

National Education Consultation Report 2024

Towards a long-term plan
for education



Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Malcolm X

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FED Community

1 Foreword

Winston Churchill and Richard Austen Butler (more commonly known as Rab Butler) – iconic figures in UK political history. Churchill led us through WWII, while Butler pioneered the transformative 1944 Education Act, eliminating educational inequalities and providing free education.

This groundbreaking act shaped an inclusive education system for the future.

Growing up I was fortunate that my adoptive parents – both WWII veterans – instilled in me their unwavering belief that anything was possible. Post-war challenges never swayed their palpable hope for a better society and world. This belief in the art of the possible inspires and informs this unique report. Backed by robust evidence, it offers solutions for our education system’s long-term planning failures and squandering of resources and opportunities. If adopted, these evidence-based solutions can help sustainably solve our education system’s problems, generating a more connected and successful education system for all, from early years to further, higher and adult education.

Over the last four years, FED has acted as a neutral and independent space to bring together stakeholders from the education sector and beyond. These include educational professionals, industry groups, experts and policy-makers – including most former Secretaries of State for Education – learners, parents/ carers, SEND experts, business leaders, education leaders and teachers and politicians, culminating in the largest-ever qualitative survey on education in England. Our findings reveal a strong and diverse consensus for change: an overwhelming 97% of those consulted – parents, learners, teachers, headteachers, business leaders and CEOs – strongly agree that a new approach to strategic education planning is not just desirable but necessary for the future of our education system.

Change can be discomfoting, but the change we propose is a ‘no-brainer.’ Why? Because any organisation, including our education system, requires a strategic plan for long-term success. Just ask any accomplished business leader. Our education system, as one of the biggest enterprises in the country, shapes our society’s future. Thus, a long-term plan is crucial for improving its service to our people.

Why link 1944 to 2024? It is twofold. Firstly, 1944 marked the last meaningful development of a long-term plan for education. Secondly, if we were to reunite Churchill and Butler to discuss modern education in 2024, our current practice would be familiar because it

has yet to evolve significantly. Education planning today is the same as it was at its inception.

While this system stood the test of time, that time is long gone. Our education system must now catch up with high-performing systems that plan for the long term.

The extensive global, national, and regional research conducted by FED has been crucial in understanding how to bridge an 80-year gap in strategic planning within our education system. For the first time, FED has identified the barriers preventing long-term planning and offers solutions to overcome them, enabling the development of an education architecture that can effectively address this gap.

This is important because the world has become increasingly complex, and education plays a crucial role in ensuring our country’s and its people’s success. Just as problems in the world require more than just a few years to solve, our strategic education architecture must enable governments to develop long-term successful solutions to the challenges we face.

We cannot afford to wait any longer. The time for change is now. If you are reading this, you already understand its importance. Our politicians, business leaders, educationalists, parents and carers recognise the need for change. And most importantly, our young people also understand the urgency for transformative action. It is time for our leaders to show courage. In times of significant change and challenges, we cannot expect to succeed by following the same old path. As the famous quote, often attributed to Einstein, goes: *“The definition of insanity is doing the same thing over and over again and expecting different results.”* It is a sentiment that holds true here.

Education is not reaching its full potential, and to unleash its power, we need to deliver it in a different way. A new plan is necessary to address the gaps and shortcomings in our current system. While our political leaders frequently discuss the importance of long-term

planning, moving beyond mere rhetoric and taking firm and decisive action is essential. Talking alone will not solve our problems; we must commit to implementing real change.

The solutions, proposals, and architecture presented in this report provide a clear path for our politicians to not only ‘talk the talk’ but also ‘walk the walk’ with confidence and without fear. We now possess the means to unlock numerous benefits for society, the economy, and the people, all held within our hands.

Now, in 2024, we have the opportunity to combine the foresight of Butler with the courage of Churchill and implement a long-term plan for education in the upcoming years. Doing so will redefine the history of our country, bringing about positive change and improving the lives of countless generations to come. This endeavour will enable our country to achieve its fullest potential and become the best version of itself.

Carl Ward, Chair of FED.



2 Overview

Over the last four years, FED has led the most extensive qualitative consultation on education in England ever undertaken

FED's stakeholders identified some critical mechanisms that would enhance capacity in the education system, enabling it to evolve and see significant and necessary change.



Why it is essential that we do better in education

Constant change and churn hinder progress



There has been 5 times the amount of legislation for Education than there has been for Defence and 3 times as much for Health.



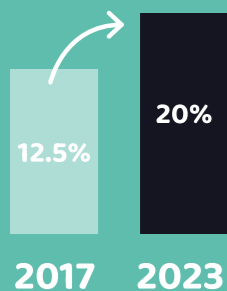
There have been 24 Secretaries of State for Education since 1979 and more than 100 Education Ministers.



A child may experience different education plans and policies, driven by three election cycles, throughout their 15 years of education.

Over the last 10 years, there have been over 32 reforms in education.

Complex issues are worsening



Children's mental health

Post Covid, the NHS estimates that in 2023, approximately 1 in 5 children (20%) had a probable mental health condition, a stark increase from 1 in 8 (12.5%) in 2017. Last year, 8% of children in the UK had an active referral to mental health services in England.

2004 → 2024
No change

Attainment gap

The gap between advantaged and disadvantaged children is as high as it was 20 years ago.



44% of those currently teaching are planning to leave with only half the targeted amount of teachers recruited for 2023/24.

There is a mandate for change

Over the last four years, FED has provided a neutral and independent space for thousands of stakeholders from the education sector and beyond to come together.

This year, the FED's survey found strong agreement with the proposals we are putting forward in this report:



The next Government should instigate a comprehensive review of the education system within their first 12 months with a view to developing a long-term plan for education in England.



The next Government should establish a formal system to routinely listen to key stakeholders in education (including teachers, learners, parents/carers, education and business leaders).



The next Government should establish an independent Education Council to govern the development and implementation of a long-term plan for education.



The next Government should allow local regions to adapt education and skills policies to meet their needs.



The next Government should appoint a Chief Education Officer who would be the most senior advisor to the government on all matters relating to education.

The moment for change is now

As a new Government takes power, it is time for policy-making that goes beyond political cycles and prioritises investment in strategic long-term education planning for the sake of all of our futures.

3

**We need to see an evolution
in education policy making**

For the last four years, FED has conducted the most extensive consultation on the education system ever undertaken in England.

Grounded in the belief that education is vital in unlocking a prosperous and secure future, FED's stakeholders know education is the cornerstone for shaping our society, preparing us for emerging opportunities, and propelling economic and societal advancement in a rapidly evolving world.

If education is the passport to our collective futures, then the education system is the roadmap to get us there.

FED's consultations have highlighted the need and appetite for a comprehensive, consistent, and cohesive approach to education planning in England.

We are pleased to share our recommendations in this crucial post-election juncture and urge the incoming Government to take note of the findings we share in this report. This moment in time is an opportunity for the new Government to address the urgency of the challenges we face and take decisive action to improve our education system.

**We need an evolution in
education governance**

FED's consultations clearly show the need for a well-defined approach to all stages of education that can steer learners of all ages towards a sustainable, equitable, and inclusive future.

This requires a long-term strategy that ideally has all parties' backing – supported by robust governance, strategic foresight, and decisive action from the relevant institutions.

A compelling and consistent vision and purpose must underpin such an approach. Such a vision would be a guiding light for educators, providing them with the direction needed to offer essential support to learners, enabling them to nurture the knowledge and skills necessary to excel in a dynamic world.

FED has identified a set of mechanisms with wide-ranging support from many stakeholder groups. These mechanisms would establish such a vision and enhance the system's capacity to reflect on itself, better perceive its problems and opportunities, and lay the groundwork for building a more adaptable, inclusive and effective education system.

The full details of these mechanisms are found in the following sections. Still, they are all underpinned by the vital need to bring more strategic thinking, broader engagement, and additional expertise into the system.

FED research shows that the following mechanisms are essential in enhancing the capacity of the existing architecture of the education system to see a necessary evolution in education planning.

**1. Strategic thinking embedded
through a Long-Term
Planning Framework**

Adopting a Long-term Planning Framework would provide a stable approach to education planning that delivers long-term solutions guided by a clear vision.

Such a Framework would drive a clearly defined plan for education that would encompass short-, medium-, and long-term objectives and be informed by empirical data and insights from education experts and those with lived experience of the system. Most importantly, the plan would be agile and able to adapt to the nation's evolving needs and requirements and the specific needs of its diverse localities.

**2. Robust independent
governance through a
leadership body – an
Education Council**

An independent Education Council would support such an approach by offering an oversight and independent governance model for the long-term plan that ensures a consistent vision centred on learners.

The Education Council would integrate diverse perspectives and expertise to provide strategic guidance and insights, as well as robust monitoring to help assess the progress of the long-term plan, identify areas for improvement, and ensure accountability. This would empower the education system to reflect on its current opportunities and challenges and envision a more hopeful future.

**3. Enhanced expertise in
the education system
through the office of a
Chief Education Officer**

Enhancing expertise and elevating the capabilities of professionals and policymakers within the education system is essential to continuous improvement.

A Chief Education Officer – modelled on the existing roles of Chief Medical Officer and Chief Scientific Officer – could offer coordination and guidance that would enable the system to capitalise on deep knowledge and experience, facilitating a clearer understanding of its strengths and areas for improvement.

**4. Expanded engagement
with a wider range of
stakeholders through a
National Education Assembly**

Engaging diverse stakeholders is crucial for an inclusive and effective education system. FED has found strong support for a platform, a National Education Assembly, that could include more varied and diverse perspectives and encourage broader participation in strategic thinking and long-term planning from significant stakeholders.

Such an Assembly could foster dialogue, gather feedback, and embrace a broader range of ideas, expanding the collective understanding and helping the education system see itself more comprehensively.

Implementing these proposals will transform the education system

If these mechanisms were adopted, they could significantly enhance the education planning process. These interconnected elements have been carefully considered throughout FED's consultation process.

They would work together to not only facilitate a fresh approach to education planning but also to align with existing education planning processes and bodies, including No.10, the Secretary of State, Department for Education (DfE), the Civil Service, various government departments, Special Advisors (SpADs), and Think Tanks, as well as special interest groups, practitioners and learners.

It is essential to note FED's advocacy for change does not call for radical upheaval. Instead, it champions an evolutionary approach to education governance at the national and strategic levels, aligning and collaborating with proven frameworks in other government sectors.

These proposals are not intended to add an extra layer of policy-making but to support DfE by sharing expertise and informed best practices, enhancing the government's capacity for more strategic planning.

We are living through one of the most monumental times in recent history. In the perfect storm of unprecedented technological advancements through AI, accelerating climate change and shifting global alliances, we have an education system that has barely changed in 150 years. This can't continue.

The FED's proposal for long-term planning is both sensible and revolutionary. These proposals can help our educators plan an effective and inclusive pathway that ensures no child is left behind and create the future leaders who will solve these pressing challenges.



Karl Pupé

Education Consultant, SEMH/SEN specialist, author and Co-Chair, FED Practitioners Council

Why this matters now

The current system is falling short in its capacity to deliver a long-term educational vision.

Moreover, everyone knows it. The **DfE's 2022 Schools White Paper** admitted that the system has evolved to be 'often messy and confusing'. The system's ability to adapt and develop long-term strategies is hindered by frequent shifts in priorities and a revolving door of leadership.

With 37 Secretaries of State since 1941 and 24 since 1979, including 11 in the last decade, there is a lack of continuity and consistent direction. The quick burnout of short-term planning, outdated governance practices, and the influence of electoral cycles further impede effective policy-making and the implementation of long-lasting change.

We must do better for our education system

Despite its notable successes – not least the commitment of those in the profession, the high standards of our schools, colleges and universities and the global demand for our workforce – the current system still has significant room for improvement.

The lack of a clear, cohesive, long-term vision is a significant obstacle to meaningful progress. The OECD emphasises that defining national education priorities and establishing long-term goals is crucial in ensuring coherence and alignment of various system elements toward a unified purpose. In addition, integrating strategic systems thinking and foresight, as well as setting a clear vision, can enhance the effectiveness of governments in addressing education challenges.

To achieve this, accountability mechanisms, capacity building, and strategic foresight are crucial for ensuring ongoing relevance, but unfortunately, our current system lacks this.

Furthermore, in our current system, short-term policy-making driven by political pressures has led to excessive centralisation and neglect of local community needs. This approach has failed to fully integrate the valuable insights and experiences of those within the system, preventing meaningful reforms from happening.



4 Long-term problems need long-term solutions

These deficiencies not only impact the delivery of consistent, high-quality education for all learners but also hinder the system from addressing longer-term, deep-rooted challenges, such as:

Teacher recruitment

Recent data from 2024 highlights a **38% decrease in teacher recruitment, with over 50% of the shortage attributed to secondary school teachers.** The scarcity of qualified teachers has far-reaching implications for the quality of education provided to our students.



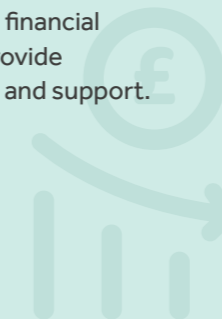
Teacher retention

The rate of qualified teachers leaving the profession has reached its highest point in history, with **over 40,000 teachers leaving last year, equivalent to 10% of the entire teaching population,** yet the DfE has recently cut its secondary school teacher recruitment targets by almost a 10th, despite missing them by 50% in 2023.



Underinvestment

Despite promises made in 2010 to allocate increased investments to schools, **per pupil funding remains 3% below 2010 levels,** indicating persistent underinvestment in schools. The lack of adequate financial resources hampers efforts to provide essential educational resources and support.



Attainment Gap

4.2 million children live in poverty in the UK. Disturbing research shows that by the end of secondary school, **pupils from disadvantaged backgrounds in England lag by an average of 19 months behind their peers,** demonstrating a widening attainment gap. This disparity highlights the urgent need for targeted interventions to address inequality in educational outcomes.



Mental health crisis

Rates of probable mental disorders and eating problems remain at elevated levels compared to before the COVID-19 pandemic, with **1 in 5 children now under a referral for a mental health issue.**



Student Attendance

1 in 5 children are persistently absent from school. In 2023, 140,000 children were classed as 'severely absent' from school – an increase of 134% since before the pandemic.



Special Educational Needs (SEND)

Over 1.5 million children are identified as having SEND according to the latest government data, **with two in three special schools in England over capacity** and investment to broaden access to specialist provision massively behind targets.



Class sizes

As the demand for quality education grows, class sizes swell, with **90% of teachers saying this is negatively impacting their ability to teach.**



Implementing a strategic approach to governance is imperative to address these challenges and confront new and emerging complexities that challenge the system. These include:

- **AI integration:** By November 2023, 42% of primary and secondary teachers had used GenAI in their role, up from 17% in April (DfE). The government's regulation of AI use in the classroom to ensure safety and appropriateness will need to be addressed.
- **The changing nature of work:** A complex challenge with over 30 unprecedented 'signals', including COVID-19, generative AI/technology advancements, and demographic shifts (as outlined by the UNDP). This demand requires governments to embrace "horizon scanning and foresight tools" and adopt "long-term thinking and portfolio approaches instead of 'band-aid' solutions" when preparing the workforce of tomorrow.

- **The balance between global and local demands:** To succeed in an increasingly complex world, the OECD notes that learners will need to be equipped "to think and act in a more integrated way, taking into account the interconnections and inter-relations between contradictory or incompatible ideas, logics and positions, from both short- and long-term perspectives"

A more inclusive and collaborative approach to education governance is essential to address these issues. This approach must recognise the system's complexity and involve all stakeholders in decision-making processes.

A more inclusive approach

Whilst there is much we can and should celebrate in our education system, it is also essential to acknowledge that valuable knowledge and successful practices within our own system often go unnoticed due to the lack of formal mechanisms for capturing them.

This includes pockets of innovation and the ground-level realities of what is happening on the frontlines.

Over the past four years, FED has created a neutral, open space to actively engage with thousands of stakeholders, including teachers, learners, parents, and education professionals with firsthand education system experience.

In seeking their input, we understand what works well and what needs improvement. Our consultations show that developing the necessary capacities to identify and understand these aspects within the system is crucial. Such an inclusive approach will pave the way for a more cohesive and forward-thinking approach, ultimately leading to significant enhancements within our education system.

Learning from other jurisdictions

Of course, no system is perfect. But there is much that we can learn from what has worked well – and indeed, what has not – in other jurisdictions as they have gone through their own educational evolutions.

We can learn how central policy can be adapted to meet regional needs from examples in Vietnam and Australia. Strong governance and capacity-building examples exist in countries like Finland and Singapore. While the outcomes of the reforms in Scotland and New Zealand have yielded mixed results, it is worth noting that both countries made significant investments in large-scale inclusive consultations to gain a deep understanding of the 'lived experience' of education.

Although it is still too early to draw definitive conclusions, these consultations demonstrate a commitment to listening to the voices of various stakeholders and incorporating their perspectives into the reform process.

The time for change is now

With a new Government in power, we have a valuable opportunity to prioritise education, which is too vital to be overlooked and too consequential to fail.

It is clear that short-term political agendas have constrained the necessary evolution in our education planning. A long-term plan supported by strong governance and proper institutional mechanisms is much needed and overdue.

FED's research shows that incorporating the mechanisms outlined in this report into the architecture of our education system is crucial. Doing so will ensure that long-term planning is informed by expert advice, guided by stakeholder input, and directed towards tangible goals. Such an approach will foster an intelligent and empowered education system capable of delivering the best possible outcomes for learners and effectively addressing the challenges of an ever-changing world.





A clear mandate for change

FED's consultations have delivered a resounding mandate for such a change.

Whether it is parents, carers, learners, teachers or business leaders, an overwhelming 97% of those

consulted recognise the pressing need for a comprehensive and sustainable long-term plan for education.

A heartfelt call to action

This is not merely a call to action but a heartfelt plea to all politicians, policymakers and citizens – everyone has a role to play.

We can prioritise education, embrace the need for change, and seize the opportunity presented by a new government coming into power.

By equipping educators with a clear vision and the requisite resources, FED's approach to long-term education planning lays the groundwork for building a more adaptable, inclusive, and efficient education system that is accessible to all. The time for this change is now.

“What I like about these insightful and considered proposals are that they are genuinely consultative and respectful of the experience of education professionals whilst also giving a voice to young people and parents, as users of the education system.

They bring professional expertise to the fore without negating the important leadership role that Ministers

play and the significant administrative and advisory role played by civil servants.

Most of all, they set up a long-term approach to education improvement which is agile enough to respond to changing external contexts but stable enough to enable those working in it and those using it to have some confidence.”



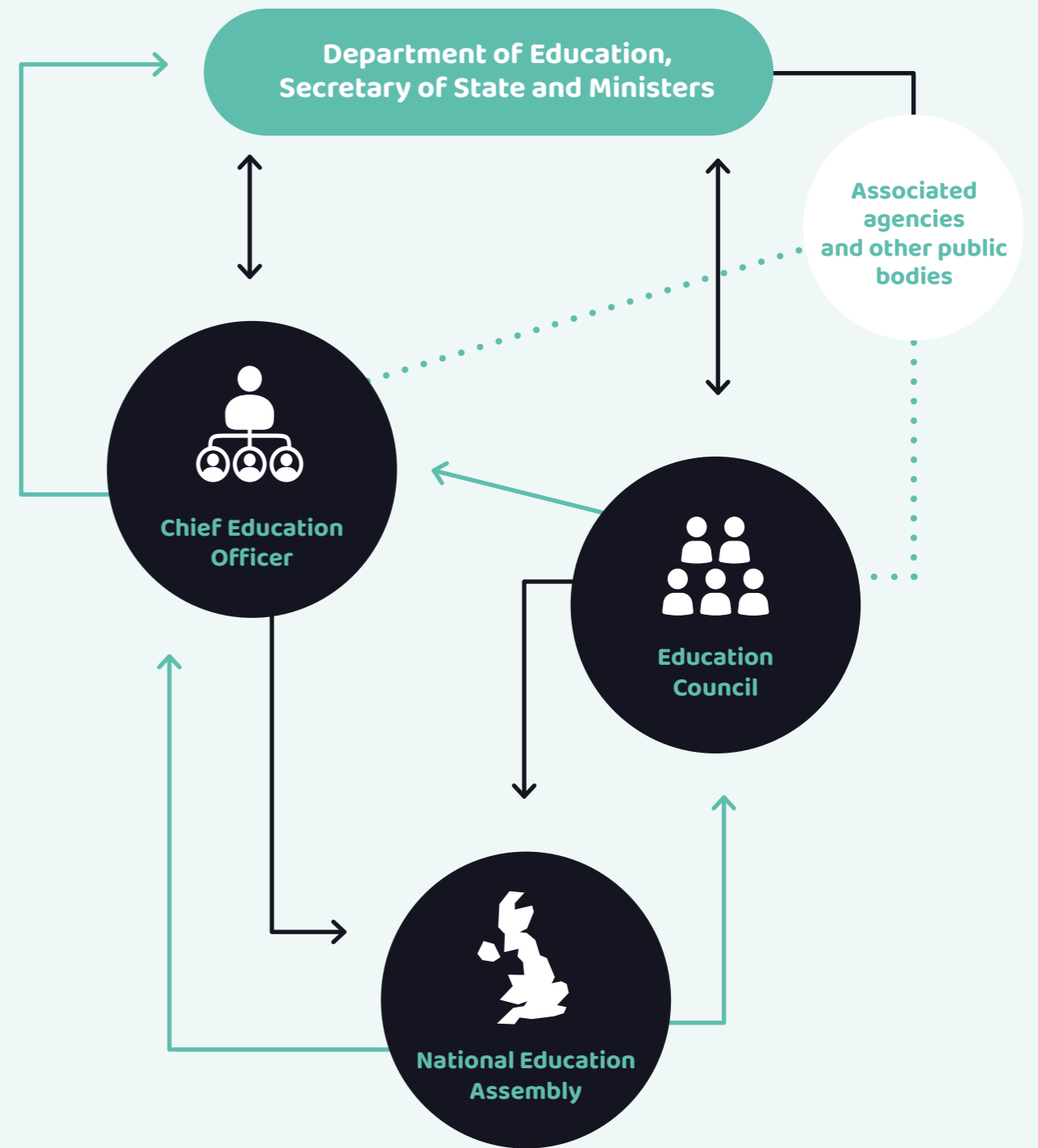
**Professor
Steve Munby**

Visiting Professor at the Institute for Education at University College London, Chair of the Teaching Awards Trust in the UK and member of FED Advisory Council

5 Mechanisms to enhance the strategic architecture and drive an evolution in education planning

Scheme of delegation

— Direction
— Feedback
..... Open communication





A Long-Term Planning Framework

FED stakeholders propose mechanisms to enhance the strategic architecture and drive an evolution in education planning

Recognising that insight is born from capacity, FED's consultations have identified the need to address gaps in the education system and strengthen its capacity.

This means incorporating mechanisms for driving long-term strategic thinking, establishing robust and independent governance, enhancing expertise in education planning, and fostering wider engagement to create a more inclusive and representative system.

Enhancing the system's capacity will facilitate a comprehensive understanding of potential challenges and pave the way for a more thoughtful, inclusive, and successful long-term plan for education.

Strategic thinking embedded through a Long-Term Planning Framework

Rationale

The current education system in England operates with an ad-hoc approach, leading to constant policy changes, high-stakes accountability for educators, and low trust.

We need a stable framework for education planning that delivers long-term solutions and that is guided by a clear vision and these fundamental principles:



Evidence-based

Planning, implementation, and reviews are guided by a clear understanding of the system.



Inclusive

Rooted in the 'real world' through a broad range of stakeholders involved.



Stable and coherent

Diverse system elements work together in pursuit of ambitious objectives.



Accountable

Governance mechanisms built in to ensure efficiency and positive outcomes for all learners.



Adaptable

Flexible to accommodate change over a long-term horizon, able to withstand shocks and adapt to emerging evidence.

These fundamentals aim to address gaps our consultations have identified in the current system, providing a more effective approach to forming, implementing, and governing education policy.

Scope and remit

The conclusions from FED's consultations have been clear that any Long-Term Planning Framework must encompass all elements of education, which is both life-long and life-wide.

The Framework should acknowledge the changing learning landscape and the need to support inclusive and equitable quality education and life-long learning opportunities for all, which aligns with the UN's Sustainable Development Goal 4.

The scope of the Long-term Planning Framework is comprehensive and covers various aspects of education policy and planning:



Vision setting

Developing a clear and aspirational vision for education is essential. This would involve setting goals, objectives and priorities that align with broader national agendas and international frameworks for education.

A well-defined vision provides a guiding framework for policy development and implementation.



Review of the education system

A systematic and inclusive review of the current system will be conducted to identify areas of improvement, gaps in provision and opportunities for innovation.

This review would help inform policy development and ensure that the Long-Term Planning Framework addresses the specific needs of the education system.



Planning

Involves the strategic planning process, where specific goals and strategies to achieve the desired outcomes outlined in the vision are identified.

This includes developing short-, medium-, and long-term goals and corresponding action plans, timelines, and resource allocation to implement education policies effectively.



Scoping

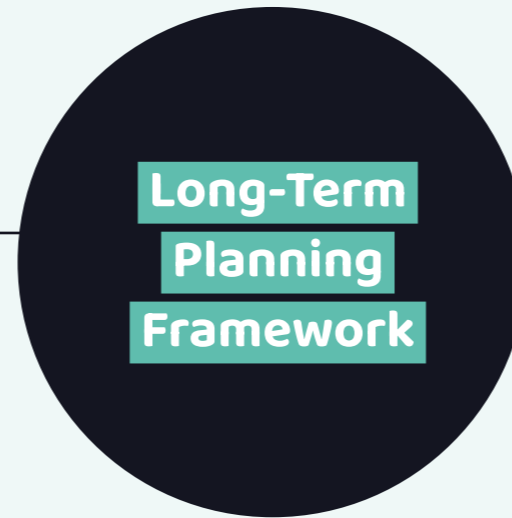
This involves defining the scope of the education system review, including the areas for analysis, setting objectives and identifying key questions. This helps ensure a focused approach, efficient resource allocation and desired outcomes.



Capacity building

Refers to establishing new bodies like the Education Council, Chief Education Officer and National Education Assembly.

These bodies will play a crucial role in providing expertise and guidance, fostering collaboration and ensuring stakeholder engagement in implementing education policies.



Funding

Ensuring adequate and sustainable funding for education is crucial.

The Long-Term Planning Framework addresses the financial aspect of education, considering funding sources, budget allocation and mechanisms to enhance resource mobilisation for education.



Piloting

The framework may include piloting new initiatives, programmes or policies to ensure impact and gather evidence for informed decision-making. Evidence from piloting, complete evaluation and course correction increases the efficacy of a policy and increases confidence and cooperation.



Reviewing

Regular monitoring and evaluation of the implemented policies and initiatives are crucial to assess their effectiveness, identify potential areas of improvement and make necessary adjustments. Review processes ensure that education policies remain responsive and relevant to evolving needs.



Adoption

This refers to the formal adoption of education policies and initiatives by relevant stakeholders, including government entities, educational institutions, mayoral and unitary authorities.

Adoption involves disseminating policies, implementation guidelines and support mechanisms to ensure effective implementation.



Legislation

In some cases, new legislation or amendments to existing laws may be necessary to support the Long-Term Planning Framework.

This includes enacting laws that promote equitable access to education, protect the rights of learners, and regulate the education system.



Evaluating

Evaluating the impact of the long-term plan is essential for ensuring value for money, evidence-based decision-making and that long-term objectives, aligned with the shared vision, are achieved.

Adopting such a framework and the bodies to support it would align the Department for Education (DfE) with other Government departments. The DfE has only two advisory non-departmental bodies, whereas the Defence and Health sectors have eight. Addressing this disparity and enhancing

support structures with these new bodies would empower the Secretary of State for Education, Ministers and the Civil Service to actively shape and drive impactful education policies and deliver a more stable and consistent long-term approach to education more effectively.

How it would operate

Implementing the Long-Term Planning Framework would support key education leaders, empowering them to set and achieve goals effectively while ensuring accountability. This approach places education strategy at the forefront, driving better outcomes.

The Framework allows for iteration and learning within the system, maintaining agility and responsiveness to deliver meaningful impact and meet evolving needs. This includes allowing for regional adaptation so that plans can be tailored to meet specific needs in localities. Mayoral and Unitary Authorities would have a more significant role in planning coordination.

An agreed vision and purpose would provide a guiding light, ensuring the education system consistently strives towards its goals.

This approach would also bring coherence to the education system by recognising the interdependence of policy instruments.

By facilitating collaboration between different aspects of the education ecosystem through mechanisms like the Education Council and the National Education Assembly, the Framework ensures successful coordination and feedback loops.

See Appendix 1 for more details on the technical process of Long-Term Planning Framework.

“ Having a Chief Education officer, with meaningful educational leadership experience, and an Education Assembly to gather broad perspectives and experience, would enable vital change to take place. If, as a Headteacher, I had felt that leadership at government level understood the true challenges facing our sector, and were working to make big shifts towards adequate funding for schools, financial and professional recognition, and autonomy to school leaders, it is likely I would have chosen to stay in a headship role.

” If the recommendations of this report were in place, it would enable vital change to have taken place to secure and strengthen education in England. If leadership at government level understood the true challenges facing our sector, and were taking big strides towards adequate funding for schools, support for SEND, financial and professional recognition, and autonomy for school leaders, it is likely I would have avoided burnout, and would still be a Headteacher making a difference for our young people.



Emma Lewry

Former Headteacher and School Improvement Officer, Leadership coach, EYFS Consultant and member of FED Education Leaders Council



An Education Council

Robust independent governance through a leadership body

Rationale

To strengthen decision-making in the education system, FED recommends establishing an Education Council for England.

This Council would serve as the apex body for independent oversight, input and guidance to the Secretary of State for Education, incorporating diverse perspectives and expertise to address challenges and priorities effectively. Functioning with delegated powers, the Council would work closely with the Secretary of State for Education to meticulously consider challenges and priorities, ensuring alignment of educational policies with broader societal issues.

The proposed framework also includes a National Education Assembly to ensure inclusivity and influence in decision-making processes, drawing inspiration from successful models in other public services.

An Education Council would be key in successfully adopting the Long-Term Planning Framework.

Using this Framework, the Council would support the development of a long-term plan for education, fostering a long-term and evidence-based approach to educational policies that can effectively address the rapidly evolving educational landscape.

Scope and remit

The Council will be the highest-level body to oversee the development, implementation and ongoing review of a long-term plan for education in collaboration with the Department for Education.

Key responsibilities and tasks

Overseeing the development and implementation of a long-term plan: A comprehensive, evidence-based, long-term plan for education would ensure a coordinated approach to address the challenges faced by the education system. The long-term plan would offer a framework to uphold the vision and purpose of education, inform annual planning and budget setting and set out a structure for organising and evaluating national educational initiatives and policies.

Adopting a strong governance model and incorporating best practices: The governance model for the Education Council would incorporate learning and best practices from successful governance models in other public services, such as the National Infrastructure Commission, NHS, Office for Budget Responsibility, and Bank of England.

Providing independent advice and oversight: The Council would offer independent advice to the Government, emphasising long-term evidence-based policy development.

This advice would be provided through a public and transparent process, engaging stakeholders such as teachers, learners, parents/carers, and business leaders via the National Education Assembly. Regular publications will ensure transparency in the advice provided.

Fostering cross-Government and cross-party collaboration: Working with the Chief Education Officer, the Council would help strengthen cross-government and cross-party dialogue on education by involving key representatives from other government departments, parties, and relevant agencies across the public sector.

Collaboration with existing education bodies, such as Ofsted and Ofqual, and the Education Select Committee would also be essential.

Membership and make-up



Chair appointment process

The Chair of the Education Council would be appointed by an independent panel of experts and approved by the Government.

The appointment process would be conducted openly and transparently, ensuring credibility and independence.



Council members

The Council would consist of no more than 10 independent Non-Executives and possibly 4 Education Executives from the Department for Education. If such a position were created, the Chief Education Officer would act as an executive function to support the Council in achieving its objectives and ensure it was presented with the latest evidence base and diverse perspectives, including through the National Education Assembly. The Chief Education Officer would have a role in ensuring that the Council's recommendations sit at the heart of long-term planning in education.

Representation would be sought from diverse backgrounds, including public and civil service, education, business, science, the arts and culture.

The Council should bring an understanding of life-long and life-wide education, covering early years, schools, colleges, further and higher education, as well as adult education.

The voices of learners would be represented via the Chair of a National Learners Group – e.g. the Learner's Assembly if this is set up.

Members would be selected based on their extensive experience, skills in high-level governance, credibility, insight on education, and values-led leadership.



Collaboration

The Council would work closely with the government and stimulate cross-government and cross-party dialogue on education by involving key representatives of other government departments and parties in meetings as appropriate.

This collaborative approach would help ensure that initiatives and policies are effectively implemented and supported by a broad range of stakeholders.

It will collaborate with relevant agencies across the public sector, such as NHS England, children's agencies and relevant regional bodies as required.



Professional support

The Council's functioning would be assisted by a Clerk/Company Secretary and/or the office of the Chief Education Officer if the government also established such a role.

These support structures would provide administrative assistance and ensure smooth operations of the Council.



How it would operate

The Education Council's reserved powers would include overseeing the development, implementation and ongoing review of a long-term plan for education and providing support and advice to the Department for Education.

The Council would determine the number, purpose, and scope of expert, advisory and policy sub-groups to facilitate its work. These sub-groups would focus on key education topics, such as Curriculum and Special Educational Needs and Disability.

They would also consider regional perspectives and seek to bring together key stakeholder groups like learners and parents/carers.

The Council would actively listen to and be informed by stakeholders' views through forums, such as the National Education Assembly and other existing research and education bodies representing key interests and constituents in education.

Quarterly meetings, regular progress reports published widely and an annual summit would ensure transparency and inclusive decision-making.

Drawing inspiration from models in other public services, The Council would provide a robust governance structure that ensures governmental effectiveness in shaping educational policy and guidance.

“The work of FED over the past four years has received much support from across our profession.

Teachers agree that a long-term approach is needed and that we should aim to build much stronger communication between schools, colleges and policymakers.

The notion of a Chief Education Officer and an independent Education Council is a strong one, adding another layer of insight and wisdom to governance.

Rebuilding trust in the teaching profession is of great importance at this time, which is why The Chartered College of Teaching has such an important role to play in support of this new infrastructure.”



Dame Alison Peacock

Chief Executive of The Chartered College of Teaching and member of FED Advisory Council





Chief Education Officer

Enhanced expertise in the education system through the office of a Chief Education Officer

Rationale

Currently the Department for Education lacks an independent education expert or group of experts, even though specialist expert advice has proven valuable in other Government departments, as seen with Chris Whitty's role as Chief Medical Officer during the COVID-19 pandemic.

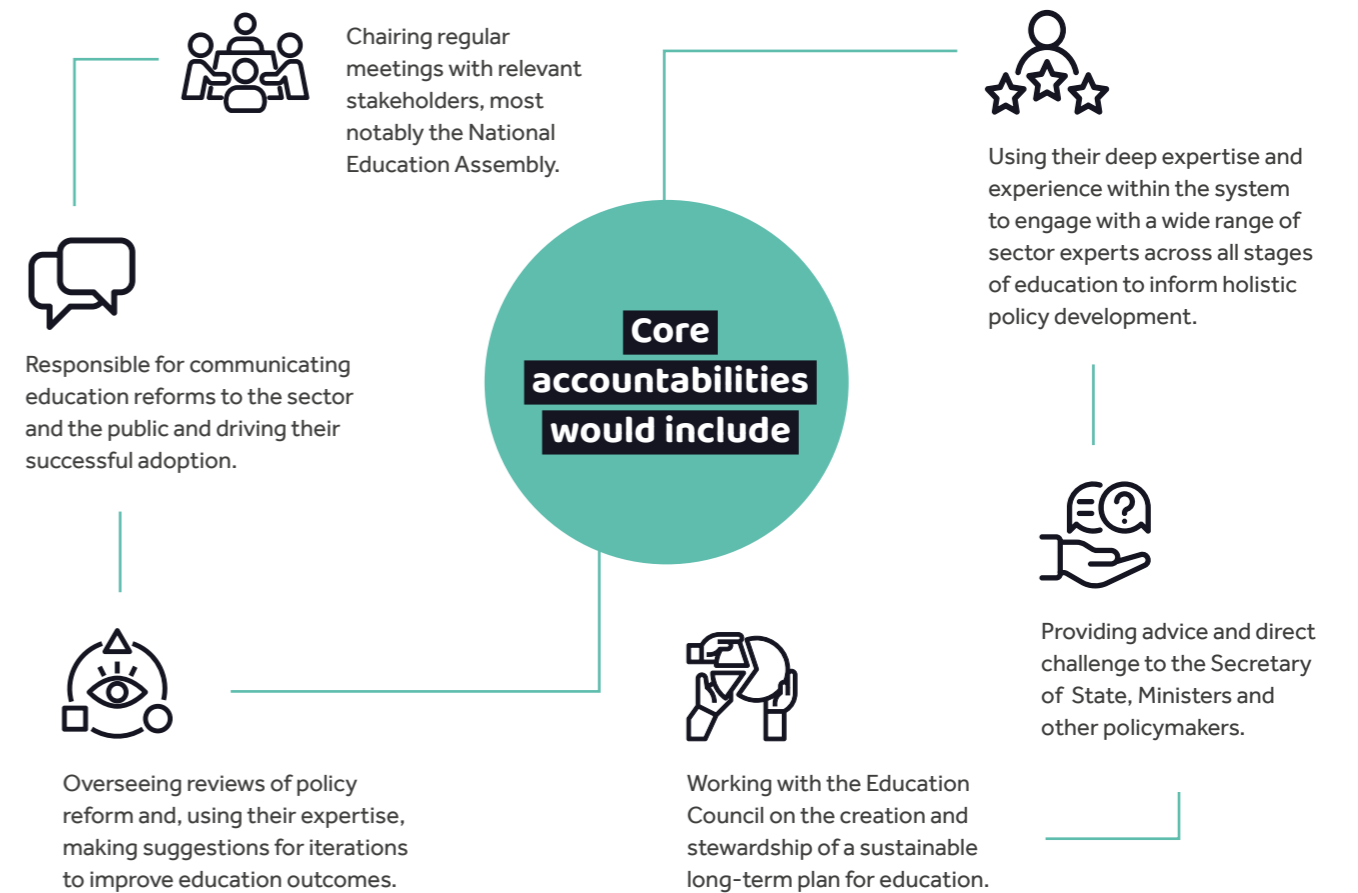
A Chief Education Officer would bring expert advice – a deep understanding of the education system that politicians do not always have – from the profession.

The Chief Education Officer would serve as the country's most senior education professional and help draw public attention to education policy matters, making the process more transparent and accessible.

By incorporating the professional voice and making this process visible, the Chief Education Officer would play a vital role in restoring trust so that Ministers and Civil Servants actively listen to knowledgeable and experienced individuals within the education sector.

Scope and remit

The Chief Education Officer would bring independent expertise to provide evidence-based advice to support and challenge government education policy and decision-making from Early Years to life-wide learning.



Attributes and appointment

There are several ways a Chief Education Officer could be appointed. These include being appointed by the Prime Minister and held accountable by the Cabinet Office.

To ensure a fair and transparent selection process, confirmation of the appointment would involve the endorsement of a bipartisan body like the Education Select Committee. Alternatively, it could follow the same process as His Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI), which is a Crown appointment made by Order in Council, and therefore bound by the seven guiding principles of public life (Nolan Principles) and required to account for the public funding allocated the role.

In terms of qualifications for the role of Chief Education Officer, a strong and diverse background in education, encompassing practical experience, research and leadership, is essential. The Chief Education Officer would be a visible thought leader, unafraid to challenge established practices and advocate for meaningful change.

How it would operate

The office of the Chief Education Officer would provide expert strategic insight, ensuring a consistent and coordinated approach to education policies while acting as a coordinating link between key stakeholders inside and outside Government.

They would be crucial in offering evidence-based advice to inform the scoping, initial review, planning, pilots and eventual implementation of the Long-Term Planning Framework. They would have a key role in building consensus around education's long-term vision and purpose, acting as a vital figurehead and coordinating lynchpin between No. 10, the Department for Education (DfE), and other relevant bodies such as the Education Council and the National Education Assembly.

Drawing inspiration from existing figures in other departments – the Chief Medical Officer, the Children's Commissioner, the Chief Scientific Officer and the Chief Veterinary Officer etc. – this role would similarly provide expert advice and guidance on education policy and initiatives.

In my role as School Improvement Director, proposals for a long-term plan for education would empower me to plan and implement initiatives with greater confidence and effectiveness. The proposals outlined would provide the stability needed to focus on meaningful, evidence-based improvements, ensure equity and inclusivity, strengthen governance, and prepare children to navigate an ever-changing world.

With clear leadership through a dedicated office and a collaborative approach,

we would have confidence in strategic decisions that shape the direction of schools. The role of a Chief Education Officer would provide clear, strategic leadership and accountability, ensuring alignment across all levels of the educational system and a unified approach to school improvement.



Narinder Gill

Director of Elevate MAT and member of FED's National Education Leaders Council





A National Education Assembly

Expanded engagement with a wider range of stakeholders

Rationale

The current education policy landscape is marred by a concerning absence of meaningful input from stakeholders who possess first-hand experience of the system.

This results in ad-hoc consultations that unintentionally confirm biases and neglects crucial evidence.

To rectify this it is essential that the right mechanisms are in place to proactively seek out and listen to individuals who have been underserved or disadvantaged by the education system, including those from the SEND community, finding ways to engage with them in environments where they feel comfortable.

An assembly model could address some of these challenges by providing a platform for inclusive and diverse voices to actively participate in decision-making processes.

A National Education Assembly would counter the problems associated with over-centralised policy creation and ensure a more comprehensive and inclusive approach to policy development by involving learners, parents, educators, experts and stakeholders from various sectors.

Additionally, it would provide a space for a deliberative and long-term perspective on education policy, helping to break the cycle of short-term, politically driven policy decision-making, leading to more thoughtful and effective outcomes.

Such a model could also foster collaboration with expert organisations that specialise in reaching under-represented communities, allowing more input and involvement of diverse perspectives and ensuring that every voice is valued in formulating education policies.

Scope and remit

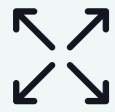
The Assembly would create a space for diverse perspectives to feed into the creation and delivery of education policies.

Initially, the Assembly would play a crucial role in the Long-Term Planning Framework, formally gathering a wide range of perspectives to help shape the vision purpose and plans.

Transitioning from this foundational phase, the Assembly would evolve into a permanent forum, fostering open, honest and constructive dialogue while encouraging the generation of innovative solutions. It would have a critical role in the educational policy landscape, providing a feedback loop for policy implementation which is missing from the current system.



Membership and make-up



Size

The assembly should have between 50-60 members, similar to the NHS Assembly.



Appointments

Members would be appointed following a national call for expressions of interest. Members would serve a term of at least two years with an extension of up to five years to help ensure coherence and consistency.



Principles of diversity and inclusion

The membership should be diverse and inclusive, representing various stakeholders including those from the SEND community and across sectors.



Balancing individual and expert perspectives

Representatives from organisations and individual perspectives will be valued equally, ensuring a comprehensive approach. Membership should include those who work across various sectors, including but not limited to education. Empowering learners is of utmost importance; a Learners Assembly that shadows the main assembly, with representatives from this group holding membership in the National Education Assembly, would help emphasise their significant role.



Balancing local/regional with national

Regional and local interests will be represented through individual perspectives in the first instance, though the possibility of regional assemblies could be explored.

How it would operate

Format: The Assembly should meet at least once a term for half a day face-to-face in different areas across the country. Such meetings should use multifaceted, accessible and inclusive formats, focusing on bringing diverse perspectives.

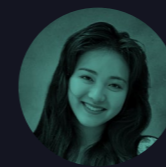
The Assembly would provide recommendations to the Education Council based on the feedback they have collected and the consensus – or lack thereof – that they have reached.

The Education Council would take this under advisement when shaping their recommendations to the DfE and Secretary of State for Education.

The Education Council's recommendations would then be fed back to the Assembly, ensuring transparency in the process.

The Assembly would act similarly to existing bodies designed to encourage engagement and act as a feedback loop e.g. the NHS Assembly or the Climate Change Consultative Group.

“A National Education Assembly could make the education decision-making process more transparent, building trust between us students and different stakeholders.

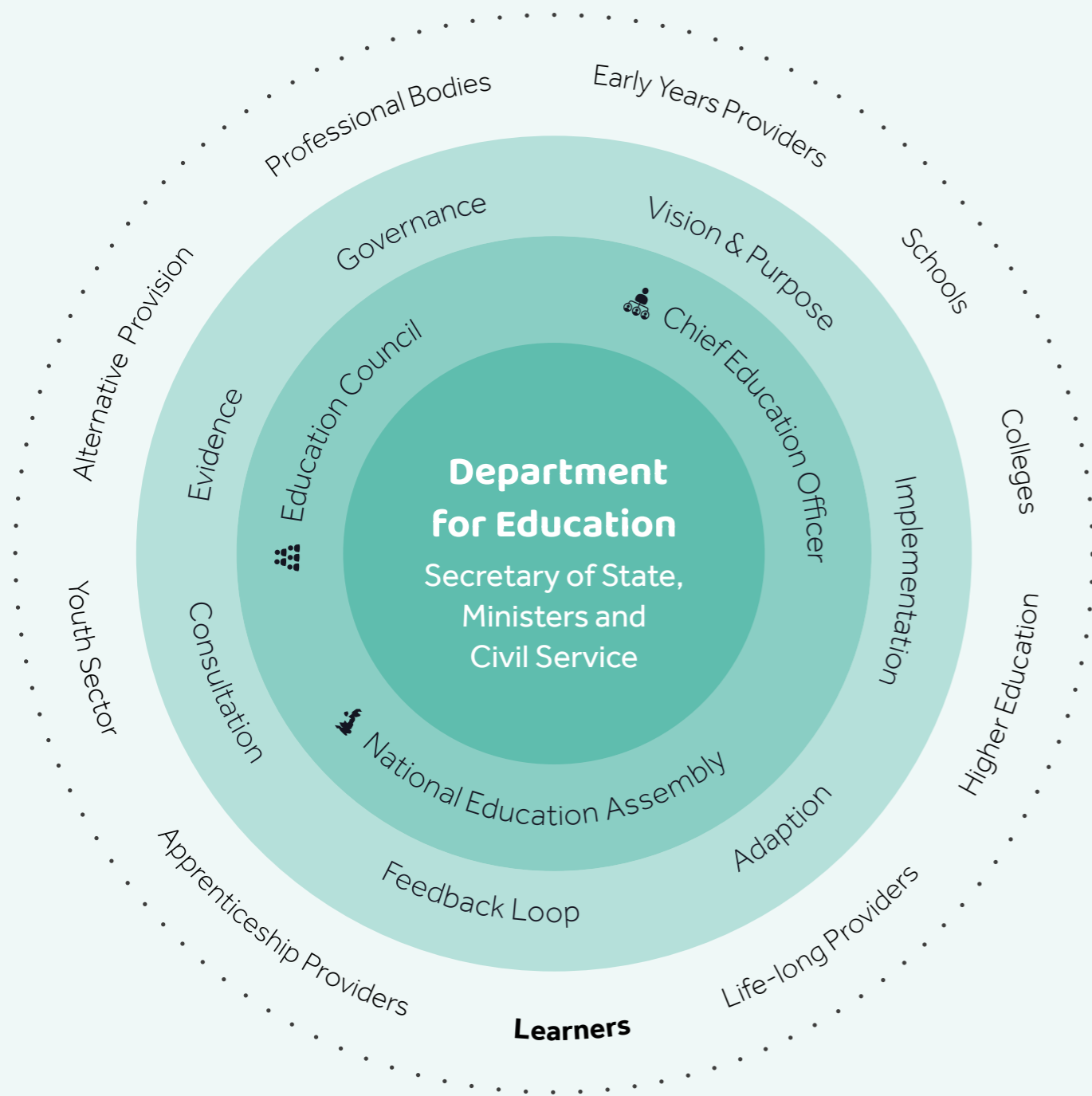


Leila Lai

Co-Chair, FED Learners Council

Having a safe space to advocate for our voices and witnessing how the system values our perspectives will reinforce our belief in the democratic process and our role within it.”

**A long-term planning
ecosystem**



6 A vision for the future

Long-term problems, like those faced by the education system, demand long-term solutions.

The current state of education lacks the capacity for strategic thinking and planning for the future, a fact that is not unique to education alone but is pervasive in many public services.

However, FED's consultations have shed light on the appetite and readiness for a change in approach to education in England that is sensible, workable and capable of restoring trust.

This focus on long-term planning and strategic action would enable me to work within a system that values transparency, trust in decision-making and clear leadership with accountability at its core.

This would undoubtedly foster more equitable environments for all learners and teaching staff whilst improving and sharing the great practice we know is happening across the UK.



Caroline Keep

Data Scientist and member of FED's Practitioner Council

The implementation of the FED's recommendations would be impactful!

A long-term education plan is desperately needed, and their recommendation to establish an Education Council and a National Education Assembly would go a long way toward securing a more evidence-based, transparent decision-making process while also ensuring that diverse perspectives are considered.

The proposals outlined in this report aim not to complicate matters but to address gaps identified in our consultations and to build capacity within the existing education system architecture. We need an approach that provides politicians and policy-makers with the time and partnerships to deliver what everyone desires: a world-leading education system that caters to the needs of all.

The strategic framework and expert guidance proposed in this report offer a streamlined path for implementing the necessary reforms that any Government must prioritise. The presence of well-defined objectives and milestones for the short, medium and long-term allows for quick and decisive action while ensuring that long term efficiency remains a priority.

Embracing this approach would ensure that the education system becomes more cost-effective in the long term. By investing early, the system can address its issues, develop the necessary infrastructure and implement effective practices, mitigating the need for costly retroactive solutions in the future.

By embracing these proposals, a new Government would lay a strong foundation for implementing education reforms with legitimacy and widespread support; 97% of FED stakeholders agree that we need

a long-term plan for education in England. Establishing the mechanisms outlined here would help enhance the system's capacity for informed decision-making, facilitate consensus-building, and ensure alignment with the long-term goal of transforming the education system to be more adaptive, inclusive, and effective.

This transformation is crucial for a forward-thinking approach, enabling us to proactively address the changing needs and demands of the education landscape. In this vein, over the next 12 months, FED will further its work through the FED Futures programme. Collaborating with partners in diverse fields such as Innovation and Creativity, Artificial Intelligence in Education, Workforce Inclusion, Financial Wellbeing and Educational Partnerships, this programme will emphasise the power of long-term thinking in developing solutions for a new Government.

By prioritising these reforms, FED knows we can build a brighter future for education in our country. Please join us in voicing your support; we welcome all your feedback on our work here: [fed.education/contact/](https://www.fed.education/contact/)



I believe implementation of the FED's proposals would be profound. With a focus on long-term planning, inclusive engagement and expertise elevation, these reforms promise a more agile and inclusive education system.

Education has long been the lifeblood of socio-economic advancement. By prioritising these reforms, students could benefit from enhanced learning experiences, stronger support

structures and increased opportunities for success. A framework review to reinvigorate work towards nurturing the 'life-long learner' would better equip all with addressing our diverse needs beyond formal education, and prepare us to conquer the nation's challenges of tomorrow.



**Mishael
Kusi-Yeboah**

Co-Chair, FED Learners Council

7

Appendix 1

Acting strategically through a Long-Term Planning Framework

The proposal for a Long-Term Planning Framework is concerned with the how of policy formation, implementation and governance. Using this approach, the what and why of education policy would fall under the responsibility of the Education Council and is captured below.

What we are calling for in this approach and framework is for education policy to be driven by these fundamentals:

- **Guided by evidence:** a clear understanding of the issues to inform planning, implementation and reviews
- **Stable and coherent:** a system which is robust and which brings diverse elements of the system to work together towards ambitious objectives
- **Adaptive:** plans can adapt to changing circumstances over a long-term horizon can respond to shocks and adapt in the face of emerging evidence
- **Inclusive:** plans are rooted in the real world with a broad range of stakeholders being involved in the design, implementation, governance and review of all stages of the process
- **Accountable:** the system has governance mechanisms built in to ensure positive outcomes for all learners and that public money is invested where there will be the most impact

Throughout FED's four year consultations on education in England these fundamentals are considered gaps in the current system which our approach seeks to address.

In adopting this Framework and approach, fortified by institutions that support the formation, implementation and governance of education policy, the Secretary of State for Education, Ministers, and the Civil Service will be able to prioritise education strategy without getting bogged down in operational tasks and micromanagement. Their pivotal roles within the system remain essential as it should be in a democracy.

The primary goal of this framework is to resource, guide and bolster the current system, not tear it down and start afresh. It is noteworthy that the Department for Education (DfE) diverges from other government departments in this aspect – with only two advisory non-departmental bodies, compared to the eight in Defence and Health – which underscores the relatively limited support provided to the DfE across all advisory and non-departmental bodies in comparison to departments of similar size.

Addressing this disparity and enhancing support structures would empower the Secretary of State for Education, Ministers and the Civil Service to actively shape and drive impactful education policies.

Such an approach will also bring much needed coherence. We know that policy instruments are interdependent – that changing the curriculum, for example, would impact on training, assessment, accreditation, inspections, and so forth.

Using this model we have a better chance of successful interplay between the different aspects of the education ecosystem. As the Education Council brings experts from these areas together and the National Education Assembly provides the feedback loop for what is working and where the gaps are.

The system will undoubtedly benefit from a group which has ownership over all the plans, the system architecture and the vision and objectives ensuring stronger coherence, more stability and better outcomes in the system.

The scope of this framework and approach is life-long and life-wide. FED appreciates that this adds to complexity, bringing in private institutions especially in the post-18 sector but the reality of the next decade and beyond is that the traditional approach to learning will change dramatically. In taking this approach the Framework supports the UN's Sustainable Development Goal 4 of 'ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all'.

We know that our young people will have a portfolio of careers. We acknowledge that people want to embrace life-long and life-wide learning for a variety of reasons which speak to wider personal fulfilment and flourishing, not just the workplace, and that any framework needs to address this.

We envision greater devolution of education policy, as evidenced by the current devolvement of post-16 skills to mayoral regions.

While certain policies like national assessments, funding and the inspectorate should remain centralised, others, such as student mental health initiatives, curriculum and pedagogy, and recruitment and retention, should be adaptable to local needs.

The Framework proposed focuses on centrally-made policies that cannot and should not be devolved. For devolved education policy, we advocate for a long-term approach using a modified version.

Lastly, the Framework outlined encompasses valuable time for iteration and learning from within the system. By allowing for piloting, reviewing and refinement, the system becomes reflexive and adaptive, consistently learning and improving to deliver more robust outcomes for all learners and those who support them. The inclusion of a robust governance structure ensures that we remain agile and responsive, capable of adjusting and refining our strategies to achieve meaningful impact and meet evolving needs.

In Year 1:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Scoping Capacity building Review	<ul style="list-style-type: none"> Cross-party commitment to a long-term strategy for education and to use a new framework Establishment of new bodies to support the long-term strategy (constituted/ letter of intent): <ul style="list-style-type: none"> Chief Education Officer Education Council National Education Assembly Review of education begins led by the Education Council using a mixed methodology including broad consultation and research Horizon analysis for education over the next 20-30 years 		Scope agreed and communicated with relevant bodies Creation of office of Chief Education Officer Creation of Education Council Creation of National Education Assembly	Political parties Department for Education Education Select Committee Secretary of State (SoS) for Education and Ministers DfE Permanent Secretary (Perm. Sec.) Treasury Education Council National Education Assembly

Many jurisdictions will include pilots prior to rolling out reforms, for instance in South Korea, Scotland and Australia. These allow for key learnings to take place, unintended consequences are noticed, as are resource gaps. Evidence from piloting, full evaluation and course correction not only increases the efficacy of a policy, it also increases confidence and cooperation in the policy. There are regions where policy would have benefited from a pilot phase, for instance the assessment reforms in New Zealand, which had to be paused due to significant implementation issues.

In Year 2:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Review Consensus building Vision setting Planning Funding Capacity building	<ul style="list-style-type: none"> Current and future state analysis of education reports Education Council mandated with setting vision and purpose for life-long education which has cross-party commitment Vision and Purpose for Education consultation Work starts on a long-term strategy options and plans for education. Priorities and associated funding agreed To support the above a working party is mandated with the task of creating options 	Current state of education Horizon analysis	Current and future state analysis of education reports Vision and Purpose for Education Statements/ Commitments Priorities and funding for reforms agreed	Education Council Chief Education Officer SoS Education and Ministers DfE Perm. Sec. Education Select Committee National Education Assembly Treasury Long-term strategy working party



In Year 3:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Planning Negotiating Legislating Capacity building Wave 1 Pilot	<ul style="list-style-type: none"> The versions of the strategy and plans are presented to the Education Council for review A strategy is adopted across the political party spectrum Strategy and plans are put on a statutory footing Governance plan for the strategy is created Task and Finish Groups* are established and constituted for each plan. These groups to deal with a particular area of reform/ evolution (e.g. curriculum, teacher recruitment, retention and professional development, tech and AI, etc) Pilots are created and implemented 	Long-term strategy options and plans for education	<p>Long-term strategy and review options</p> <p>Agreed strategy and plans are legislated</p> <p>Governance plan created</p> <p>Long-term strategy working party remit finishes – group is dissolved</p> <p>Task and Finish Groups created to lead on implementation of each plan</p>	<p>Education Council</p> <p>Chief Education Officer</p> <p>Government</p> <p>SoS Education and Ministers</p> <p>DfE Perm. Sec.</p> <p>Education Select Committee</p> <p>Long-term strategy working party</p> <p>Task and Finish Groups</p>

In Year 4:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Wave 1 pilot Wave 1 implementation Iteration	<ul style="list-style-type: none"> Wave 1 pilot Pilots are evaluated by the Education Council Plans are reviewed in the light of lessons learned Plans are communicated to all stakeholders with a special focus on practitioners of all levels National rollout of wave 1 reforms begin 	<p>Current state of education</p> <p>Horizon analysis</p>	<p>Pilots completed</p> <p>Version 2 of plans completed and signed off</p> <p>Final versions of the plans are given a statutory footing</p>	<p>Task and Finish groups</p> <p>Curriculum Review and Reform body</p> <p>Education Council</p> <p>DfE</p> <p>SoS Education and Ministers</p> <p>DfE Perm. Sec.</p> <p>Chief Education Officer</p>

In Year 5 and 6:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Wave 1 implementation Wave 2 pilot Evaluation Iteration	<ul style="list-style-type: none"> Continuation of wave 1 implementation Wave 2 pilots are conducted Wave 2 plans are refined in the light of the pilots Implementation review of wave 1 	Evaluation of wave 1 implementation and impact undertaken leading to lessons learned for wave 2 implementation (especially focused on all levels of practitioners and learners)	<p>Completion of wave 1 plans (depending on timescales)</p> <p>Wave 2 pilots completed</p> <p>Evaluation of Wave 1 implementation report</p>	<p>Task and Finish groups</p> <p>Curriculum Review and Reform body</p> <p>Education Council</p> <p>DfE</p> <p>Chief Education Officer</p> <p>National Education Assembly</p>

In Year 7 and 8:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Wave 2 implementation Wave 3 pilot Evaluation	<ul style="list-style-type: none"> Wave 2 implementation Wave 3 pilots are conducted Wave 3 plans are refined in the light of the pilots 		<p>Completion of wave 2 plans (depending on timescales)</p> <p>Wave 3 pilots completed</p> <p>Evaluation of Wave 2 implementation report</p>	<p>Task and Finish groups</p> <p>Curriculum Review and Reform body</p> <p>Education Council</p> <p>DfE</p> <p>Chief Education Officer</p> <p>National Education Assembly</p>

In Year 9 and 10:

Phase	Commence (Inputs)	Review	Commence (Outputs)	Responsible Body/ies
Wave 2 review Wave 3 implementation	<ul style="list-style-type: none"> Reforms categorised for stage 3 are implemented (these might be short-, medium- and long-term and may be focused on phases or content). 	Evaluation of wave 3 implementation and impact undertaken leading to lessons learned for wave 3 implementation (especially focused on all levels of practitioners and learners)	<p>Evaluation of wave 3 implementation report</p> <p>All plans completed</p>	<p>Working groups</p> <p>Curriculum Review and Reform body</p> <p>National Education Assemblies</p> <p>Education Council</p> <p>DfE</p> <p>Chief Education Officer</p>

* These groups should include a broad range of stakeholders who are implicated in the different, particular policy areas. Some of these may work in other Government departments. Practitioners at all levels and learners should have a voice in policy formation, implementation and evaluation.

8 Appendix 2

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Lucy Bourne, Bounce Forward

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Beverley Wong, Parent Talk

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Helen Beswick, Parental Engagement Network

Helen Norman, Fatherhood Institute

Jaime Stannard, CEO for School-Home Support

Jeewan Gurung, Teaching Fellow for Coventry University

Jenni Elliott, Head Teacher at Oasis

Jimmy Pickering, Director of Communities at The Brilliant Club

Jon Datta, Widening Participation at Cambridge University

Juliette Collier, Campaign for Learning

Justine Stephens, More than A Score

Madeleine Holt, Meet the Parents/ Schools on Screen

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FED Business Council

Paul Drechsler CBE, Chairman of the International Chamber of Commerce (Chair)

Claudia Harris OBE, Chief Executive Officer at Makers (Chair)

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Lord John Bird MBE, Crossbench Member of the House of Lords and Co-Founder of the Big Issue

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Rosie Clayton, Head of Rethinking Assessment

Dr. Michelle Clement, King's College London

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Rupert Gather, Chairman of Challenger Multi Academy Trust

Richard Gerver, Founder of IC-ED Ltd

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Dr. Simon Hyde, General Secretary of HMC

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Javid Mahdavi, Managing Director of Nexus Associates

Shane Mann, Managing Director of Lsect and Publisher of Schools Week and FE Week

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Rob May, CEO of ABE

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Martin McKay, CEO of Texthelp

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Dawn Ward CBE DL, Chair of the World Federation of Colleges and Polytechnics

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Who are the FED?

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

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

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

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

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