WomenEd
University of Gloucestershire	Worldskills UK
Voice 21	Workforce Transformation Solutions Ltd
Wales High School	Youthforce
Workers Education Association (WEA)	Youth Employment UK
Weaving Lab	Youthforce
Wellspring Academy Trust	Central YMCA
West Midlands Combined Authority	YMCA Awards
Westminster City Council	YHA

Appendix 2

Findings from the initial round of consultations (Dec 2019-March 2020).

In the initial three months of the FED consultation, our targeted sessions identified the following areas for further study:

- We need a cross-sector, long-term vision for education that empowers future generations and unlocks the country's potential in a post Brexit, post Covid-19 world.
- At a regional and local level, we need education to be a stronger catalyst for building economically successful communities with education, business, and government, and becoming even more fully connected.
- The Covid19 crisis has impacted our economy and our society. Education has a key role to play in helping our country rebuild and respond to the need for regeneration and employment.
- Learning from successful national and international interventions and approaches, in a creative and agile manner, is vital for our education system to continue to improve.
- Our education system requires agreement on a shared pathway, built on equity and trust. We must find a way for the whole system to embrace these values and this direction, in order to aspire to world class outcomes for all of our children and young people.

Appendix 3

FED Advisory Council & Trustees.

Gavin Anderson	Managing Director Europe, Middle East, Africa	Cognition Education
Mark Anderson		ICT Evangelist
Deborah Annetts	Chief Executive	Incorporated Society of Musicians
Professor Anne Bamford OBE	Strategic Director Education and Skills	City of London
Mike Buchanan	Executive Director	HMC
Jim Carrick – Birtwell	CEO Founder	Future Talent Group
Dame Julia Cleverdon DCVO CBE	Deputy Chair	Fair Education Alliance
Sir Mick Davis	Chairman	MacSteel formerly Chief Executive Conservative Party
Wendy Dean *	Founder CEO	Strategi Solutions Group Ltd
Jonathan Douglas CBE	Chief Executive	National Literacy Trust
Kirstie Donnelly	Chief Executive	City and Guilds Group
Paul Drechsler CBE	Chairman	London First
Vivienne Durham	Chief Executive	Girls' School's Association
Dr Karen Edge	Reader in Educational Leadership	UCL Institute of Education
Jason Elsom	CEO	Speakers for Schools
Craig Fenton	Strategy & Operations Director	Google UK & Ireland
Professor Fiona Forbes *	CEO and Founder	ConfigurED
Sam Freedman	CEO	Education Partnerships Group
David Gallagher	Chief Executive Officer	NCFE
Professor Philip Garner		Brunel University London
Nigel Genders	Chief Education Officer	Church of England Education Office
Dr Clare Gerada MBE		NHS
David Gregson	Chairman	The Gregson Family Foundation
Hugh Greenway	CEO	Elliot Foundation
Claudia Harris	CEO	Makers
David Harkin	CEO	8billion ideas
David Jaffa	Founder	National Talent Academy
Joysy John	Formerly Director of Education	Nesta

*Board Member and Trustee

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Emma Knights OBE	Chief Executive	National Governance Association
Priya Lakhani OBE *	Founder CEO	CENTURY
Ian Livingstone CBE *	non Executive Chairman	Sumo Group plc
Nick Mackenzie *	Partner	Browne Jacobson LLP
Richard Merriman	Co-Founder	Time for Change
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Dr Steve Munby CBE	Chair	Teaching Awards Trust
Rajay Naik	Chief Executive Officer	Skilled Education
Wayne Norrie	Chief Executive Officer	Greenwood Academies Trust
Lamide Odanye	Co-Founder	LIVE
Ndidi Okezie OBE	CEO	UK Youth
Roger Outwin Flinders	Co-Founder	Time for Change
Kerry Jane Packman	Executive Director of Programmes, Membership and Charitable Services	Parentkind
Raksha Pattni	National Partnerships Director	Ambition Institute
Claire Paul MBE	Director of Leadership and Career Development	BBC
Professor Dame Alison Peacock	Chief Executive	Chartered College of Teaching
Vivienne Porritt	Co- Founder	WomenEd
Laura Jane Rawlings	CEO	Youth Employment
Jonathan Slater	Formerly Permanent Secretary	Department for Education
Annika Small OBE	Co- Founder	CAST
Professor Samantha Twistelton OBE	Director	Sheffield Institute of Education at Sheffield Hallam University
Patrick Wall *	Founder	Edpol.net
Carole Willis	Chief Executive	National Foundation for Educational Research (NFER).
Lord Young of Graffham		
Bukky Yusuf	Thought Leader	EdTech Leadership Group.

*Board Member and Trustee

Appendix 4

FED Education Leaders Council.

Charlotte Avery	Headteacher St Mary's School Cambridge	Independent
Hardip Begol	CEO Woodard Academies	Trust
Thatmina Begum	Headteacher Forest Gate Community School	Secondary
John Camp	Chief Exec Compass Partnership of Schools	Trust
Tim Coulson	Exec Headteacher Unity Schools Partnership	Trust
Susan Douglas	CEO Eden Academy Trust	Special
Ruth England	Headteacher, Shuttleworth College	Secondary
Graham Feek	Deputy Chief Executive Greenwood Academies Trust	Trust
Allana Gay	Headmistress at Vita et Pax Preparatory School	Independent
Richard Gill	CEO, ATL P MAT	Trust
Professor Qing Gu	Director of UCL Centre for Educational Leadership, Institute of Education	University
Rowena Hackwood	CEO, Astrea MAT	Trust
Tara Hanley	Deputy Head St John's School Leatherhead	Independent
Professor Alma Harris	Swansea University	University
Matt Jessop	Head Teacher at Crosthwaite C.E. School	Primary
Mark Jordan	CEO, Creative Education MAT	Trust
James Kempton	Chair, Oldham Opportunity Area	Opp Areas
Dr Peter Kent*	Headteacher Lawrence Sheriff School	Secondary
Simon Kidwell	Headteacher Hartford Manor Primary School	Primary
Al Kingsley	RSC Headteacher Board, MAT Chair	Governance
Sir Steve Lancashire	CEO Reach2 Academy Trust	Trust
Roger Leighton	Chief Executive Partnership Learning	Trust
Sarah Lewis	CEO Langley Park Learning Trust	Trust
Dave McPartlin	Head Teacher at Flakefleet Primary School.	Primary
Dan Morrow	Trust Leader & CEO Dartmoor Multi Academy Trust	Trust
Stephen Munday CBE	Chief Executive of The Cam Academy Trust.	Trust
Jane Nolan	Primaries Development Coordinator at Ormiston Academies Trust (OAT)	Primary
Matt Silver	Headteacher, Shaftsbury High School	Independent SEND
Rae Snape	Head Teacher Milton Road Primary School	Primary
Clemmie Stewart	Senior Head of Prep Schools Surbiton High School	Independent
Anna Trethewey	Head of Strategy Ofsted	Ofsted
Carla Whelan	Oakmeadow CE Primary and Nursery School	Primary
Mark Wilson	CEO, Wellspring Academies	Trust

*Chair

Appendix 5

FED National Ambassadors.

Lord John Bird MBE

Lord Karan Bilimoria of Chelsea CBE DL

Dame Julia Cleverdon DCVO, CBE

Professor David Hopkins

David Jaffa

Andrea Jenkyns MP

Dame Sue John

Baron Jim Knight of Weymouth

Ann Limb CBE DL FRSA

Lord Rami Ranger CBE

Ed Vainker OBE

Les Walton CBE

Rebecca Winthrop

Appendix 6

FED Events and Videos.

1. Fedspace Round Tables 2019 – 2021

Thinking long-term – how, what and why?

The dangers of shorttermism have been highlighted in any number of recent reports.

Thinking long-term – how, what and why?

Structures and accountabilities

Stronger communities:

How might long-term local planning help built socially and economically stronger communities.

Stable yet agile.

How do we build a sense of stability into the education system while ensuring we can be responsive to changing times?

Connectivity and Cooperation –

How can we configure a system that is built on connectivity, cooperation and a sense of common purpose?

In conversation with **Andreas Schleicher with Karen Edge.**

Building a world class online learning and assessment system. With NCFE

Vocational education: is this the moment finally for change? With NCFE

Think global, build local.

Addressing educational disadvantage in secondary schools –

a long-term vision for education. with Northern Powerhouse Partnership

20 years visions, 10 year plan: a model for long-term change in education

Social mobility 20 years hence and how to start getting there.

To change or not to change? The future of primary education.

The workforce of the future.

Long-term education and skills plans aligned to regional industrial and economic strategies –

developing and delivery a strategy for STEM education. with UK Innovation Corridor

Leaders of the future.

Private Roundtable with National Talent Academy –

Education and The Economy – A Potential Vision for the Future.

We're all in it together: Breaking barriers in a long-term vision for education.

With Time for Change

Education and skills for a post-Covid economy: building a long-term vision and plan.

With London First

Roundtable Takeaways – Long-term education & skills plans aligned to regional industrial and economic strategies

<https://bit.ly/3spjoHK>

Roundtable Takeaways – Primary and Early Years Teaching

<https://bit.ly/39M3JN9>

Roundtable Takeaways – What kind of people, what kind of leaders? Vision and planning for the school workforce

<https://bit.ly/39ECYKE>

Further Thoughts on the FED Round Tables

<https://bit.ly/3gf7Tk3>

How one attendee sees the benefits of attending FED round table consultations

<https://bit.ly/3gkvhMT>

2. FED Consultation Workshops at St George's House, Windsor Castle

2/3 December 2019

26/27 February 2020

7/8 December 2021 – FED Strategic Reference Group – Virtual Windsor Meeting

3. FED – “In Conversation with..” series

Dr Rebecca Winthrop <i>'In Conversation With'</i> Carl Ward	https://bit.ly/2Zagnz3
Professor Dame Alison Peacock <i>'In Conversation With'</i> Carl Ward	https://bit.ly/3azVS44
Ndidi Okezie OBE <i>'In Conversation With'</i> Carl Ward	https://bit.ly/3cciMB7
Professor Sam Twiselton OBE <i>'In Conversation With'</i> Carl Ward	https://bit.ly/2LUHCL0
Kirsty Donnelly MBE <i>'In Conversation With'</i> Carl Ward	https://bit.ly/3qw13Zs
Diana Osagie discusses the importance of teams, relationships and coaching with Alastair Falk	https://bit.ly/39130XF

4. FED 150th Anniversary of State Education Launch.

Fed150 Looking Back, Moving Forward. Why Education is so Important to me. <i>Gavin Williamson</i>	https://bit.ly/3fXQWYU
Fed150 Looking Back Moving Forward. A message from Education. <i>Prof Dame Alison Peacock</i>	https://bit.ly/2Vq68ot
Fed150 Looking Back, Moving Forward. 10 Characters who shaped the Education system. <i>Carl Ward talks with Sir Michael Barber.</i>	https://bit.ly/2Jvvq1Q
'10 Characters who shaped the Education system' – a study by Sir Michael Barber	https://bit.ly/2RFnnDD
Fed150 Looking Back, Moving Forward. A message from the Third Sector. <i>Dame Julia Cleverdon</i>	https://bit.ly/2Vl0V1d
Fed150 Looking Back, Moving Forward. A message from Business. <i>Lord Karan Bilimoria</i>	https://bit.ly/33yhefq
FED150 'Looking Back, Moving Forward' Education and Lifelong Learning <i>David Gallagher and Lamide Odanye</i>	https://bit.ly/3uTKd8F

5. FED 150th Anniversary of State Education.

'Lessons Learned' – The reflection of 12 former Secretaries of State

FED150 'Can education policy impact on developing character, values and wellbeing?'	https://bit.ly/3wTEphk
FED150 'Why is it so difficult for education policy to achieve social mobility and levelling up?'	https://bit.ly/2QskllE
FED150 'What do you think have been the unintended consequences since the Education Reform Act?'	https://bit.ly/3gdbv5R
Carl Ward <i>'in conversation with'</i> Michael Gove	https://bit.ly/3ttWTD2

6. The FED National Education Summit 2021

Day One

FEDNES Day 1 – Carl Ward Opening Speech	https://bit.ly/3l9wMhf
FEDNES Day 1 – Gavin Williamson Keynote Opening	https://bit.ly/38AqEK5
FEDNES Day 1 – ‘What should be the key priorities for future education thinking?’	https://bit.ly/3dsyTuF
FEDNES Day 1 – Panel Discussion – ‘The end of an ERA’	https://bit.ly/3ldpZ6f
FEDNES Day 1 – ‘Lifelong and online learning – a view from HE’	https://bit.ly/3tjBtIJ
FEDNES Day 1 – ‘Lessons from lockdown’	https://bit.ly/3sssmEi
FEDNES Day 1 – Andreas Schleicher – ‘Priorities for the Future’	https://bit.ly/3qz6uGs
FEDNES Day 1 – Listening to the Future	https://bit.ly/3gy01u9
FEDNES Day 1 – ‘Governance; who has the power, who makes the decisions?’	https://bit.ly/32hTgnR
FEDNES Day 1 – ‘International perspectives’ – Rebecca Winthrop	https://bit.ly/3splW7E

Day Two

FEDNES Day 2 – ‘Education Beyond Physical Space’ with Al Kingsley & Charlie Radman	https://bit.ly/3rlJ8zr
FEDNES Day 2 – The Possibilities of Place Ann Limb/JC	https://bit.ly/3uMQt2a
FEDNES Day 2 – ‘Mayoral perspectives on place based approaches for renewal’	https://bit.ly/3dob0Ed
FEDNES Day 2 – ‘Priorities for long-term renewal in strengthening companies’	https://bit.ly/3suDhO0
FEDNES Day 2 – ‘Civic leadership’	https://bit.ly/2PZPWLH
FEDNES Day 2 – ‘What does the FE White Paper actually say about place?’	https://bit.ly/3ssrNdE
FEDNES Day 2 – ‘Learning to Shape – case study reflections from Ashoka, Citizens UK and ‘isolated’ communities’	https://bit.ly/3uXKRIU
FEDNES Day 2 – Panel Discussion – ‘Opportunity Areas And The Impact Of Place With OA Chairs’	https://bit.ly/3vq97OD
FEDNES Day 2 – ‘Building place based education for long-term renewal’	https://bit.ly/3uMQt2a
FEDNES Day 2 – ‘International perspectives’	https://bit.ly/3wZnCto

Day Three

FEDNES Day 3 – ‘A system based on trust?’	https://bit.ly/3glFp8l
FEDNES Day 3 – Building a culture of equity	https://bit.ly/3eiGvPi
FEDNES Day 3 – ‘Professor Fiona Forbes talks with Carl Ward, FED Chair’	https://bit.ly/3ahT1NT
FEDNES Day 3 – ‘Using careers education to improve social outcomes’	https://bit.ly/3uZO1pd
FEDNES Day 3 – ‘Sir Kevan Collins talks with Carl Ward, FED Chair’	https://bit.ly/3spDRMT
FEDNES DAY 3 – ‘Book Launch – Courageous Leadership, Diana Osagie’	https://bit.ly/3echWUUp
FEDNES Day 3 – ‘Building back fairer’	https://bit.ly/3uWrk5e
FEDNES Day 3 – ‘Including everyone – Building equity into your work’	https://bit.ly/3soGoH8
FEDNES Day 3 – ‘International Perspectives: A look ahead to Global Education Leaders’ Partnership 2021’	https://bit.ly/3x2xyT1

Day Four

FEDNES Day 4 – Panel Discussion – ‘How Can Business Help Make Education Better?’	https://bit.ly/3bCAXPF
FEDNES Day 4 – ‘The four pillars of a long-term plan’ – Fed Education	https://bit.ly/3uUrutF
FEDNES Day 4 – In conversation with David Laws	https://bit.ly/3dvCTdF
FEDNES Day 4 – Q&A Wes Streeting and Carl Ward	https://bit.ly/3uT0tH8
FEDNES Day 4 – How do we achieve more enduring policy	https://bit.ly/3tD2V4w
FEDNES Day 4 – How does Policy Change Happen?	https://bit.ly/2QaLkIR
FEDNES Day 4 – ‘The view after stepping outside the civil service’	https://bit.ly/2RGIfLS
FEDNES Day 4 – ‘Book launch – Playful Curiosity, Craig Fenton’	https://bit.ly/2QaLkIR
FEDNES Day 4 – Fiona Forbes – A Year of Education Reports	https://bit.ly/2QGBA2r
FEDNES Day 4 – Technology for the future	https://bit.ly/2P4AqgY
FEDNES Day 4 – Working together	https://bit.ly/32qaxLF
Staffroom Sessions with the College of Teaching – Trusting the profession: Grassroots movements for change	https://bit.ly/3v3qzXW
Staffroom Sessions with the College of Teaching – Schools leading: Area based models for school improvement	https://bit.ly/3svlzZA
Staffroom Sessions – Developing and supporting the teachers and leaders of tomorrow	https://bit.ly/3v7ya85

7. FED Podcasts & Blogs

What is really in the best interest of the children, staff, and communities we serve? – <i>Nigel Genders</i>	https://bit.ly/3aXA7vo
‘When Toby turns 18 – My hopes for the future of education’ – <i>David Harkin</i>	https://bit.ly/2LkNywq
A generation could be left behind – <i>Lamide Odanye</i>	https://bit.ly/39072A9
A short history of employer engagement: Once more round the buoy or set fair for a better voyage – <i>Prue Huddleston</i>	https://bit.ly/3izYMcC
Looking Back, Moving Forward. A history of social mobility	https://bit.ly/3gha06D
Primary Education – ‘Looking Back, Moving Forward.’ – <i>Dr Jonathan Doney</i>	https://bit.ly/3af4P3B
Working together to address the big challenges in education and skills – <i>David Gallagher</i>	https://bit.ly/3ady4DW
Teacher workforce development is not a ‘quick fix’ – <i>Professor Sam Twiselton</i>	https://bit.ly/3tptdXL
Education – Whose business is it? – <i>Paul Drechsler</i>	https://bit.ly/3gf10ix
Andreas Schleicher Webinar	https://bit.ly/2QwW6md
Podcast: Carl Ward, founder and Chair of the Foundation for Education Development (FED) in conversation with Nick MacKenzie	https://bit.ly/3x9Yd0f

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Who are the FED?

The Foundation for Education Development (FED) is a community interest company established to promote the benefits of a long-term vision and plan for education in England.

Founded in December 2019, it is an independent, non-political, and cross-sector body.

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The need to create a thoughtful, sustainable, long-term approach to the education of our country's young people

Only by doing this can we build a positive, thriving, economically robust and morally driven future.

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