
# bigeducation

## learning for the 21st century

Compass
together for a good society


creative
innovative
accountable
local / global
motivating
high standards
empathetic
co-operative
collaborative
organic
lively
multi-generational
bigeducation
horizontal
participative
inclusive
wide reaching
equal
ambitious
expansive
learner led
empowering
engaging
inter-active
comprehensive
life-long
democratic
generous

# Contents:

# Acknowledgements:

This report is a genuinely collective and collaborative effort. Ken Spours has convened the Compass Education Group over the last four years and authored much of the report. In that endeavour he has been wonderfully supported in particular by Martin Yarnit, Judith Edwards, Dan Taubman, Brian Matthews, Clare Blackhall and the other members of the group. Eliane Glaser did a great job of helping to edit the report and Susannah Wright proofed it. Catherine Harrington and Nikki Hayes devised and developed the diagrams and illustrations for it.

Christine Blower, General Secretary of the National Union of Teachers (NUT), and the Union Executive provided the support and space to make the work possible, while Chris Brown has assisted whenever asked. We are hugely grateful to them.

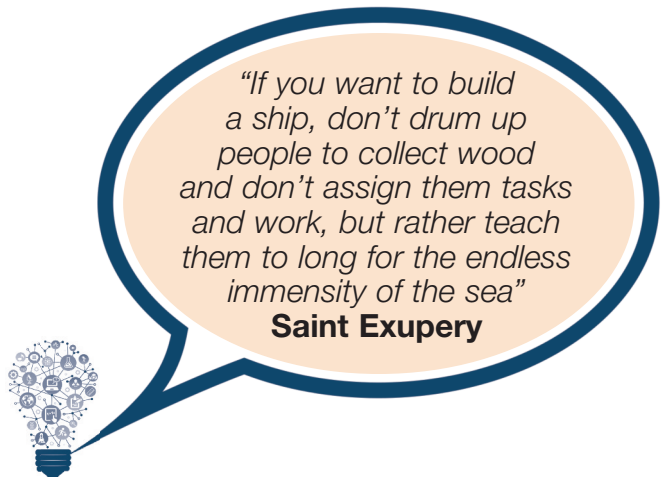
Jane Roberts has done a heroic job chairing the Advisory Council of the Inquiry (whose names are listed at the end of the report) and has constructively pushed us all the way along. The Compass staff – Joe Cox, Jacqui Howard and before her Rosie Rogers – and its members have provided support and ideas galore. And everyone who attended the conferences and seminars has played an invaluable part in helping us complete this report.

Lisa Nandy MP and Jon Cruddas MP gave encouragement and support to this project and we are hugely grateful to both of them.

Finally, we would like to acknowledge ideas and their contributors, which have helped to shape the concept of Big Education. These include the work of Wendy Ellyatt and the Save Childhood Campaign, which promotes the recognition of childhood in early education; the international comparative work of Pasi Sahlberg and his global models of education, which have opened our eyes to different international possibilities; the energy of Rachel Roberts and all involved in the democratic school movement; Fiona Millar on selection; the challenging contribution from Anita Pincas of the Institute of Education on ageing and education; and the ground-breaking work of Tom Schuller and David Watson as part of the Independent Review for Lifelong Learning. Together these contributors have helped us to develop a proposal about what is arguably the hallmark of an advanced system – education throughout the life-course.

A list of many of those who participated in the process and at events can be found at http://www.compassonline.org.uk/education-inquiry/

**Finally, and for clarity, the report is the work of the Compass Education Group and no one else. People advised and helped us, but all faults, omissions and failures lie with this group.**



# Foreword:

Timid, narrow and impoverished – that has been the nature of much of the debate on education policy in recent years. But now at last this report, Big Education, offers some fresh thinking and opens up the constraints that have characterised so much of the political debate on education in the UK.

Big Education dares to believe that education in this country really can be different. It illustrates that our education system does not have to continue down the path of an ever more desperate attempt simply to catch up with Shanghai. We need rigour, of course, but a rigour underpinned by a much broader understanding of the context and purpose of education in the 21st century. And, most importantly, an understanding that the choices any society makes about how best to educate its people will inevitably have a profound effect on that society and how it functions. For a good society, its education system must be rooted in and organised around the democratic values that we hold dear.

The process of this inquiry has modelled the qualities of an education system that are advocated in this report. The inquiry has been conducted in a spirit of openness, pluralism and curiosity. It has eschewed dogmatism and genuinely embraced challenge and debate. There has indeed been much debate within the inquiry but there has been a solid, deep agreement about the values and principles that should drive education policy.

Read the report, chew over its proposals, contest them perhaps, but refuse to be bound by the narrow constraints that have dominated education thinking in recent years. Think big.

Thank you to Compass for asking me to chair the Advisory Council. It has been a fascinating and stimulating experience, and a privilege to engage in debate with others who are passionate and scarily well informed about education. I thank my fellow members of the Advisory Council: from a very wide range of backgrounds, they have brought an invaluable depth of thinking, expertise and experience to the inquiry.

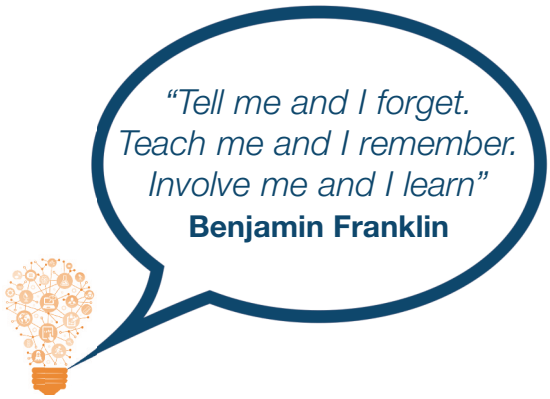
**Dame Jane Roberts**
Chair Advisory Council, Compass Education Injury

The National Union of Teachers (NUT) was pleased to provide the financial support which allowed this inquiry to happen. In embarking on this project, both the NUT and Compass were in no doubt that very many current policies were taking education in the wrong direction. We wanted this inquiry to spark a wide-ranging debate that would help define and develop a democratic, inclusive and coherent model of education that the next government and future policy-makers could use.

The NUT participated in this debate and welcomes aspects of the analysis in the report. Some of the policy aspirations within it match our own. While Compass and the NUT disagree on some elements in the report we hope it will trigger many more discussions during the 2015 election campaign and beyond about the type of education service that would benefit all children and young people.

For our own part, the NUT will continue to advocate the popular Stand Up for Education manifesto available at www.teachers.org.uk/manifesto. The manifesto sets out a compelling vision for our children's education and it has been attracting a great deal of support from parents, school governors and members of the public.

**Christine Blower**
General Secretary, NUT




# Part 1:
# Introduction

Education is our most important social activity. It is the process we all go through, in varying forms, to learn the most precious of gifts – the art of living together as citizens. Many places of learning and many teachers strive to impart that gift – but they do it despite the system, not because of it. To make such a transformative and empowering goal a coherent and consistent reality for all, we need to build a new national consensus around this high ideal and collectively we need to show how it can be made possible.

It is our purpose in this report to build such a consensus. The report is about a vision of education being so much better than we currently experience, but located in the reality of a nation facing new challenges and opportunities – not least huge public spending cuts and a crucial, and probably uncertain, general election in May 2015.

This inquiry is principally focused on developments in England and the reform of the English education system. We recognise that the education systems of the four countries of the UK are diverging, with those in Scotland, Wales and even Northern Ireland moving in different ways from that of England, which is a complicating factor for this report. Some of the broader analysis at the beginning about the functions and future of education apply to all four systems, but the specific policy analysis and prescriptions are focused on the education system in England.

The major fault with the dominant way in which we educate people today is not just the inequity of its results, the jostling competition of parents and providers, the lack of freedom for professionals, the exam treadmill of learners, the fragmentation of the system, or the imposition of relentless change from above. All these and more are real problems, but they are not the central problem.

The big problem is this – how small our education system has become. By small we mean narrow, restrictive and lacking in ambition and imagination. For both learners and teachers the space in the system is claustrophobic and does not allow people to stretch and expand, to push and be pulled, to know a life without limits. Schools have become factories of limited learning to fit with one dominant view of what it means to be human – the worker–consumer in the competitive global economic race at a time when for so many work no longer pays enough to live by – let alone provide work that allows us to flourish. It is small in the sense that too much of it is selfish and self-serving at time when success increasingly comes from collaboration and co-operation. It forces us to look down at short horizons, not up at the vast landscapes of what a good society could be like.

We do not suggest for a minute that 'getting on' in the conventional sense is not part of what we need to be educated for – we need to work to live – but it is a pretty low aspiration if that dominates our view of the purpose of education.

By 'getting on' we mean we can be and need to be so much more than worker ants or turbo-consumers. We can all be and all need to be carers, conservers, co-operators, collaborators, innovators and, more than anything, citizens. Our education system should aspire to create active and engaged citizens beyond all else – people with the material, emotional and democratic resources to collectively shape the world in which they live.

Learning to come fully alive and to reach the incredibly rich potential contained in all of us must be the new goal of education in the 21st century. That demands not a narrow time slot of limited, spoon-fed learning, but big and expansive learning throughout our whole lives – so intellectually and emotionally we never stop growing and developing.

We cannot be free as people and we cannot flourish unless everyone can. An expansive version of education includes all of us, recognising what is special about each of us while coherently creating the space and support for people to work together to make this vision possible. This expansive vision that we have termed 'Big Education' is therefore a purposeful alignment of means and ends – we learn the art of living together as citizens by doing and making education together.

Figure 1 shows the key features of Big Education compared with the old and small system we are still struggling with.

Figure 1 The key features of Small Education and Big Education

| Small Education | Big Education |
|---|---|
| Narrow | Expansive |
| Competitive | Collaborative |
| Bureaucratic | Democratic |
| Restricted | Lifelong |
| Targets | Freedom |
| Centralised | Localised |
| Elitist | Equal |
| Selective | Comprehensive |
| Imposed | Organic |
| Individualistic | Generous |
| Closed | Open |
| Mechanical | Professional |
| Directed | Creative |
| Fragmented | Coherent |
| Remote | Accountable |

This final report of the Compass Inquiry into a New System of Education draws together the work undertaken during the past 15 months by working groups, conferences and seminars involving a wide range of stakeholders. It summarises the findings of an extensive research-based interim report (http://www.compassonline.org.uk/wp-content/uploads/2014/07/78fe8b157df89dc89b_9em6b4j8f.pdf), published in early 2014. For some this final report is the culmination of a life spent in pursuit of an education system that is based on a belief in the amazing capacity and collective ability of all of us.

## Big Education - Learning for the 21st century


We think that this work offers a distinctive and expansive vision of education at a time of great opportunities and challenges. Economies and societies are changing rapidly because of the impact of globalisation and new technology. Threats abound; global warming, growing inequality, the imposition of austerity economics, and a profound democratic deficit – by which we mean the now commonplace notion that our world feels beyond our control. The challenge is how we bend the modern world to people and the planet – not how we bend humans and the environment to the narrow needs of profit maximisation. In this education is key.

Education should help us to compete together against our greatest problems rather than compete against each other. To achieve this ambition education needs to be broad, balanced, deep, specialised, long and diffuse – formal education should merge with informal and everyday practices. This multi-dimensional and expansive vision is what we call 'Big Education'.

We hope that this report will provide a springboard to another phase of research and action. Already those involved in the inquiry are in dialogue with teachers' professional associations and unions, political parties, local authorities and other civil society stakeholders to build a sustainable consensus for profound education change. However, the kind of education transformation we envisage is slow, deliberative and deeply consensual. Teachers, in particular, have suffered turbulence and political micro-management for too long. Education reform is not just about a change of 'policy content'; it also involves a change in 'policy style'.

We recognise the case for urgent action now to put our schools on a better footing and attempt to inform and influence any incoming new government. But we also appreciate the need to prepare intellectually for the long haul of building a radical new national consensus around the purpose and practice of a very different education system.

This final report is written as one narrative supported separately by a number of key appendices (http://www.compassonline.org.uk/education-inquiry/). These are not incidentals, but the policy details that need to be enacted to bring our vision to life. We have tried to write this report in an accessible way, making efforts to avoid jargon and to explain what we mean by particular terms when it is necessary. We hope you enjoy reading it and would be thrilled to know what you think.

# Part 2:
# Key policy requirements for Big Education

The following policies and ideas are contained in this document or the supporting appendices.

### Learn the right things in the best way

- Introduce a developmental approach for early years – from birth onwards – focusing on uniqueness, play, exploratory learning and wellbeing.
- Rebalance national and local funding to prioritise early years and family support to give every child the best possible start in life.
- Introduce a new broad and balanced natural curriculum framework that is creative, but has space for local innovation and professional judgement.
- Introduce a new evidence-driven national council for curricula, qualifications and pedagogy.
- Develop a unified baccalaureate award at age 18–19.

### Make decisions in the right way

- The next government must encourage and resource a national conversation about the purpose and practice of education. This should take place at every level of the country and involve all stakeholders to result in a national education covenant between national and local government, the profession, the business community, governors, parents and students.
- Commit to a diversity of models of planning, management and oversight with freedom to experiment within broad national parameters set following a national debate about education's purposes, standards and priorities.
- Devolve power and resources from top to bottom – from central government down to the local community.
- Introduce self-managed education institutions accountable to the public through democratically run education-specific boards.
- The government will focus on a strategic agenda setting and equity role with no more micro-management of teaching and learning.
- Create an integrated department for education and a single funding agency for a coherent cradle-to-grave lifelong learning service, moving gradually to equitable funding regardless of provider.
- The provision of school places will lie with clusters of local authorities – not school commissioners – operating at a scale that supports strategic decision-making.
- Introduce an obligation on publicly funded providers to contribute actively to the design and delivery of local plans.
- Create a new national education council to bring key stakeholders together and report to Parliament.
- Local authorities will take the lead in developing education area plans – alone or in clusters – and be the champion of standards and equality.
- Create new democratic local education-specific strategic bodies – local education boards – to provide strategic oversight.

### Achieve the highest standards – a new inspection model

- Rename Ofsted and give it a new name that reflects the concepts of service and quality.
- Focus on system improvement, shifting from market transparency to sustainable system improvement that promotes institutional improvement; improve the quality and range of area-based provision, collaborations and partnerships, teacher training and teachers, and areas of national provision such as vocational education. There will be greater partnership working with various national agencies and a reinvigorated local government.
- Harness the energy of self-assessment and peer review.
- Ensure independence, objectivity and ethical professionalism with full-time and highly trained government inspectors as the main inspection body. There will be a greater role for education professionals in the assessment process, and more local assessment expertise by promoting the status of the 'chartered examiner'.
- Introduce a partnership inspection process – starting with the creation of a national inspection framework shaped by not only the remodelled inspectorate but also other national stakeholders in order to generate trust and stability. Inspection will help build local capacity for change and improvement.
- Introduce democratic accountability so the inspectorate would be accountable to a parliamentary select committee and, in the longer term, to a new independent national education council rather than directly to ministers.
- Assess the health of providers annually through peer review, moderated by experienced practitioners, to a format and timetable overseen by the new inspectorate.
- Where weaknesses are identified, the inspectorate should be able to call on improvement expertise provided by school or college networks, local authorities (where they retain capability and credibility) or a specialist company.
- In extremis, the inspectorate or local education board to issue notice to improve if it has firmly based concerns about the outcome of peer review.
- Introduce a right to redress for service users – students, parents or employers – who feel let down and cannot get a serious hearing from the institution they have complained to.
- Create a unified regulative framework for inspection and audit for all schools, including academies and academy chains.

### Have the best education professionals

- Develop new professional culture that creates high status, high expectations and high rewards and continuous professional development, abiding by national pay and conditions.
- Within democratically decided national strategies and local plans, give education professionals freedom to innovate and determine with partners.
- Professionals will be committed to the area and not just the institution.
- Create a national council of educators to ensure accountability and high standards.

### Design education for the whole of life

- Education will become a national service that is lifelong and coherent.
- General further education colleges will become hubs for lifelong learning.
- Introduce citizen schools where people can develop critical educational, social and democratic thinking and skills together.
- Develop the 'public university' that is deeply connected to communities, the economy and society.
- Develop new regional collaborative networks to bring education, employers and other stakeholders together to develop high skill eco-systems.

### Introduce fair selection

- Introduce legislation to end selection on ability and aptitude over a period of 10 years. This can be done gradually starting with the new intake at Year 7. No school needs to close. No staff need change their jobs. No child's education need be disrupted and all schools could become comprehensive in a few years.
- Oblige all schools –whether academies, maintained, voluntary aided or community run – to comply with the same rules and be governed by the same local system of oversight. Improve that system to promote, as far as possible, balanced intakes in all schools. Thus ensure there is a level playing field with no exceptions to the school admissions code of practice, the regulatory framework to which all schools should adhere.
- Do not allow academy schools to negotiate 'opt outs' from certain sections of code in their funding agreements with central government, as is currently possible. Hold all schools, whether academy or maintained, to account through the same process of compliance.

### Make education institutions responsive to their users

- Develop an effective representative system such as a school council or alternative student leadership structure.
- Hold regular meetings where everyone can raise points for discussion and vote on new proposals.
- Run a whole institution consultation through which everyone plays an equal role in developing and deciding a code of conduct in place of school rules.
- Recognise that students should have a much greater voice in what is to be learned and how learning should take place.
- Involve students in the staff recruitment process.
- Enable students to make real decisions about selecting resources and spending allocated budgets.

# Part 3:
# The context for education in the 21st century

### Education and what it is to be fully human

If, as we argue, education is our most important social activity then why, what and how we teach has the most profound implications for what kind of society we are. And in whatever form, private or public, education is always a social act – we can never learn alone. Through books, classes, workplaces or even today by MOOCs (massive, online open courses), education is created collectively – by learners and the learned. While individual perseverance and motivation are very important, essentially we learn together. As a collective and participative endeavour education can enable us to flourish as individuals, help build a sense of community and innovative enterprises, foster the skills and knowledge to participate in the world, and provide ways of seeing beyond our current condition.

Accounting for just over 100 years out of our estimated 60,000 years as modern human beings, formal and universal education is in its absolute infancy. We are just beginning to understand the plasticity of brain development, to research teaching methods, to think about the implications of a revolution in communication technologies, and to appreciate the benefits of education throughout the life-course not only for the economy, but for society and the health and wellbeing of people and the planet. Despite knowing more than ever about education, its power and potential have only begun to be explored.

Unfortunately, much of the recent period of universal education has been dominated by restrictive and elitist practices rather than by expansive and participative visions. Bureaucratic and more recently free market models of education have prevailed over wider public and social values and spaces. However, as wider economic, political and social conditions are changing the world, and us with them, new possibilities for a sustainable education revolution are coming into play.

### The potential of New Times – a choice between two versions

Our vision of education does not arise simply from historical reflections on what it is to be social human beings; it is informed by what we term ‘New Times’, by which we mean emerging and potentially progressive trends, driven in large part by technological change. As the internet provides new forms of communication, every day we witness the potential for a more horizontal, flexible and networked society and economy.

However, this future is contested. We face two possible versions of New Times. The ‘worst of times’ has the new technological, organisational and social environment exploited by big business; it is constricted by a centralising and domineering state and the sense of shared future dispersed by the culture of individualism and competition.

On the other hand, there is significant potential for a more egalitarian and democratic version – ‘the best of times’ – in which people will increasingly have the opportunity to collaborate, co-operate, share, experiment, learn, fail and try again together. In these new networks, power and decision-making can be the property of us all. And on these emerging flat planes where everyone’s voice counts, everyone can be heard and anyone can know anything anywhere, the key skills of the future will be relational, emotional and empathetic.

In this new world, efficiency, productivity, creativity and innovation can come from more democratic and collaborative networks, not command and control bureaucracies or competitive markets. Education as a fundamental shared activity has a central role to play in realising version 2 of New Times. This is the tide that we can catch and harness to re-shape education.

In all of this we have to be careful about the expectations and pressure we put on the education system. It is pivotal in shaping a good society, one that is much more equal, democratic and sustainable, but education cannot put right all the wrongs of society – nor should it try. Even the best teacher or school cannot mend a life of social and family chaos, abuse and hunger. But education must serve the needs of those requiring most help.

### Education in England today – narrow, top down and out of date

Compare and contrast the essentially Victorian structure of established education with the potential of education in this fluid and networked world. The dominant model is that of hierarchical structures in which experts impart their knowledge to passive, recipient learners. From the top down and the centre out, the dominant form of education has been elitist, something that is linear, controllable and measurable. In the last 30 years this essentially technocratic view of education has been bent towards the free market economic model. The purpose of the educational hierarchy has been to equip people with the individual tools to survive and, for a select few, thrive in 'a global race'. Along the way students and their parents have become immersed in an essentially competitive culture so that education becomes a positional good, valued not because of what it teaches us but for its role in determining our position, status and income.

Likewise, the relationship between schools and indeed all educational establishments is essentially competitive, to ensure that some win out and try to persuade the rest that they can win too, even when structurally that is impossible. Overlaying this, despite its rhetoric about 'deep learning', the Conservative-led Coalition Government has also promoted a narrow, traditional, over-tested and unimaginative curriculum that cannot fully equip learners for a modern and rapidly changing world. We are educating for a world of 20th-century work, using largely 19th-century structures just when the 21st century is finally kicking in and leaving the old world fast behind. Surely it is a moment to pause, reflect and think afresh about what education is for and how it is enacted?

### Different global responses – the potential for policy learning

We are not alone in having to rethink responses to New Times as the effects of globalisation and technology are being felt and debated in countries across the world. Pasi Sahlberg delineates three global models of education. The outmoded English approach can be seen as part of an 'Anglo-Saxon model' of education (used in England, the USA and some eastern European and African countries) with its emphasis on markets, choice and competition, standardising teaching and learning, and test-based accountability. The Gove reforms in the UK can be seen as an extreme and backward-looking version of this.

The Anglo-Saxon model is being contested by a 'Pacific model' (used in South Korea, Taiwan, Hong Kong, Singapore and now China), which draws on authoritarian and conformist curricular and moralistic teaching methods, but has high levels of parental and social support, and high expectations of behaviour.

Finally, there is a third and high performing 'Nordic model' (used in Finland in particular and parts of Canada). The Nordic model is based on high status professionalism and high trust relationships, with devolved responsibilities within broad national frameworks and links between education, social services and localities. The Scottish and Welsh systems could be interpreted as already heading in a Nordic direction, albeit in a mild way.

Of course, these are 'ideal types' and the real world is more complex and fluid. But these ever changing global models of education suggest there is potential for 'policy learning' across national boundaries where dialogues can be established to explore differing approaches to increasingly shared challenges. This is in marked contrast to 'policy borrowing', where decision-makers respond to international data from the Programme for International Student Assessment (PISA) by trying to transplant so-called best practice from one country to another. Nonetheless, we feel most can be learnt from the Nordic model.

# Map of Collaborative Stakeholders in a Typical City / Region

### NEC representatives (National Education Council)

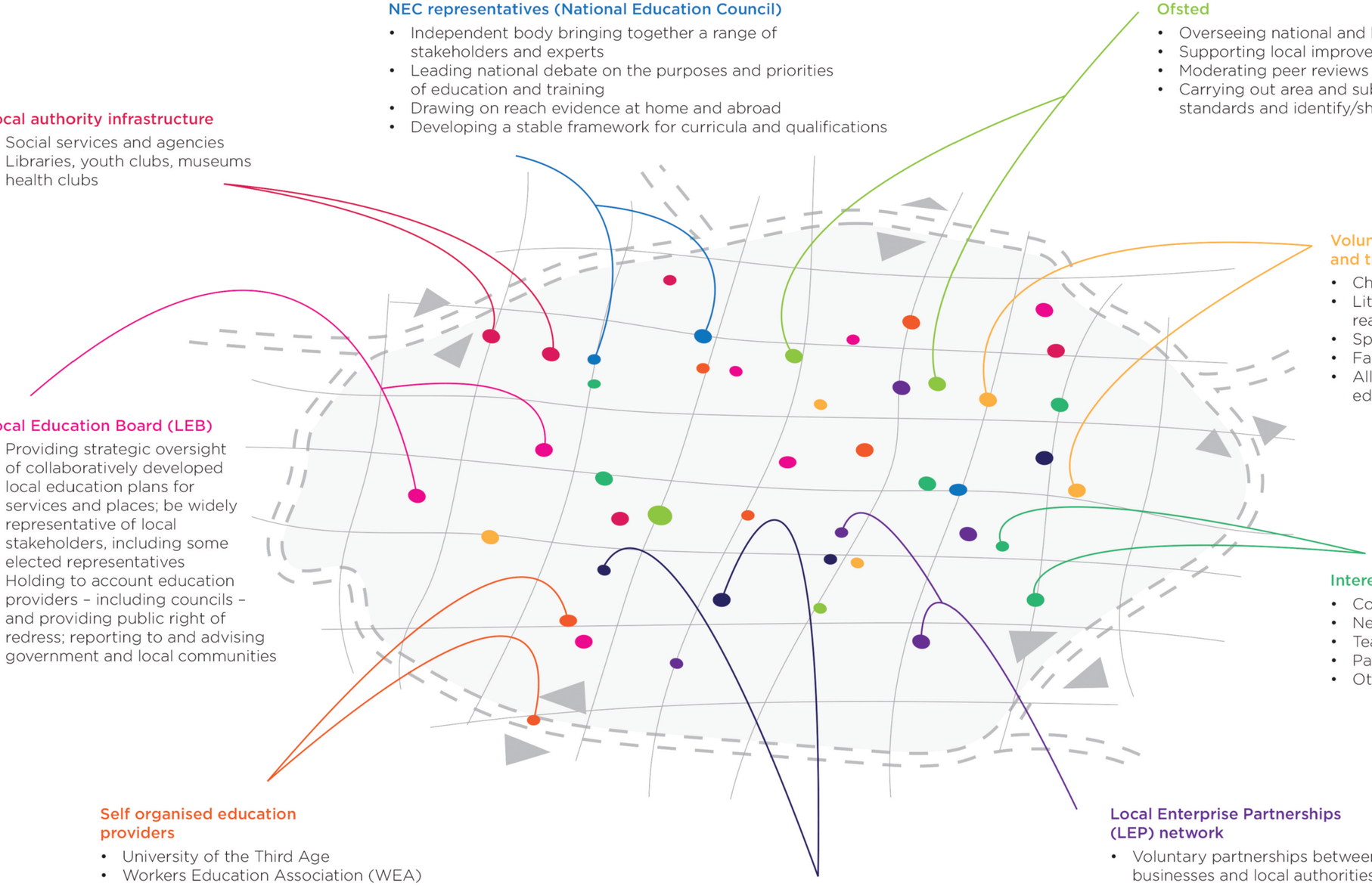
- Independent body bringing together a range of stakeholders and experts
- Leading national debate on the purposes and priorities of education and training
- Drawing on reach evidence at home and abroad
- Developing a stable framework for curricula and qualifications

### Ofsted

- Overseeing national and locally agreed standards
- Supporting local improvement initiatives
- Moderating peer reviews
- Carrying out area and subject reviews to monitor standards and identify/share good practices

### Local authority infrastructure

- Social services and agencies
- Libraries, youth clubs, museums health clubs



### Voluntary sector education and training groups

- Charitable organisations
- Literacy programmes/ reading clubs
- Sports and health programmes
- Family learning programmes
- All other voluntary sector education groups

### Local Education Board (LEB)

- Providing strategic oversight of collaboratively developed local education plans for services and places; be widely representative of local stakeholders, including some elected representatives
- Holding to account education providers – including councils – and providing public right of redress; reporting to and advising government and local communities

### Interest groups/stakeholders

- Community groups
- Neighbourhood associations
- Teachers and lecturers unions
- Parents' fora
- Other interest groups/stakeholders

### Self organised education providers

- University of the Third Age
- Workers Education Association (WEA)
- Women's Institutes
- Union Learn
- Citizens Learning Networks
- Other self organised education providers

### Education providers

- Schools
- Colleges
- Universities
- Early years provision
- Training centres

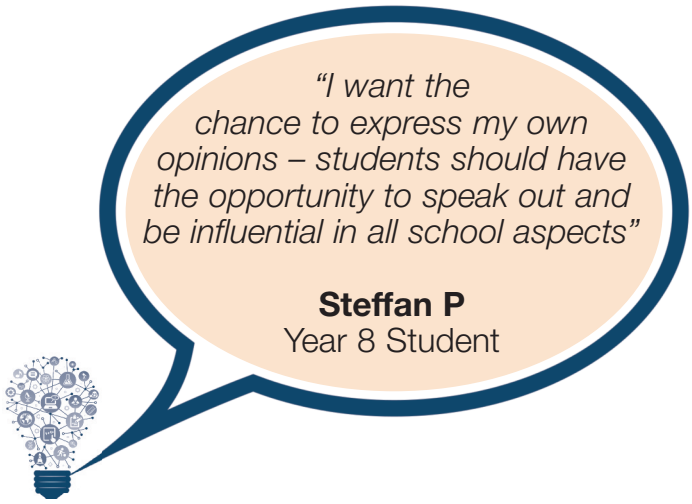
### Local Enterprise Partnerships (LEP) network

- Voluntary partnerships between local businesses and local authorities to support economic growth and prosperity; deciding local economic priorities for growth and job creation; agreeing the education/training opportunities needed to support growth
- Local businesses engaging directly with education providers and offering vocational training/support

### The unfinished comprehensive revolution

Despite globalisation each national system has its own distinctive past that exercises powerful effects today. The English education system is known internationally for its elite schools and prestigious universities. But it is only a middling performer internationally owing to the impact of its deep divisions, which depress educational outcomes beyond a narrow elite. In general terms, more socially cohesive and equal countries do better educationally. In contrast to the Nordic countries that introduced comprehensive schooling decades earlier, comprehensive education in England and Wales only got off the ground in the 1960s and was largely limited to the building of some new comprehensive schools. It did not embrace the curriculum or qualifications and did not go beyond age 16. It turned out to be a partial experiment that was overwhelmed by the 'conservative modernisation' of education in the 1980s and 1990s, which fuelled an expanded but divided system, the main legacies of which were never effectively challenged by the last Labour Government. The problem of the 'comprehensive system' was that it was never anywhere near fully comprehensive.

Nevertheless the 'comprehensive ideal' lives on because it is so powerful. In schools, colleges, communities and workplaces, teachers, lecturers, parents, employers and a whole host of other social partners strive to build the capacity of all their students and workers to become the very best they can be – largely despite the system, not because of it. They are heading into the wind of government policy. In Scotland and Wales, comprehensive education has firmer roots than in England. Overall, educational standards have improved not only as a result of external pressures, but also because of the dedication of a whole range of professionals and partners in focusing on the needs of their students and having an ethos that is open, collaborative and participatory. Furthermore, despite having been denied important powers, local authorities are trying hard to bring providers together to collaborate in the interest of all learners. But these comprehensive practices and aspirations require a new comprehensive education system in which they can grow and flourish.



# Part 4:
# Transforming education in England and Wales

Big Education requires not just new policy but a new policy style of vision, consensus and gradualism in a world where the most important word is and. Reform on the scale outlined in this report has never been envisaged before, but the realisation of Big Education could be seen to mark education's transformative moment – the birth of a national education service from cradle to grave based on a new settlement between national government, those who lead and provide the service, and those who use it. But unlike the other transformative moment in our public services – the creation of the NHS in 1948 – it will not be created from the centre, but with the willing and active involvement of thousands of students, teachers, parents, governors, communities and businesses. The job of politicians and policy-makers is to facilitate such change and to resist the temptations of micro-management. For them it must be about providing the platforms and resources for people to create the new educational terrain, not policy dictated from the centre.

Such an ambitious comprehensive system cannot be built by education operating in a silo. It has to be an integral part of wider societal, political and economic strategies that seek to overcome inequality and the economic and cultural renewal of our nation. And the democratic and participatory approach it takes must be developed in all public services as the new form of modern governance – in health, social care and local government. The drive for equality and social justice has to be at the very centre of the democratic modernisation of education, so all ages are educated in the overriding virtues of tolerance and non-discrimination, whether related to class, race, gender, sexuality or disability.

A system of such scale cannot be built overnight because what is proposed here is the modernisation of all levels from bottom to top in a systematic and gradual way that helps us to shape and make the most of New Times. The process will last a generation at least. Of course, parts of the education system experiencing problems need to be dealt with quickly, but in marked contrast to the hyperactive policy of recent years, which sought to turn the world upside down, we seek a more profound and consensual approach that builds on the best we have, on all that we collectively know, and on networks of collaboration that link specialist education institutions – nurseries, schools, colleges, workplaces, community centres and universities – to each other, the economy and wider society.

This change of policy style involves moving away from polarised debates and recognising that even those we disagree with speak more than a grain of truth. The notion of 'versus' should give way to 'and'. The 'world of and' is an inclusive and nuanced place where we can appreciate, for example, education as individual achievement and a collective activity, the curriculum as the attainment of knowledge and wider competences, and professionalism as technical competence and as democratic commitment. These new combinations are endless.

### Five dimensions of education system building

We propose a radical form of revolution through evolution, based wherever possible on consensus, where change is shaped from below as well as from above. We envisage that Big Education as a 'slow revolution' will comprise five related dimensions of change (see Figure 2):

- dimension 1: agreeing the values, purposes and principles that provide the 'cultural glue' of the system, laying the ground for a new consensus
- dimension 2: transforming learning, curriculum, assessment and qualifications so that learners can develop capabilities to express their full potential, take control of their lives and shape wider society and the future

- dimension 3: moving towards a more democratic and devolved organisational model of education that creates a new settlement in which the national level has a strategic role while at the same time empowering localities and encouraging collaboration for the good of all learners
- dimension 4: creating an expansive democratic professionalism that fosters dedicated educators of the highest quality – who are knowledge experts, understand human development, improve teaching methods, and can collaborate with others across an expanded education, social and economic system
- dimension 5: building a system of lifelong learning that ensures that all citizens have the open and continued opportunity to study to the highest level, receive quality training in the workplace, and have access to learning for leisure in order to lead a 'good life'.

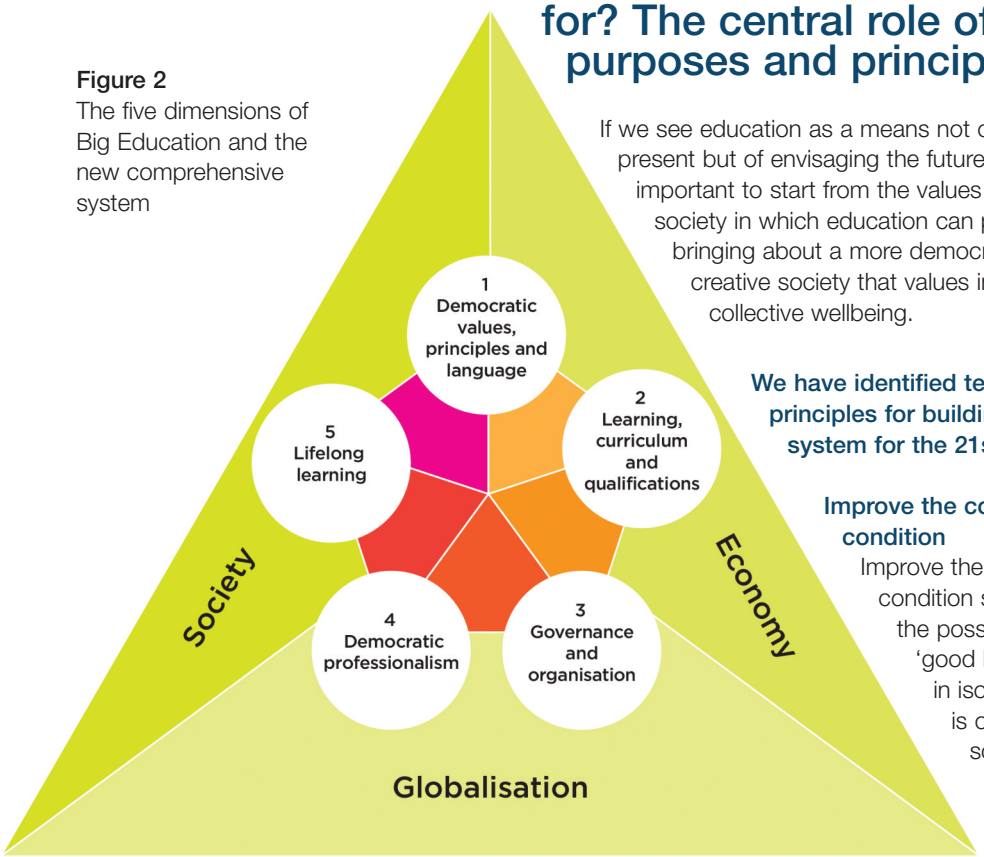



**Figure 2**
The five dimensions of Big Education and the new comprehensive system

## Dimension 1: **What is education for? The central role of values, purposes and principles**

If we see education as a means not only of living in the present but of envisaging the future, then we believe it is important to start from the values and pillars of a good society in which education can play its part in bringing about a more democratic, fair, sustainable, creative society that values individual and collective wellbeing.

**We have identified ten key purposes and principles for building an education system for the 21st century.**

### Improve the collective human condition

Improve the collective human condition so that everyone has the possibility of leading a 'good life'. This is impossible in isolation – the good life is only possible in a good society.

### Optimism and educability

All of us have the potential to flourish. Ours is a vision of education that is optimistic and unbounded. We start by believing the best – not the worst – in people and building education around that.

### Education as a social activity

At the centre of all education is the relationship between students and specialist educators. However, Big Education also invokes a more extensive social alliance between learners, parents, families, friends, communities and wider stakeholders as people collaborate to help individuals to strive and flourish throughout life.

### A totally inclusive system

The hallmark of Big Education is the nurturing of not just the most capable (they will invariably succeed), but also the most vulnerable and those with the greatest need. The prime function of education is to raise humanity in all its conditions, which is why we place a priority on educating those with special or additional needs. Our societal and medical understanding of learners with special educational needs has increased rapidly in recent

years. We need to apply this knowledge to the diagnosis of learners at whatever stage, to develop highly competent specialists to work with them and their parents, to try to integrate them with mainstream learning wherever possible, to generously resource those with the greatest needs, and to see the potential for all learners to continue their education throughout their lives and to play a full role in their communities and wider society.

### Work with and challenge the grain of human development

Neurological research is providing great insights into human and brain development and will continue to reveal new possibilities. We believe that the role of educators is to go with the flow of human development, particularly during early childhood, while at the same time challenging its boundaries in order to stimulate intellectual and social growth. This will entail respecting childhood and not testing too early, exposing learners to different forms of learning and challenges that stimulate brain and social development, providing ever expanding educational horizons at each stage, and seeing the potential of education at work and in continuing educational activity throughout the life-course.

### Develop a broad range of human capabilities through rounded education

In a rapidly changing world we need to develop the capabilities that enable people to cope with their lives and also help shape a new society. While restrictive education prioritises the acquisition of established knowledge and useful vocational skills, Big Education seeks to build on these and to go much further by fostering a set of wider capacities, including personal perseverance and resourcefulness; sociability, empathy and the ability to work with others; curiosity, criticality and creativity; the mastery of tools and technologies; and consciousness of the world around us.

It is not enough to have access to established or 'powerful' knowledge; we need the capacity to question this knowledge, to see the world in more connective ways and to develop what has been termed 21st-century competences. These include technological skills and societal skills as well as having knowledge of key subjects such as mathematics, science and languages. At the same time, a holistic education would also promote achievement in 'rich tasks': the ability to research and engage in detailed problem solving, particularly relating to those challenges that are shared globally such as climate change, poverty and conflict.

### Nurture highly expert educators

Highly qualified, competent, dedicated and socially aware teachers are key to any successful education system. They are the life-blood of Big Education. Recent and current policy has emphasised the 'heroic head teacher'. While we believe that effective institutional leadership is important, we have a stronger belief in the capacity of all teachers to be learning leaders who can get the best out of individuals, develop a class or group as a social learning environment, assist the participation of learners, and work effectively with other social partners in an increasingly complex and interconnected world. Of central importance are the wider conditions, such as good pay, conditions and a less bureaucratic work environment, that encourage teachers to exercise this advanced form of professionalism and be able to participate in the broader governance of a school and locality. Here we are speaking not just of school teachers: we include all who work in nurseries, childcare centres, colleges and universities, and who support learning throughout the life-course.

### Unity and diversity – different ways of learning and progressing

While everyone will be entitled to a broad education in a collaborative and public system, this does not mean that everyone has to learn in the same way or progress at the same pace. Unified does not mean uniform. Big Education is about fostering a variety of ways to achieve and flourish in an expansive learning landscape: expert teachers who are able to help someone to achieve according to their current strengths and limitations; opportunities for learners to engage with areas of interest and motivation as well as those that have to be learned; different ways of engaging with 'difficult subjects' with the aim of getting there in the end; different progression routes through the system that are not blind alleys; time and the funding support to mature within upper secondary education; and endless opportunities to engage and progress beyond compulsory education.

### Education throughout the life-course

Big Education is education for life – the whole of it. If improving the human condition requires sustained innovation and adaptation then it is never too late to learn. Indeed we have to keep learning, because of the fast pace of New Times. Life-long learning must stop feeling like an imposed threat and become a wonderful life-enhancing opportunity for all. This requires the opportunity to learn to the highest level possible, to learn at work, and to acquire formal learning and qualifications or informal learning or learning for leisure. We also need to realise the potential for education in a variety of social and political settings such as through community groups and campaign groups, trade unions and political parties, and increasingly web-based networks.

### Education is the property of all – democratic, collaborative and participative

All of these system virtues and features will need expert teachers, but will require a broader alliance – the participation of everyone in different ways and at different points. Big Education is a commonwealth for all.

## Dimension 2: **An open, creative and holistic curriculum**

We seek to develop a curriculum that is inclusive, open, expansive, creative and capable of being extended into lifelong learning. We also believe decisions on what should be in the curriculum should be widely shared and the correct balance struck between national guidelines and the freedom of teachers and other stakeholders to interpret the curriculum framework in the interest of their students. Here we outline a set of key principles.

### All education should be developmental

In early years introducing an open and holistic curriculum starts with the natural curiosity of children, the centrality of their growing relationships with others and their integration with the natural world. The Too Much Too Soon Campaign and the Save Childhood Movement rightly argue for recognition of the uniqueness of each child, their emotional wellbeing and that of their family, the potential of play, and the experience of early life under the watchful eye and guidance of parents, carers and highly trained professional educators.

Through the primary phase learning should build on the good foundations laid and seek to develop a sound grasp of language and wider cognitive development. But going beyond a broad experience of literacy in its many forms, children should be able to open up, discuss and formulate values in an age-appropriate way.

This developmental approach in the later phases of education (through lower and upper secondary school) will involve a critical engagement with areas of knowledge and the fostering of expansive intellectual and technical capacities. A developmental curriculum approach would emphasise continuity and smooth transitions between educational phases.

### Education should be broad and balanced

A rounded and rich general education is a human right. The curriculum, therefore, should foster different dimensions of learning – accessing and understanding established and new knowledge, developing broad creative skills such as critical and aesthetic thinking, nurturing positive physical development and personal wellbeing, and extending specialist skills in the later phases of education, all guided by a strong ethical sense of the good society and the good life. In the later curriculum phases the curriculum should also increasingly interact with working life, fostering a strong approach to vocational education.

### An extended and flexible National Curriculum Framework

These curriculum principles could lead to a renewed and more open national curriculum that allows space for teachers to interpret the curriculum creatively and to organise effective learning methods. A new framework should apply to all schools and colleges for education up to the age of 19, reflect the key goals of each stage and provide a means of supporting progression. At each stage the new framework should have a democratic orientation, regarding the world as open to change and being the basis of creativity and participation.

### Critical engagement with the technological revolution

A rapidly accelerating digitised information and communication revolution allows unprecedented opportunities to access information and communicate with one another. We seek to embrace this revolution in an equitable, positive but critical manner, bringing these technologies to the centre of education, while at the same time ensuring that they are marshalled to produce the widest possible social and economic gains. We should also try to strike the right balance between human educational leadership and social interaction and these revolutionary digital developments.

### Open approaches to assessment

Balanced and integrated approaches to learning should be supported by more diverse and balanced approaches to assessment. This rebalancing will involve a greater role for education professionals in the assessment process, a smaller but no less strategic role for testing and external examinations, and significant changes at local level including the development of more local assessment expertise by promoting the status of 'chartered examiner'. Harnessing teacher professionalism and enabling a wider vision of learning and achievement will also require new methods for measuring school effectiveness and success rather than league tables.

### A unified baccalaureate award at age 18–19

We strongly suggest that the best way to recognise achievement formally at the end of this more open and flexible curriculum framework would be through the award of a single, multi-level baccalaureate-style qualification that embraces both general and vocational learning. With the postponement of formal assessment until the end of upper secondary education at age 18–19, examination at 16 (GCSEs) should become more of a progress check. External testing within the national curriculum should be reviewed with the possibility of introducing one interim testing point towards the end of primary education to assist with tracking progress. This new baccalaureate framework should result from not simply government policy, but also the active involvement of teachers and other stakeholders who are already innovating in their work.

## Dimension 3: **Democratic and collaborative governance**

This expansive concept of education requires a system of governance that is part of a new democratic settlement – more devolved, based on partnership and encouraging popular involvement, not least because in today's world people refuse to be passive – they demand a voice. There is huge energy to be tapped into. These are the principles of a new democratic settlement for Big Education in response to a system that has become excessively centralised and marketised.

### A new facilitating role for central government

In contrast to the current practice of politically inspired micro-management, central government would take a step back and pursue a strategic role in setting the broad education agenda. This would include creating a longer-term consensus across political parties and different stakeholders, establishing guidelines for standards and equity, creating investment plans, and devolving responsibilities downwards to local level. Government would employ 'facilitating frameworks' and platforms, rather than pulling 'policy levers' in order to offer new freedoms for stakeholders, so that the national, regional and local levels can work together effectively.

Part of the process of stepping back and devolving down could also involve the creation of what might be termed a national education council: an independent body bringing together a range of stakeholders and experts, drawing on research evidence from home and abroad and, in due course, charged by Parliament to develop a stable framework for curricula and qualifications.

Central government would also undertake the reform of Ofsted in order to establish a national inspectorate truly independent of government, which has the trust and support of all the major education stakeholders.

### Local authorities as a leading force in a new civic formation

Within this new democratic settlement would be an enhanced role for local government as the champion of the locality and promoting the interests of all, particularly the most vulnerable. Accordingly, local authorities (acting alone or in clusters) would draw up with local partners an overall education area plan for the delivery and integration of all services in the local area to ensure high standards, participation, collaboration and social justice. Local plans could stipulate measures to reduce class, gender, race and other inequalities, and to promote the highest standards for all. Local authorities would prioritise, plan and manage (or delegate to another body) services for families, children and young people, school improvement, school admissions and places planning. Local authorities could cluster up to city-region or regional level for economic development, workforce and skills development and education improvement services where this larger theatre of operations would make sense.

### New democratic local education-specific strategic bodies

Acting in partnership with the local authority and overseeing the quality and impact of local education planning and management and holding education providers to account would be new local education-specific strategic bodies. What we are calling local education boards (LEBs) would be more democratic and participative, and have a remit to promote lifelong learning, replacing the local education committees that were abolished by the last Labour Government. Like these, the proposed boards would bring together elected councillors sitting alongside representatives of other education interests, but with important differences. First, the boards would not be responsible for managing local authority or any other services, but would provide strategic oversight. Indeed, the principle of local management of schools and colleges should be extended to a wider range of services such as early years and youth provision. LEBs' central role would be to take a rounded view of local education needs and to hold service providers to account on behalf of the public. They would replace local authority scrutiny committees, and have more clout and independence. LEBs would employ a system of stakeholder democracy in which democratically elected bodies comprising elected councillors – including district councillors in counties – would work with the elected representatives of stakeholder bodies such as local area forums, businesses and provider partnerships.

### Collaborative networks of providers, service users and wider stakeholders

Part of the local collaborative and democratic system would be a variety of partnerships, networks and forums to bring a disparate array of organisations into a local family of institutions and provide the means for greater coherence and participation, and a stronger voice for users. These networks would be afforded particular powers and resources to make them effective, and would include education partnerships such as nurseries, schools, colleges, work-based education and training providers; higher education and adult and community services; and neighbourhood or local forums.

### Developing democratic places of learning

At the base of the new devolved system would be more democratic institutions – nurseries, schools, colleges, universities, work-based learning providers and community organisations – that promote and practise collaboration; provide a strong voice for teachers, students and parents; and directly involve them in the joint production of education policy and practice.

### Distributed leadership and freedom

We need to develop highly competent institutional leaders and provide them with an environment that can result in positive change, while at the same time fostering a new type of leadership culture that is determined, but respectful, collaborative and consultative. The idea of 'distributed leadership and freedom' would be explored so that teachers, students, parents and communities gain a greater sense of control alongside that exercised by head teachers and governors.

# Dimension 4: **Professionalism and co-production**

We need to learn and teach differently. The more flexible and expanded learning, curriculum and qualifications framework and the more devolved, connective and democratic governance framework will demand a new type of education professional who can travel and work effectively between the interconnected worlds of learners, institutions, local areas, the national system and global networks.

The current government-led model of professionalism cannot be regarded as fit for purpose. Its emphasis on standardised teaching and assessment, narrow forms of accountability and an aggressive inspection system robs teachers of the freedoms needed to be creative; it burdens them with excessive paperwork and bureaucracy and creates a climate of fear and compliance. There is little government commitment to proper teacher training or qualifications to enter the profession, even though it is generally recognised that the teachers we have today are probably the best we have ever had.

But in these New Times there can be no return to a simple assumption that the state knows best, not least because of the spread of information and the welcome end of a culture of deference. We need to recognise the value of a public service ethos and the special role of professionals who are trained to do their demanding job, but within this new context of empowered citizens.

Big Education for these New Times requires an expansive approach to professionalism and professional capacities. Educators need at least three different types of expertise: in an area of knowledge and skill that they can impart; in understanding the best way to teach and assess what works; and in collaborating beyond the institution with a wide range of stakeholders – such as students, parents, employers and other types of professionals – in multidisciplinary ways. This 'triple professionalism' must acquire a democratic character in which learners are viewed as potential joint producers of knowledge and not just consumers to be prepared only for set examinations.

This democratic and expansive professionalism will need to be carefully nurtured and will require high thresholds for entry to the profession, as is the case in Finland. Teacher education will have to grow into something that is longer and more staged, entailing both a close relationship with the nursery, school, college and training provider workplace and the development of different career stages and experience levels. Enhanced professionalism will also depend on the proper treatment of teachers and lecturers and legitimately high expectations of how well they teach, abiding by national pay and conditions and not embarking on a race to the bottom through personal performance-related pay. It involves recognising that teaching is a stressful profession at the best of times, and that the wellbeing of those in the profession should be given greater priority. To improve teaching quality, a key element of future educational success, the experience of established teachers as well as new high-achieving graduates must be valued, and ways found of helping all teachers to contribute their professional wisdom and seek new challenges. It is far more cost-efficient to invest in the existing teacher force than to rely on their replacement.

Expansive professionalism will rely on having educational workplaces that actively create the conditions for innovation and teacher collaboration. Providing spaces for professional development might take place within not only individual institutions, but also local districts. In Ontario, Canada, teachers and school leaders circulate between different institutions within the district as demand and needs require. This provides for an exchange of expertise and stimulates new challenges for education professionals; it requires more thinking about who employs teachers to facilitate such area-based rather than institution-based commitment.

At national level, teachers and lecturers will need their own professional body to provide a strong voice for the profession – for example, a national council of educators as a means of exercising democratic accountability and to support continuous professional development. This body should include not only those who teach in schools, but all professionals who educate throughout the life-course. At the same time, teacher unions and professional associations that also promote teacher professionalism should be afforded a strong voice in any system of democratic accountability.

# Dimension 5: **A lifelong learning system – education at its most comprehensive**

Big Education is not only broad and deep; it is also long and diffuse, involving a concept of education that is sustained throughout life. Lifelong learning is arguably the hallmark of an education system at its most advanced because it allows and encourages citizens to learn from cradle to grave in many different forms. The way we currently educate makes this sound like a burden when it must be liberating.

Lifelong learning requires a conceptual leap that reaches beyond established ideas of schooling, university and general education towards a concept of learning that starts early and beyond schooling embraces many forms of learning. These include further education, vocational education, training and work-based learning; family, community and adult education; and learning through trade unions, political parties, civil society organisations, and new communication technologies. This expanded and diffuse concept of education is both highly local and intimate and highly global as individuals and groups can share ideas in ways not realised before.

The case for lifelong learning is overwhelming because of the benefits it can bring to individual learners, communities, workplaces and society more generally. The potential of lifelong learning has been understood for a long time, but recent governments have flirted with it rather than afforded it a full embrace. And when they have acknowledged its potential there has been a tendency to focus on vocational education and training rather than the wider aspects of lifelong learning. In fact, adult learning in England has been in sharp decline in recent years having been systematically starved of funding. Rather than being seen as a kind of luxury, education throughout the life-course should be viewed as an investment and absolute necessity. If we are to address our most pressing economic, ecological and social challenges and to progress to a good society, learners will need to be encouraged to use education in all its forms to support their personal fulfilment and to be innovative. We can always be learning and changing for the better – the cost of not doing so is unthinkable.

A paradigm shift is required by wider changes of demographics, life expectancy and what we can now get out of life. Providing we can keep ourselves healthy, a child born in 2015 can expect to have a very good chance of reaching 100. Moreover, modern neurology suggests that the brain is more capable of regeneration than we previously thought through physical and mental exercise and social interaction. This involves not only a shift in how we see education, but also an attitudinal shift regarding the ageing process. Older citizens should be viewed as assets to society with the capacity for knowledge, skills and experience, a virtuous combination better known as ‘wisdom’. But to realise this virtue will require greater social interaction between older citizens and young people – a form of inter-generational solidarity.

At a time of harsh restrictions on public spending it must be acknowledged that lifelong learning will not come cheap, but we are convinced, as others have been, that it will save money because of the benefits to skill and knowledge development, personal health and wellbeing, and the fostering of greater democratic participation in society. This expansive concept of lifelong learning will also have to be economically redistributive so that its services bring benefits to those whose education and training experience have too often been rationed. We thus need a ‘law of care’ in lifelong learning – those who have the greatest need should be afforded more support. Currently, the opposite is the case. We are a relatively affluent country that can well afford lifelong learning providing we really value it; its relative costs can diminish if it becomes an integral part of life itself.

Financial challenges are not the only ones to be faced – we need to conceptualise and organise education in a much more rounded way, not unlike the suggested integration between a national health service and a national caring service. This involves a long-term perspective. The Inquiry into the Future for Lifelong Learning conceptualised an education system built on four key stages based on age group – up to 25, 25–50, 50–75, 75+. Education today is largely associated with the first phase; emphasis and investment now needs to shift to the other three while recognising the essential foundations provided by the first. This will involve a much greater role and recognition being given to further education colleges, adult learning centres, apprenticeships, work-based learning and retraining, and the myriad webs of learning that are now possible in a digital age.

The nearest we have to lifelong learning institutions are general further education colleges that cater for millions of full- and part-time learners, including younger learners who could be regarded as part of the 'forgotten 50 per cent' – those who do not follow the A-level route to higher education. We see general further education colleges (as some already see themselves) becoming hubs of lifelong learning in neighbourhoods, localities and sub-regions, and a leading force in building strong regional skills networks of vocational education and training, apprenticeships and expansive work-based learning in workplaces that offer support for quality training.

Closely allied to this development of further education will be a more open and less elitist concept of higher education that renovates and develops the model of the Open University in a more radical form. This could involve the idea of the 'public university' where higher education and research is considered a public good that contributes towards the generation of democratic life. The concept of a post compulsory phase could be developed, which draws a strong relationship between further and higher education in vocational innovation acted out on a regional landscape.

At the same time, we will have to go beyond our existing institutions even in their reformed mode. Compass and others have argued for the creation of citizens' learning networks through which people can develop critical thinking skills together, apply them to the myriad problems that beset them, and revitalise adult and community education. We envisage these as a form of mutual or co-operative organisation resting on the energy and imagination of the people who set them up and support them. The networks would include visionary local authorities, further education colleges, charities and trade unions; they would draw on the self-organising strengths of social movements and the voluntary nature of organisations such as the Workers' Educational Association and the University of the Third Age. Here people can discover the joy of education as part of the wider struggle for social justice and a sustainable future.

A democratic concept of lifelong learning should also seek to build on the relational aspects of our society and the high-value human activities that make us happy and produce wellbeing. The acts of cooking, gardening, dancing, music-making or even house renovating are relational and bring into being communities of practice and communities of enjoyment.

Where formal and informal learning merge, lifelong learning is potentially everywhere. But in an age when we are being fed a diet of constant distraction, lifelong learning involves a degree of personal and collective resolve to interact purposefully and learn throughout the life-course. This has the potential not only to make us personally happier, but also to provide the guarantee of a sustainable future for all.


# Part 5:
# Conclusion

### We are better than this

So Big Education rests on values of equality, democracy and sustainability and has a sense of citizenship at its heart that looks to build a coherent and consistent educational framework for the fast emerging networked society we live in. The system will build on the best we have and be transformed in a gradual and consensual way.

Another way of conceptualising this new system is by using the work of Uri Bronfenbrenner to view the new education system as a series of nested human 'landscapes' from the personal to the global (see Figure 3). At the centre lies the resilient lifelong learner in their micro-setting, who is closely supported not only by their family, but by democratic places of learning that form local and regional networks. A national leadership that provides strategic direction and investment, and strives for equity, supports these more devolved formations. But the new comprehensive system will not be limited nationally. In England we experience distinctive problems in education, but we are not alone. Countries and communities all around the world (including the other countries of the UK)

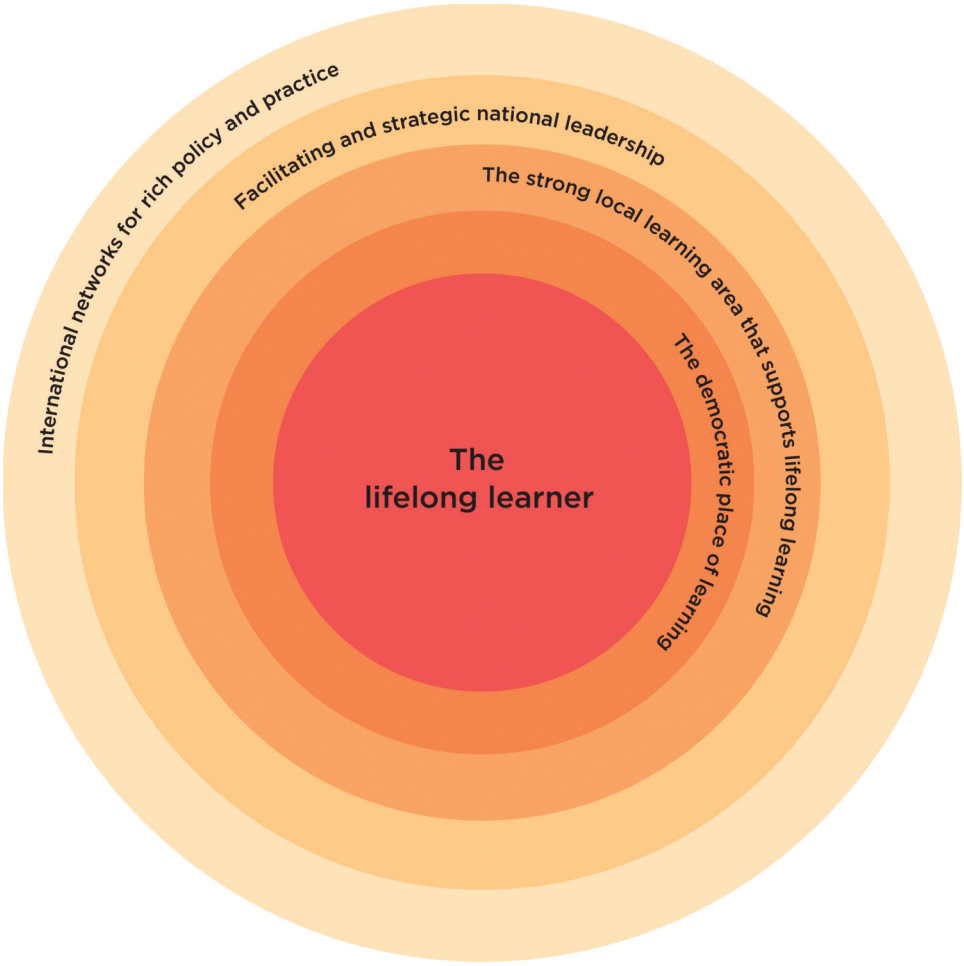


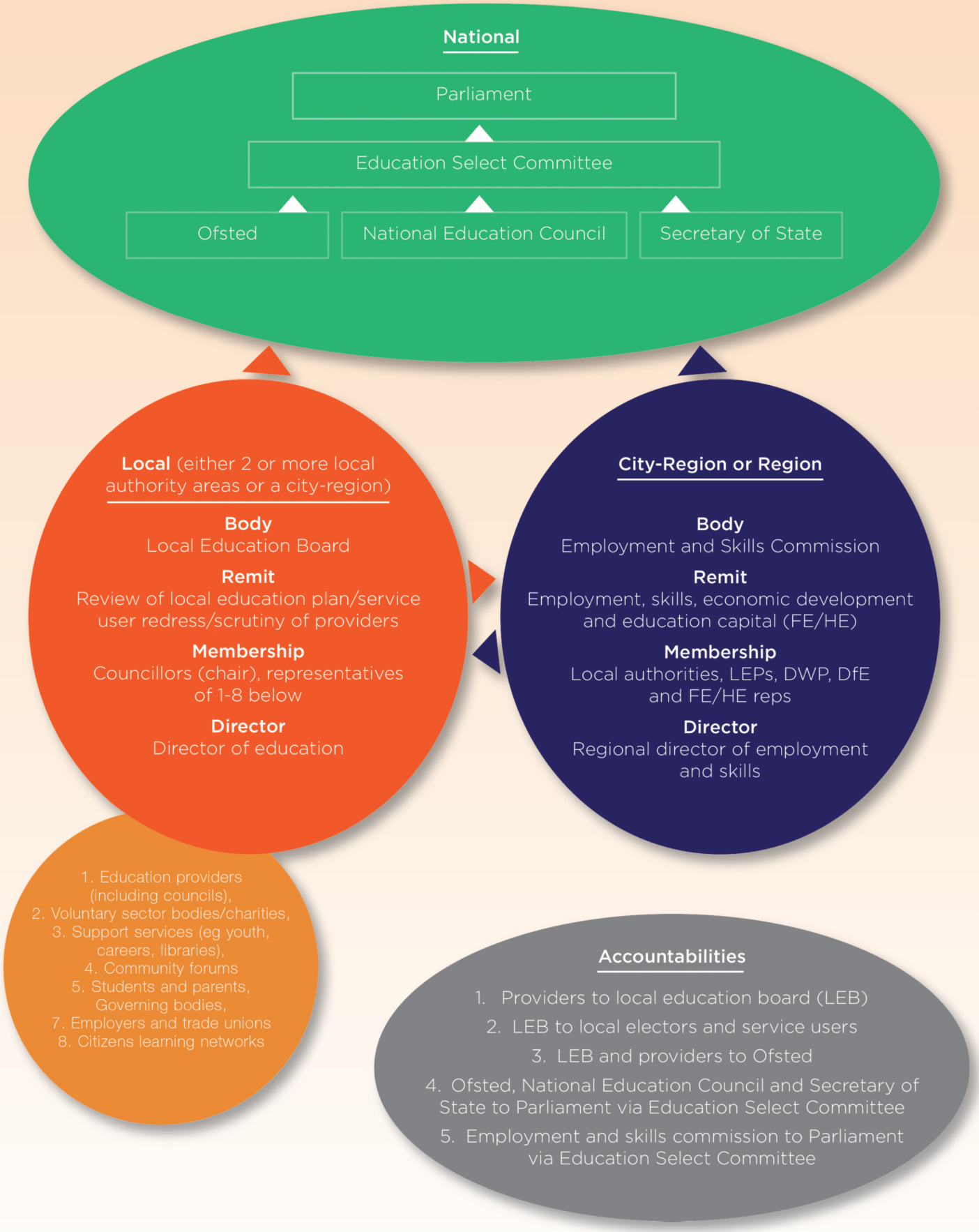

**Figure 3**
The ecological landscape of education

are trying to think about the future and the needs of all of us within it. We can choose whether to engage in narrow 'policy borrowing' or recognise the potential to share education problems and innovations, and engage in 'expansive policy and practice learning'.

The point of all this is not only to make a political choice about what constitutes a good life and good society – although it is clearly and proudly that – but also to interpret how education can be modernised to fit with the flow of the times. Successful people, organisations and societies of the future need Big Education. Anything less will simply hold back all but a tiny elite. Individually and collectively our capacities and capabilities are infinite and yet the way we are educated is so small and restricted. We can do much better than this and we will. It will take the notion of Big Education to do it.

### Where next for the inquiry? Sharing and collaboration

The ideas and proposals contained in this final report of the inquiry have been developed for sharing with the wider education, business and political community and all those who work with them. As all of us are smarter than any one of us, innovation comes through dialogue and collaboration, which is why the end of the first phase of this education inquiry marks just another milestone on a journey that was started five years ago when Compass began its sustained work on education. The next stage will involve discussions with teacher professional bodies and unions that have been forging a similar path; political parties developing their thinking; local authorities seeking to strengthen an area-based approach to education; employers and their representatives; and civil society organisations that want to build new structures for education, whether co-operative or citizen schools, or an independent national education council. To build a truly comprehensive education system for the long term we need to go beyond merely having a dialogue with 'friends' and reach out to those with whom we appear to disagree, or at least may not sufficiently understand. A new coalition for change must include 'unusual suspects' – unlikely collaborators for real and sustainable change. We relish that challenge and what we will learn from it.


National
Parliament
Education Select Committee
Ofsted
National Education Council
Secretary of State
Local (either 2 or more local authority areas or a city-region)
Body
Local Education Board
Remit
Review of local education plan/service user redress/scrutiny of providers
Membership
Councillors (chair), representatives of 1-8 below
Director
Director of education
City-Region or Region
Body
Employment and Skills Commission
Remit
Employment, skills, economic development and education capital (FE/HE)
Membership
Local authorities, LEPs, DWP, DfE and FE/HE reps
Director
Regional director of employment and skills
1. Education providers (including councils),
2. Voluntary sector bodies/charities,
3. Support services (eg youth, careers, libraries),
4. Community forums
5. Students and parents,
Governing bodies,
7. Employers and trade unions
8. Citizens learning networks
Accountabilities
1. Providers to local education board (LEB)
2. LEB to local electors and service users
3. LEB and providers to Ofsted
4. Ofsted, National Education Council and Secretary of State to Parliament via Education Select Committee
5. Employment and skills commission to Parliament via Education Select Committee

# The Compass Education Inquiry Advisory Council

| | |
|---|---|
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| Dr Phil Cross | Head teacher, Hurlingham and Chelsea School, Hammersmith, London |
| Rachel Roberts | Director, Phoenix Education Trust |
| Tim Brighouse | Former Schools Commissioner for London |
| Tom Wilson | Director, Unionlearn, TUC |
| Toni Pearce | President, National Union of Students |
| Warwick Mansell | Education journalist |
| Sir William Atkinson | Former head teacher, Phoenix High School, Hammersmith & Fulham, London |
| Yasmin Rufo | National Executive, StudentVoice |

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**Compass is a home for those who want to build and be a part of a Good Society;** one where equality, sustainability and democracy are not mere aspirations, but a living reality. We are founded on the belief that no single issue, organisation or political party can make a Good Society a reality by themselves so we have to work together to make it happen. Compass is a place where people come together to create the visions, alliances and actions to be the change we wish to see in the world.

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