

National Education Consultation Report 2022



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Foreword

The word 'harambee' means 'all pull together' in Swahili. African societies use this phrase to express a powerful idea - that they can solve their shared problems by pulling together via action.

Keep this in mind as you traverse this report; a common purpose, pulling in the same direction, towards the same goal – is 'harambee' possible to achieve for the English education system?

This second National Consultation Report from the Foundation for Education Development (the FED) aims to summarise the ongoing consultation and conclusions that practitioners and stakeholders from across the sector are drawing. This time last year, in writing the foreword to our first report, I shared with you my own experiences working as a teacher and leader, seeing up close and personal leading education systems across the globe and working collaboratively with business and politics. As a result of these experiences, I couldn't escape the idea, and long held belief, that stability and a long-term plan for education would be key to harnessing and unlocking the potential that exists across our communities for the good of our young people and our country.

Whilst the FED are proud to hear the phrase 'long term planning' being used with increasing frequency when education policy is discussed politically, there is still much work to be done to turn that from an idea or a soundbite into actual meaningful practice

The second chapter of the FED's work has focused into delving into the priorities identified in phase one, namely:

1. Establishing a vision, purpose and objectives of a long-term plan for education
2. Considering the system architecture and governance arrangements required to achieve it
3. Understanding place based approaches to better connect regional and national objectives

4. Embedding equity and inclusion to ensure that everybody benefits and succeeds within our education system

Undertaken through a single, unified lens, the FED has continued to examine how long-term planning in our education system can benefit learners and the country and, critically, how such an approach could solve the bigger challenges that we always seem to tweak around the edges but never get under the skin of.

This report represents the idea of 'harambee' for the English education system. It summarises the biggest qualitative consultation of the English education system ever undertaken. Like last year, these findings are the result of thousands of hours of consultation, with many hundreds of stakeholders across a diverse range of events. The FED continues to engage with the broadest range of stakeholders to ensure the full depth of analysis. We are passionate in our intention to have rooted out and removed the barriers to long-term planning, to have achieved consensus where needed and to have unravelled all of the knots that still tie the ineffective and inessential elements of policy and practice to the experience of a child in a classroom in 2022 as well as long into the future.

If 'harambee' in the English education system has us pulling together to achieve a stable, ambitious foundation for our future economy and society, perhaps the words of David Brower, 'we do not inherit the Earth from our ancestors, we borrow it from our children' might help us to remain focused. Ronald Regan is credited as saying that 'a society grows great when old people plant trees whose shade they know they shall never sit'. Keeping our focus sharply on the future of our country, we must never underestimate the impact of the choices we make today. **The FED will finish what it has started and I very much hope that you continue to be a part of our work.**

Carl Ward, Chair of the FED

Executive summary

The Foundation for Education Development (the FED)'s vision is informed by thousands of hours of consultation with many hundreds of stakeholders across multiple events which has delivered a consistent message: we need a long-term strategy and plan for education in England in order to deliver a system which leads to better outcomes for all learners.

The FED's latest survey – part of the largest ever qualitative consultation on education in England – finds that:

- **85% of respondents believe politicians from different parties should work together to develop a shared education strategy for the benefit of children, young people and older learners**
- **88% of respondents believe a range of stakeholders – including parents, teachers, learners, education leaders, industry leaders and politicians – should work together to create a long-term plan for education in England**
- **81% of respondents believe a long-term plan for education should be driven by a politically neutral and independent organisation**
- **The FED's goal is to build on this consensus, providing space and support for stakeholders from across the sector and beyond to come together and work on ideas and proposals for designing and implementing a long-term strategic planning framework for education in England**

- **Such a strategy would help the sector tackle some of the significant intractable issues it is facing, such as a historically short-termist approach to policy-making and the imperative to better prepare our young people for the challenges and opportunities of a rapidly changing world**
- **The current lack of a long-term strategic planning framework means that the education system's journey to world-class is inhibited**
- **Part of the FED's next steps will include pilots to test and refine findings from the FED's consultations, helping to inform the proposed framework and to highlight the key actions required to drive a long-term vision for education in England.**

This report covers the second year of the FED's National Education Consultation. It outlines the progress made running the largest ever qualitative consultation on education in England, working with partners from across the education sector and beyond, we have built a deeper understanding of how some of the intractable economic and social issues of our time are posing significant challenges to our education system. The report includes deep dives into two significant areas: levelling-up and place-based learning; and diversity, equity and inclusion. Over the course of this year, education leaders, experts, practitioners and learners have come together to inform the FED of their work in these areas, sharing what has and has not worked, and what is required to ensure that education meets the needs of **all learners** and of our communities.

Findings from the FED's consultations show that there is much to be proud of in our education system. Our schools and universities are admired by others around the world for their consistent performance and standards. Our education workforce has for many years been sought after globally.

However, there is real concern that the current lack of a consistent and cohesive vision, and resulting failure to put in place a long-term strategy and plan for education, pose a significant risk not only to the learners of today but also to the future prospects of the country as a whole.

The FED's consultations have highlighted the significant challenges facing the education sector. These include not only systemic issues resulting from decades of short-termism in policy-making, but also a pressing and critical need to deliver an education which prepares our young people for the significant challenges they will have to navigate in a world that is changing rapidly.

40% of nursery-age children in schools today will need to be self-employed to have any form of income¹. If we fail to address these issues, we will continue to waste valuable resources and risk failing our students. In a post-pandemic landscape, where two million children are still not in school and 416 children a month are being excluded², this is more important than ever.

Our research has shown that a high quality, equitable, accessible and technologically-rich education is key to the country's future economic and social success³; helping to level-up provision across the country, and address inequalities.

The FED's wide-ranging consultations have delivered a set of consistent and compelling findings which could help achieve this:

- **The country's current approach to education strategy and planning needs to improve if we are to unlock our potential in the face of significant challenges**
- **The country needs an agreed and consistent long-term vision for education and a 'big picture' aspiration to guide national education policy**

- **Such a vision can only be achieved through a long-term strategy and action-oriented plan**
- **A strategic planning framework for education is needed to provide consistency in policy development and delivery. Such an approach will lead to improved outcomes and avoid disruption and flux.**

Findings from the FED's consultations flag that one of the biggest challenges to education in England is its historically short-termist approach to policy-making; a result of being enmeshed in the political cycle. Whilst recognising that this is partly a result of the country's democratic process and particular tendency for centralised decision making, it highlights the need for a new approach to empower politicians and education stakeholders to find solutions to long-term problems.

Many stakeholders shared the sentiment that our education system lacks an effective middle tier which can help to manage the process of policy-making and implementation. This often results in education policy churn and funding shifts that waste significant resources over time. The FED is not trying to define the constituents of this middle tier in this report; simply to point out that many stakeholders feel current arrangements, including DfE regional offices, MATs, Local Authorities and others could be more efficient and effective in achieving their common goal.

¹ <https://www.weforum.org/agenda/2020/04/our-education-system-is-losing-relevance-heres-how-to-update-it/>

² Calculated from <https://www.gov.uk/government/collections/statistics-exclusions#full-publication-update-history> (Data is a combination of permanent exclusion rate and suspension rate 2018-19)

³ https://www.euro.who.int/_data/assets/pdf_file/0007/324619/Health-2020-Education-and-health-through-the-life-course-en.pdf

Last year the FED National Education Survey showed:

94% believed that the English education system would be stronger if it were guided by a long-term strategy and plan

95% of respondents believed that it was time for such strategy and plan to get support from across political parties

96% of respondents said that a long-term strategy and plan needed to be more than 5 years

This is supplemented by findings from this year's Survey, which showed that:

85% of respondents believe politicians from different parties should work together to develop a shared education strategy for the benefit of children, young people and older learners

88% of respondents believe a range of stakeholders including parents, teachers, learners, education leaders, industry leaders and politicians should work together to create a long-term plan for education in England

81% of respondents believe a long-term plan for education should be driven by a politically neutral and independent organisation

The FED's work has highlighted four key building blocks that are fundamental in delivering a long-term strategy and plan for education. They are:

1

A collaborative approach - There is much about education that is commonly agreed, even across different political parties, and the need to build on this and find a cross-party approach to education was a key theme. A spirit of genuine partnership across the education system needs to be fostered to achieve the changes required.

2

A unified commitment - This is needed to solve the challenges facing our education system over the long-term, through the adoption of a long-term strategy and planning approach for education.

3

New tools and processes - The FED's consultations highlighted that the development of a new strategic education body could help empower politicians and the education system to deliver better outcomes for our country, helping to facilitate the active input of teachers, students, parents/carers, Trusts, employers, locally elected leaders, and all others with a stake in education.

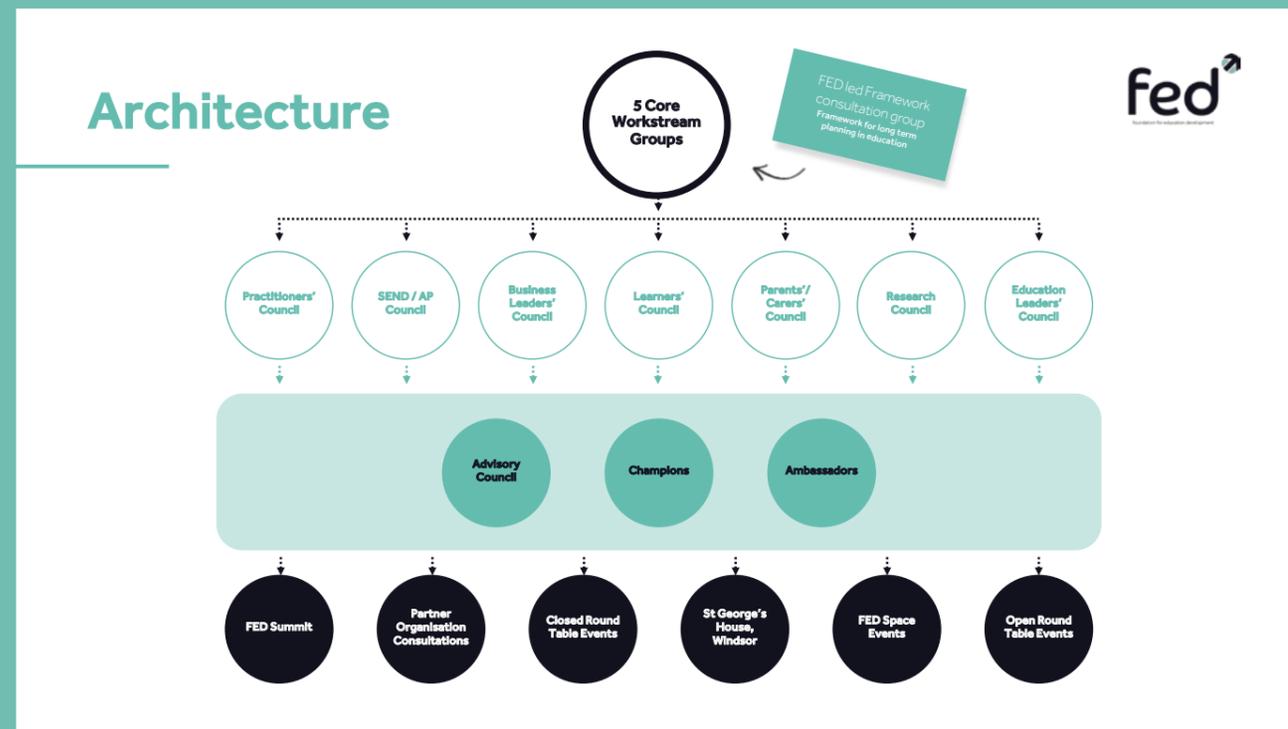
4

Refining the blueprint - The FED's consultations have tested and examined policies and principles that can be used as guidance to help develop a long-term vision and strategic planning framework. We have captured the essence of this work in a draft education strategic planning framework, an initial version of which is shared in the Technical Annex (<https://fed.education/download-fed-national-consultation-report-2022-technical-annex/>) of this report.

Outcomes from this year's consultations will help concentrate our efforts as the FED moves forward to its penultimate year of work.

Introduction

Since the FED's inception, it has partnered with a broad range of stakeholders across the full spectrum of the education sector, including educational professionals, educational associations, industry groups, education experts and policy-makers (including most former Secretaries of State for Education). The FED has also worked with those outside of the field, but who have a vested interest in education: business leaders, charities and NGOs, researchers and, of course, learners and their carers/guardians.



The FED's first annual report, published last year, was focused on introducing the FED and its aims, vision and purpose. We laid out a hypothesis for testing; that there was much to be proud of and celebrate about the English education system, but that some elements of it were not working and that it was our vision that a long-term strategic planning approach to education would help to solve entrenched issues and lead to better outcomes for **all learners**.

Findings from the first year of consultations confirmed this, showing there was widespread belief that our education system would be better served if it was stable, flexible, equitable, accessible, and responsive to local needs and challenges. Also of great importance - as the report was written during the pandemic - was trying to capture what the lessons of that experience have been for the English education system to inform the recovery and renewal of our communities, in which education has a leading role to play. You can read our first-year report at: <https://fed.education/fed-consultation-report-2021-v1>

This year's report is being published as we draw to a close on the second year of the biggest qualitative education consultation that this country has ever seen. We have hosted numerous and highly effective consultation meetings, as well as a range of live events, online surveys, and social media campaigns and initiatives.

Over the course of the last year, our key outreach activities have included:

- 20 workstream meetings involving 100s of experts on varies technical areas under review
- Policy expert sessions with stakeholders, including former Secretaries of State for Education and senior civil servants from a range of departments, including the Department for Education and the Department for Health & Social Care
- Expert witness sessions with leaders in a range of authorities on innovative place-based approaches
- 22 special interest group (council) meetings to consult on findings from the workstreams
- 16 virtual roundtable events (FEDSpaces) involving upwards of 300 contributors
- Workstream and council co-chairs and sector experts in person consultation events to dive deeper into themes.
- The FED education leaders and learners' meetings with the Department for Education, the Treasury, Number 10 and OFSTED
- Transcriptions of all meetings and consultations, plus analysis of all the data from these, to identify emerging themes and further areas for exploration
- These represent thousands of hours in deep, structured and effective consultation with multiple stakeholders across the system.

We would like to thank in particular the 200 dedicated members of the FED's workstreams and national stakeholder councils who have made significant and regular contributions to our systematised consultations this year.

Our focus to date has been on ensuring there has been the widest and deepest consultation possible. Next year the FED will look to supplement findings with research and case studies from the UK and beyond. By the end of next year, we aim to provide a complete and tested long-term strategic planning framework that could be used to further improve the English education system.

Why a long-term strategy and plan for education is needed

There is widespread collective agreement, as well as a real sense of urgency, coming out of the FED's consultations for the need for a long-term vision, strategy, and planning framework for education in England. Stakeholders repeatedly stressed the need to act now to ensure the right foundations are in place for our education system to allow **all learners** to reach their potential and flourish, equipping young people with the knowledge, skills, attitudes and values which will benefit them as individuals in a challenging world, and the country both socially and economically.

“There is a sense that things aren't working as well as they could. A long-term strategy could bring people together; galvanise and inspire people on a journey of hope together.”

Lewis Iwu, Founding Partner at Purpose Union & WS1 Member

The FED believes there are significant benefits to be had in pursuing a long-term vision and strategic planning for education in England. Indeed, there is evidence of such approaches being adopted in other areas of public life. Despite the impact of the pandemic, the Long-Term Plan for the NHS put in place in 2019 has set ambitious targets for moving the NHS forward over the next 10 years. Similarly, calls from the CBI to 'Seize The Moment' and pursue a 10 year-plan to establish a 'competitive, dynamic and future-focused economy in the decade ahead' speak to the importance of a long-term strategic outlook focused on the challenges of today.

There is movement towards longer-term strategy and planning in education and the recently launched 'Opportunity for All' white paper and SEND green papers clearly aim to address the complexity and

fragmentation in England's school system. Such targets are steps in the right direction, but they require a clear direction and a roadmap which is useful and accessible to all parties if they are to be successfully realised. The FED is well positioned to support this work and our in-depth consultations show that a wide cross section of support exists for the need for a long-term strategy and planning framework for education in England that can help tackle some of the complex issues that exist.

i. Historic systemic issues

Our consultations have repeatedly pointed to deeply embedded systemic issues within our education system – especially the historic short-termist approach to planning and the need for cross department approaches to solving deeper issues. Currently, strategic plans for education evolve with the political cycle. As a result, policies and funding are often limited by such. Such short-termism makes it difficult to develop a more equitable system to allow **all learners** to flourish; one which is agile and flexible in its approach to education and the changing world around us, and which can keep pace with technological change.

There is much to be proud of in our education system. Our schools and universities are admired by others around the world for their consistent performance and standards of quality. Our education workforce is sought after globally, and clearly demonstrated their resilience and adaptability in rising to the challenges of the pandemic. In the most recent PISA tests, the United Kingdom for the first time ranked above OECD average in all three foundational literacies: Mathematics, Science and Reading.

But currently, the system is stymied due to years of historical short-term thinking, and such an approach becomes all the more frustrating when one considers the learner. Children in England have a 15-year journey through the formal education system, a period covering at least three political cycles. So, over the course of their experience the education strategy driving their experience could change course at least three times. In reality, this is often far more.

This is why we welcome and concur with the recent calls from The Times Education Commission to place education "at the heart of Britain's future"⁴ and their recommendations for what this could look like, most notably, taking a 15 year long-term and holistic approach to developing an education strategy. It is only by taking such a long-view – and ensuring wide stakeholder engagement in such planning – will real, impactful change to our education system be realised.

One example of this is the introduction of academies – the government is now driving for a fully academised system in the next 10 years. The introduction of academies has created much debate. However, if we analyse it as a policy implementation, it is arguable that it has taken too long to achieve and created too much flux in the system while it has been happening. Academies can be highly effective schools but have suffered from a lack of proper planning behind the approach. As Sam Freedman's paper for the Institute for Government argues, "a move to full academisation – if done in a sensible, planned way, with the consent and support of schools and other stakeholders – can remove many of the obstacles to the successful operation of the system."⁵ We can extrapolate the lessons learned in examples like this to understand why having a long-term vision and pursuing a strategic planning approach towards education is so important.

“How do we support schools to think about designing policy from the classrooms up, not the DfE down, which for me is one of the really big critical points. And in the last two or three years, I think we've seen lots of examples of schools seeking forgiveness rather than permission when they've done really intelligent things... Let's focus on the process and designing good change pathways.”

Sir David Carter, Former National Schools Commissioner & FED Champion

Many of the FED's stakeholders shared the belief that the process of setting education policy has become an anti-productive cycle. Short-termism is inevitable in a system where in the last 20 years, there have been 11 Secretaries of Education, each one in office for an average of less than two years.⁶ Indeed, it is striking that most of the former Secretaries of State for Education we have spoken to throughout our consultations have said they found themselves frustrated by the lack of continuity.

“English education operates below its potential because short-term thinking and rapid policy cycles cause high levels of policy churn. Meanwhile, larger, and more complex decisions are deferred.”

edpol.net, 'Reflections on the policy making process from nine Secretaries of State for Education 1986-2019', Feb 2022

⁴Times Education Commission Final Report, 2022, pg 1

⁵Freedman, S. The Gove reforms a decade on, Institute for Government, Feb. 2022

⁶FED, 2021 report

Short-termism causes instability, which in turn leads to decision making becoming centralised. This is placing an undue burden for frontline delivery on policy-makers who are expected to react and implement rather than focusing on where they could have the most impact: planning to succeed. In addition, national programmes from siloed departments are often imposed on local areas, with insufficient recognition of specific community needs and dynamics.

“Longer-term planning for education in England would be welcomed by teachers. It would reduce uncertainty related to policy and its impact on our daily working lives. Longer-term stability for schools would allow for longer-term planning within school; providing space to work towards goals and manage change. This would benefit teachers and children because of the positive impact on psychological safety, having a positive impact on wellbeing.”

Dr Jess Mahdavi-Gladwell, Co-chair of Practitioners’ Council

We can learn from other systems who have implemented a more decentralised approach as part of a long-term plan. Practice in Canada at the provincial level shows how Principal Councils can refine policy and help to ensure that key priorities from a 10-year plan are taken through consistently to individual schools. Similarly in Germany, the 16 Länder have responsibility for the school portion of the Dual System as well as full-time VET schools. In the Czech Republic, Finland and Estonia, there are local plans with central governance, and in New Zealand they are scaling back from centralisation. In all these jurisdictions the central government has an active role in education policy-making, around issues such as curriculum, assessment, standards. However, in providing greater latitude in other areas, the centre is allowed greater bandwidth to make longer-term plans, consult widely, be more strategic, and bring more stability to the system.

ii. Being ready for the big challenges of the future

We know that the world is changing fast – and will continue to change in the years ahead – but also that society values stability. We find ourselves needing to be increasingly global, but often wishing to be more local in our approaches. The workplace is changing at pace as a result of the digital revolution; 60% of future jobs have not been developed yet and 40% of nursery-age children in schools today will need to be self-employed to have any form of income⁷. As artificial intelligence (AI) continues to develop, those with more traditional skills are becoming vulnerable. The impact of climate change means green skills and new ways of working are of increasing importance. As a service-based economy, ensuring we remain productive and competitive is one of the biggest challenges we face, as well as the difficulties posed by climate change and economic insecurity caused by global conflicts.

⁷<https://www.weforum.org/agenda/2020/04/our-education-system-is-losing-relevance-heres-how-to-update-it/>



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.



Social Cohesion: We know we have more in common than that which divides us. To ensure we have cohesive and productive communities now and in the future, we need an education which encourages curiosity and understanding and where diversity is considered a strength rather than a weakness.

Because the world no longer looks like it used to – and will look different still in the years ahead – it follows that our approach to education needs to flex and adapt. Education is the bedrock under all civic life; it determines the ability each individual has to aspire, to achieve and to flourish, and in turn to contribute positively to society and the economy. We need to ask ourselves what sort of future we want for our society. If we want equity, opportunity, entrepreneurship, creativity, political engagement, cohesive communities, then we need to equip learners with the knowledge, skills, and character to reach these ends.

A significant number of stakeholders across our consultations indicated that they felt that curriculum and assessment frameworks are key in preparing our learners to be effective citizens of today and tomorrow and that a mechanism should exist to review them in a timely manner. Such a review needs to view education as a life-long endeavour which is designed to empower **all learners** to equip themselves with the necessary skills and attitudes to innovate, thrive and succeed.

The FED's national stakeholder councils consistently showed a common thread (Learners' Council, Business Council, Parents and Carers' Council, Practitioners Council, Special Educational Needs and Disability & Alternate Provision (SEND/ AP) Council and Educational Leaders Council). They all called for a 'broader scorecard' against which to judge learners' progress. We tested this in a range of consultation events and found that they received almost universal approval, especially amongst parents and learners. Some suggestions for what should be additionally evidenced during and at the end of a learner's school career are:

- **Technical skills**
- **Social and emotional skills**
- **Creativity**
- **Collaboration**
- **Communication**
- **Character**

“All stakeholders within education have a shared responsibility to create opportunities for all of our children to flourish. The spectrum on which we judge a learner’s progress and celebrate success needs to be broader to encompass and reflect the many skill sets needed for modern society, from technical to communication skills, as well as the academic.”

Donna Moss Seymour, Parents’ / Carers’ Council

Our consultations highlighted that the time is right to consider carefully what we need from our education system so that it can rise to its challenges over the next decade and find the ways to succeed.

iii. Lessons learned from COVID

“We remembered the importance of collaboration; kindness was to the fore for a while when we were all scared.”

Dame Alison Peacock, CEO Chartered College of Teaching & WS1 member

The experience of the pandemic was a reminder that education is about so much more than academic achievement. The central role that education institutions play in our communities – not only as providers of education, but also in their role supporting learners' mental health and well-being, and drawing communities together – became clear. We all saw the importance of working collaboratively with our educational institutions, of having trust in our educational professionals and of aiming towards common goals.

The pandemic also highlighted the rightly celebrated strengths in our education system. We saw that the education system has the capacity to flex and adapt when needed, as new teaching modes and alternative methods of assessment were adopted at pace. We also learnt many important lessons about the possibilities (and limitations) of educational technology (edtech), online, personalised and blended learning.

However, the pandemic also shone a spotlight on the geographic, economic and technological inequalities we already knew were deeply embedded in our country. Nowhere was this seen more clearly than the education system, where the gap between those who have (be it access to technology allowing digital learning, or to social networks to help with basic needs support like food banks, etc.) and those who do not, whose experience showed that within the constraints of our current system, too often it is those who are the most in need that suffer the worst.

“Schools with high levels of disadvantage have experienced higher levels of loss than other schools, particularly in secondary (2.2 months in schools with high rates of free school meal eligibility and 1.5 months in schools with low rates of free school meal eligibility).”

Education Endowment Foundation review of Department for Education, Interim report, 2020/2021

The lack of a long-term strategy and plan has left the education system poorly equipped to manage any actions taken today which may have long-term implications. For example, the roll-out of digital devices during the pandemic (which played a huge role in ensuring as many children as possible got access to education services during lockdown), will now require ongoing maintenance and management which the current system will need to plan and budget for.

“During Covid, 15% of teachers from deprived schools reported that more than a third of pupils would not have electronic access to schoolwork compared to 2% at more affluent state schools.”

Sutton Trust, Covid-19 Impact Brief, School Shutdown, 2020⁸

It is vital we learn from the lessons of Covid to inform the recovery and renewal of our communities. The experience of the pandemic has challenged the historic inertia and sentiment that big changes in education are too hard to achieve. We know now that when it's needed, we can adapt and change the way we do things. We now know we can deliver more personally tailored learning, that technology and edtech can help to do this, and that assessment approaches can be varied to support a more intelligent system.

Sharing the findings from our deep and effective consultations is an important step in the development of a framework for a long-term strategy and plan for education in England and that stakeholders from the family kitchen table to the staffroom, and from the board table to ministerial desks, will understand the need for a long-term plan for education.

⁷<https://www.suttontrust.com/wp-content/uploads/2020/04/COVID-19-Impact-Brief-School-Shutdown.pdf>

Summary findings from 2021-22 consultation

What would be possible with a long-term planning framework?

As we reflect on the second year of the largest qualitative consultation of the English education system ever undertaken - the first of its kind in the world to be created - important lessons have been learned about how we can unlock the potential across our system.

Vision, purpose and objectives for a long-term strategy and planning framework

England currently has a hugely well-respected education system. In order for us to maintain our standing at the cutting edge of education, we need to ensure our system is adapted to effectively tackle the intractable challenges we face. It is the FED's vision that a long-term strategy and planning framework will help to drive an approach to education that leads to world-class outcomes.

“One of the things we do know about educational systems that have made significant progress in the last 20 years is that they have had a long-term plan, but they’ve also had ... more importantly ... a narrative to go alongside it... One of the best examples currently is Ontario that has accelerated up the PISA rankings in the last dozen years or so.”

Professor David Hopkins, Chair of Educational Leadership at the University of Bolton & WS1 member

A long-term strategy and planning framework for education policy in England would be a core feature of the strategic approach required to deliver on this vision. Such a framework could provide:

Greater stability

A long-term strategic planning framework would help overcome historic short-termism in education planning, and the inconsistency and churn of policy-making. It would coalesce a hugely fragmented and complex system by providing an overarching direction.

The benefits of developing long-term strategic plans - and making public commitments to them - can be clearly seen in the effect that they have had in providing strategic direction and clearly defined targets in other complex organisations like the NHS, the Bank of England, and the Government's Industrial Strategy to drive post-pandemic growth. Such commitments can help drive growth and accountability.

Policy collaboration

The need to bring more people together to make a complex vision successful was identified as a vital factor. A system for policy collaboration across stakeholders needs to be devised which can deliver a robust and incisive long-term strategic planning framework to lead world class outcomes.

A pathway to meeting present and future needs

The big challenges of the future are here today. Education needs to address the impact of digitisation and AI, not least on the opportunities for innovation across the system this affords, but also in terms of what these changes mean for the world of work. It is vital that our education system is ready to equip all learners with the knowledge and skills they need to thrive.

This will be impossible without a longer-term planning horizon, which sees not only what is immediately needed, but devises and analyses what might be needed further down the path and to prepare for this. We need not only to teach relevant and important new technical skills – green skills, AI skills, coding skills etc – but also think about how we can use them to improve our education system.

Equally important will be equipping **all learners** with the skills needed to thrive as citizens in the fast-changing and highly-interdependent world of tomorrow. Skilling and reskilling throughout their cradle to career educational journey. There are calls from the industry and business sector amongst others for competencies such as resilience, adaptability, communication, problem solving and team work to be prioritised. LinkedIn has recently identified human-centric skills such as creativity, persuasion, collaboration, adaptability and emotional intelligence as the top five most in demand by industry⁹. And a recent survey by the Commercial Education Trust found that almost three quarters of companies believe their profitability and productivity would rise by at least 25 per cent if new recruits were better prepared for employment.¹⁰ The OECD lists critical thinking, creativity, communication and collaboration as essential workplace competencies¹¹. We can add to this other voices. Young people and teachers acknowledge that human-centric skills are critical for employment prospects.

Joined up policy-making to meet the needs of all learners

Policy needs to meet the needs of **all learners** in education. In a system where 1 in 3 students have sensory processing needs,¹² where over 1.74 million pupils are eligible for free school meals¹³, and where 9% of exclusions are of children with (diagnosed) autism¹⁴, the importance of catering for the whole learner and their specific needs becomes even more important. The needs of learners are often complex and heavily dependent upon multiple other factors, such as health, housing, community support, etc. Therefore, a holistic and joined-up approach to meeting the needs of all learners needs further development.

Education policy-making is heavily siloed, hampering cross-department planning and cooperation at the national, regional, and local levels. A long-term strategic planning framework could help overcome these challenges by providing a structure to the system to strategically manage key components and provide continuity. It will help drive collaboration and provide institutional memory. It could also help build cross-party consensus in key areas. Whilst our consultations found there to be some cross-party consensus on certain areas in our education system, the arguments over the parts where opinion is divided often create a roadblock. A long-term strategic planning framework could help solidify areas of consensus and build a bridge to greater understanding in areas of disagreement.

⁹ Most In Demand Skills 2020 (linkedin.com)

¹⁰ www.thetimes.co.uk/article/times-education-commission-125-billion-a-year-boost-to-economy-cgrgkxs6v

¹¹ Soft skills for the future – Skills and Work (wordpress.com)

¹² https://bmcpneurology.biomedcentral.com/articles/10.1186/s12888-020-02707-9

¹³ https://www.statista.com/statistics/1182077/free-school-meals-uk/

¹⁴ https://journals.sagepub.com/eprint/SPHZBUYJUB5B2JZ8UIQM/full

Deep dive on Workstream 3 – Levelling up and place-based approaches for excellent educational outcomes

Throughout our consultations, stakeholders have made it clear that a balance must be struck between centralised policy-making and developing a more place-based understanding of problems and solutions. This must be done to improve delivery and solve problems in a sustainable manner.

This approach will help with:

- The imperative to level up educational outcomes across England
- Adapting for the plethora of different contexts, assets and challenges that face local education systems and leaders across the country
- How communities own and drive better outcomes for children, young people and adult learners in their areas
- How education and skills providers can better meet the needs of local employers and the local labour market, providing clearer career paths for learners and employees
- How vulnerable children, adults and families engage with a range of local support services and ensure that they can undertake learning and skills acquisition in safety.

It is clear – especially since the pandemic – that huge discrepancies exist in the experience of and provision for education in different geographical areas. These include issues such as the attainment gap between

rich and poor and the additional challenges faced by children from different backgrounds, as well as the need to create the right sort of flexibility at local level and account for regional skills agendas, whilst also considering the needs of a rapidly changing economy.

There is a clear tension that exists between local needs and priorities and centralised education policies. The Government's 'Levelling-Up' agenda – looking at ways to improve equality by narrowing the divergences in areas such as health, education and public service provision – is a helpful initiative to support the necessary first steps on this journey. But the FED believes that this needs to be supplemented by a long-term vision which can deliver a strategic planning framework for education in England. This could be 'place-based', developed in ways to support local regeneration, economic growth and community development.

The benefits of an approach which empowers local 'places' in the planning and delivery of education could include:

- **A better understanding of the specific challenges facing young people and their families in different localities**
- **More accountability, so local leaders are measured on local outcomes**
- **Help to ensure a more inclusive system focused on the interests of all learners within the locality**
- **Better integration with other service providers to ensure a more joined up approach to all the elements that impact on a child's education**
- **A system which has stronger links to – and therefore support from – local communities, building trust in political institutions and resilience to shocks**
- **A system better equipped to take risks and be innovative which has potential to improve outcomes for all learners.**

The enabling factors which would help drive a long-term vision and strategic planning framework for education with a focus on place could include:

- **A mandate to set a vision with clear oversight and governance**
- **Tools and resources to conduct a comprehensive review of what is currently working well and where there are gaps for improvement**
- **Strong, visionary, resolute leadership**
- **An appetite to take risks balanced with strong accountability measures and systems**
- **Agility to respond to learning, new challenges, including agile budget**
- **Clear values underpinning the approach which are well articulated and widely shared**

What could be achieved by a long-term vision and strategic planning framework in terms of addressing some of the socio-economic disparities in our education system

Tackling fragmentation - The links between education, employment and health, and longer, healthier lives is inextricable¹⁵. We need a system that works collaboratively, delivering coordinated multi-agency solutions to support the needs of the whole child. There is much evidence to show that a place-based approach to solving problems which is centrally-coordinated and locally implemented has positive impact. Feedback from the FED's consultations suggest that national programmes from siloed departments are often imposed on local areas with insufficient recognition of community dynamics. As a consequence they can be short-lived because

they are not designed to solve problems in a local context only to get reinvented a number of years later as the problems do not go away. This results not only in inefficient allocation of resources and unnecessary waste, but also, a lack of sufficient evidence to better understand which initiatives have the best impact.

The FED believes a long-term strategic planning framework for education could help to provide the necessary direction and structure for a truly integrated approach.

"When you get to the point that a child needs the intervention of a statutory service, that child becomes a caseload. The last thing that they want to be recognised as is a caseload, what they need is the support of the village. They need trusted, meaningful relationships. We need people who are prepared to support and relate to children in the community. The place of education is important because it needs to link with all the other services."

Joy Madeiros, Group CEO Oasis Charitable Trust & WS2 member

Improved inclusion - Our education system currently permanently excludes 416 students¹⁶ a month. This figure is highly skewed towards those children from deprived areas; the Education Policy Institute found that children who are in care or are known to social services are two to three times as likely to be excluded as those who are not¹⁷.

Attendance and exclusions are good measures for assessing the health of an education system. A long-term strategic planning framework, which is designed to allow local adoption and adaptation to cater for specific needs could better help support all children, including the most marginalised and vulnerable in our society. Such a framework could give greater agency to an enhanced middle tier of management in our education system, empowering them to deliver.

“Essentially, the whole system in terms of the 10-year plan should be about raising the bar and closing the gap so that all children achieve their full potential.”

Ian Thomas CBE, CEO Royal Borough of Kingston upon Thames & WS3 member

Curriculum development - Meeting the needs of life and the workplace are critical. Knowledge and skills for the workplace should be balanced in pre-16 education. The world is changing around us at a fast pace, and the skills and knowledge businesses need from their workers of tomorrow is changing along with it. A collaborative approach to curriculum design is called for; one which is co-created with local employers and may involve the creation of local assessment and credentials within a national framework.

There is strong evidence from the FED's stakeholders that any attempt to incorporate place-based approaches into a longer-term strategic planning framework would need to be firmly rooted in practice. As such, a core output from this consultation was finding evidence in local and regional jurisdictions – like Doncaster, Liverpool, Cambridgeshire and Peterborough – that have taken a place-based approach and managed to deliver strong and improving academic, and equitable outcomes at the same time.



Case study - a successful place-based approach in Doncaster

Doncaster is a post-industrial city in South Yorkshire, and the local authority covers the largest metropolitan area in England. The borough is a 'place of places' made up of over 80 different communities, and comprising of 311, 000 residents.

In years past, it felt like a 'burning platform' in terms of education and skills, with low skills and wages, limited social mobility, economic fragility and a fragmented system resulting in deprivation and an exodus of young people.

Cognisant of these issues and eager to improve, the incoming Chief Executive, Damian Allen, commissioned an independent review of education and skills, led by sector luminaries Professor Sir Tim Brighouse and Dr Ann Limb.

30 recommendations were made and implemented. This was further reinforced with the creation of the Doncaster Promise, an agreement between business and education to support and build a growing, productive and inclusive local economy.

Motivated by these successes, Doncaster decided to take further action to improve. In a bold move, they decided not to sit back and let central government lead change but, instead, to 'ask for forgiveness rather than wait for approval' and forge on ahead themselves.

Aided by being one of the Government's Opportunities Areas and by other developments in the sector, they were able to create a long-term improvement plan

stretching to 2030, then 2040. Working with experts locally, nationally and internationally, Doncaster has created a vision for equity and lifelong learning, one that is distinctly local and rooted in the community, but also draws on cutting-edge best practice and new and innovative concepts.

The latest development is the creation of a Talent and Innovation Ecosystem (TIE). This is effectively a new model that further builds on the Doncaster Promise, offering hugely improved opportunities to learners of all ages, not only academically but vocationally. Its aims are ambitious: to support human flourishing in a place where life can be tough, and people are not always able to fulfil their own potential.

Key to Doncaster's ongoing success in raising the attainment, life outcomes and aspirations of young people and the wider community are shared values. 'Team Doncaster' is the fulcrum for this, the combined talents and resources of stakeholders, partners, residents and businesses across all sectors and communities in the borough, characterised by commitment, patience, expertise, tenacity, and a long-term vision.

¹⁵ Health 2020: Education and health through the life-course - en (who.int)

¹⁶ Calculated from <https://www.gov.uk/government/collections/statistics-exclusions#full-publication-update-history>

¹⁷ <https://epi.org.uk/publications-and-research/many-vulnerable-children-excluded-school/>



Deep dive on Workstream 4 - Embed equity and inclusion in our education system so all can succeed

Education should be accessible and equal, so that all learners can fulfil their potential. This aspiration needs to be embedded within the fabric of our education system, but there are challenges on several levels when it comes to equality, diversity, and inclusion (EDI). These include:

- **Assessment inhibits EDI** - The system's premium on academic achievement means learners are judged solely against narrow criteria, with a system that sustains inequalities and does not allow for alternative pathways (be this mainstream, SEND, AP, gifted learners, etc.)
- **Attitudes to EDI need to change** - Difference is too often seen as a deficit rather than an asset. A long-term view needs to be taken to give appropriate provision for learners at appropriate time in their lives.
- **EDI is not role-modelled in the recruitment, training and leadership of the education workforce** - School staff, leadership and policy-making leadership is not diverse – only 0.3% of headteachers are Black, Asian, Minority and Ethnic¹⁸ – leaving learners feeling they are unrepresented and voiceless.
- **The pay gap continues to widen** - Despite the existence of a broad national pay framework, analysis of the School Workforce statistics shows that, regardless of education phase or structure, men typically earn more than women. The more senior the position, the wider the gulf becomes¹⁹.



- **Agencies supporting diverse learners act in isolation** - There are multiple agencies involved in assessing children which currently are poorly coordinated. As a result, assessment takes too long, or learners fall through the cracks.
- **The system is not flexible or timely enough to meet needs** - There are insufficient early measures to address EDI in education, with SEND/AP provision particularly being highly reactive and short-term, and a feeling that, more often than not, crisis point needed to be reached before support could be accessed.

"It has become normal in our culture that things have to go down the hill before someone responds. How to break such a cycle?"

Tina Kayela, Parents' / Carers' Council

What could be achieved by a long-term vision and strategic planning framework in terms of addressing some of the EDI challenges in the education system?

The FED's stakeholders believe the current academic system often sustains inequalities and embeds a traditional approach and established hierarchy that is outdated and unfit for modern society. We need a system which recognises that success looks different for all sorts of people and which is designed to support this.

"There is a lack of diversity at senior level, this has to be addressed to create real change. The most disadvantaged young people don't feel heard. They keep being told they are being listened to and that there is more opportunity, but their day-to-day experience doesn't match up."

Carol Shepherd, Leadership & Education Consultant & WS4 member

A long-term vision and strategic planning framework for education in England could help by embedding some fundamental EDI themes within the system, as well as providing the mechanism for the 'levers' needed to help solve them. These include:

Overcoming the inspiration deficit: A lack of opportunities, inspiration and motivation are significant issues affecting education, particularly in deprived areas. The importance of young people seeing others like themselves in positions of leadership and authority cannot be overestimated. Currently one-third of British students are from ethnic minorities compared to 0.3% of headteachers²⁰. Education at the moment does not reflect society, and as a result, many learners do not believe certain opportunities are for them or have confidence that they could succeed in the process. A long-term vision and strategic planning framework and plan for education could help in terms of setting, monitoring, and reviewing necessary targets to ensure the system is delivering such opportunities, inspiration and motivation that are currently in short-supply.

"If you don't have opportunity outside the education system, don't be too surprised if you don't have much ambition or aspiration within the system."

Parminder Singh Garcha, Senior Responsible Officer-Adult Education, Cambridgeshire & Peterborough Combined Authority & WS3 member

Possible levers for untapped opportunities: Young people need to have access to spaces and networks to realise their potential. More needs to be done in terms of local enrichment options (exchange trips, work experience, careers guidance, volunteering and social action opportunities or leadership role models) to support them.

¹⁸<https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/school-teacher-workforce/latest#by-ethnicity-and-gender-headteachers-only>

¹⁹Men earn on average 2.4% more at classroom teacher level but a staggering 12% more (on average) than women headteachers. The difference by age 60 and over reaches £17,334. Vivienne Porritt on behalf of WomenEd, Closing the Gender Pay Gap in Education: A Leadership Imperative.

²⁰<https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/school-teacher-workforce/latest#by-ethnicity>

“Most young people that go to state schools like I did get bored of school. This is not due to the fact that they’re lazy, rude or being difficult, but because the opportunities that are presented to them aren’t ones that really move the needle for them in regard to motivating them to want to get the best grades that they can. The environments that we are able to access aren’t ones where we really want to be or that will raise our aspirations. We need to ensure that students from state schools get to see the kinds of things that independent school students get to see like exchange trips, work experience and careers guidance just to name a few.”

Jonas Andrew-Phillip, FED Learners’ Council

Multiple progression pathways - Current targeted outcomes in the system are too restrictive to accurately assess progression in an inclusive manner, favouring a specific type of student and marginalising others. We need a system with multiple pathways which maximise the potential of all learners everywhere.

“Personalisation is critical if we are serious about inclusion and equality. We batch kids up by date of manufacture and push them through school at the same pace. Are we measuring the right things in the right way at the right time? There is no personalisation of assessment - we need to challenge the paradigm and dogma which compares only like for like.”

David Gallagher, CEO NCFE & WS4 member [1]

Possible levers for multiple progression pathways: Bridge the digital divide to open alternative pathways of progression and ensure all young people can access high-quality education. Develop more responsive assessments and a 'broader scorecard.' Change the line of assessment; find multiple benchmarks to show progression, with both skills and character assessment included. Ensure technical, vocational and socio-emotional learning is equally valued.

“I want my children’s encounter with our educational systems to recognise, reward and celebrate the total child. This will help to truly prepare them to be global citizens: the end goal that I also desire.”

Beverley Wong, Parents’ / Carers’ Council

Proactivity - To overcome the insufficient early measures to address EDI in education, we need a system that is underpinned by an agile and innovative infrastructure, which plans and does not fall back on ‘reactive’ interventions.

“Diversity starts with the data; to understand systemic, operational and the ‘every day’ little big things that make, break or create an inclusive educational experience for all stakeholders, we need to understand our cultures, the impact of our decisions, our blind spots, then evidence our progress and crucially bring in a diverse and collective education including those with who have the expertise and lived experiences.”

Nic Ponsford, Co-founder & CEO of the Global Equality Collective & WS4 member

Possible levers for proactivity: Better use of data would help with a more proactive approach to EDI, offering benchmarked approaches to EDI.

Collaboration - The system is currently fragmented and poorly coordinated. We need a system that supports better collaboration and bottom-up engagement between educational institutions and wider society, including grassroots organisations, to embed EDI, whilst also retaining local, place-based approaches.

“For successful EDI strategies, there needs to be greater collaboration across business, government, education, and civil society. This could take the form of private-public partnerships, local business engagement or social impact bonds.”

Joysy John, Edtech Entrepreneur, ex-Director of Education at Nesta

Possible levers for collaboration: A more joined-up approach is available to families, including the voluntary sector and other agencies, with a view of the ‘whole child’ at the centre. Engagement as core to any planning framework, taking a bottom-up approach to drive lasting change. Greater support for CAMHS is provided through any framework.

A long-term vision and corresponding strategic planning framework for education could help to embed some of these themes and solutions:



What a long-term strategic planning framework for education in England could look like

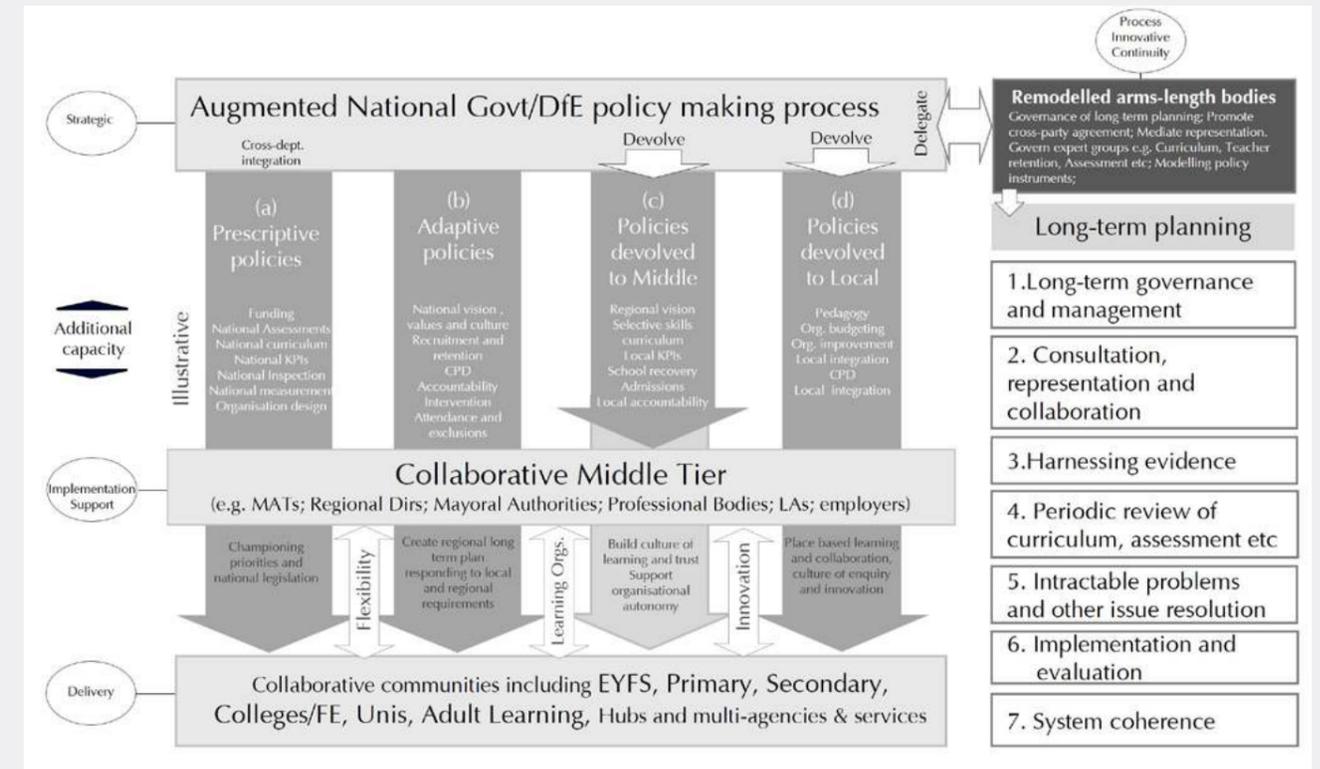
Part of the FED's work during the past year has been to envision a long-term strategic planning framework for education. If implemented, it could provide a mechanism to help solve some of the biggest challenges of our time, simplify one of the most complex education systems that exists in the world, and provide a framework that can help our education system to become world leading – in turn, allowing our country to maintain its competitive advantage.

Such a strategic planning framework would enable the government to set strategic direction and work with stakeholders to create and deliver a plan for sustainable delivery and growth. It would have mechanisms to measure, monitor and assess impact. The framework would provide stability, efficiency, flex and innovation at different levels and would facilitate trust and command buy-in between stakeholders. Recent experience has shown that we need a system and framework which is responsive to 'shocks' – a system which is stable yet agile.

The following long-term strategic planning framework is in the initial stages of development. Further information and outline proposals can be found in the Technical Annex (<https://fed.education/download-fed-national-consultation-report-2022-technical-annex/>) to this report. In the next year we will work to develop this further.

The framework will address the following key questions:

- i. **Which areas of education** (curriculum, assessment, inspections, admissions, teacher development, etc.) should be prescribed from the centre and which should be delegated to other institutions, such as a new national strategy organisation, or devolved to an empowered middle tier, including Multiple Academy Trusts (MATs), professional organisations, and regional institutions?
- ii. How key areas of education such as curriculum, behaviour or assessment **should be reviewed** on an agreed schedule (five years, seven years, and so on)? Should these reviews be supported by expert groups, who have the capability to gather, analyse, and use evidence to better understand system dynamics, and to develop coherent systems and **robust governance** over the process of long-term planning?
- iii. How could the new national strategy organisation and strengthened middle tier be developed and organised to implement a long-term planning framework? Could it support new **collaborative forums** and processes to break down **intractable problems** and provide more enduring policy solutions?
- iv. How can complex challenges that run across **many policy areas** and organisational interests be addressed more successfully in a formal and structured way? Would an agreed cross-party process ensure that deep and wide-ranging challenges are tackled in a



consistent manner, one that outlives the tenure of a Secretary of State or government?

The above framework, explored further in this report's Technical Annex (<https://fed.education/download-fed-national-consultation-report-2022-technical-annex/>), explores how government can develop strategic approaches in education so that our country can more effectively tackle the big challenges.

This framework provides an opportunity to envision an education ecosystem that builds and joins up the implementation of system adaptations over the last decade – such as MATs, Regional Directors, Mayoral Authorities and so on – that have all injected additional expertise and energy into the system. It provides an outline solution for a national long-term strategic education planning process. It considers the issues of where it might sit and what it might look like; and the governance of a long-term plan for education, including agreed processes for policy planning and forums for representation.

Next steps

The FED has been extremely fortunate to have received contributions from key voices across the education sector – from Secretaries of State giving their insights about policy and processes, through to parents who have been on the frontline of home-schooling in recent years, to the key beneficiaries of the system: learners. Bringing together their collective experiences and insights means we now have a rich set of qualitative data – the first of its kind – with which we can move forward with purpose.

The next phase of the FED's work is already underway and will be focused on:



Identifying best practice - Streamlining our workstreams to focus on identifying best practice examples of where long-term approaches have worked well, both in the UK and beyond, targeted on identifying points of data and case examples that can be used to inform and support our recommendations.



Advocacy - Using our findings to advocate for a change to education planning by leveraging our information and research to contribute to the public debate on education.



Design - Building out on our set of recommendations to support a vision for a longer-term strategy and planning framework through piloted case studies and the design of new tools and processes to support long-term collaboration, and looking at implementing models to support this approach.

The FED continues to be driven by the view of how education, focused on early years through to 18 in a context of life-long learning, can work for the good of society, the economy, the country and **all learners** everywhere. The FED will report again next year on our progress as we continue to build towards a long-term vision and strategic planning framework for education.

"I ask you on behalf of the young people of this nation for whom school is the only way that the narrative of their lives will change, from a no to a yes, from a maybe to a certainty. They will go on to live exciting and dynamic lives as citizens of this great nation. I ask you to remain confident."

Diana Osagie, Leadership Coach, Keynote Speaker at the FED's 150 Anniversary of State Education

A message from the Learners' Council

It has been a privilege to co-chair the Learners Council with Claire Madzura. The 25 of us in the Learners Council come from every corner of our country and represent 25 different lived experiences, and I have been tasked with summarising our collective thoughts.

We have been able to reflect on and share our education experiences to see what has worked for us, and how the challenges that we faced could be tackled for the benefit of future generations. It's true to say that we feel that parts of our education system are broken. Some of us wanted to burn our textbooks after exams, and we feel the curriculum is not often a good representation of the world around us. We certainly don't see learners adequately represented across the system in key decisions that are made. Some of us have been clearly failed by the system, while others have been empowered by it. For instance, I spent most of my childhood in rural Afghanistan and began my education in 2012 in England unable to speak the language that I was being taught in. Within 5 years, I was offered a place at Oxford. Whilst I am mindful that Oxbridge is not the end destination of a successful education, the English education system enabled me to realise my education potential.

One element that has bound the FED Learners' Council together, whether we have been failed by or succeeded in the system, is a wish to want education to be a transformative experience for all learners.

To make education a transformative experience, the voice and agency of a range of stakeholders should be taken into account. We, the learners, understand the power of our voices. Our journey through education has left us determined to work towards creating a

system that considers our experiences. We believe education is more than exams. It is about building relationships, exploring our passions, nurturing our wellbeing, contributing to our communities, and preparing ourselves for life after formal education. Through long-term planning, there will be more capacity to consult with learners and other stakeholders and bring an end to the issues caused by short-termism.

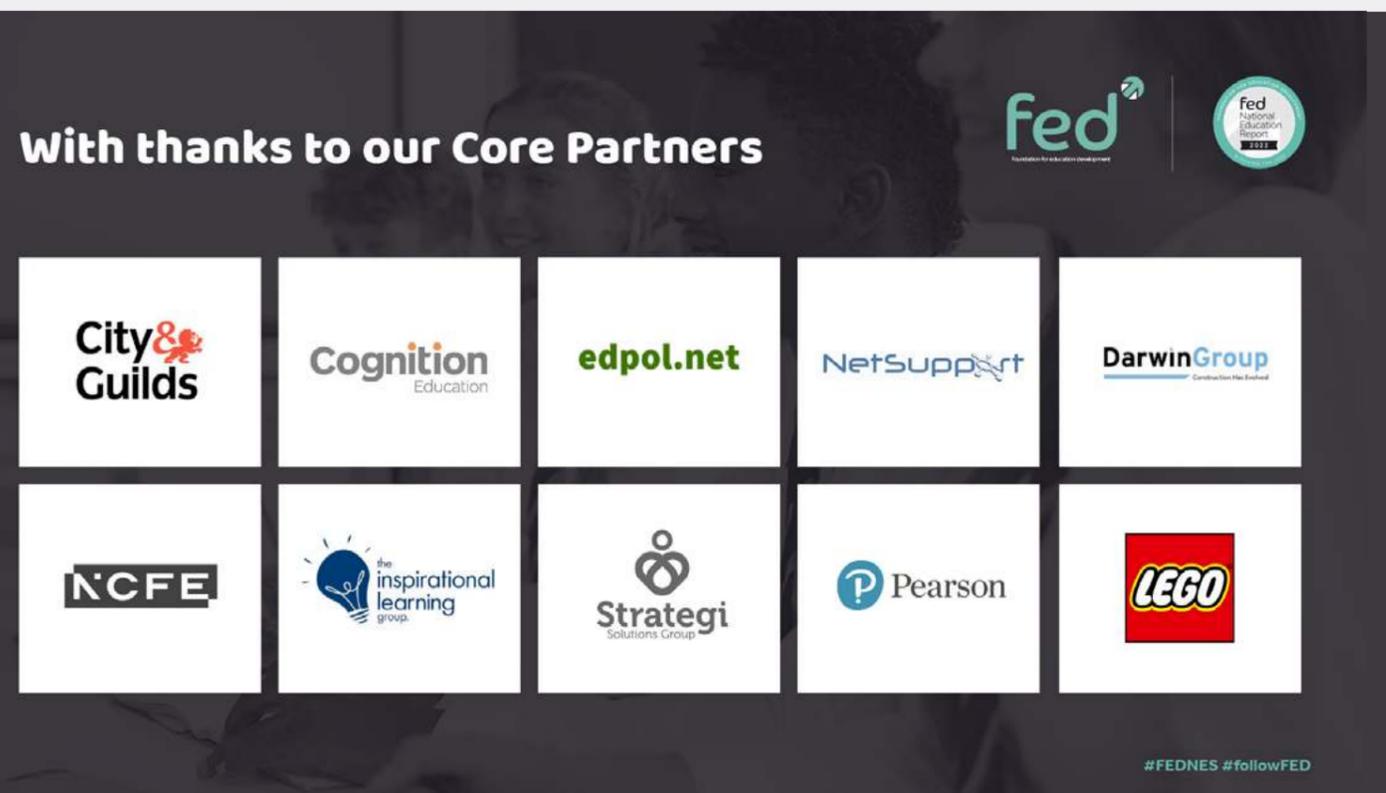
We hope that this report and the work of the FED is seen as a model for empowering and giving agency for young people to be co-creators of the education that surrounds them. We believe when all stakeholders collaborate in harmony, we can create an education system that empowers every learner to fulfil their potential, and flourish in education and across their life.

Mohammed Alam Begi, Co-chair Learners Council and FED Ambassador



Appendices

1. Core partners and sponsors



2. Special thanks

Special thanks to the following for help with verification of data for the report:

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edpol.net

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Patrick Wall
Paul Drechsler CBE
Jonathan Slater
Professor Fiona Forbes
Ian Gleeson

3. Stakeholder consultation groups

Stakeholder Appendices **Bold indicates chair of group**

Workstream 1 – Vision, Purpose and Objectives for a 10-year plan

Ndidi Okezie, CEO UK Youth
Essie North, CEO Big Change
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Kate Gillingham, Senior Manager, Government & Public Affairs, EMEA at the LEGO Group
Dame Alison Peacock, Chief Executive of the Chartered College of Teaching
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Professor Fiona Forbes, Founder and CEO Configured & Professor of Practice La Trobe University
Mohammed Alam Begi, FED Executive Team, Learners Council Co-Chair & Special Projects Consultant at City of London Corporation
Dan Morrow, FCCT, Chief Executive Officer at Dartmoor Multi Academy Trust
Jonathan Slater, Previous Permanent Secretary of the Department for Education from 2016-2020

Workstream 2 - Structures for sustainable long-term policy and planning

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Workstream 3 - Levelling up and place-based approaches for excellent educational outcomes

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Michael Lemin, Head of Policy at the NCFE

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Patrick Craven, Director of Policy, Strategic Partnerships and Stakeholder Engagement for City & Guilds

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Michael Stevenson, Senior Advisor Education at the OECD

Damian Allen, Chief Executive Officer at Doncaster Council

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Ian Thomas CBE, Chief Executive Royal Borough of Kingston upon Thames, SWL ICS LA lead, PAUSE Trustee

Workstream 4 - Embed equity and inclusion in our education system so all can succeed

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Al Kingsley, CEO NetSupport, Chair of a Multi-Academy Trust and of an Alternative Provision Academy

David Gallagher, Chief Executive Officer at NCFE

Joysy John, Edtech Entrepreneur, ex-Director of Education at Nesta

Julia Garvey, Deputy Director General of the British Educational Suppliers Association

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Bukky Yusef, Senior Leader, Science Lead, Educational Consultant (EdTech/Science)

Carol Shepherd, CEO & Founder, CS Coaching & Development Ltd

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St George's House, Windsor Consultation Event December 2021

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Dr Peter Kent, Headteacher of Lawrence Sheriff School
Matt Silver, Chief Executive Officer at Pathways Education, previously Headteacher, Shaftesbury High School
Kerry-Jane Packman, Executive Director of Programmes, Membership and Charitable Services at Parentkind
Mohammed Alam Begi, FED Executive Team, Learners Council Co-Chair & Special Projects Consultant at City of London Corporation
Dr Karen Edge, Reader in Educational Leadership at UCL Institute of Education
Ali Durban, Co-Founder of Geshar School and NoLimits
Sarah Sultman, Co-Founder of Geshar School

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Who are the FED?

The Foundation for Education Development (the 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.

Report authors

Kate Fahey

Jo Malone

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