

National Education Consultation Report 2023

Towards a long-term plan for education

**Building
forward
together**



We dedicate this year's report to David Feldman, an inspirational educator and friend of the FED who sadly passed away last year. David was passionate about education and the potential for working together to improve our system.

Contents

- 4 Foreword by Carl Ward, Chair of the FED**
- 6 Executive summary**
- 11 Revisiting the case for evolution – why a long-term plan for education is needed now**
- 18 A new approach to education planning**
- 19 The FED's vision for the future of education**
- 23 Delivering a long-term plan for education in England**
- 28 Our call to action**
- 29 Don't just take our word for it...**
- 31 Appendices**

Foreword

This report covers the work of the Foundation for Education Development's (the FED's) third year of consultations with practitioners and stakeholders across the sector and beyond; the largest qualitative consultation of the English education system ever undertaken. Like last year, this year's findings point once more to a widespread consensus of the need for evolution in our education system, most specifically, that there is an urgent need for our system to be built on a more stable and consistent foundation, around a long-term plan.

To do this, we need to evolve our approach to education planning. A 10-year plan for education should be developed which is evidence-based and fit-for-purpose. It should be guided by an overarching mission - much like the concept of 'flourishing' that the OECD has identified as being key to a quality education. Our consultations tell us that there is widespread consensus that such a plan is not only possible, but necessary, if we are to ensure that all children, young people and learners are equipped to contribute positively to healthy and productive communities and to our planet.

Evolution is inherent in our education system. Whilst it may have been 1,500 years since St Augustine founded the first school in King's, Canterbury, it was a comparatively recently 79 years ago that foundations of the tertiary system familiar to us all were implemented with the Butler Act. Since then,



the system has evolved again beyond all recognition. Recent years have seen an explosion of new reforms. But, as we have seen, the sheer weight and complexity of these has put an intolerable pressure on schools, and we remain mired in a teacher recruitment and retention crisis.

It's time to stop tinkering around the edges making incremental changes which don't make a jot of difference on the big issues and start thinking about what we want the next evolution of our education system to look like. Whilst change is never easy, having spent many years working in the education system as a teacher and a leader I have learnt several important lessons: in the world of education, getting things wrong is hard to avoid. Trying to do better is never simple. And doing better for everyone can at

times feel impossible. But education must evolve over time, like everything else. As John Dewey said, "if we teach today's students as we taught them yesterday's, we rob them of tomorrow."

We have a system which has so much going for it that is good and right and that with a little more support in the right places could evolve to be even better. It could be more stable and consistent, if it wasn't so stuck in the political cycle and defined by inevitable short-termism. We need a system which is developed to serve the long-term interests of the country and its young people around a long-term plan. A plan which is more accountable, more collaborative and inclusive, with a wider range of stakeholders with lived experience of the system, involved in its planning. It is possible to have a more innovative and responsive education system if it is built around a long-term vision; focused on delivering an education which responds to the needs of students who are growing up in an increasingly fast-paced world.

This is not about a land grab or change for change's sake. It is an attempt to establish a different way of behaving which reconciles the entirely proper role of government in setting education policy, with the need to ensure a more consistent, collaborative and co-created approach which is what our country needs.

In this report, we outline some initial suggestions for what this could look like. We outline some principles around which a vision could be built and propose some mechanisms to support the development and implementation of a long-term plan. These are our suggestions; some will appeal, others will provoke debate. That is what we want. St Augustine said,

"the words printed here are concepts. You must go through the experiences." Whatever evolutionary stage is coming next, it is vital it is co-created by those with a stake in it. For education, that is each and everyone of us.

The FED remains passionately committed to exploring these concepts and mechanisms with our wide range of stakeholders, and, as always, encourages you to join the conversation. I very much hope you will be part of our work.

Carl Ward, Chair of the FED

Executive summary

“The foundation of every state is the education of its youth” - Diogenes

Education is an essential element of human capital. A high quality education significantly contributes to well-being, increases employment opportunities and earnings, strengthens institutions, drives long-term economic growth, reduces poverty and spurs innovation.¹ The Foundation for Education Development believes that education - where every learner has access to high-quality, equitable, accessible and technologically-rich learning opportunities - has a vitally important part to play in a future that is confident, optimistic, and prosperous for all. In a time when there is much we need to adapt to in the world around us - from the cost-of-living crisis to the ‘grand challenges’ posed by Artificial Intelligence (AI), demographic shifts, climate change and a post-Covid working landscape - the FED is passionate about helping the education system in England evolve to meet these challenges.

Over the last three years the FED has acted as a neutral and independent space to bring together a broad range of stakeholders across the full spectrum of the education sector and beyond (educational professionals, industry groups, experts and policy-makers - including most former Secretaries of State for Education - learners, parents/carers, SEND experts, business leaders and politicians). This National Education Consultation, the largest ever qualitative consultation on education in England, has been vital in informing our view, ensuring that the needs of all learners are captured in an approach to education that is accessible and equitable.

Findings from this year’s survey show that:



There is widespread consensus that the time to act is now. We need change in our education system so that every learner, no matter their background, receives the best possible education at every stage of their educational journey and is properly prepared for the future. Our research shows that a high-quality, equitable, accessible and technologically rich education is key to the country’s future economic and social success.²

This report focuses on the outputs of the last year. Our consultations have found that while there is much to be proud of in our education system, there are also real and intractable issues that need to be addressed. Decades of short-term policy-making have resulted in the lack of a clear and consistent vision for education, accompanied by structural barriers that make it difficult to implement effective reforms. Notably, this highly centralised current approach overlooks specific local requirements. There is a lack of real expertise informing policy-making; the knowledge and views of those with lived experience of the education system are not properly reflected in the process. Meanwhile, the system has to deal with unprecedented pressures as a result of widespread social and economic challenges and the requirements to deliver more than just an education which prepares young people for the rapidly changing world.



In the last year these challenges have come into stark focus.

Recent World Bank data found that the productivity of **56% of the world's children** will be **less than half of what it could be** if they enjoyed complete education and full health.³

Recent data published suggests a lag in attainment post-Covid, with the Grade 5+ pass rate at GCSE level **falling from 62.8% in 2021** – when teacher assessed grades were awarded – to 60.3%.⁴

The real impact of the COVID pandemic on the education system is beginning to be felt. **77% more children** were referred for specialist mental health support than in the previous year,⁵ and the existing socio-economic gap in education has been exacerbated as a result - a recent House of Commons Education Committee has found that the National Tutoring Programme, set up to address learning lost during COVID-19 school closures in England, "appears to be failing the most disadvantaged".⁶

Attendance post-COVID is an ongoing concern, with recent Government data showing that **22.5% of pupils are persistently absent from the classroom**.⁷ Equity, diversity and inclusion (EDI) remains a challenge; with four out of five teachers feeling more could be done to promote the EDI agenda in schools.⁸

All these factors have a significant impact on results, with attainment figures in decline across most key stages, particularly for disadvantaged pupils and those in the early years,⁹ where the UK has massively under-invested compared to other countries. OECD analysis from 2019 shows that expenditure on early education and care for children aged 0 to 2 years in the UK is amongst the lowest of all 16 countries for which measures are available, at only 0.1% of GDP.¹⁰ In light of such pressures, and against the background of the cost-of-living crisis and strike action over teacher pay, trainee recruitment and retention have become a real issue. Recruitment was down by 25,000 compared with 2021 and experienced teachers are leaving the profession at the fastest rate for more than a decade,¹¹ with no solution to this crisis. A recent report from the National Foundation for Education Research (NFER) found that the latest offers from the government on teacher pay were, "unlikely to result in an adequate supply of teachers in England in 2022-2025, particularly in science, technology, engineering and maths".¹²

Underpinning all these challenges are other concerns. Funding is of course an issue; per pupil funding is still lower than it was in 2009/2010.¹³ The impact of new technologies, automation, demographics and climate change create the demand for new skill sets including a range of social emotional skills alongside digital and green skills. The FED's consultations have confirmed that a new approach to education planning is required, one that is stable but can respond and flex to change. A long-term plan is needed that provides the necessary focus and commitment to solve the strategic challenges in our education system and supports its evolution to be fit-for-purpose.

We believe that such an approach is not only possible but necessary to meet the needs of all learners and overcome these challenges. In this report we share our key findings and outline proposals for what needs to happen to ensure our education system is world-leading in a time of great change. Our findings show that the majority of stakeholders see the following foundational perspectives as vitally important.

A new approach to education planning

- **A long-term plan for education in England should be evidence-based, fit-for-purpose and shaped by those with lived experience of the system**
- **It should be guided by an overarching mission which ensures every learner, no matter their background, receives the best possible education at every stage of their educational journey, and can flourish, contributing positively to healthy communities, our planet and a thriving economy**
- **It should have shared ownership at its core, informed by a cross-section of stakeholders including learners, educators, parents/carers, businesses, politicians and researchers**
- **It should properly reflect the country, understanding that one size does not fit all and be adaptable to the different needs of society, the economy and across the regions**

This approach recognises what is working well in our education system and builds on the developments over the past 30 years. It highlights how our system can evolve further and suggests how this can be done in a way that not only delivers results but also keeps an eye on the horizon, taking a view of education as a life-long entitlement and endeavour. It proposes an approach that would release policy-making from the inherent short-termism dictated by party politics, enabling strategic improvement and empowering a deeper and wider range of stakeholders to play a part in delivering it. We have seen how this has worked to great effect in other countries and use these learnings to inform our approach. We share in this report what our vision of the future could look like, suggesting mechanisms to help drive this much needed change.



- A 10-year plan for education, with clear goals and processes for setting and delivering short - and long-term aims
- An independent governing body to oversee the development and implementation of a long-term plan for education, responsible for advising ministers on all key policy and implementation issues, including which should be delegated by ministers to regional or local level, and for conducting formal review cycles to monitor and evaluate essential aspects of the system (e.g. curriculum)
- A Chief Education Officer, who would be an expert in the field, akin to the Chief Medical Officer or Chief Scientific Officer, whose role would be to ensure that advice to ministers includes the best possible evidence and insights from across the country and beyond as well as overseeing the delivery of the long-term plan in consultation with policymakers, safeguarding it from short-term political shifts
- A forum for widespread stakeholder involvement and input, akin to the NHS Assembly, to help drive ongoing dialogue about our education system and how to improve it

We hope that the findings of our consultation and the suggestions we offer in this report will help to build on the consensus that exists for a new approach to education policy-making. We hope it will inform and inspire you to join us to take action on this now.

We are amid testing times, and if, as Diogenes suggests, our state is built on the foundations of the education of our young people, then we must not be afraid to adapt and evolve that foundation and enable our learners to reach for the stars, and build a healthier society and economy. At the FED, we hope that in sharing this report we clearly show that a new, long-term approach to education is not only possible, but necessary to deliver a future Britain that is confident, optimistic and prosperous for all.



Revisiting the case for evolution – why a long-term plan for education is needed now

The FED's position is that a new approach to education has never been needed more so than now. Tackling the inherent systemic issues of short-termism within education is vital but so too is ensuring the country's education system is fit-for-purpose to rise to the challenges – and opportunities – created by the changing external environment.

And the worst thing is that because of the short-termism inherent in the system, the most significant issues aren't really addressed. For an organisation that's costing us £100 billion a year, it doesn't seem like the right way of going about things."

Patrick Wall, Founder of edpol.net

Overcoming inherent systemic challenges



Our consultations this year re-iterated widespread concern about the systemic issues created by the short-term approach to education planning in England. In the last 20 years, there have been 15 Secretaries of Education, each in post for less than two years, and six in the last two years. Such instability results in endless course corrections as governments and mandates change.

"The overwhelming impression as a state school governor for the best part of 30 years is one of constant change. Change being made upon schools, upon teachers, upon colleges, with a lot of policy churn. It's highly disruptive and demotivating, and the whole process is defined by incoherence, with too many constantly shifting goals and objectives.



As a result, there is no consistent long-term view or strategic planning focus. The bigger, more complex challenges and changes are deferred, and the system can be incoherent and unproductive. There is a lack of investment in much needed long-term challenges, like teacher training, curriculum development, SEND planning and provision or school infrastructure.

Such short-term focus also leads to a lack of innovation and creativity. Immediate results are prioritised, and there is less willingness to experiment with new ideas or approaches that could lead to better outcomes in the long run. The scrapping earlier this year of the Schools Bill and the Government's plans to move all schools into larger groups ('strong multi academy trusts') by 2030 shows what can happen when a potentially innovative solution is stymied by too short-term a view and too little long-term planning on how to effectively roll out the system for effective change.

A system that is innovative matters when we think about what learners need. We know from our consultations that there is consensus that our society needs equity, opportunity, entrepreneurship,

creativity, political engagement and social cohesion, and that the education system needs to equip learners with the knowledge, skills and character to realise this. Yet this is not happening. Instead, years of under-investment in skills has resulted in regional disparities in productivity, inequalities in learning and up-skilling, and a labour market defined by low earnings and poor career progression.¹⁴

Our future economy will require basic digital skills from all workers and that there will be an increasing premium on higher level technical skills and employability skills such as flexibility, creativity and problem-solving.¹⁵ Yet, whilst the recent Life Skills report by Barclays also found that 77% of employers say such skills are important, 22% of teachers don't believe their institution is effective at developing these skills.¹⁶ When taken in consideration with the demographic shifts of an ageing population wanting to work for longer and seeking lifelong learner opportunities, it points to a large skills gap that education planning is currently failing to address.

“The driver for what we’re doing in our schools in adopting educational technology (edtech) is a reflection of what’s happening in the workplace, because lots of the way that technology is amplified is around the skills agenda. But the bigger perspective on edtech is not just about how it can empower teaching and learning, but also how it can facilitate the operation of a school, a Multi Academy trust, support teacher workload, and be a facilitator for better parental and community engagement. With ever increasing pressures on schools, I think the future of edtech is not to replace amazing teaching and learning, which is often the fear, but instead to be the thing that underpins it”

Al Kingsley
NetSupport CEO, MAT Chair and FED Ambassador

If we are to have an education system that is fit-for-purpose and can deliver to meet the needs of all learners and benefit our society and our economy, it should be based on a long-term view built on a cross-sector approach. This approach would free education planning from political cycles by removing the burden from front-line policy makers to implement as well as plan; allow for consistency and stability that is currently lacking; open opportunities for more innovative paths forward; and enable us to build stronger relationships between communities, educators, parents and students.



The last 10 years have been a worrying time in British education. The government has been looking backwards to the 20th century. Schools are standing still or going backwards.

Government has little sense of what forward thinking policy is. It latches onto topics of the month, like apprenticeships, or early years. No mainstream party is offering an inspiring and comprehensive policy of reform with the money to back it - yet.

The government protests that it has improved aspects of education, and it has, as in reading. We have seen other improvements as well. But it has absolutely no answer to this question: if the British Government really prioritised education, why would it have appointed 10 education secretaries to oversee it in the last 10 years (you are welcome to count the number – it has to be counted to be believed)?



Here are some needs that urgently require addressing.



Our school system fails one third of young people, who are disproportionately from the least prosperous of backgrounds.



The education system is far better attuned to finding out what young people cannot do, rather than what they can.



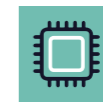
Specialist teachers cannot be found sufficiently in deprived areas.



Morale in the teaching profession is very low, and strikes are a symptom of it.



Young people are experiencing mental health problems at a rate we have never seen before.



The AI revolution, which the government ignored for years, is now hard upon us.



Our inspection process has lost the trust and confidence of the the teaching profession.

But where can the leadership come from, if not from the government?

The FED is uniquely well placed to carry the flame forward, because it has the structure, breadth of stakeholder involvement and ambition to change the education system immeasurably for the better.

Sir Anthony Seldon

Learning from the Covid-19 pandemic



During the pandemic, schools and colleges played a role beyond delivering education. They showed - and continue to show - an ability to deliver education in a truly challenging time. They supported children's mental health and well-being. They found new ways to teach and assess our learners and support the whole child. The system demonstrated its capacity to do things differently.

Yet, the devastating legacy Covid-19 has left on our young peoples' **mental health and well-being** and **attainment**, and the resulting impact on the education sector is more significant than expected. We know that 77% more children were referred for severe mental health support than in the previous year. The NHS is 'buckling' under such pressures and is currently failing to offer treatment to 60% of those referred by GPs.¹⁶ The result of this is that some of this pressure is displaced to education providers to bridge the gap.

The impact on **attainment** because of the pandemic was also stark. Recent data from the Education Policy Institute shows that whilst reading levels are now back up to pre-pandemic levels, "real" standards of maths remain consistently lower. On average primary school children are 1.5 months behind where they were pre-pandemic, a figure that remains stable despite schools reopening.

The pandemic shone a spotlight on the **inequalities** we have known for a while existed in our education system, with nearly a third of children in the UK defined as living in poverty in 2021-22. Attempts to try and embed more **equity, diversity and inclusion** in our education system were also thwarted by the pandemic. In 2022, only 18% of pupils with identified SEND received the expected standard in writing, maths and reading, compared to 69% of their peers and the most recent data shows that Black Caribbean students are still at least three times more likely to be excluded than their white counterparts.

"Everyone should have the same opportunity to achieve their full potential at school and beyond, flourishing in their own individual way... Our school population is becoming increasingly diverse, so, as a sector, we too must be ever evolving to ensure that education reflects the changing demographic and experiences of today's society"

Sharon Hague, Senior Vice-President for UK Schools, Pearson

Attendance figures remain troubling post-pandemic; 22.5% of pupils are persistently absent from the classroom, and the number of pupils regularly missing school in England has not yet returning to pre-Covid pandemic levels. The pressure on available resources to support children or schools with mental health provision only exacerbate this - with most school staff working at least four extra hours a week to provide additional support to pupils.

Considering such pressures, and against the background of the ongoing cost-of-living crisis and strike action over teacher pay, challenges with trainee **recruitment and retention** - which has always been an issue as a result of the lack of strategic planning in education - have been exacerbated. Recruitment was down by 25,000 compared with last year and experienced teachers were leaving the profession at the fastest rate for more than a decade.

The National Association of Head Teachers has identified this as a "**school leadership supply crisis,**" which is underscored by the erosion of real terms pay and concerns over workload and mental health being ignored, alongside the real and significant pressures on budgets and the lack of mental health support for teachers placing an ever-increasing burden on educators. This will have far-reaching consequences on the ability of the system to deliver the quality of education needed to 'right the ship' after the pandemic, let alone achieve the ambitious targets set by the government for 2030.

Whilst many of these issues are not new, the experience of the pandemic has amplified them. The experience also showed that when it needs to, the system can, and will, adapt to change and evolve, quickly if needed. Our consultations over the last year stressed that we must be mindful of this. We are at a unique moment in time to use what we now know and rethink our approach to some of the cornerstones of education.

Rising to the challenges and opportunities created by the changing external environment



Ensuring our education system is focused on equipping all learners with the skills needed to be ready to face the big challenges of the future will be a key determinant of the country's future success.

The big challenges of the future:



The future world of work: AI and automation continue to revolutionise the world of work, making some jobs obsolete and creating new and different opportunities. McKinsey has predicted that one in 16 workers may have to switch occupations by 2030; a transition which will require the right education and training and will be a key driver of future economies' successes.



Artificial Intelligence: New technology such as artificial intelligence has the potential to revolutionise many elements of education, from the curriculum to exams. As the Schools White Paper noted, harnessing the opportunities of AI will require work to be done on ensuring schools have a safe and reliable foundation in place before they can consider using more powerful technology.



Productivity: The UK's economy has underperformed the most compared to other similar economies after 2008. This has been exacerbated by the 'three waves' of uncertainty; the global financial crisis, Brexit and the pandemic. Ensuring education is focused on delivering workers with the right skills to drive future growth is a key determinant to reversing our current situation.



Climate change: The future of our young people is tied to the future of the planet. Not only is climate change the biggest priority for this generation, but it is also changing the make-up of our economy; the government currently predicts its Net Zero initiative will drive up to 440,000 jobs by 2030. Ensuring our future workforce is prepared to work in the green economy will be vital to our future success.



Globalisation vs. localisation: Whilst some believe that localisation may be here to stay - PwC argue that as countries look towards driving economic growth they will refocus on globalisation as a path to prosperity - young people will continue to need to be flexible and resilient, and prepared with a range of new, flexible skills for an unpredictable world of work.



Increased global competition: A competitive national economy requires a skilled workforce. Currently, the UK's relatively high proportion of low-skilled adults means it performs well below average for both the Organization for Economic Cooperation and Development (OECD) and the EU. The UK will need to create a workforce with the skills needed to compete with rapidly developing economies from the rest of the world if it is to remain globally competitive.



Social cohesion: There is a rising sentiment that unequal growth threatens social cohesion in many countries, including the UK. We need an education system that encourages social cohesion, which as the OECD suggests, "look[s] beyond the enrolment and achievement rates and take[s] into account the inclusiveness of the education system ... to enhance the sense of belonging in a society and improve the quality of education for better prospects of upward mobility".

We live in an age unrecognisable to the one that existed when the Education Reform Act was passed in 1988, and it is incumbent upon all of us to ensure that our current system changes in line with the times to remain fit-for-purpose.



Liverpool City Region long-term skills strategy

Liverpool City Region is home to 1.6 million residents. We are a diverse and welcoming region, proud of our cultural vibrancy, internationally recognised brand and the significant economic progress of the previous decade.

Liverpool City Region Combined Authority is led by Metro Mayor Steve Rotherham and brings together six local authorities – Halton, Knowsley, Liverpool, Sefton, St Helens and Wirral. We work together to make investments in areas that have a real impact on our communities, such as transport, employment, culture, digital and housing. By using our devolved and convening powers, we can make a real and meaningful difference to the lives of the people living and working in the area, creating an environment which allows our economy to continue to thrive for the good of all.

Liverpool City Region has a long-standing pedigree of world-changing invention and applied science. We created the world's first commercial wet dock and tropical disease research institute. We are the birthplace of the railways, and are the home of the Lever Brothers landmark mission to 'make cleanliness commonplace', Beecham's first pill factory and where Pilkington pioneered float glass. And we continue to be a place of pioneers and innovation in old specialisms and new.

Some of our major emerging strengths include offshore wind, hydrogen power, tidal energy and industrial decarbonisation, plus a place of world-firsts in the decarbonising industry as we strive towards our target to be net zero by 2040.

The global and UK economy is in a period of flux and disruption at a pace not seen in many years. It is characterised by geopolitical uncertainty, digital transformation and reorientation of global trade and supply chains, whilst the pandemic has reset how and where we live, work and do business. This is set against a backdrop of long-term productivity gaps, ever increasing

competition for both public and private investment, and the transition to net zero- all of which creates interconnected challenges.

Locally, the scale of disruption and change necessitates – more than ever – a refined view of the economy so that it can be positioned to be in the strongest possible place to meet, embrace, and respond successfully to current and future opportunities and challenges. Central to this is foresighting and planning for the economy of the future, an understanding of how the availability of a skilled workforce is fundamental to maximising the opportunities for growth that will help drive up productivity and, importantly, leading the work to put these in place.

We are now building on our Plan for Prosperity and our Economic Opportunities Framework, through the development and creation of a Liverpool City Region Long-Term Skills Plan. This will be reflective of the opportunities presented and ensure that our residents have the necessary skills to take advantage of current and future labour market opportunities. By adopting a long-term vision and strategic planning framework we will better meet the skills needs of employers, and provide a clear and coherent skills offer which will provide our residents with a pathway to access the job opportunities we are creating, supporting their own and our region's prosperity.

For Liverpool City Region, prosperity is wider than traditional measures of economic growth. It is a blend of improving personal health, wealth and opportunity; creating thriving neighbourhoods and places; successful and productive businesses that create good quality employment; and a healthy and protected natural environment. It underpins levelling up and what this means to us, where no places or people are left behind.

Rob Tabb
Senior Policy Lead: People, Liverpool City Region Combined Authority

A new approach to education planning

As a result of the issues caused by the inherent short-termism in the current system, along with challenges resulting from both the pandemic and the changing external environment, our consultation shows there is clear consensus that England needs a long-term plan for education. Such a plan is not only possible, but necessary to meet the needs of all learners and overcome our societal and economic challenges.

Our findings point to an approach built around the following clearly identified principles:



ACCOUNTABLE: Has a clear, accountable process that seeks to build and maintain trust and has strong governance built in at all levels.



STABLE: A strengthened system which minimises disruption caused by frequent changes at the top of the system, and which has a vision and plan beyond political cycles, providing a much-needed sense of stability, within a process that is agile enough to respond to change.



INCLUSIVE: Provides opportunities for the widest stakeholder engagement and involvement.



BALANCED: Elements of policy making are devolved to regions to meet the needs of local contexts.



COLLABORATIVE: Works across government departments and across party divides to ensure social and economic policies improve educational attainment and life chances.



HOLISTIC: A view of education which is a life-long entitlement, and which is built and maintained around the needs of ALL learners.



ADAPTIVE: A system which learns as it progresses, can flex as better approaches are proven, and which can adapt to shocks.



INNOVATIVE: A system which can embrace new ideas, technologies, and teaching methods that can help learners develop the skills they need to thrive in a rapidly changing world.

A new approach to education policy-making, underpinned by these principles, and supported by the right mechanisms to deliver this change, is articulated in the next section as the FED's vision for the future of education.

The FED's vision for the future of education

We believe that there is a future for education where all learners experience a considered and consistent experience which fully meets their needs, allowing them to flourish and so contribute positively to healthy communities, a thriving economy and the future of our planet. By 2033 we should be in a position where all learners receive a high-quality, broad and challenging education because policy is evidence-based, fit-for-purpose and carefully planned against an overarching guiding mission. We see a future where education planning has moved beyond the constraints of party politics and instead is developed by a wide range of stakeholders with deep expertise and lived experience of the system.

CASE STUDY OECD:

The OECD's High Performing Systems for Tomorrow programme aims to help education systems determine what students need to thrive now and in the future, which they see as being intrinsic to the ability of all learners to achieve what is defined as 'human flourishing'. The OECD defines this as a state in which all aspects of a person's life are good, such as physical health, psychological well-being, social connections and a sense of purpose and meaning.

The FED has been working with the OECD to inform their 2030 initiative. A key part of this is seeking feedback and views on how 'flourishing' is viewed in the UK's education systems.

Feedback from the consultations we led included some important principles for consideration:

- A holistic approach to education, which focuses on the "whole person": mental health, physical health, social and emotional skills and needs as well as academic achievement
- A broad curriculum and differentiated pathways for learners to support a wider range of abilities
- A system that proactively disentangles prejudice and bias in order to ensure quality of provision (access) for all students, helping those from lower socio-economic backgrounds or SEND pupils with the additional support they need in order to reach their full potential.

The FED has been privileged to play a role in this initiative, and looks forward to continuing to work with the OECD in defining a future vision for all learners which is focused on ensuring they are equipped to be the best version of themselves.



Our consultations have shown there is broad consensus and a large appetite for such a change. Here we share our suggestions for what the future could look like.

- 1 A clearly defined guiding mission for education**
- 2 The mission guides a long-term plan for education in England**
- 3 The plan is evidence-based and evolves to meet changing needs of learners**
- 4 The plan is informed and shaped by those with lived experience of the system**
- 5 The plan properly reflects the country and is adaptive to local needs**

1 Foundation 1 There is a clearly defined guiding mission for education

Education planning is guided by a clearly defined and shared mission that has been built with support and inputs from a wide-ranging mix of stakeholders both inside the education sector and beyond. All planning is anchored around this guiding mission of ensuring all learners are properly equipped with the skills, knowledge, attitudes and character needed to flourish in the world today and tomorrow.

Flourishing means more to learners and educators than leaving school with a set of grades on a narrow scorecard. Education needs to be planned for the long-term in a way that helps all learners identify and develop the knowledge, skills, attitudes and character that drive better lives and better jobs, generate prosperity, and promote social inclusion.¹⁷ Learners are supported in developing the knowledge, values and attitudes they need to flourish as engaged and socially conscious citizens of an interconnected world. Skills such as adaptive problem-solving, ethical decision making and aesthetic perception are weighted with equal importance as the core curriculum in learning and assessment plans.¹⁸



2 Foundation 2 The mission guides a long-term plan for education in England

Plans are built to deliver on the mission for education with a 10-year horizon as a minimum. The plans provide a much needed sense of stability by reducing the disruption to implementing planning that came from constant political change. In moving away from planning set in line with the political cycle, the process is more transparent and accountable, encouraging stakeholders to become involved, sharing their expertise and improving outcomes for all learners.

As is the case in countries like Singapore, Estonia and Finland, who have clearly defined and comprehensive long-term plans for education, plans remain consistent over the 10 year cycle, and have clear-cut, measurable goals which builds trust with groups like teachers, school leadership, parents/carers who had previously been disenfranchised as a result of constant change.

“A long-term plan, created with the educational rights and needs of children at its heart will allow schools to plan to meet those rights and needs. When planning for education is driven by those who understand children and know about learning, rather than by focusing on political policy, school leaders can plan strategically within a framework that allows for staff well-being and teaching and learning to be optimised.”



Dr Jess Mahdavi-Gladwell, Co-Chair, FED Practitioners Council

3 Foundation 3 The plan is evidence-based and designed to evolve to meet the changing needs of learners

Education planning is built based on evidence of what works, both in England and beyond. What works well is captured and rigorously analysed with the widest possible group of stakeholders to build understanding and buy-in to the approach. Bodies like the NFER, the Economic and Social Research Council (ESRC), the FED and other credible bodies work collaboratively to build research networks which help stakeholders to share more local experience and initiatives that are working for them in their areas.¹⁹ The experience of other countries who share in the sentiment of our mission for education is actively sought and an ongoing dialogue with them helps to continue to inform a best practice approach. We learn from what has worked well in other counties, consult widely and build a body of evidence to inform planning.²⁰ Our own evidence of what works well in our system is captured and shared likewise, helping to build a shared and respected foundation of educational policy planning experience that is accessible to all.

4 Foundation 4 The plan is informed and shaped by those with lived experience of the education system

Collaboration and shared ownership define the process of planning education policy, involving a wide range of stakeholders who have a stake in the education system, including learners, educators, parents/carers, SEND practitioners, the business community and employers, politicians and researchers.

“We commend the FED’s commitment towards creating a planning framework for education policy that is truly inclusive and considerate of diverse needs. What is truly remarkable is the FED’s genuine efforts in partnership working and seeking various perspectives so that education policy is informed by the lived reality of people on the ground. Thank you the FED!”

Jeewan Kala Gurung on behalf of Birmingham Women’s Group, FED Parent/Carer Steering Group



Education policy planning is defined by a spirit of genuine partnership. The many common areas of agreement that already existed are developed and cross-party working on education policy planning becomes the norm for the good of all learners and the country.

As a result of this collaborative approach, there is more sharing of information and experience, a more robust analysis of what works and what doesn’t, buy-in from the earliest stages of policy development and a built-in feedback loop, all of which contribute to making the process of policy development and plan implementation more successful.

5 Foundation 5 The plan properly reflects the country and is adaptive to local needs

The long-term plan for education in England is guided by the mission and reflects the intrinsic needs of all learners and the country, setting goals and guiding principles for a national approach. Thanks to the inputs and expertise of a wide range of stakeholders in the planning process the plans are informed by those who understand the different local issues in education planning, and so have been designed in a way that allows for it to be implemented and adapted to local needs and requirements.

Thanks to this collaborative approach, local communities are empowered to take ownership of their education systems and to drive better outcomes for their learners. This approach also helps to build stronger links between the education system and local communities; trust is strengthened through effective collaboration. As is the case with education planning in Poland a core focus is on addressing the skills gap in the marketplace, and as a result students are equipped with the right skills to meet the needs of local employers and the local labour market, providing clearer career paths for learners, supporting local regeneration, economic growth and community development in the parts of the country that most need it.

Delivering a long-term plan for education in England

Building the foundations for a new approach to education will require the right leadership, governance and stakeholder engagement. If we are to deliver a long-term plan for education in England that meets the needs of all learners and supports economic growth, community development and social inclusion, it will require the way we approach education planning to evolve.

Our work over the last three years has focused on developing a mechanism using these principles to help translate the appetite for change into real reform and deliver a more consistent and long-term approach to education planning. Here, we outline our suggestions for what some components of such a mechanism could look like:

A 10-year plan should have a clear process for its creation and should include short, medium and long-term goals

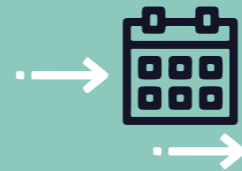


If the mission of ensuring that education in England meets the needs of all learners is a guiding star, then a long-term plan is the compass by which we navigate our route. This direction is what has been missing from the system until now. It should be grounded in a clear process for its creation and include input from a wide range of stakeholders, including teachers, parents, learners, community leaders, employers and policymakers.

The plan should include short, medium and long-term goals. This would allow for a phased implementation, with clear targets, milestones and points to accommodate any necessary course corrections along the way. Short-term goals would help build momentum and demonstrate progress early on, while medium-term goals could provide a roadmap for more substantial change. Long-term goals would align with the broader aspirational mission for education, giving a sense of direction and purpose, as well as helping to ensure that the plan remains relevant and responsive to changing circumstances over time.

Setting out a clear process from the outset that involves all relevant stakeholders could ensure that the 10-year plan is realistic, achievable and sustainable. It will build trust and buy-in from stakeholders, who will be more likely to support and participate in the implementation of a plan, which they have helped to create.

The long-term plan for education could be developed and overseen by a National Council for Education that has statutory footing and includes representation from experienced leaders in the field of education and beyond.



A successful long-term strategy must be clear and consistent and, while being adaptable, it must maintain a constant vision and direction to ensure continuity and excellence in our education system. It should provide protection against continuous change and interference from rapidly changing governments and ministers. One of the key requirements for success would be a robust oversight and governance model. This is especially important given the challenges and churn of modern party politics.

The high-level governance and oversight of a long-term plan for education in England should sit with an independent body, such as a National Council for Education. As the highest-level body to oversee the development and implementation of a long-term plan for education, such a body would offer a framework to inform annual planning and budget setting, and a structure for organising national educational initiatives and policies. The Council would be on statutory footing and provide independent advice to the government.

The National Council for Education would oversee the development and implementation of a long-term plan for education, including, over time, overseeing high-level education policy, strategy and performance on behalf of the government and parliament. It would ultimately approve the vision, values and long-term plan for education in England, including the point at which matters are devolved to local areas. The governance model would reflect best practice and learnings from similar bodies like the NHS, National Infrastructure Commission, Office for Budget Responsibility (OBR), and Bank of England.

The Council would consist of leaders in the field of education and beyond, who have deep experience of high-level governance and bring a range of perspectives. Members would not represent specific education interest groups but ideally would reflect broader experience in public and civil service, education, business, science, arts & culture. Appointments to the Council, including the appointment of an independent Chair, could be recommended to, and approved by government. The Council could consist of no more than 10 independent non-executives, supported by a small number of Education Executives (i.e. senior level positions within the Department for Education such as the Permanent Secretary or the new role of Chief Education Officer outlined in the section below). The Council would work closely with the government as well as opposition parties.

The Council would determine the number, purpose and scope of expert, advisory, stakeholder and policy sub-groups as necessary. It would engage with a broad base of key stakeholder groups, such as learners, parents/carers, education leaders and practitioners, for example through ongoing consultation with the National Education Assembly described below.

The National Council would meet in formal review cycles to monitor, evaluate, review and steer vital parts of the system (e.g. curriculum, assessment, funding etc.) that will be part of the long-term plan for education. Regular monitoring is essential to ensure the plan remains on track to achieve its objectives and is aligned to the changing needs of learners and society.

Such an approach could help reduce the current bottleneck in the system - which, as Brighthouse and Waters note, places a heavy emphasis on the Secretary of State to not only make policy but also be responsible for implementation.²¹ It could provide continuity and stability in the process, establishing coherent systems, building trust and establishing robust governance to guide the process ensuring education plans are long-term initiatives, not subject to the short-term fluctuations of political tides.

A National Education Assembly for large-scale stakeholder review, inputs and collaboration, akin to the NHS Assembly, could bring together all of the relevant stakeholders from across the education sector and beyond, creating a space for open and honest dialogue, and a built-in feedback loop to feed in to future planning.



Education is a complex and multi-faceted system that involves a wide range of stakeholders, including learners, parents/carers, educators, experts, researchers, politicians, policymakers, business leaders, employers and wider community members. By bringing together a diverse range of stakeholders in one Assembly, we could better understand the challenges and opportunities facing the education system. This will help identify needs, what works and for whom. It will also help predict what is needed for the changing landscape of the future.

Creating a space for stakeholder review, inputs and collaboration on the long-term plan for education could help drive open and honest dialogue. Such an Assembly could help build trust and confidence in the system, making it more transparent, inclusive and accountable, and establish a built-in feedback loop for future planning. In their recent book on the education system, Waters and Brighthouse (2022) suggest using citizens' assemblies and online webinars to accommodate such an approach, providing an opportunity to take in views of wider stakeholders as well as data and research.²²

The NHS Assembly, an independent body of healthcare professionals, is responsible for improving the coordination of care and reducing variation across England. The Assembly brings together stakeholders from across the healthcare system to collaborate and co-create solutions, and serves as a guiding coalition for the implementation of these improvements. It brings broad stakeholder insight and frontline experience to discussions, and its membership reflects a wide diversity of views, expertise, and experiences.²³ A similar approach could be taken in the education system, creating a space for collaboration and innovation that could lead to more effective and impactful education policies and plans. Such an approach has been seen to work to great effect in Singapore, which held a 'National Conversation' in 2013 to gather inputs on a vision for their 2030 education system strategic plan.

The system could benefit from an independent Chief Education Officer, akin to the roles of Chief Scientific Officer or Chief Medical Officer, who would become the most senior government advisor on matters related to education. This independent role could be focused on overseeing the delivery of the long-term plan in consultation with the Secretary of State for Education and key stakeholders.



The appointment of a Chief Education Officer could ensure that education policies and plans are given the attention and priority they deserve. This role could bring a deep understanding of the education system and the challenges it faces that politicians do not have. In bringing this view, and in sharing their expertise with those mandated with setting policy, they could not only play a key role in ensuring education planning is a top priority and that the necessary resources are allocated to support it, but could also help ensure that education planning is consistently evidence-based and fit-for-purpose.

A Chief Education Officer could help provide continuity and stability in the education system. A dedicated, consistent appointee who provides guidance and oversight to education planning and policy development would ensure that long-term plans are not derailed by political shifts. This could help build trust with the public, who would have greater confidence that plans are being developed and implemented in a thoughtful, consistent manner.

***“The work that the FED is doing to drive education up the agenda is so important. We must consider that in education we are building something that is building the future of the country. Having a long-term plan and a clear idea of where we want to go and what we want education to look like in 2030 is key to this, as it is in all areas of government policy. We need to be considering the changes we are seeing in the world - the development of data, AI, all the changes in technology - and really ask ourselves how we are preparing our learners for the world. We must continue thinking about the enduring things that every child needs to learn, and what new and different things might be required for the future.*”**

Doing this doesn't only mean thinking about what the future could look like. There needs to also be an

understanding that such projections may be wrong and that we will need to have the right capacities in place to adjust plans accordingly. In establishing a 10-year strategy, you would want a range of different voices included, not only to inform but also to review progress, and you'd want to do that on a rolling basis and adjust as you go along. But having an overarching vision and plan in place would help guide that debate.

Whilst there are some things which I think we can agree are going to remain constant - I don't think many people would argue that being able to read, or



write, or think, or construct an argument is important - the skills we need to equip our learners with are going to change and we currently don't have a conscious, formal way of reviewing this. We need a more and more skilled workforce and I think one thing we will see more of in the next 10 years is cross-party working on where we should go on skills.

If you look back over history you can find there are lots of instances of such cross-party working on common threads across education, despite all the party-political controversy. You only need to look at the focus over the last 25 years on improving literacy standards in primary schools and how consistently this has been applied - regardless of the political party of the day - and what has been achieved because of this; we were fourth in PISA in 2023.

More working together to pull on common threads like this delivers more effective results, which means more public support - a self-fulfilling cycle which then makes no sense for the opposition to challenge should governments change. This is all the more important in this moment when public debate is more open - and as a result more fractious - and is no longer mediated by the 'great and the good' of education policy review, as with the Haddow Report or the reports on primary education of the 1960s. Establishing consensus around this is hard, and actually may not be necessary. Perhaps what is actually required is enough common ground and support from a wide range of stakeholders - employers, other key stakeholders, as well as people in the political system. Everybody has got a part to play in this.

If you look at what has really worked well in other places, in the US in the 90s the reforms made in states

like North Carolina and Texas which were very effective were pushed through by governors from different backgrounds, Republican and Democrat. The reforms really focused on the things that matter like devolution and accountability and transparency, but what really made a difference was the commitment of the business community to that agenda and the strength of their voice in that process. This is doubly true of the profession; it's important that teachers feel a sense of agency and they are engaged, but professional autonomy can only go so far. The way the profession itself distils its knowledge and applies it is also fundamental to the degree in which you'll get professional autonomy generally.

What's most important, and what will really make a difference in getting over what I call the 'implementation dip' - the time when, after embarking on an ambitious programme of change, things start to get worse before they get better - is going to be leadership. That's a big challenge for political leaders, who will have to display real political courage. We will also need leadership from key influential stakeholders from within the profession who can communicate and model strong leadership.

There is much to be admired in some of the changes we have brought to the education system in recent years. We also have some great politicians in leadership positions who understand what it means to talk across party and how important education is, now and for the future. I am optimistic that we are at a moment in time when everyone is interested, and real movement can be made towards a long-term vision for education.”

Sir Michael Barber in conversation with Branwen Jeffreys, BBC Education Editor

Our call to action

Our work has shown that the case for change is well-understood and widely accepted. The current system is failing our children, young people and adult learners; they deserve an education that meets their needs and better prepares them for today's economic and societal challenges. There is broad consensus on the need for an evolution in our approach to education and a long-term plan for education as we look to the general election and potentially another change of government on the horizon.

The FED is committed to collaborating with a wide range of stakeholders to develop a suggested approach for the next government that places education on the footing it deserves and outlines a vision and model for an education system fit-for-the-future. Over the next year we will continue to work to forge this path toward a new approach for education policy planning by:

- **Identifying and sharing best practice** - Continuing to act as a collaborative consultation vehicle, seeking and sharing best practice examples of what is working and what is not, both at home and further afield, and sharing these with our growing network
- **Advocacy** - Using our findings to continue to advocate for a change to the approach for education planning, focused on the mechanisms needed to support the development of a long-term plan
- **Co-creation and design** - Continue to build our extensive network of stakeholders, working with them through a set of targeted consultations to source inputs and expertise to refine the proposed solutions we outline in this report which support the evolution of the education system. For example, what the responsibilities of the National Council for Education should be; what the role of the Chief Education Officer should look like, and how the National Assembly on Education should be governed.

We hope this report has informed and inspired you to become involved with the FED and to push for action to shape and implement a long-term plan for education in England that meets the needs of all learners and helps us overcome our economic and social challenges.

After too many years of short-term and inconsistent planning, the time is now to rethink our approach to education for the benefit of the entire nation.



Don't just take our word for it ...

"In my unique role as Children's Commissioner, I know how important it is to create genuine youth participation in our education system. I am passionate about empowering children and young people to influence policies that affect them and future generations. That is why I've developed my programme of work based on the perspectives of over half a million children who answered the Big Ask survey.



My regular meetings with the FED Learners Council and young people from the FED's partner organisations (Fair Education Alliance, #iwill Movement, Careers and Enterprise Company and Oasis Academy Hadley) give me a clear understanding of the lived experiences across a vast range of educational experiences, along with the hopes and fears of these young people.

To meet the needs of all learners and to meet the challenges we all face in a rapidly changing world, we must put education at the heart of our country's priorities. We must plan for the longer-term and we must give more voice and agency to young people to help us to design a system in which all learners flourish."

Dame Rachel de Souza DBE, Children's Commissioner for England

Here, some of today's learners share their thoughts on the education system and their visions for the future.

"By giving young people a seat at the table and equipping them with the tools they need, we can shape a transformative education system that prepares future generations to thrive and make a meaningful impact. I would urge the Prime Minister to prioritise education, develop a long-term plan for its transformation, integrate entrepreneurship into the curriculum, invest in teachers, and actively involve young people in shaping the future of education. By doing so, we can build a nation that thrives on knowledge, innovation and inclusive learning."



Victor Sosanya, member of the FED Learners Council

"Instead of being taught the skills to flourish in later life, namely teamwork, personal responsibility and organisation, young people such as myself are subjected to mere fact-retention, those themselves dissipating in the few short months following exam season. But young people are smarter than we are assumed to be and, if the purpose of education is to draw this out, we should not assume there to be nothing to draw from. If the government was to work with young people, to draw from their experience of the system, together they would create a system which takes young people from A to B without the need for detours or route changes decided on a whim. Education exists, after all, to make sure students get to where they want to go."

Penelope Harrison, Co-Chair of the FED Learners Council

"My vision for education is for the merging of innovative pedagogy with compassion to meet the needs of all learners and a robust approach to incorporating life education into curriculums. It would be good to see a consistent approach to delivering anti-discriminatory educational practices within schools and beyond, which are challenged and developed to enable a fairer system that embraces diversity and eliminates all barriers to personal development."

Rochelle Wong, member of the FED Learners Council

"Young people need a seat at the education table because they are the ones who are being affected by the curriculum. Students learn differently and having them at the table will enable them to share what is working and what needs to change in the system. If I was to meet with the Prime Minister, I would tell him about my own education experience and why there needs to be greater support for students from lower socio-economic backgrounds."

Adeola Gbakinro, member of the FED Learners Council

"Long-term planning can help meet the needs of all learners by bringing greater autonomy to the youth and enabling them to provide their input to shape our country's long-term strategy for education. The education system can potentially shape the lives of our young people; therefore, our young people should be able to shape the education system."

Shaun Odili, member of the FED Learners Council

Appendices

1. Core partners and sponsors



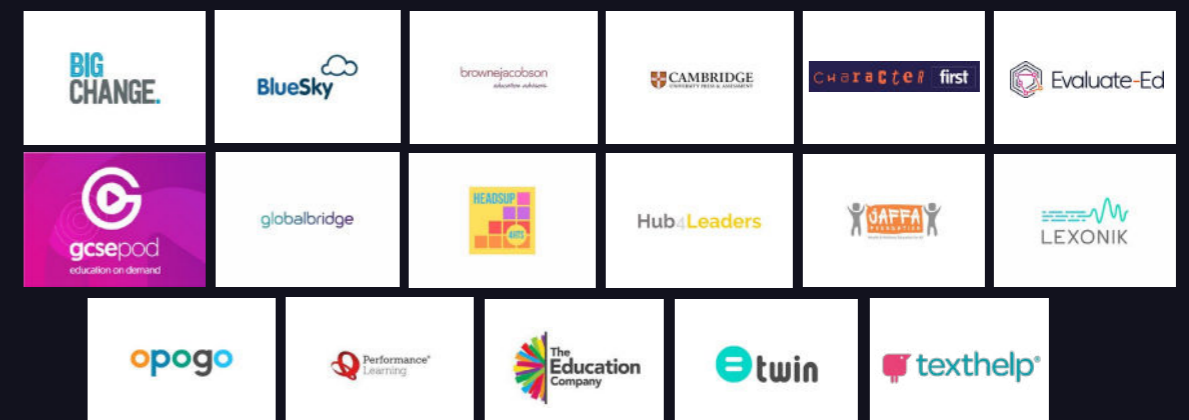
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 Centre for Educational Leadership, Liverpool John Moores University
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 Child Poverty Action Group
 Childrens University (with particular thanks to Devon and Cornwall, Hull and East Yorkshire regions)
 City Learning Trust (with particular thanks to City College, Haywood Academy, Trentham Academy)
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 Engineering UK
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 HMC - The Heads' Conference
 Institute of School Business Leadership
 LCR Connect
 Learning with Parents
 Leeds Trinity University
 Liverpool Learning Partnership
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 Mitten Clarke
 More Than A Score
 National Literacy Trust
 NatWest
 NetSupport
 National Governance Association
 Oasis Community Learning (Oasis Academy Hadley, Oasis Academy Enfield)
 Organisation for Economic Co-operation and Development
 Parental Engagement Network
 Parentkind
 Parent Talk
 Santander
 School Home Support
 Skills Builder Partnership
 Speakers for Schools
 Square Peg
 St Georges House, Windsor Castle
 Students Organising for Sustainability - UK
 Teach The Future
 Teacher Development Trust
 The Big Education Conversation
 The Careers and Enterprise Company
 The Centre for Education and Youth
 The Children's Commissioner for England
 The Fatherhood Institute
 The Glass House Leadership Lab
 The Natural History Museum
 The Northern PowerHouse
 The Royal Meteorological Association
 The School Report
 The Woodland Trust
 The UK Innovation Corridor
 Time for Change
 UK Youth
 University of Gloucestershire
 University of Manchester
 Whole Education
 Widening Participation, Cambridge University
 World Skills
 Youth Employment UK

3. Special thanks

To the team at edpol.net for research on international examples
 Kate Fahey
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 Kerri Hall
 Patrick Wall
 Jo Malone
 Rania Marandos

4. OECD Consultation

Steering Group:

Mark Homans, *Director of Strategy and Operations at Santander Universities UK*
 Al Kingsley, *CEO at NetSupport and Multi Academy Trust Chair*
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 Michael Stevenson, *Senior consultant at OECD*

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 Gemma Fraser, *Education Scotland*
 Shamina Hussain, *Monarch Education*
 Leigh Kennedy, *Gesher School*
 Jacqui Latham, *Bolton Impact Trust*
 Caroline McFarlane, *Aberdeenshire Council*
 Kenny Primrose, *Emmanuel College*
 Lekha Sharma, *Avanti Schools Trust*

Learners (additional to FED's Learners Council):

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Bernard C	Oghale E
Chloe W	Phoebe H-J
Elijah A	Ria C
Mariam S	Samuel B
Megan T	

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Zoe Binns	Natasha Fox
Emma Carr	Helen Francis
Esi Cathline	Christine McAllister
Stephanie Dias	Hilda Muchando
Nicky Dixon	Erica Popplewell
Tim Fairbairn	Laura Sinai
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Alexander L.	Gabriel S.
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Benjamin N.	Hannah H.
Charlie R.	Helen M.
Chloe H.	Jadesola O.
Claire M.	Jessica D.
Connor B.	Justin N.

Lella Violet H.	Sara M.
Leila L.	Shaun O.
May T.	Sumaiya M.
Millie B.	Temiloluwa A.
Mohammed A.	Tobias K.
Olivia H.	Victor S.
Phool A.	Wren T.
Priya G.	Zoya S.
Rochelle W.	

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Ellie Costello, Executive Director, Square Peg

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Siân Lewis, Head of Parent Participation, ParentKind

Astrid Jenkinson, COO, Learning with Parents

Alison Woodhead, Director, Adoption UK

Helen Norman, Senior Research Fellow, Fatherhood Institute

Evelyn Haywood, Head of Education, Skills Builder Partnership

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Jaine Stannard, CEO, School Home Support

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Sarah Sultman, Co-Founder of Gesher School

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Adam Friel, Associate Partner, Head of Education Law at Geldards LLP

Sarah Wild, Headteacher at Limpsfield Grange School

Julia Clements, Principal Educational Psychologist Place2Be

Dr Carrie Grant MBE, Vocal coach, TV presenter and session singer

Sarah Dove, Founder of Phoenix Education & President of PRUsAP

Joanne Lawrence, Headteacher Horizon School

Troy Braithwaite Brown, Bolton Impact Trust

Colin Foley, Training Director at ADHD Foundation

Denise Luczka, Head of early intervention and connexions at Bolton Council

Joanna Meredith, Director of Alternative Provision at The Tutor Trust

Jacqui Latham, Bolton Impact Trust

Dr Chris Fielding, Academy Lead at The Forwards Centre

Dr Privi Perepa, School of Education, Lecturer in Autism

Deborah Cohen, SEND Advisor

Eleanor Bernardes, Head of Development and Opportunities at Aspire Schools

Juanita Hurley, Independent Specialist Speech and Language Therapist at Speech Teach Ltd

Dan Goth, Assistant Headteacher, Spring Lane School

Anne Hayward, Director Anne Hayward Consortium

Lucy Bailey, Chief Executive Officer and Founder of Bounce Forward

Margaret Mulholland, SEN and Inclusion Specialist at the Association of School and College Leaders

Rachel Tomlinson, *Head at Barrowford Primary School*
 Aurora Reid, *MAT School Improvement Lead - Inclusion, Avanti Schools Trust*
 Abigail Gray, *Senworks Ltd*
 Anglea Brown, *Independent training provider within the vocational care sector*
 Ellie Costello, *Square Peg*
 Les Lawrence, *School Governor, member of educational charities, SEND Management Board and of a cross agency group involved in emotional and mental health well being*

11. Business Council:

Paul Drechsler CBE, Chairman, International Chamber of Commerce UK (STET)
Claudia Harris OBE, Chief Executive Officer, Makers
 Angela Jain, *Managing Director, ITV Studios Entertainment*
 Moni Mannings, *Non-Executive Director across sectors and Founder of EPOC*
 Robert Swannell CBE, *Former Chairman of UK Government Investments*
 Peter Mather, *Advisory Board Chair, Two Magnolias and Interim Lead NED at Department for Energy Security and Net Zero*
 Josh Hardie, *Josh Hardie, Corporate Affairs Director LetterOne*
 Cait O'Riordan, *Vice President, Product Management, Google*
 Raman Bhatia, *Chief Executive Officer, OVO*
 Caroline Carr, *Partner and Chief Human Resources Officer, Permira*
 Selina Pavan, *Director, Global Markets Technology Architecture, Bank of America*
 Vikas Pota, *Founder & CEO, T4 Education*

12. FED Board:

Carl Ward, *Chief Executive of the City Learning Trust and Chair of the Foundation for Education Development*
 Wendy Dean, *Fellow of the Chartered Institute of Personnel and Development and a Fellow of the Institute of Leadership and Management*
 Professor Fiona Forbes, *Founder and CEO ConfigurED & Professor of Practice La Trobe University*
 Sir Ian Livingstone, *Co-founder Games Workshop, General Partner Hiro Capital*
 Nick MacKenzie, *Partner at Browne Jacobson LLP*
 Patrick Wall, *Founder edpol.net*

13. FED Executive Team:

Eugene Dapper, *FED Executive Team, Education Consultant*
 Alastair Falk, *FED Executive Team, Education Consultant*
 Sorcha Grant, *FED Executive Team*
 Kerri Hall, *FED Executive Team, Voluntary Sector Consultant*
 Jo Malone, *FED Executive Team, Education Consultant, Co-Founder of WECAN*
 Dr. Rania Marandos, *National Director FED Executive Team, Social Sector Consultant*
 Jonathan Slater, *FED Strategy Consultant, Previous Permanent Secretary of the Department for Education from 2016 - 2020*
 Gabriel Smith, *FED Executive Team, FED Learners' Council Project Coordinator, A-Level student, UNIQ Oxford and Sutton Trust Cambridge Scholar*

14. FED Advisory Council:

Mark Anderson, *Co-founder of the Digital Leader Network in the UK*
 Deborah Annetts, *Chief Executive at the Incorporated Society of Musicians*
 Professor Anne Bamford OBE, *Strategic Director of the Education and Skills for the City of London*
 Mike Buchanan, *Executive Director of HMC*
 Jim Carrick-Birtwell, *CEO and Founder of Future Talent Group*
 Sir Mick Davis, *Chairman of MacSteel*
 Jonathan Douglas CBE, *Chief Executive of the National Literacy Trust*
 Paul Drechsler CBE, *Chairman London First*
 Vivienne Durham, *Chief Executive of the Girls' Schools Association (GSA)*
 Kirstie Donnelly MBE, *Chief Executive Officer of the City and Guilds of London Institute*
 Dr Karen Edge, *Reader in Educational Leadership at UCL Institute of Education*
 Jason Elsom, *CEO at Parentkind*
 Dr Adam England, *Executive Strategic Design Consultant at Noble + Eaton*
 Craig Fenton, *Leader of Strategy & Operations for Google in UK and Ireland*
 Sam Freedman, *Senior Fellow, Institute for Government*
 David Gallagher, *Chief Executive Officer at NCFE*
 Professor Philip Garner, *Brunel University London, Emeritus Professor at Northampton University, Editor in Chief of Wiley/Blackwell's Support for Learning*
 Nigel Genders CBE, *The Church of England's Chief Education Officer, Church of England Education Office*
 Professor Dame Clare Gerada, *President of the Royal College of General Practitioners*
 David Gregson, *Chairman of The Gregson Family Foundation*
 Hugh Greenway, *CEO of the Elliot Foundation*
 David Harkin, *CEO at 8billionideas*
 Claudia Harris OBE, *CEO Makers*
 Zamzam Ibrahim, *Student politician, President of Students Organising for Sustainability*
 David Jaffa, *Founder Jaffa Foundation & National Talent Academy*
 Joysy John, *Edtech Entrepreneur, ex-Director of Education at Nesta*

Al Kingsley FRSA, CEO NetSupport, Chair of a Multi-Academy Trust and of an Alternative Provision Academy
 Emma Knights OBE, Chief Executive of the National Governance Association
 Keya Lamba, Co-Founder of Earth Warriors Global
 Dr Rania Marandos, National Director FED Executive Team, Social Sector Consultant
 Richard Merriman, Founder of R P Merriman British & International Education, Co-Founder of Time for Change
 Estelle Morris, Baroness Morris of Yardley, Former Minister for Education & Skills
 Dr Steve Munby CBE, Visiting Professor at the Institute for Education at University College London, Chair of the Teaching Awards Trust in the UK
 Rajay Naik, CEO of Skilled Education
 Wayne Norrie, CEO of The Greenwood Academy Trust and Interim Chief Executive of the Mansfield-based Evolve Trust
 Lamide Odanye, Co-Founder of LIVE, Co-Chair of the #iwill Education Advisory Council
 Ndidi Okezie OBE, CEO UK Youth
 Roger Outwin-Flinders, Educational Consultant and Co-Founder of Time For Change
 Claire Paul MBE, Consultant, formerly BBC's Director of Leadership and Career Development
 Kerry-Jane Packman, CEO of Learning on Screen
 Raksha Pattni, National Partnerships Director at National Education Charity
 Vivienne Porritt OBE, Co-founder and Strategic Leader of WomenEd and Vice President of the Chartered College of Teaching
 Professor Dame Alison Peacock, Chief Executive of the Chartered College of Teaching
 Laura-Jane Rawlings, CEO and Founder of Youth Employment
 Jonathan Slater, Previous Permanent Secretary of the Department for Education from 2016-2020
 Annika Small OBE, Co-Founder of CAST and founding CEO of Nominet Trust Professor
 Torri Stewart, Strategy and Impact Lead at the City of London Corporation's Education Strategy Unit
 Professor Samantha Twiselton OBE, FRSA, PFHEA, FCCT, Director of Sheffield Institute of Education at Sheffield Hallam University
 Carole Willis, Chief Executive of the National Foundation for Educational Research (NFER)
 Bukky Yusuf, Senior Leader, Science Lead, Educational Consultant (EdTech/Science)

15. FED Ambassadors:

Dame Julia Cleverdon DCVO, CBE, Chair of Transform, Co-Founder of Step Up To Serve (#iwill), Deputy Chair of the Fair Education Alliance
Dame Ann Limb DBE DL, Chair of City & Guilds Group, Chair of Lloyds Bank Foundation, Pro Chancellor at the University of Surrey and Chair of the UK Innovation Corridor
 Jason Arthur, Chief Executive of Mission 44
 Mohammed Alam Begi, Current Harvard Student, previously FED Executive Committee, Learners Council Co-Chair & Special Projects Consultant at City of London Corporation
 Dr Neil Bentley-Gockmann OBE, CEO of Whitehall & Industry Group
 Lord John Bird MBE, Crossbench Member of the House of Lords, Co-Founder of the Big Issue
 Justin Blake, HundrED UK Lead and Founder and Director of Conscious Learning Ltd
 Rod Bristow, Visiting Professor UCL Institute of Education, Former President of Global Online Learning & UK at Pearson
 Charlotte Bosworth, Managing Director of Innovate Awarding

Lord Karan Bilimoria, Founder of Cobra Beer, Chairman of the Cobra Beer Partnership Limited and Founding Chairman of the UK India Business Council, CBI President
 Connor Burleigh, student, St Andrews University
 Sarah Caton, Chief Executive of Inspiration for All
 Ben Caulfield, CEO and co-founder of Eedi
 Sameena Choudry, Founder of Equitable Education Ltd
 Tom Clark CBE, Board Member of ATT
 Dr Michelle Clement, King's College, London
 Rosie Clayton, Head of Rethinking Assessment
 Bella Cox, Poet, Workshop Facilitator, MC, and Event Producer
 Andrew Copson, Chief Executive of Humanists UK, President of Humanists International
 Mark Dawe, Chief Executive of The Skills Network
 Phil Denton, CEO Evaluate-Ed and Director of LEARN
 Christian Foley, Teaching MA at Goldsmiths University, Poet in Residence, PhD student at Goldsmiths University
 Trish Franey, Education Consultant
 Vivi Friedgut, CEO of Blackbullion
 Rupert Gather, Chairman of Challenger Multi Academy Trust
 Richard Gerver, Founder of IC-ED Ltd
 Sir Paul Grant, Education Advisor for the Premier League and England FA
 David Goodhart, Journalist, Founder and Former Editor of Prospect magazine
 Dr Neil Hawkes D.Phil (Oxford), Med, BA, FRSA, Founder of The International Values based Trust and Values-based Education (VbE), TEDx presenter
 Jane Hickie, Chief Executive of the Association of Employment and Learning Providers (AELP)
 Madeleine Holt, Leader of the Meet the Parents Project, Co-Founder of Rescue Our Schools
 Professor David Hopkins, Chair of Educational Leadership at the University of Bolton and Professor Emeritus at the Institute of Education, University College London & the University of Nottingham
 Jon Hering, Scholarship Lead at Blackbullion
 Stephen Henry, Guidance & Development Adviser Cognition Education
 Jason Horne, Partner at GSV Ventures
 Matt Hyde OBE, Chief Executive of The Scouts
 Aliyah Irabor York, Cambridge Undergraduate (Education Policy and International Development) Undergraduate & Founder of Pupil Power
 Howard Jackson, CEO of Hub4Leaders & Evaluate-Ed Ltd
 James Kempton, Independent Chair of the Oldham Opportunity Area
 Dame Sue John, Chair of the Teacher Development Trust
 Larissa Kennedy, previous President of the National Union of Students (NUS) and Director of Students Organising for Sustainability
 Priya Lakhani OBE, Founder CEO of CENTURY Tech
 Sarah Ledger, CEO of Lexonik
 Dr Trevor Lee, Chief Educational Consultant at Saracens RFC and Guest Lecturer of UCL Institute of Education
 Joy Madeiros, Group CEO, Oasis Charitable Trust and Oasis Community Learning
 Anne Longfield CBE, Chair of the Commission on Young Lives
 Martin McKay, CEO and Founder Texthelp

Anthony Mackay, CEO and current Co-Chair of the Washington DC-based National Center on Education and the Economy
Dr Geoff Mackey, Fellow of the Inst of Directors and the Royal Society of Chemistry
Gordon Marsden, Co-Founder of the Right to Learn campaign, formerly MP for Blackpool South
Shane Mann, Managing Director of Lsect, Publisher of Schools Week and FE Week
Stella Mbubaegbu CBE, Director of the Black Further Education Leader Group UK Ltd (BFELG)
Olly Newton, Executive Director of the Edge Foundation
Benjamin N'gonga, Lead Marketing and PR for Big Community Records, Marketing for Google for Startups
Paul Noon, Pro-Vice-Chancellor at Coventry University
Dr Vanessa Ogden, CEO of the Mulberry Schools Trust (MST), Chair of the Fair Education Alliance
Vikas Pota, Founder & CEO of T4 Education
Lord Rami Ranger CBE, Chairman of the British Sikh Association, Chairman of the Pakistan, India & UK Friendship Forum
Justyn Randall, CEO and Founder at Opogo
Tom Ravenscroft, Founder & CEO Skills Builder Partnership
Sir Anthony Seldon MA, PHD, FRSA, MBA, FRHIS, Former Master of Wellington College and Former Vice-Chancellor of the University of Buckingham, Current Head Master of Epsom College
Alastair Stewart OBE, previous Presenter on GB News
Robert Swannell CBE, previous Chairman of UK Government Investments
David Tarsh, Managing Director at Tarsh Consulting
Les Walton CBE, Founder of the Association of Education Advisers and visiting Professor at the University of Sunderland
Dawn Ward CBE DL, Chair of the World Federation of Colleges and Polytechnics
Greg Watson, Chief Executive of GL Education
Professor Steve West CBE DL, Vice-Chancellor, President and CEO of the University of the West of England, President of Universities UK
Baron Jim Knight, The Rt Hon Lord Knight of Weymouth, Chair of Council of British International Schools, Chair of EACT
Dr Rebecca Winthrop, Senior Fellow and Director of the Center for Universal Education at the Brookings Institution
Floyd Woodrow, Chairman Quantum Group and CEO Super North Star and Compass for Life Foundation

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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.

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

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