

Our 10⁺ Big Hopes for Change

A review of the latest insights and
pioneers making impact on the ground



Foreword

In 2019 we launched our unashamedly hopeful [10 Big Hopes for Change in Education](#), clarifying and simplifying the change we wanted to see for all of our young people with both our UK based project partners and our global network of education change pioneers was powerful. They have become a 'north star' for Big Change - both in our grantmaking and in our wider advocacy and systems change work.

The Hopes are intended as a uniting agenda for those who share our vision for big change: a society working together so that all young people can thrive and play a positive role in the world around them.

We undertook this horizon scanning work to unearth examples of where change in practice around the Hopes is already happening. The process has helped us to see not only what is happening and what is possible but also shone a light on the enabling conditions required for change to become a reality. While this is just a start, there is a lot to both inspire us and to learn from.

We are regularly reminded that big change is both complex and simple. Simple in that it primarily requires a mindset shift to reorient around a different purpose - young people thriving in life, not just in exams. Complex in that it requires multiple actors working together in new ways and developing new approaches to both supporting young people and understanding and demonstrating impact.

In our role as a catalyst and a funder these bright spots of change have reinforced the importance of focusing on the long term; on supporting joined up working, capacity and new roles within the ecosystem; on working in partnership in order to learn and iterate along the way; and continuously uniting and amplifying voices for change. We look forward to continuing to apply these learnings to our own work, and we hope that in sharing these bright spots will encourage, inspire and inform others who share our hope for creating an education and learning system that sets all young people up to thrive in life.

It's never been so important to learn from each other to help all our young people thrive, it is time to make a big change.

Essie North, CEO

Our 10 Big Hopes for Change



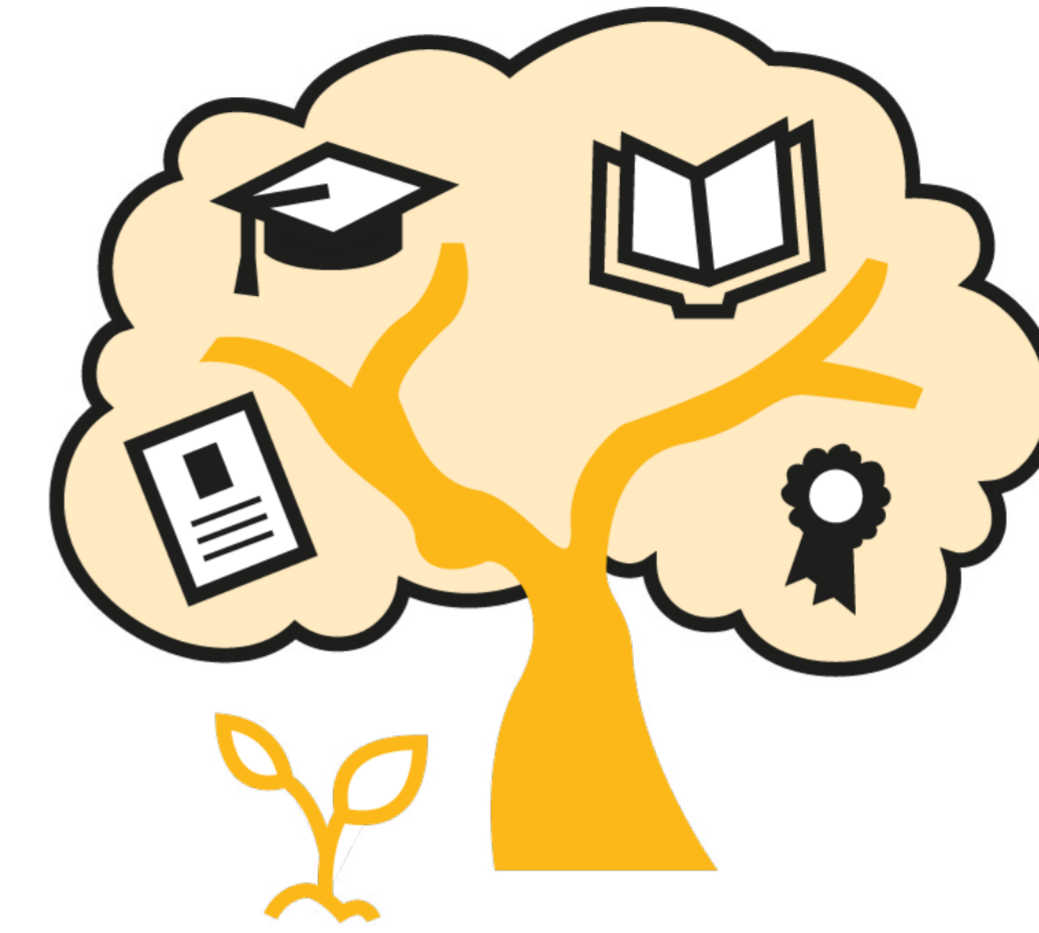
There is a new public conversation about education



All young people are set up to thrive in life not just exams



There is a broader view of and story of success for every child



Every child can fall in love with learning and keep on learning for life



Trusted relationships give every child support to learn and thrive



Multiple pathways through learning and into work are valued and supported



Professional learning is as important as student learning



All schools are actively supported to improve and learn together



Schools and communities thrive as part of local learning ecosystems



Education is protected from short term politics

Methodology and Summary of Findings

This paper takes an in depth look at each of the 10 Hopes for Change - capturing insights, evidence, trends and challenges associated with each one - and highlights “spotlight” initiatives and innovations in the UK and around the world which build the case for how each Hope could be realised.

The 10 Hopes have been clustered into five categories, which articulate an overarching ambition for change in education, to bring about the following aims:

1. Education is everyone’s business
2. Young people are set up to thrive in life
3. Young people have active support systems
4. Young people and their communities are working and learning together
5. There is a long term view of education

In conducting a horizon scan of our 10 Hopes, we wanted to make sure we were reviewing a mix of innovations to make sure we were learning from a representative sample of ideas. We wanted to prioritize a mix of:

Findings

- Geographical location - within the UK of course, but also from different locations around the world
- Type of project or organisation - innovations can be government-led, they can be created by charities, or be the product of cross-sector collaboration
- Stage of project or organisation - as an early stage funder ourselves, we were interested in a mix of emergent ideas and more established interventions - because ‘innovative’ doesn’t necessarily mean ‘new’
- We also wanted to make sure we were highlighting the work of our project partners, whose work we have showcased in more detail in our [Change is Happening](#) report, and of our global network, whose work we showcased in our [Reimagining Education Together](#) report

We found:

- There is no shortage of visions (globally and in UK) for what a brighter future for all young people could look like
- There are many existing and emerging practices - in teaching, in learning (and assessing progress in learning), in professional development, and in creating helpful and meaningful accountability - such as Rethinking Assessment (page 20) and The Learning Passport (page 22), which are enabling a more expansive vision for education and learning to be realised
- There has been an increasing appreciation and understanding about the broader range of actors and allies needed to support education delivery - both in and out of the school environment. Innovations such as Learning Creates Australia (page 20) and the Camfed Learner Guides (page 25) highlight the value of social connection and relationships for young people, which have been missing for much of the year, alongside the value of the teaching profession and role of schools within their communities, is more apparent than ever before.

Opportunities and Challenges - An Overview

We know that making our 10 hopes for change a reality is a big task, and not without challenges. But with those, come opportunities. We've detailed the key challenges and opps for each set of hopes below.

Education is everyone's business

Hope 1: There is a new public conversation about education

The first of our Hopes sets out an ambition to ignite and galvanise a new public conversation about the future of education in England. One that focuses on the needs and ambitions of young people, parents, educators and employers as the main beneficiaries of the system, and also those who make change happen on the ground.

Challenge:

The demand for change across the education system is fragmented, with appetite higher among some groups than others. Transformational change requires communities to have the desire, resource and collective will to do something different. It requires all groups to feel that they are part of the conversation and able to contribute, and it must balance calls for change with change fatigue - especially in light of the constant change and unpredictability that parents, carers and educators have experienced over the last year.

HOPE 1



Opportunity:

In England, there is an opportunity to accelerate and unite growing calls for a new vision for education and long-term change; which includes senior politicians and representatives from all sectors. The urgency of issues around equity and access during the pandemic has shone a spotlight on pre-existent inequalities within our system. We can seize this moment to engage new local and regional voices, while simultaneously connecting to, and learning from, other similar movements around the world:

- **Portugal** is having a national conversation about what young people are expected to achieve by the end of compulsory schooling, as part of a wider debate about education reform - and using the OECD 2030 Framework as a guide.
- The **Big Education Conversation**, launching in England in summer 2021, is a national campaign to get everyone talking about how education could, and should, change. It aims to create a conversation that everyone can be a part of - uniting key groups to show the scale of public support for change.

Young people are set up to thrive in life

Hope 2: All young people are set up to thrive in life, not just exams

Hope 3: There is a broader view and story of success for every child

Hope 4: Every child can fall in love with learning and keep on learning for life

Taken together, Hopes 2, 3 and 4 set out an expanded vision for what education can and should deliver for young people. These Hopes broaden our perspectives on and our ambition for the purpose of education, what should be taught and learnt, and what should be recognised and valued. They remind us that education should enable every young person to find their passions and reach their potential and that to do so, they need access to inspiring opportunities for learning and growth throughout their lives.

HOPE 2



HOPE 3

HOPE 4



Challenge:

New approaches to learning, and the recognition of this learning, are still lacking in the credibility needed to generate buy-in among educators, parents, carers, students and employers. With emerging approaches lacking validity, it is difficult for these different groups to have confidence in their future impact.

Opportunity:

Leverage the need for these new approaches to unlock conversations between educators, further and higher education providers and employers about creating new learning pathways and progression routes, using increasingly sophisticated technologies.

- Groups like **Rethinking Assessment** are considering how a new learning recognition system can be effectively trialled and implemented across local consortia in England.
- Collaborative projects such as those run by **Learning Creates Australia** bring together people from different sectors and communities to work together in multidisciplinary teams, including young people, teachers, government, education and business leaders, policy makers and parents to develop prototype education solutions and policy recommendations.

Challenge:

There are not enough targeted, coordinated efforts that unite different audiences in education, with varying priorities and needs - schools across the state, public and independent sectors, further education, higher education, parents and carers, learners, not to mention employers of future graduates.

Opportunity:

There is, however, an opportunity to connect, unite and learn from growing national conversations and movements looking at the future of education and all involved - including the development of a more expansive and holistic curriculum that unites more actors in the system.

- The **Government of Wales** has completely reoriented itself around supporting young people to become: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- The **Fusion Cities** network is a global movement of places and partners around the world committed to supporting the lifelong learning of citizens. Fusion Cities promote and cultivate the skills most often identified as essential for success in life, including: oral communication and presentation skills; collaboration and teamwork; adaptability and flexibility; resilience; and problem solving and creativity. Participating cities make a three year commitment to growing links between education, business and the cultural and creative sector and developing citizens' skills, within an ethical context of social mobility and sustainability.

Challenge:

We are not seeing enough support, from funding coalitions, government or other stakeholders, for investment around lifelong learning - and particularly developing implementation and change management skillsets and capacity in communities.

Opportunity:

We need a concerted political and policy strategy around lifelong learning and adult skills. Covid has brought to the fore the urgency of investment in a lifelong learning infrastructure, enabling people to access learning and training throughout life. There is an opportunity, as part of the new national conversation, to build a "cradle to grave" approach to education and learning throughout life as a citizen entitlement. There are key examples around the world that we can learn from:

- **SkillsFuture Singapore** is a national movement to provide Singaporeans with opportunities to develop their fullest potential throughout life, regardless of their starting points. Learning is at the heart of Singapore's cultural identity, and the Government invests in quality learning across the age range.

Young people have active support systems

Hope 5 - Trusted relationships give every child support to learn and thrive
Hope 6 - Multiple pathways through learning and into work are valued and supported

To support an expanded vision and purpose for learning, parents, employers, civil society organisations and others need to play a more visible and valued role in education. Our Reimagining Education Together report argues that education is everyone's business, and that support from, and strong relationships with, a diverse range of supportive adults are critical for young people's learning.

HOPE 5



HOPE 6

Challenge:

Creating change in the realms of trusted relationships and creating quality pathways through employment into work means putting demands on people and organisations - schools and employers, for example - that are competing in nature. In order to prevent fatigue, we must ensure better coordination and make clear the benefits, opportunities, and incentives for collaboration. The biggest challenge here is making the most of the limits on peoples' time, especially when they are as famously time poor as those who work with young people.

Opportunity:

To navigate competing interests and demands, and to provide the needed support for those working together for young people's welfare, it is important to support local consortia or anchor organisations - the kinds of entities that can work locally to create connections, broker relationships, and create networks and enhance support systems.

- The [Camfed Learner Guides](#) programme trains and supports women who have experienced exclusion and marginalisation to help vulnerable young people overcome their challenges and remain in school. Just as important as their support to these women is their role as an important link in the local community; building relationships between schools, local citizens and the home environment. These Learner Guides enhance local support systems; following up with young people who drop out of school and work with communities to keep vulnerable girls safe from child marriage.

Young people and their communities are working and learning together

Challenge:

The partnerships required to create transformative change in relationships and in pathways into work are difficult to sustain over time - particularly with high turnover in key anchor organisations such as schools. Maintaining these key collaborations requires all participants to be able to work across boundaries and lines of difference in order to set young people up to thrive.

Opportunity:

There is an increasing focus and interest in place-based approaches to this work - and increased understanding about the role of place, local culture, and heritage in the development of relationships and connections between people and communities:

- The **Camden STEAM (science, technology, engineering, arts and maths) Hub** is led by Camden Council, Camden Learning and five Camden schools, with the aim of embedding STEAM across a school's provision. The Hub grew out of Camden 2017 STEAM Commission which set out to highlight Camden's unique STEAM economy and the skills needed for the roles of the future; to mobilise business resources to drive skills and careers education; to tackle underrepresentation and to provide all Camden young people with access to the opportunities available locally. Since 2018, Camden STEAM have signed 41 local organisations and employers in Camden to the 21st Century Talent Pledge, which commits them to contributing to the STEAM Hub's aims and objectives.

- Hope 7:** Professional learning is as important as student learning
- Hope 8:** All schools are actively supported to learn and improve together
- Hope 9:** Schools and communities thrive as part of local learning ecosystems

Whilst decades of educational reform have resulted in marginal gains for some young people, overall inequalities in educational attainment have increased¹. The promise of social mobility² has not been realised; we are now experiencing downward mobility and achievement continues to track socio-economic background³. Hopes 7-9 focus on the kinds of investments needed if we are to change course, including supporting teacher and adult professional learning, supporting schools to collaborate for the benefit of all young people and enabling organisations in places to work together more effectively.

HOPE 7



1 <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>
2 <https://www.gov.uk/government/news/understanding-downward-social-mobility>
3 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/594363/Progress_at_Secondary_School_report_final.pdf



Challenge:

Teachers come up against capacity barriers in their professional learning and development due to the structure of their workload. While elements of teachers' work schedules, such as timetabling, serve as barriers to innovation, continuous professional development (CPD) programmes also need to be structured so that participants can maximize learning and build communities of practice.

Opportunity:

New and emerging programmes for teacher professional learning and development provide an opportunity for educators to develop new skills capabilities, take up new types of professional learning opportunities, and build crucial networks, locally and internationally. Online and flexi learning over the last year has been particularly effective for teacher professional learning, making CPD opportunities flexible enough to accommodate a busy teaching schedule.

- **School Retool**, developed in partnership with IDEO and Stanford's d school, is a professional development fellowship and learning community that helps school leaders redesign their school culture using small experiments called "hacks." These "hacks", which are intended to start small, are built on the research-based practices of Deeper Learning - which intend to put the student at the centre of their learning and set them up for success in school, careers, civic and everyday life.

Challenge:

Making effective investments in transformational change requires flexibility and agency - particularly for more localised communities. More investment into networks and into local learning ecosystems is needed, as opposed to resources which are highly centralised and have a 'one-size-fits-all' approach to targets and outcomes. Moving toward greater personalisation and flexibility of solutions and resources would be beneficial, though a significant undertaking.

Opportunity:

There are some actors, here in the UK and globally, who are leading the way in supporting for the long term, supporting ecosystems, and working in more ecosystemic and entrepreneurial ways. These actors include some funders - including the Hewlett Packard Foundation and the work of the Garfield Weston Foundation - and some are local governments and community organisations, who are forming effective partnerships between national and more localised entities, with an appropriate balance of powers between regions and the centre, and rooted in the notion of social partnership and shared endeavour.

- In Canada, a number of provinces have moved away from high stakes approaches based on individual school performance, focusing instead on collaboration, improvement and shared purpose in a geographical area. In **British Columbia** in particular, the Ministry for Education engaged provincial education partners in designing a new Framework for Enhancing Student Learning that encourages cross-partner ownership to address long-standing differences in performance among young people from underserved backgrounds.
- **Grow Waitaha** in New Zealand is a multi-year project supporting schools in post-earthquake greater Christchurch through city-wide educational transformation. The project was founded on the principle of co-design and co-ownership, requiring the Ministry of Education to adopt a new role in the education system. Partners and stakeholders, including indigenous leaders, were engaged from the outset, and each contributed their strengths and expertise to co-design the project.

There is a long term view of education

Hope 10: Education is protected from short term politics

There is a growing consensus about the need not only for a long-term vision for education and skills in England, but also a cross party approach to ensure that education is protected from the inherent issues of short termism in policy making. Around the world there are examples of Governments developing new practices in governance and policy making, which aim to overcome siloed and bureaucratic ways of working. Rethinking government as a social partnership; new institutions that create collaborative processes and practices such as policy labs and new legal frameworks and legislative mandates that incorporate citizen-led approaches to policy making and inspire long-term thinking are just some examples.

HOPE 10



Challenge:

Many factors would need to be in place in order for us to overcome the fragmentation of our education and learning system and bring about transformational change - many of which we have covered in the examples above. A large piece of this puzzle is the infrastructure for long term, systemic investments, and resources to manage change.

Opportunity:

While re-orienting investment in education towards the long term is of course a challenge, there are examples that show us that it is possible. In this research, we surfaced examples of national missions and visions that tie in economic, social and ecological aims:

- In **Denmark** the Ministry of Education sets national priorities, and most education decisions in primary and lower secondary schools (Folkeskole) are carried out by the 98 municipalities. Upper secondary schools and postsecondary educational institutions are self-governing, and Denmark invests a substantial amount of public resources on education and prioritises funding to meet local needs. This constitutionally-protected free education has 4 main principles: Lifelong learning, High standards, Active participation and Project work. These principles enable policy to be made in a way that promotes long term improvement.
- Switzerland is one of the world's most innovative economies with high educational participation and low unemployment rates. The **Swiss vocational educational and training (VET) system** is widely admired, with 70% of young people participating in apprenticeships that prepare them for an expansive range of occupations, including in information technology, advanced manufacturing and healthcare, as well as the traditional trades and crafts. VET is a Government priority so it receives significant public and private investment, and has high status and esteem within the national culture.

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Innovation spotlights

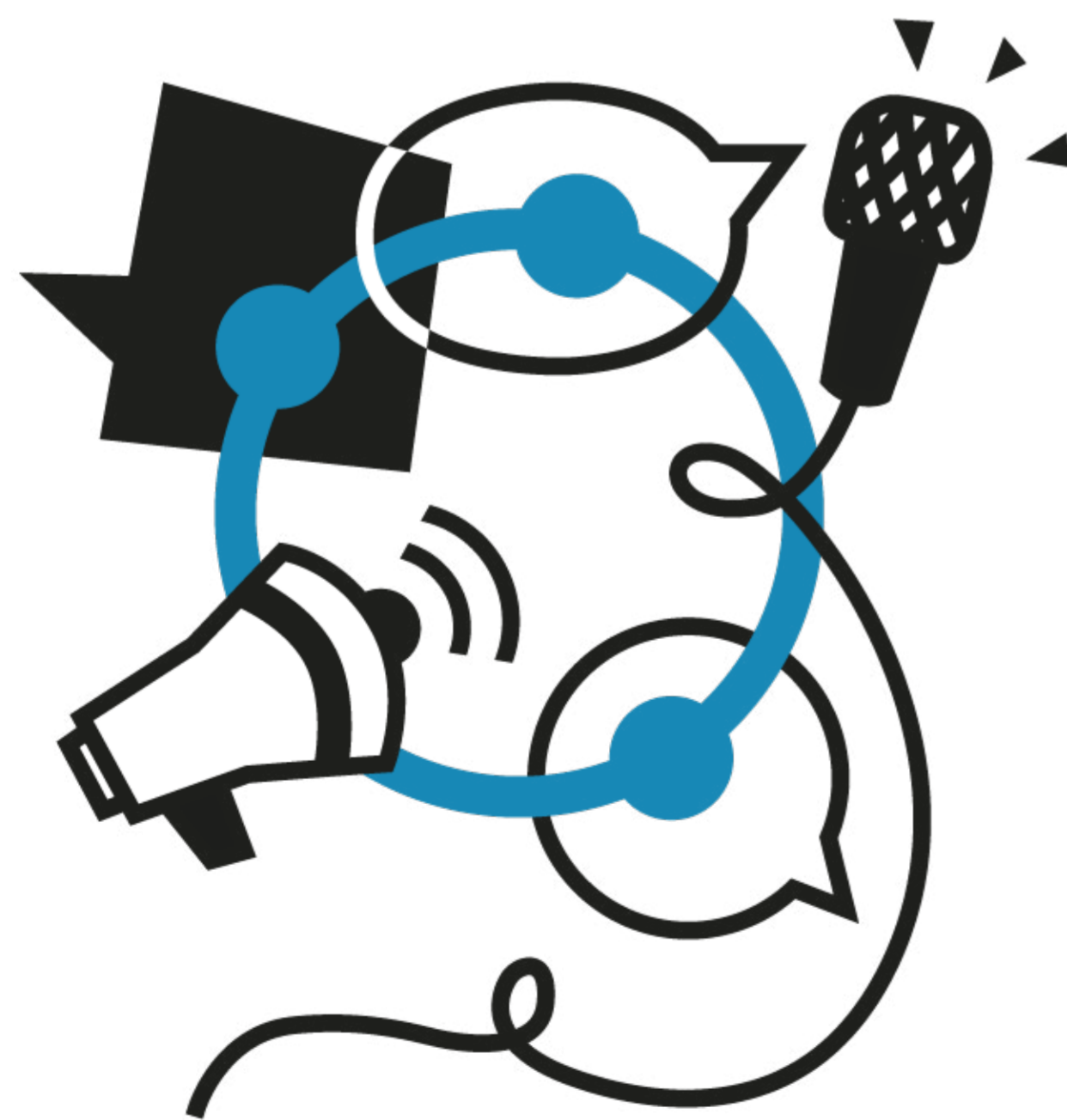
Aim: Education is everyone's business

Hope 1: There is a new public conversation about education

"There is no shortage of good practice happening across the country in better preparing young people for their future. The challenge is helping this to spread, and helping local activists to learn from each other."

Big Education Conversation, April 2019

HOPE 1



The problem

Over the last decade there have been at least nine commissions in the UK⁴ looking to tackle recognised problems in education, yet arguably these problems remain and our education system is largely unchanged.

The first of Big Change's Hopes sets out an ambition to ignite and galvanise a new public conversation about the future of education in England. One that focuses on the needs and ambitions of young people, parents, educators and employers as the main beneficiaries of the system, and also those who make change happen on the ground.

Disruption to education and learning were front and centre throughout the pandemic and became a topic of national interest and debate, with people starting to ask fundamental questions about the way things have always been, and what the future of education might look like. In particular, around the place of high-stakes exams, the wider role of schools in their communities and as places of social connection, a heightened focus on wellbeing, and the role of parents in learning.

New global dialogues and campaigns have surfaced and gained momentum in the UK new coalitions have emerged and existing ones shifted their focus, new forums for insight and dialogue have opened up, and new regional and local partnerships have been established to support young people and advocate for longer term change.

Student Profile at the End of Compulsory Schooling, Portugal

Portugal, government led

A strength of the Students' Profile by the End of Compulsory Schooling is that it aims for broad outcomes and aims to give all stakeholders a strong sense of ownership⁵.

OECD, February 2018

Portugal has used the OECD 2030 Framework and Learning Compass as a stimulus for a national debate and discussion about what young people are expected to achieve by the end of compulsory schooling, as part of a wider debate about education reform. Launched in 2017, Portugal's new graduate profile - known as the Students' Profile by the End of Compulsory Schooling - was developed through a wide ranging consultation and extensive consensus building with different partners, stakeholders and, most importantly, young people.

The authors of the Student Profile carefully considered changes facing the world, and the knowledge, skills, attitudes and values that will be needed to address them. Expert consultation, meetings with teachers, administrators, parents and young people of all ages provided crucial information and created stakeholder buy-in.

They held a Student Profile Day with live streaming to every school in the country and a national media partner hosting a TV debate, which included popular figures from culture, music and sports. Schools also held design activities for young people to generate their own ideas and feed into the national conversation.

Portugal has achieved widespread agreement on the new graduate profile and underpinning reform plans, which are now in the process of being implemented. The new educational vision sets out the knowledge, skills and dispositions that will enable students to thrive and contribute to a country that is humanistic, scientific and artistic.

By seeking expert advice, stakeholder input, and open communication and debate, those leading the reforms hope they have ensured that the plan is more likely to continue to be supported by future governments.

XQ Super Schools

USA, philanthropy-led, in partnership with schools and communities

Transforming high schools in your community will require bold thinking, a belief in the possibility of real, substantive change, and a commitment to make sure every single young person has the opportunity to dream big and achieve their dreams. So where do you begin?⁶

XQ Rhode Island, June 2019

In 2015, the XQ Super Schools competition was launched in the USA, by the Emerson Collective and Laurene Powell-Jobs. XQ Super Schools invited teams to submit proposals for a new high school experience, and offered \$10 million over five years to 10 winning teams who presented the most radical and creative ideas. The overarching ambition of the competition was to raise awareness of the need for raising awareness of the need for change and to engage educators and others across the country in reinventing the century-old model of schooling that still dominates education in the USA.

During the year-long process, the XQ competition generated 700 completed applications from a field of 1,500 teams. The competition galvanised a huge amount of support from public figures, including President Obama, MC Hammer, Justin Timberlake, Malala Yousafzai, and former US Education Secretary Arne Duncan. XQ is best seen as a broader advocacy effort aimed at reinventing secondary education rather than as a discrete attempt to develop new high school models. By putting local groups and teams in charge, the XQ project also hoped to build momentum for change, which even the strongest research evidence doesn't always foster.

⁵ <https://www.oecd.org/education/2030/Curriculum-Flexibility-and-Autonomy-in-Portugal-an-OECD-Review.pdf>

⁶ <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/XQ/XQRI-UserGuide.pdf>

Big Change Global Network and Project Partner Highlight

Remake Learning

Remake learning is a network of more than 500 organisations that ignites engaging, relevant, and equitable learning practices in support of young people navigating rapid social and technological change. They help educators in- and out-of-school connect with youth in the digital age who are pursuing knowledge, developing their identities, and seeking support differently. Since May 2020, they've been running the Tomorrow Campaign - exploring what we can do today to make tomorrow a more promising place for all learners.

The Big Education Conversation

BEC is focused on a simple but powerful guiding question - "how can we better prepare young people for their futures?" Founded in 2018 and backed by Big Change, BEC believes that local communities need help to more inclusively bring a range of different people and groups together more to drive more effective action around this issue. Relaunched in 2021 as a national campaign, it aims to get people talking about what education should really be for and how it should change for the future, and to shine a light on the conversations already happening.

Aim: Young people are set up to thrive in life

Hope 2: All young people are set up to thrive in life, not just exams

Hope 3: There is a broader view and story of success for every child

Hope 4: Every child can fall in love with learning and keep on learning for life

Taken together, Hopes 2, 3 and 4 set out an expanded vision for what education can and should deliver for young people. These Hopes broaden our perspectives on and our ambition for the purpose of education, what should be taught and learnt, and what should be recognised and valued. They remind us that education should enable every young person to find their passions and reach their potential and that to do so, they need access to inspiring opportunities for learning and growth throughout their lives.

The OECDs Education 2030 project⁷ galvanised a global conversation about the future of education resulting in a new consensus about the knowledge, skills, attitudes and values that young people need to thrive, now and in their futures. Personal and collective agency, global competence, and the wellbeing of communities and our planet all feature as key learning goals in the OECD Learning Compass, which is informing curriculum development and assessment around the world.

Recognising that different cultures have their own ways of knowing and being, in 2019 UNESCO launched their Futures of Education Initiative, which envisions alternative possible futures for education in a range of contexts. Consultations in different world regions capture the visions and aspirations of a wide range of stakeholders, with the understanding that innovation and ownership of the future need to be locally anchored as well as globally discussed.⁸ Through this work, UNESCO is developing a policy agenda and global debate on how knowledge and learning can shape the future of humanity and the planet.

HOPE 2 All young people are set up to thrive in life, not just exams



“Our narrow education system which encourages early specialisation, is no longer fit for purpose in an increasingly interdisciplinary world. Many countries have moved, or are moving, towards a broader and more diverse curriculum in order to equip the next generation with a skill set they will need.”

Sir Venki Ramakrishnan, president of the Royal Society, 2019

The problem

46% of young people from low income families take part in extracurricular activities, compared with 66% from higher income families.¹⁰

Over the last 20-30 years, and particularly in the last decade, a focus on academic attainment in specific areas of the curriculum has resulted in a pared back set of learning experiences for young people and a narrowing and devaluing of alternative pathways and progression routes.

There has been a decline in take up of creative subjects at GCSE¹¹, specifically those that are not recognised through narrow school performance metrics, and a reduction in school trips and extracurricular activities, with two in five secondary school pupils not taking part in any extracurricular activities at all.¹² Learning opportunities like this are essential for developing social and emotional skills; for building social capital, which is vital to wellbeing; and for acquiring the skills most valued by employers.¹³

In the same period, social mobility, one of the ways in which we judge equity and prosperity in our society, has stagnated, and inequality is now entrenched from birth to work¹⁴.

A more ambitious vision for the curriculum is needed, connected to and learning from some of the most progressive developments in other countries. There are numerous models and approaches to learn from and draw upon, and the examples below feature national ‘whole system’ approaches as well as innovative curriculum models being developed and spread through networks and consortia of schools and their learning partners.

⁹ <http://www.ibsca.org.uk/royal-society-calls-baccalaureate/>

¹⁰ Sutton Trust

¹¹ <https://culturallearningalliance.org.uk/further-drop-in-arts-gcse-and-a-level-entries-for-2019/>

¹² https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf

¹³ An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf

¹⁴ <https://www.gov.uk/government/news/class-privilege-remains-entrenched-as-social-mobility-stagnates>

Curriculum for Wales

Wales UK, led by the Welsh Government

“Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship.”

Welsh Government, 28 January, 2020

The new Curriculum for Wales was developed by practitioners working in a wide variety of learning settings, in partnership with the Welsh Government, regional consortia, the national inspectorate Estyn, Qualifications Wales and a range of subject and education experts.

The new national curriculum, due to be adopted in all schools by 2026, identifies four purposes at the heart of the Welsh education system, supporting young people to become: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve these four purposes, the new curriculum promotes a multidisciplinary, thematic approach in addition to the teaching of subject knowledge. Key cross curricular skills are fully integrated: creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organisation, as well as digital competencies which are being embedded across the curriculum. This approach reflects the model advanced in the OECD 2030 Learning Compass, and the Welsh Government has been supported by OECD in taking this approach to curriculum design.

Fusion Cities

UK, Global, network of Cities and places coordinated by the City of London Corporation

In 2019 the City of London Corporation launched the Fusion Cities network, a global movement of places and partners around the world committed to supporting the lifelong learning of citizens. Fusion Cities promote and cultivate the skills most often identified as essential for success in life, including: oral communication and presentation skills; collaboration and teamwork; adaptability and flexibility; resilience; and problem solving and creativity.

Participating cities make a three year commitment to growing links between education, business and the cultural and creative sector and developing citizens' skills, within an ethical context of social mobility and sustainability. The word 'fusion' reflects the blend of different disciplines and sectors, collaborating around a common mission to share and grow their expertise and achieve greater impact together. The network of Fusion Cities has grown rapidly, with 20 involved in 2020, and 12 global regions hosting activities during 2021.



"We cannot as a nation continue to fail a third of our young people at 16. This is for them a matter of dignity and self-esteem, and ultimately about their life chances. We must put an end to our forgotten third as the foundation stone for a 'levelled up' society...The ASCL Commission asked the fundamental question: 'Do a third of students have to fail for two thirds to pass?'"

Roy Blatchford, "The Forgotten Third", June 2020

The problem

About the third of sixteen year olds who every year in England fail to achieve a standard grade 4 pass in GCSE English and maths. In 2019, that was about 190,000 students who, after 12 years of schooling, failed to secure the pass grade¹⁵.

With a broader ambition for what should be learnt and known comes an expanded vision and expectation for assessment, where every young person develops a story of success, experiencing achievement and recognition for what they know and can do.

In England, the current system of assessment at age 16 and 18 provides a narrow picture of a young person's strengths and capabilities, privileging academic attainment as the main indicator of success. Other countries, including Australia and Canada, have assessment systems that recognise and value a broader range of skills and attributes essential for thriving - including in the workplace - such as teamwork, problem solving, creativity, and empathy.

As well as a much more limited focus on academics, our assessment system uses norm referencing to rank learners, effectively capping the number of students who can pass their exams each year. A third of all 16 year olds are destined to 'fail' simply as a consequence of the design of the system¹⁶.

Those who fall on the wrong side of the pass/fail line have many fewer work and learning opportunities and, unsurprisingly, can lose confidence in their ability and identity as a learner - adversely affecting participation in learning for the rest of their lives.

The 'assessment via algorithm' fiasco¹⁷ that unfolded in Summer 2020 made visible this deeply ingrained injustice, and there is now a growing awareness that our current exam system is an insufficient and outdated way to judge the potential of young people and determine their future access to education opportunities and pathways. It has prompted a conversation about the purpose of assessment and raised questions about whether alternative, more holistic options are available, which recognise a greater breadth of strengths, and support continuous learning and growth.

¹⁵ <https://www.ascl.org.uk/Our-view/Campaigns/The-Forgotten-Third>

¹⁶ 5 Damaging Myths in Education: <https://bigeducation.org/lfi-content/the-crisis-of-the-last-6-months-has-exposed-5-damaging-myths-in-education/> & <https://schoolsweek.co.uk/ascl-forgotten-third-inquiry-mulls-stage-not-age-testing-call/>

¹⁷ <https://www.instituteforgovernment.org.uk/blog/a-level-algorithm-fiasco>

Spotlight

Challenging old approaches to assessment with new scientific insight

○ EMERGENT

Rethinking Assessment

UK & Global, coalition of schools, academics, employers, sector & policy bodies, politicians

Covid may have exposed the failings, but in truth, something more profound is going on, and it has been brewing for years: we have a mutant exam system. Created with good intentions - to raise standards - it has mutated into something that neither measures the right things nor is very reliable - and leaves in its wake a trail of stress and unfairness¹⁸.

Rethinking Assessment Group, DATE

The Rethinking Assessment Group was launched in Autumn 2020 to campaign for a fundamental rethink of the assessment system in England. The Group provides a convening space for all those who want to contribute to making change happen, connecting with others leading developments in assessment elsewhere and developing new approaches to assessment which can be trialled and tested in England.

Rethinking Assessment is a coalition of around 1500 educators working in state and independent schools, politicians and policy makers, employer networks and business leaders, universities, parents and learners working together to make a case for changes in the way learning is assessed.

The Group campaigns by publishing blogs and articles, highlighting new evidence that challenges current approaches to assessment, for instance developments in neuroscience and adolescent development, and identifying best practice in assessment around the world through research and community crowdsourcing.

Rethinking Assessment has generated significant media interest since launch, and has built a community of 1500 educators in the UK and around the globe aligned to its vision and mission for broader and fairer assessment.

Spotlight

A whole nation approach to reimagining assessment

○ EMERGENT

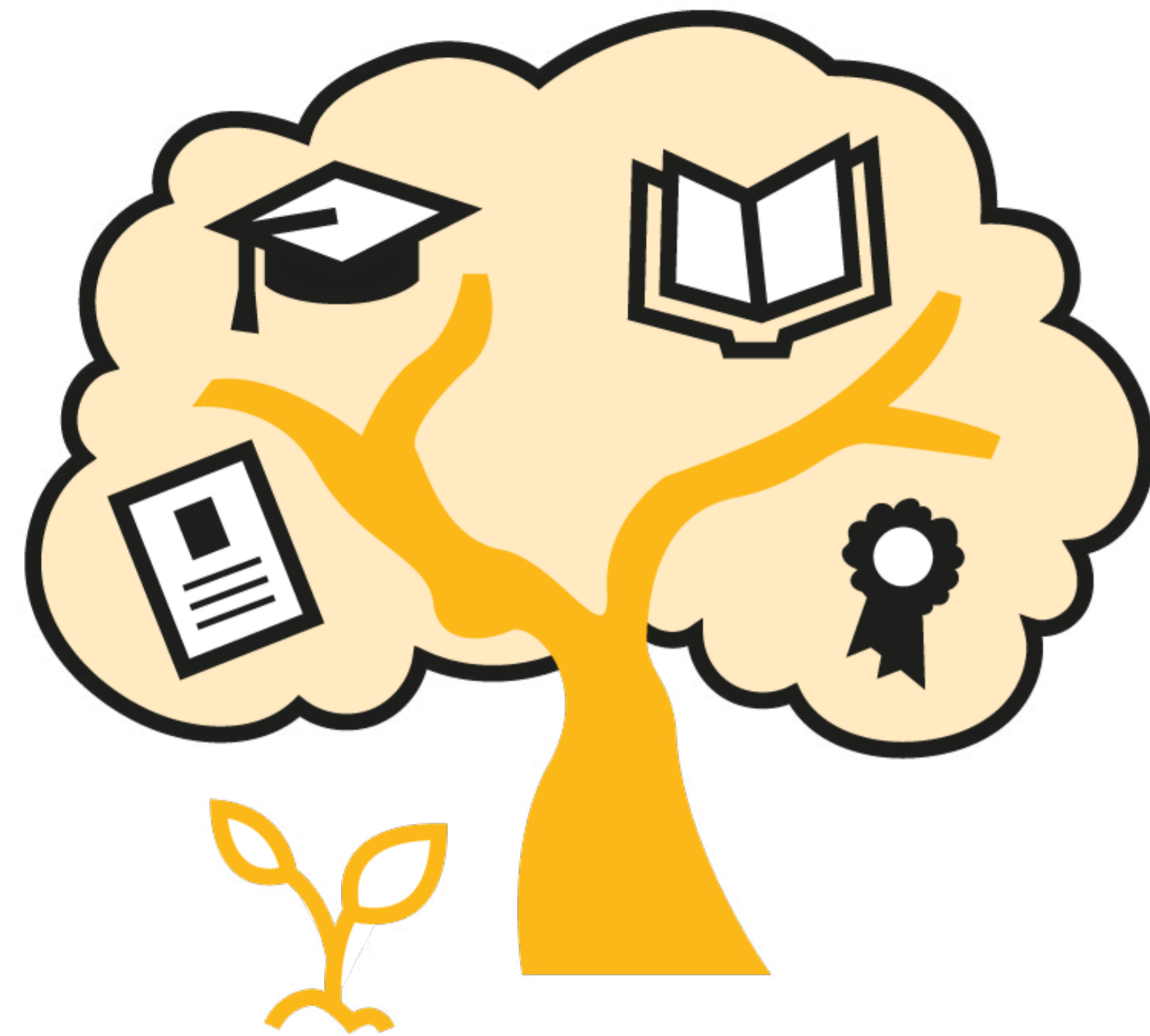
Learning Creates Australia

Australia, coalition of partners

Learning Creates Australia is a growing alliance of people and organisations committed to introducing a new era of learning for Australia's young people. Launched in 2020, the first project, The Learner's Journey, aims to better articulate, design, assess and accredit learning to reflect diverse knowledge sets, skills and dispositions, enabling 15-19 year olds to make a smooth transition from school to further study and work and into a thriving adulthood as lifelong learners.

To explore this challenge in depth and to develop prototype solutions and policy recommendations, Learning Creates set up a National Social Lab, bringing people together from different sectors and communities around Australia to work in multidisciplinary teams, including young people, teachers, government, education and business leaders, policy makers and parents. From May to September 2020, through forums, social media campaigns and DIY toolkits, the Social Lab engaged more than 460 people including: 150 Young people; 20 First Nations leaders and educators; 70 policy makers, employers, community members and tertiary providers; and 80 school principals, teachers, parents, and mentors.

18 <https://rethinkingassessment.com/rethinking-blogs/open-letter-to-the-sunday-times-explaining-the-reasons-for-rethinking-assessment/>



“Individuals’ agency (the ability to give direction to one’s life) is affected by the extent of their self-efficacy and self-esteem, resilience, and the value they attach to the future: each affects their receptiveness to new learning. Positive learning experiences engender a desire for more learning, building identity, social and human capitals. Negative experiences of education have the reverse effect.¹⁹”

Feinstein 2006, Schuller 2004, Field 2005, 2009¹⁵

The problem

Disengagement in UK schools has steadily increased during the past two decades, to the point where British students, according to OECD studies, now have some of the poorest attitudes towards learning in the world²⁰.

Valuing a range of attributes and capabilities and helping young people to experience and communicate their achievements are essential motivators and enablers of learning throughout life. Positive learning experiences and a sense of achievement and success lead to a desire for more learning, while negative experiences of education have the reverse effect.^{21 22}

Adult participation in learning has declined dramatically in the last decade, with four million fewer adults now taking part in learning or training compared to 2010.²³ The Learning & Work Institute Adult Participation in Learning Survey in 2019 showed that just one in three adults had taken part in learning in the last three years, the lowest figure ever recorded in the last 20 years. This is problematic in a world where lifelong learning is essential for accessing employment, retraining or gaining new skills, and for being an active and engaged citizen.

Microcredentials, which recognise and communicate learning and skills, and learning passports, which rethink the traditional CV, are two examples of trends informing Governments who are investing in lifelong learning. Within a globalised economy, we are seeing growing efforts around the portability of credentials and achievement portfolios, as indicated by the *UNESCO report Digital Credentialing - Implications for the recognition of learning across borders*²⁴ which looks at how digital technologies are transforming education and training systems and building new credentialing methods that can capture, recognise and validate learning outcomes in new ways.

19 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/598461/Skills_and_lifelong_learning_-_attitudes_to_learning.pdf

20 <https://www.phf.org.uk/wp-content/uploads/2014/10/Learning-Futures-Engagement-pamphlet.pdf>

21 Feinstein 2006, Schuller 2004, Field 2005, 2009

22 Adult participants in learning, whether formal or informal, are disproportionately young, middle-class, and well-qualified, in employment, living in communities with high rates of learning participation, and with parents who experienced extended education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/598461/Skills_and_lifelong_learning_-_attitudes_to_learning.pdf

23 <https://www.fenews.co.uk/press-releases/40143-decade-of-decline-in-adult-learning-with-four-million-lost-learners-since-2010>

24 <https://unesdoc.unesco.org/ark:/48223/pf0000264428>

Spotlight

A digital, holistic solution to closing the learning poverty gap

● ESTABLISHED

The Learning Passport

Global, consortia bringing together UNICEF, Cambridge University and Microsoft

“38.7 million primary school level children around the world will not achieve minimum proficiency levels in English and Maths²⁵.”

UNESCO, June 2017

The Learning Passport is a collaboration between UNICEF, Microsoft and The University of Cambridge to address difficulties accessing consistent, high quality education experienced by over 30 million young people, due to disruptions caused by crisis and displacement. The Learning Passport closes the ‘learning poverty gap’ by providing high-quality, portable education to young people, enabling them to continue learning until they can access other education or opportunity pathways, including formal education.

The Learning Passport is a digital platform hosting a suite of on and offline activities, which can be accessed in locations with intermittent or no internet connectivity; places where children are unable to access formal education systems.

The digital platform is underpinned by a bespoke learning model, with curriculum frameworks developed by Cambridge University to cover maths, science and literacy and supplemented by a programme designed to meet children’s social and emotional learning needs. Extensive resources for teachers, including curated teaching and learning materials, and guidance on adaptation are in development.

Launched in 2021, The Learning Passport creates personalised learning records unique to each young person, reaching three million children in the early adopter countries of Kenya and Bangladesh by the end of its first year, and 16 million over the following five years.

Spotlight

Sustained government investment in lifelong learning

○ EMERGENT

SkillsFuture Singapore

Singapore, Government led

SkillsFuture is a national movement to provide Singaporeans with opportunities to develop their fullest potential throughout life, regardless of their starting points. Learning is at the heart of Singapore’s cultural identity, and the Government invests in quality learning across the age range.

Launched in 2014, SkillsFuture is driven by Singapore’s Ministry of Education, working with education and training providers, employers, and unions to oversee a wide range of learning and training activities, designed to embed and facilitate a culture of continuous education and lifelong learning.

Big Change Global Network and Project Partner Highlight

Dream a Dream

Started in 1999, Dream a Dream works with 10,000 young people a year through two innovation labs - After School Life Skills Programme and Career Connect Programme and have trained over 7,700 teachers/educators from 206 partners who have worked together to empower over 192,500 children from vulnerable backgrounds to overcome adversity and thrive in a fast-changing world. Through strategic partnerships with state governments in Delhi and Jharkhand, they have been able to reach a further 1 million children. Dream a Dream works on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.

Aim: Young people have active support systems

Hope 5: Trusted relationships support every child to learn and thrive
Hope 6: Multiple pathways through learning and into work are valued and supported

To support an expanded vision and purpose for learning, parents, employers, civil society organisations and others need to play a more visible and valued role in education. Big Change's Reimagining Education Together report²⁶ argues that education is everyone's business, and that support from, and strong relationships with, a diverse range of supportive adults are critical for young people's learning²⁷. Being surrounded by adults who know and care about them helps young people gain knowledge and skills, and creates the conditions for good mental health and wellbeing. Broader networks of support, experience and influence, beyond and in addition to school, play a seminal role in shaping who young people become, and their aspirations and ambitions for the future.

A young person's journey through learning, and their development and growth are supported by people who influence the choices they make and the paths they take. Learning begins with families, communities and neighbourhoods before moving into more structured settings such as nurseries, schools, and further and higher education where extracurricular activities and informal experiences also play a role.

Each young person will remember every teacher who inspires and encourages them, every family member, friends and mentor who helped them make decisions at important times, and every colleague and peer who provided support and guidance.

However not every young person has access to such a breadth of developmental relationships and life experiences. Many young people are excluded from the networks, experiences and social capital they need to build their confidence, to visualise and access potential pathways, and to understand how to reach their goals. Young people need guidance to relate what they learn in school to aspirations and opportunities later in life and to make authentic connections with a wide range of adults and peers, which open up new possibilities. This very particular form of disadvantage often correlates to the neighbourhoods in which young people live, and the amenities and resources available.²⁸

26 http://www.big-change.org/wp-content/uploads/2019/05/BC-A4-NZ_VERSION_final.pdf

27 <https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

28 The Impacts of Neighborhoods on Intergenerational Mobility https://scholar.harvard.edu/files/hendren/files/nbhds_paper.pdf



Relationships are arguably becoming the best-hidden asset in the modern opportunity equation²⁹

Julia Freeland, Christensen Institute

The Problem

** Childhood happiness has fallen to its lowest level in a decade, with more than 200,000 children unhappy with their lives³⁰*

** The Good Childhood Report 2013 found that the quality of family relationships was a significant factor in young people's overall sense of well-being.³¹*

Strong relationships and bonds are at the core of child development and learning, and Hope 5 speaks to the different roles of adults throughout a young person's life.

The home environment and the emotional support and learning opportunities that parents provide, are key inputs into a young person's development and long-term success.³² Evidence also suggests that the enduring presence of one or more caring adults, who need not be a parent, is an important factor in young people's ability to cope with adversity.³³

Adults often need to be supported to learn how to parent and give care, how to engage with and support learning and how to provide strong social and emotional foundations. Research from Brookings has shown that good engagement of parents and carers by their children's teachers yields especially positive results - their analysis has shown that effective parent engagement strategies that transform parent involvement into parent-educator partnerships have a significant positive effect on children's academic and socio-emotional development³⁴.

In recent years there has been an increasing interest in the role of social capital and supportive networks in young people's life chances. Well-resourced parents are often able to both subtly and directly introduce their children to meaningful, supportive relationships with adults beyond their immediate family, and these connections can act as a lifeline in times of trouble as well as provide opportunities such as work experiences³⁵.

29 <https://www.the74million.org/article/analysis-beyond-achievement-gaps-a-relationship-gap-its-not-just-what-students-know-its-whom-they-know-that-enables-them-to-succeed/>

30 <https://www.theguardian.com/society/2019/aug/28/childhood-happiness-lowest-level-in-decade-says-report>

31 <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/measuringnationalwellbeing/march201828>

32 (Bjorklund & Salvanes, 2015; Kalil, 2015; Doepke, Sorrenti & Zilibotti, 2019)

33 <https://www.childtrends.org/wp-content/uploads/2017/03/2016-61ConstructsMeasureChildWellbeing.pdf>

33 <https://www.brookings.edu/essay/know-your-parents/#:~:text=Between%20May%202020%20and%20January,with%20respect%20to%20their%20children's>

34 <https://www.brookings.edu/essay/know-your-parents/#:~:text=Between%20May%202020%20and%20January,with%20respect%20to%20their%20children's>

35 <https://www.christenseninstitute.org/blog/the-other-gap-that-schools-arent-talking-about-relationships/>

Spotlight

Experts by experience keeping vulnerable young people in school

● ESTABLISHED

Camfed Learner Guides

Established, Africa, NGO in partnership with schools and district Governments

Learner Guides return to rural schools as mentors and role models, helping marginalized children succeed, and creating a better world for themselves and their communities³⁶.

Camfed Learner Guide Programme

The Camfed Learner Guides programme trains and supports women who have experienced exclusion and marginalisation to help vulnerable young people overcome their challenges and remain in school.

Learner Guides understand the contexts in which young people live and, by sharing their lived experiences, they grow the trust they need to deliver life and learning skills, vital sexual and reproductive health information and psycho-social support.

Beyond the classroom, Learner Guides create an important home-school link, following up with young people who drop out of school and working with communities to keep vulnerable girls safe from child marriage.

Learner Guides volunteer for at least 2 ½ hours per week for 12 to 18 months. During this time they support young people in and outside of school, to build their self-knowledge, discover their talents, build resilience, select role models and set goals and learn how to achieve them. They also provide vital health information, working to prevent HIV/AIDS and keep girls safe from exploitation.

In return, Learner Guides can access interest-free loans to grow their own businesses and gain a vocational (BTEC) qualification to fast-track them into teacher training colleges. They are highly respected for their expertise and their ability to build strong relationships with the young people they support.

To date Camfed has trained 9,300 Learner Guides, who have worked with 832,341 young people. Over 2000 partner schools in Ghana, Malawi, Tanzania, Zambia, and Zimbabwe have implemented the Learner Guide Programme.

Spotlight

Long term relationships at the heart of learning

● ESTABLISHED

Big Picture Learning

Established, USA & Global, network of schools

Big Picture Learning is a network of schools that places strong relationships at the centre of the curriculum. Advisory, often described as a 'second family', is the core organisational and relational structure of a Big Picture Learning school.

Unlike traditional high schools, where young people have many different teachers and are rarely deeply known, in a Big Picture school, young people stay with an advisor and a group of peers for four years, building close personal relationships throughout. The culture and ethos of Big Picture Learning is epitomised by their 'one student at a time' philosophy, with the entire learning experience personalised to each young person's interests, talents and needs, taking a holistic approach to learning and growth. Young people take on leadership roles in school and their voices are valued in the school's decision making processes.

There are now over 100 Big Picture Learning schools in the USA and around the world. A recent longitudinal study of a cohort of Big Picture Learning students showed positive effects of the Big Picture approach on high school graduation and post secondary completion.

Big Change Global Network and Project Partner Highlight

The [Escuela Nueva](#) Learning Circles Program™

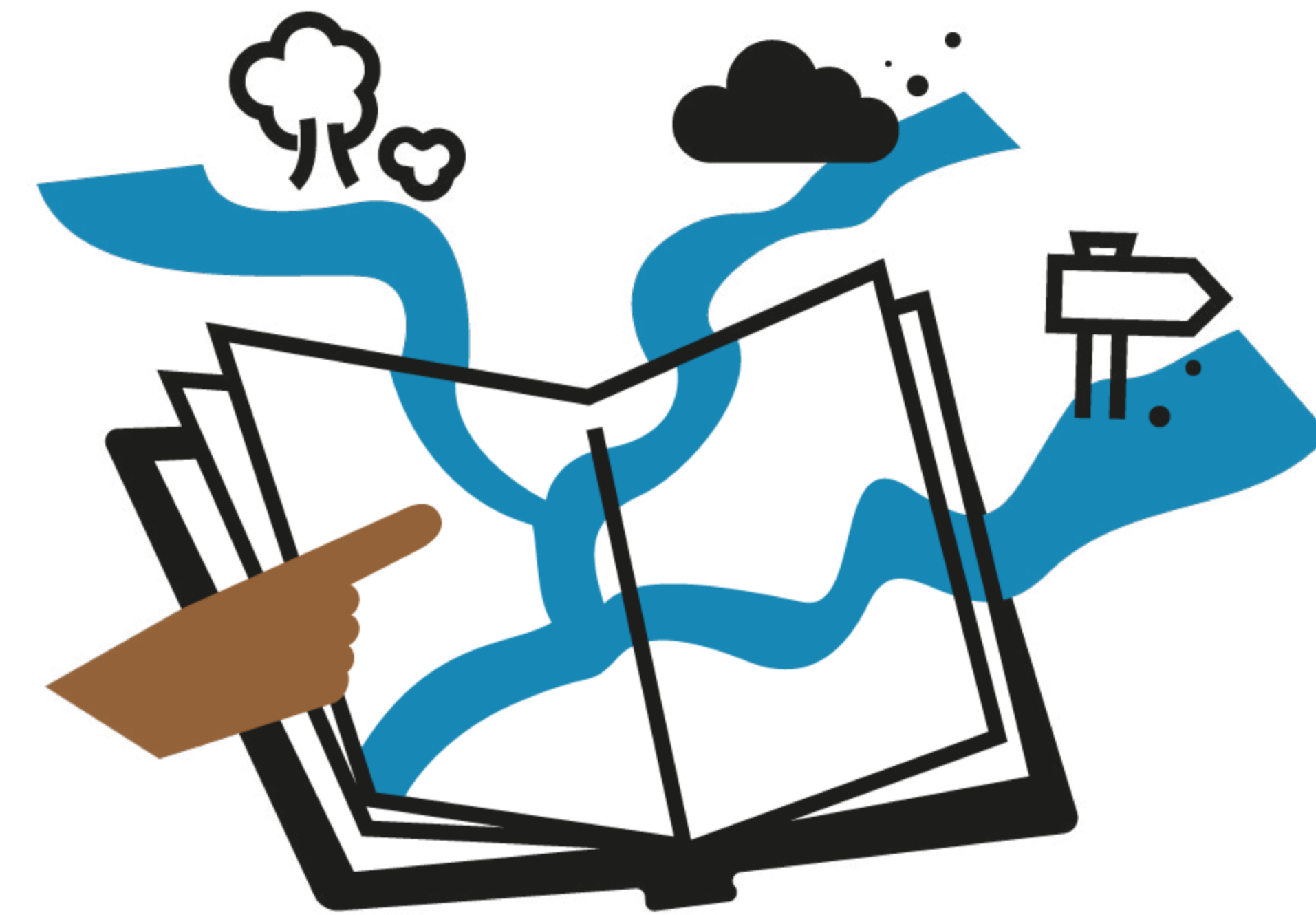
Escuela Nueva helps students transition back into the official education system by providing them with the required social and scholastic skills. The program aims to restore the right to quality education for out-of-school, hard-to-reach children in vulnerable social situations like extreme poverty, civil conflict, disaster emergencies, or forced displacement. Its pedagogical approach nurtures an ethos of peace and participation where children, teachers, and communities are the main actors of change.

[The Difference, SHiFT UK and Lighthouse Children's Homes](#)

All three of these brilliant organisations have trusted relationships at the heart of their interventions - whether it's equipping teachers to better support learners at risk of exclusion, giving those trapped in the cycle of young offending access to a trusted adult who will do whatever it takes to see them succeed, or creating a new children's care home rooted in warm attachment and a holistic approach to young people's care.

HOPE 6

Multiple pathways through learning and into work are valued and supported



"There remains a perception that going to university is really the only desirable route, while going into training is something for other people's children. If we are going to succeed in building a fairer society and a stronger economy, we need to throw away this outdated attitude for good.³⁷"

Prime Minister Theresa May, February 2018

The Problem

* Children begin to form opinions and stereotypes about their futures, about occupations, careers and higher education from the age of six.³⁸

* Young people account for around three fifths of the fall in employment since the start of the Covid pandemic. Their employment rates have fallen most sharply compared to other age groups, and there are now more than 500,000 18-24 year olds who are unemployed.³⁹

Authentic work experiences and relationships with employers enable young people to gain understanding of different sectors and industries, make informed choices, and learn important workplace skills.

However, young people are learning and planning their futures in the context of the decline of the Saturday job⁴⁰ which used to be a rite of passage, and reduced opportunities for structured work experience and employment. A perceived need to focus on academic studies to boost their grades and a changing labour market limit opportunities for young people to take part-time jobs.

At a system level, the expansion and promotion of Higher Education has coincided with a reduction in the range of valued pathways and progression routes available to young people. Apprenticeships and technical routes do not have the status and prestige that they once did and are still largely seen as alternatives for those who have not 'achieved'.⁴¹

Instead of a system which gives young people one shot at 'success', there should be multiple routes in and out of learning and work available throughout life,⁴² with impactful Careers Information Advice and Guidance (CIAG) to give young people the knowledge and skills to make empowered choices.

As young people transition to adulthood, they need continued access to different opportunities to achieve success, with the ability to respond to changes in the labour market, make transitions between occupations, and reskill/upskill at key points in their lives.

Spotlight

Supporting disadvantaged young people into employment

● ESTABLISHED

Go for Gold

South Africa, partnership between government and private sector employers

Go for Gold, founded in 1999, gives young people from under-resourced communities the opportunity to enhance their education, undertake a year long internship in industry, and move into tertiary education with guaranteed employment once they graduate.

Young people aged 16 + receive extra tuition in mathematics, science and technology, and take part in life-skills sessions to build their confidence and commitment. Each young person undertakes a year-long internship in the built environment, engineering or related sectors, experiencing a wide range of career opportunities over the course of the year, with a chance to shadow and learn from experienced professionals. They continue to study through personalised courses so they can qualify to enter tertiary education, where they are supported financially through a sponsoring company for whom they commit to working after graduation.

To date, 80% of all young people taking part in Go for Gold have graduated from college, and 100% of graduates have found employment, with 75% remaining with their sponsoring company. The programme is also achieving greater gender equity in the built environment sector with a 50:50 gender ratio.

38 National Foundation for Educational Research (NFER) research.

39 <https://learningandwork.org.uk/what-we-do/employment-and-social-security/labour-market-analysis/february-2021/>

40 Death of the Saturday Job: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/435285/15.06.15._DOTSJ_Report_design_final_EDIT.pdf

41 <https://www.5percentclub.org.uk/apprenticeships-seen-cinderella-option-young-people/>

42 Learning Works Widening Participation in Further Education [https://dera.ioe.ac.uk/15073/2/Learning%20works%20-%20widening%20participation%20in%20further%20education%20\(Kennedy%20report\).pdf](https://dera.ioe.ac.uk/15073/2/Learning%20works%20-%20widening%20participation%20in%20further%20education%20(Kennedy%20report).pdf)

Camden STEAM Hub

London, UK, network of partnerships between schools and employers, facilitated by local government

We want to make sure that the world-leading companies here in Camden are not just places young people walk past on their way to school but places where they gain inspiration and opportunity. Our message to Camden's employers is you will find so much diversity, creativity and energy when you open your doors to Camden's young people

Councillor Georgia Gould, Leader of Camden Council

The Camden STEAM (science, technology, engineering, arts and maths) Hub is led by Camden Council, Camden Learning (a local partnership) and five Camden schools, with the aim of embedding STEAM across a school's provision e.g. in careers education, employer engagement, enrichment, and extra-curricular provision, as well as in the curriculum.

The Hub grew out of Camden 2017 STEAM Commission which set out to highlight Camden's unique STEAM economy and the skills needed for the roles of the future; to mobilise business resources to drive skills and careers education; to tackle underrepresentation and to provide all Camden young people with access to the opportunities available locally.

Schools in the hub are equipped and supported to embed a high-quality whole-school approach to STEAM, and to build impactful relationships with employers. Teachers from early years to Key Stage 3 work alongside engineers, artists, architects, designers and local organisations to co-design an interdisciplinary STEAM curriculum, linked to the United Nations' Sustainable Development Goals.

Other activities include STEAM Ambassadors, a network of volunteers who support young people in school, careers talks, speed networking, assemblies and mock interviews.

Since 2018, 54 STEAM Ambassadors from 23 organisations have been trained, and 40 schools have participated in STEAM projects. 41 local organisations and employers in Camden have signed the 21st Century Talent Pledge, which commits them to contributing to the STEAM Hubs aims and objectives.

Aim: Young people and their communities are working and learning together -

Hope 7: Professional learning is as important as student learning

Hope 8: All schools are actively supported to improve and learn together

Hope 9: Schools and communities thrive as part of local learning ecosystems

Whilst decades of educational reform have resulted in marginal gains for some young people, overall inequalities in educational attainment have increased.⁴³ The promise of social mobility has not been realised; we are now experiencing downward mobility⁴⁴ and achievement continues to track socio-economic background.⁴⁵

Evidence from OECD countries suggests that to create more equitable systems of education, it will take a combination of streamlining governance, investment in teacher capacity, and stronger youth and family support.⁴⁶ These imperatives, as well as others articulated through the 10 Hopes, will require significant system-wide investment over the long term.

Hopes 7-9 focus on the kinds of investments needed if we are to change course, including supporting teacher and adult professional learning, supporting schools to collaborate for the benefit of all young people and enabling organisations in places to work together more effectively.

⁴³ <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

⁴⁴ <https://www.gov.uk/government/news/understanding-downward-social-mobility>

⁴⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/594363/Progress_at_Secondary_School_report_final.pdf

⁴⁶ <https://www.oecd.org/education/school/50293148.pdf>

Teacher professional learning is as important as student learning

“Learning needs to be at the core of what happens in the classroom, but all the current evidence also shows that the high-achieving systems also invest heavily in the learning and Professional Development (PD) of their teachers. It is through this good quality professional development that real improvements in teaching and attainment take place.”

Sutton Trust, Developing Teachers, 2015



The Problem

** Teachers spend 4 days per year on CPD, compared to 10.5 days in other OECD jurisdictions, and work on average 8 hours longer per week⁴⁷*

** Staff development budgets have fallen by 12 per cent in secondary schools, and 7 per cent in primary schools⁴⁸*

** 40% of UK teachers leave the profession within 5 years of qualifying⁴⁹*

In the best performing education systems around the world, teacher professional learning is highly valued. Industry partnerships and internships increase teachers' specialist subject knowledge and expertise, and opportunities to collaborate in research projects advance their pedagogical knowledge and practice. Formal academic study empowers teachers by recognising their professionalism and in Finland, where teachers enjoy an especially high status in their communities, all teachers are educated to Masters level.

In England, teachers spend an average of four days per year in professional learning including courses, observational visits, seminars and in-service training, compared with an average of 10.5 days in other OECD jurisdictions⁵⁰. Adults, as well as young people, need to learn new skills and competencies to thrive and there is a correlation between teacher wellbeing and motivation and the wellbeing and motivation of their students.

Efforts have recently been made to improve teacher training and support in England. For example the Chartered College of Teaching set out a National Standard for Continuing Professional Development, and there has been investment in new initiatives such as Ambition Institute to provide new types of professional learning pathways and accreditation.

Elsewhere, new investments and models for teacher training and support focus on different development aspects, including: new types of learning and leadership experiences; new roles for peers and mentors; developing cultures conducive to continuous learning; new types of qualifications and recognition of different skills and competencies; structured support particularly for early career teachers; and help for teachers to forge learning relationships beyond their own school.

⁴⁷ https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/TeacherWorkload_EPI.pdf

⁴⁸ <https://tdtrust.org/2019/01/09/2018-spend-pressrelease/>

⁴⁹ <https://www.ambition.org.uk/blog/long-term-improvements-teacher-wellbeing/>

⁵⁰ Teacher workload and professional development in England's secondary schools: insights from TALIS, Education Policy Institute 2016
https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/TeacherWorkload_EPI.pdf

Teachers Inspiring Lifelong Learning (TiLL)

EU, consortium of Universities, municipalities and other partners

Teaching is learning. To be successful teachers we should be engaged on a path of continuous professional development. There is no such thing as a perfect teacher although we should all strive to be good ones and a good teacher can make all the difference for a child's future⁵¹.

Teachers Inspiring Lifelong Learning (TiLL) is a European consortium developing a Lifelong Learning European qualification for teachers. TiLL believes that for young people to access learning that will enable them to thrive in their futures, a high quality and flexible teaching workforce is required, full of teachers who are lifelong learners, learning future-focused skills and knowledge. Their aim is to inspire teachers to be lifelong learners, and to develop their learning competencies.

The International Lifelong Learning Qualification develops and recognises five core areas of competence for lifelong learning, which have been identified through extensive research. They are: metacognition and cognitive self-regulation; emotional self-regulation and ability to motivate and engage students; building on individual differences; generating a creative learning environment and information and communications technology.

An accreditation system based on self and peer assessment has been designed to enable teachers to assess their future-ready competencies and to identify lifelong learning pathways to address areas for development.

A pilot is underway to test the qualification with teachers at different stages of their careers, and to create a platform for building and expanding the network of partners involved over time.

Participating teachers are encouraged to contribute to a bank of ideas and resources that can inspire more teachers to develop future competencies and bring these to life in their classrooms.

Teachers Guild x School Retool, developed in partnership with IDEO and Stanford's d school, is a professional development fellowship and learning community that helps school leaders redesign their school culture using small experiments called "hacks." These "hacks", which are intended to start small, are built on the research-based practices of Deeper Learning - which intend to put the student at the center of their learning and set them up for success in school, careers, civic and everyday life.

Teachers Guild x School Retool

USA, university, philanthropic and school partnership

Teachers Guild x School Retool are a partnership united under the same belief, that teachers are the innovators that education has been waiting for. Through their collaborative learning programs, Teachers tap into their inner designer by trying new ideas and discovering what works and why for their students and schools. Most recently Teachers Guild x School Retool have launched their Co-Designing Schools Toolkit, which helps build the capacity of school communities to set and pursue equity aspirations, so that every student is future-ready, no matter who they are, where they live, or how they learn.

Big Change Global Network and Project Partner Spotlight

Big Education's [Big Leadership Adventure](#)

BLA is a challenging two-year programme for leaders who are committed to going on a personal and professional journey of being a change maker in their organisation and system. The cohort of 30 develop in a unique and holistic way, as they become ready to push the boundaries in education, growing as leaders, thinkers and doers. Big Education is working to create a growing coalition of schools and individuals who are demonstrating the leadership needed to bring about real change.

[Ambition Institute](#)

Ambition Institute was supported by Big Change to develop training and resources to promote teacher wellbeing, run training programmes for teachers, school leaders and system leaders, serving children from disadvantaged backgrounds. Their courses support educators at every stage - from new teachers through to leaders of groups of schools - to keep getting better. To date, they have supported more 9,000 educators, reaching more than 1.3 million children across the UK.

[HeadsUp4HTs](#)

HeadsUp4HTs, supported by Big Change, is building a large national network of headteachers and leaders and enable them to question and challenge the current education system. HeadsUp4HTs members coach each other, while being nurtured and supported to think differently about how they educate young people in their communities. They will become positive disruptors; a network of leaders supported to collectively campaign for change within their individual communities, leading change at a grassroots level.

HOPE 8

All schools are actively supported to improve and learn together



"A high-quality whole education...must be an entitlement for all - young people need to be resilient, independent lifelong learners to thrive in their futures. As trust leaders, you need space to learn from each other and collaborate to make this happen across your schools"⁵².

Lord Jim Knight, Whole Education Trusts Network

The Problem

** Threats to school autonomy, lack of capacity (including funding and resources), workload and a marketised national policy context that fosters and actively encourages competition all act as barriers to collaboration between schools.⁵³*

** Barriers to collaboration increase in rural and coastal schools, where leaders report the highest levels of geographical isolation from another school, and higher levels of isolation in terms of opportunities for teacher continuing professional or leadership development.⁵⁴*

Over the last decade many of the old educational structures such as Local Education Authorities were dismantled, and new ones such as Multi Academy Trusts were created. The English education system that resulted is characterised by multiple sub-systems operating in parallel, creating diversity and choice but also fragmentation and duplication; a system in which some schools prosper at the expense of others, and where there are few incentives to collaborate. This is a missed opportunity - particularly for the 490 'stuck schools' in England, who have had sub-par Ofsted inspection results every year since 2005, and for whom learning from better performing schools and leaders is recommended⁵⁵.

Within a school-led system, creating the conditions and systems for support requires strong collaboration and partnership between schools, with teachers and leaders encouraged to share learning, working practices and ideas.

Raising the status and capacity of the teaching profession requires school improvement and accountability models based on trust and professional autonomy and agency⁵⁶. Teacher autonomy and teacher agency are positively related to teachers' motivation and engagement in teaching.

In their recent report, the College of the Future Commission recommends introducing a legal duty on Further Education colleges in England to establish networks across appropriate economic geographies, matched by a duty on all other post-16 education providers in the economic geography to collaborate in the interests of students, communities and the economy⁵⁷.

Evidence from around the world also points to the benefits of collaboration between schools and other learning providers, and a number of countries are moving to accountability models which incentivise collectivism rather than force competition as a means for raising standards and equity across education systems.

53 <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3248>

54 <https://www.marjon.ac.uk/educational-isolation/Education-Isolation-Report.pdf>

55 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761606/29523_Ofsted_Annual_Report_2017-18_041218.pdf

56 <https://www.innovationunit.org/wp-content/uploads/2017/04/From-professional-learning-community-to-networked-learning-community.pdf>

57 <https://www.collegecommission.co.uk/england-final-report>

Schools sharing accountability for the success of all young people

● ESTABLISHED

British Columbia

Canada, state led

“The purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy⁵⁸”.

Framework for Enhancing Student Learning, July 2020

In Canada, a number of provinces have moved away from high stakes approaches based on individual school performance, focusing instead on collaboration, improvement and shared purpose in a geographical area.

In British Columbia, the Ministry for Education engaged provincial education partners in designing a new Framework for Enhancing Student Learning that encourages cross-partner ownership to address long-standing differences in performance among disadvantaged young people.

The Framework reflects a public commitment by education partners to work together to enable all young people to develop their individual potential and to acquire the knowledge, skills, and attitudes they need to contribute to a healthy society and a prosperous and sustainable economy.

Districts develop multi-year improvement plans and submit annual progress reports that include aggregate and subgroup results for student outcomes. The Ministry can issue administrative directives and deploy special advisory teams to assist Districts as needed. These team-based supports are designed to promote capacity building and encourage continuous improvement.

Schools working together to support skills development

● ESTABLISHED

The Deeper Learning Network

USA, School network

The Deeper Learning Network is a community of more than 500 schools in forty-one states, and serves as a source of innovation and tools for delivering the knowledge, skills, and dispositions of deeper learning. Composed of ten school networks—a mix of independent and traditional state schools—the Deeper Learning Network collectively serves more than 227,000 students, most of which are from underserved backgrounds. Each network has a unique approach to delivering deeper learning, but all are united in fostering the educational outcomes that prepare young people for economic and civic success.

The Deeper Learning network was founded on the insight that the skills increasingly required in the global economy - problem solving, effective communication, content mastery and collaboration to name a few - require a different kind of learning involving a mix of knowledge and skills. Offering schools and educators the opportunity to work together and use Deeper Learning Network tools and resources to improve learning experiences for students, build partnerships in their communities, and work to influence policy around areas such as assessment and teacher preparation. To date, research has shown that schools who offer Deeper Learning to all students help them achieve stronger academic outcomes, improved attendance and behavior, higher graduation rates, and higher persistence in higher education⁵⁹.

58 <https://bccpac.bc.ca/index.php/resources/21-advocacy/922-fesl-policy-and-order>

59 <https://www.air.org/project/study-deeper-learning-opportunities-and-outcomes>

Big Change Global Network and Project Partner Spotlight

Whole Education and ImpactEd

These project partners are both great examples of schools working together to make sure young people can thrive in life. Big Change supported Whole Education to support schools to share best practices on supporting their staff through their HR in Multi Academy Trusts programme, and is proudly supporting ImpactEd's work to convene schools to learn how to best use data driven approaches to best support pupil wellbeing.

HOPE 9

Schools and communities thrive as part of local learning ecosystems



“Learning ecosystems have the potential to unite diverse stakeholders in collective learning for mutually beneficial outcomes that lead toward desired futures for humanity and all life on Earth”⁶⁰.

Global Education Futures

The Problem

**WISE's 2019 research Local Learning Ecosystems: Emerging Models defined learning ecosystems as: 'diverse combinations of providers - schools, businesses, community organisations, government agencies - creating new learning opportunities and pathways to success.'⁶¹*

** Ecosystem leaders have cited the need for flexible, long term and committed funding to support their work, alongside new forms of partnership + local leadership⁶²*

** One of these key partners, local government, has suffered a faster rate of cuts than most other areas of government spending, leading to a 27% reduction in the spending power of the sector in England between 2010/11 and 2014/15. Authorities with greater concentrations of disadvantaged population groups have suffered faster or deeper cuts, particularly those in urban areas⁶³*

Hope 9 focuses on the systemic changes and 'network infrastructure' needed to foster partnerships and connections between different sectors, organisations and entities in a place to enable them to come together to provide varied learning experiences and support for young people.

Learning ecosystems build on collective impact models of change,⁶⁴ bringing different providers together around a core set of operating principles. Effective learning ecosystems tend to require new forms of partnership or network infrastructure and local leadership, and new entities such as anchor organisations and intermediaries that 'steward', 'weave' and coordinate the ecosystem.⁶⁵

Learning ecosystems often take a place-based or thematic approach, responsive to local context and drawing upon assets of a particular region, city or place. Place can motivate a sense of collectivism and commitment⁶⁶ to a broader, shared accountability for all young people, and mobilise new leadership potential from different types of actors to build trust and partnership in new ways.

61 <https://www.wise-qatar.org/2019-wise-research-learning-ecosystems-innovation-unit>

62 <https://learningecosystems2020.globaledufutures.org/>

63 <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/CostofCuts-Full.pdf>

64 https://ssir.org/articles/entry/collective_impact#

65 http://learningecosystems2020.globaledufutures.org/wp-content/uploads/2020/11/LA_eng_1.pdf

66 https://www.thersa.org/globalassets/projects/cities-of-learning/cities-of-learning_prospectus.pdf

Grow Waitaha

New Zealand, collaboration between schools, government, and private sector

All ākonga/students are being provided with innovative, connected and responsive teaching, learning experiences, pathways and environments. These pathways will enable Māori to achieve success as Māori and all ākonga to thrive as learners and as citizens locally, nationally and globally, now and in the future⁶⁷.

Grow Waitaha Monitoring and Evaluation Framework, 2019

Grow Waitaha in New Zealand is a multi-year project supporting schools in post-earthquake greater Christchurch through city-wide educational transformation. The project was founded on the principle of co-design and co-ownership, requiring the Ministry of Education to adopt a new role in the education system. Partners and stakeholders, including indigenous leaders, were engaged from the outset, and each contributed their strengths and expertise to co-design the project.

Grow Waitaha has four main workstreams: individual support for schools entering the rebuild process (the Navigation workstream), a range of opportunities to connect and network schools, and collaborate cross-school (the Grow workstream), the collection and sharing of experience and knowledge (the Curate workstream), and documenting progress and impact on schools and students (the Evaluate workstream).

Since 2016 over 150 schools have been involved in Grow Waitaha, and over 1000 teachers have been involved in Navigate and Grow activities. Schools benefit from customised support, and there has been a significant increase in collaboration and innovation in the primary and secondary schooling sectors.

The Grow Waitaha project has seeded a vibrant learning ecosystem of schools and other partners working together towards greater equity.

Learning City Christchurch has been established as an evolution to the partnership, as a platform for bringing in other organisations and activities into the network, and so that Christchurch can connect with other Cities and places internationally, who are doing similar things.

Helsinki - City as a Learning Platform

Finland, led by municipal Government

Part of the City of Helsinki's development strategy is a commitment to mobilise the whole City as an inspiring learning environment. Helsinki's rich and diverse natural environment, cultural history and partnerships between organisations in different sectors offer rich learning opportunities, for example for forest schooling, which is particularly popular in Finland.

City as a Learning Platform was initiated by the municipal Government, who initially invited sixty expert teachers to work with them to develop the approach. Expert teachers now develop, create and share good practice across the City, and work with colleagues to develop operating models, learning environments and practical uses of technologies that promote learning. Coaching and practical tools for teachers are provided, and an online platform (Seppio) is used to help find and curate different learning experiences.

The initiative has changed people's perceptions of what learning is and where it can happen, and it is now recognised by many working in education and beyond that all places can be learning places. 20% of all curriculum delivery must now take place outside of school.

Big Change Global Network and Project Partner Highlight

Right to Succeed

High quality place-based work is a key part of building strong local learning ecosystems, and Right to Succeed is a sector leader in this work. By supporting and enabling communities to work together, Right to Succeed's mission is to equip every child with the skills, wellbeing and access to opportunity to thrive from childhood to adulthood. We're proud to be supporting them to set up the Centre for Place Based Transformation, helping others to implement joined-up, sustainable change in their communities based on learning and best practice.

Rekindle

Rekindle, a Big Change-backed supplementary school for working class young people in Manchester, believes that a curriculum that offers care, support, connection, hope, inspiration and aspiration is best delivered in small, local educational centres. In these local centres, communities can support those at risk of negative outcomes with proven methods of educational support, designed to stimulate struggling learners and motivate parents, communities and local stakeholders to more efficiently support their young people. Rekindle's key aim is to help their community of young people fall back in love with education.

Aim: There is a long term view of education

HOPE 10 Education is protected from short term politics



"It is very English to muddle through on education reform; maybe it works but there have been missed opportunities, and periods of painfully slow development."⁶⁸

Sir Michael Barber, FED 150 Event, September 2020

The Problem

** In the UK, the standard ministerial tenure is very short at around two years. Only 1 in 10 of the junior ministers appointed in 2010 made it to the end of the Parliament⁶⁹*

** A consistent theme throughout English education reform has been a staunch defense of the status quo - rooted mainly in fear of the unknown, and of change in general⁷⁰*

** The clarity of the legislation drafted has been replaced by complexity - our education legislation has become increasingly difficult to understand.⁷¹*

There is a growing consensus about the need not only for a long term vision for education and skills in England, but also a cross-party approach to ensure that education is protected from the inherent issues of short termism in policy making.

Government operations are not designed for joined-up long term thinking or planning, with the high centralisation of power at a national level in the UK compared to other countries arguably part of the problem. The Foundation for Education Development, recently established, is making the case for a long-term plan for education in England, bringing together policy influencers from education, business, and politics in consultation. Rather than creating the future vision or plan, the group is focused on developing the decision-making processes and structures that make a long-term approach possible.

Around the world there are examples of Governments developing new practices in governance and policy making, which aim to overcome siloed and bureaucratic ways of working. Rethinking government as a social partnership; new institutions that create collaborative processes and practices such as policy labs and new legal frameworks and legislative mandates that incorporate citizen-led approaches to policy making and inspire long-term thinking are just some examples.

69 <https://www.instituteforgovernment.org.uk/blog/churn-churn-churn-movement-government-ministers-2010-15>

70 <https://fed.education/wp-content/uploads/2020/09/Fed-Ed-150-Celebration-Pamphlet-1.pdf>

71 <https://fed.education/wp-content/uploads/2020/09/Fed-Ed-150-Celebration-Pamphlet-1.pdf>

Vocational Education and Training System in Switzerland

Switzerland, social partnership between government, business, Unions

*“One Mission, Three partners...This phrase, more than any other, sums up the political and structural underpinnings of the Swiss system, central to its strengths and encoded in law. There is a very clear division of responsibilities between the partners, all in the service of a shared vision of what is best for the future of the Swiss economy, and most importantly, the healthy development of its young people”.*⁷²

National Center on Education and the Economy, 2015

Switzerland is one of the world’s most innovative economies with high educational participation and low unemployment rates. The Swiss vocational educational and training (VET) system is widely admired, with 70% of young people participating in apprenticeships that prepare them for an expansive range of occupations, including in information technology, advanced manufacturing and healthcare, as well as the traditional trades and crafts.

VET is a Government priority so it receives significant public and private investment, and has high status and esteem within the national culture.

Switzerland’s VET system grew out of the economic recession in the 1990s, with key institutional actors in Switzerland coming together to respond through a new coordinated social partnership approach. The approach, defined as ‘One mission, three partners’, sees distinct roles for national government, local authorities (cantons) and industry - with central government providing strategic management; industry associations and professional organisations developing training content, defining occupational standards and providing apprenticeships; and the country’s 26 cantons ensuring that the system is locally responsive. This approach is formalised through a legislative framework and governance infrastructure giving clearly articulated roles at different levels of administration.

Governance is anchored in openness, collaboration and a shared social mission with a long term lens. Localities are encouraged to innovate, and this coordinated and integrated approach ensures that the education and skills system can effectively respond to change over time, particularly in times of crisis.

Ministry of Education, Denmark

Denmark, National Government

In Denmark, the Ministry of Education sets national priorities, and most education decisions in primary and lower secondary schools (Folkeskole) are carried out by the 98 municipalities. Upper secondary schools and postsecondary educational institutions are self-governing, and Denmark invests a substantial amount of public resources on education and prioritises funding to meet local needs.

According to the Danish Constitution, all children of compulsory education age have a right to free education. Danish education aims to ensure that all young people acquire knowledge and skills which will qualify them to take active part in the knowledge society and contribute to its further development. Their education system has 4 main principles: Lifelong learning: Education for all citizens on a lifelong basis. High standards: Continuous quality assurance of all public education institutions to assure high quality. Active participation: Pupils and students have a duty to participate in discussions. Project work: At all levels of the education system project work is carried out either on an individual basis or in small groups.

Appendix 1: Innovations Reviewed

Innovation Name	Innovation Website
2030s SDG Game	https://koru.hk/our-services/csr-sustainability/2030-sdgs-game/
Acceleration Plan for Education - Netherlands	https://www.surf.nl/en/the-surf-cooperative/acceleration-plan-for-educational-innovation-with-ict
Alternative University Romania	https://medium.com/@reimaginaire/self-directed-learning-at-the-alternative-university-eacc94b823dd
An Cosan	http://ancosanvcc.com
Area Based Partnerships Association	https://aepa.org.uk/about-us/
ASCD Whole Child network	http://www.ascd.org/whole-child.aspx https://collective.round.glass/learn/why-the-whole-child-netwo-s6e0ny3
Assessing Wellbeing in Education	https://www.awesomeschools.com/about_us
Atlantic Rim Collaboratory - Scotland	http://atrico.org
Awen Project	https://www.theawenproject.com/ https://www.newstatesman.com/politics/education/2020/06/inside-school-charlotte-churchs-back-garden
Ayana International - Mahika Halepete	
Beam Centre	https://beamcenter.org/updates
Berry Street Australia	https://www.berrystreet.org.au/our-work
Big Leadership Aventure - Doncaster	https://bigeducation.org/big-leadership/
Big Picture Learning	https://www.bigpicture.org/
Bristol Education Partnership - specific example of above	https://www.bristollearningcity.com/education/bristol-education-partnership/
British Colombia Assessment Reform	https://curriculum.gov.bc.ca/competencies

Brookings Family Engagement in Education	https://www.brookings.edu/blog/education-plus-development/2020/10/21/can-new-forms-of-parent-engagement-be-an-education-game-changer-post-covid-19/
Brooklyn Lab/City Year - success coaching	https://home.edweb.net/webinar/personalizedlearning20200921/
Build Up	https://www.buildup.work/about-us.html
BUO (Costa Rica)	https://collective.round.glass/learn/buo-bwdm1uzs
Cambridge XP/Culture Card	https://www.mycambridge.org.uk/our-work
Camden STEAM Hub	https://www.camden.gov.uk/camden-steam
Camfed Learning Guides Programme	https://camfed.org/our-impact/learner-guide-program/
Canada - British Columbia/Ontario	https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports-and-publications/bcsta-presentations/2_framework_for_enhancing_student_learning.pdf
Career Ear	https://www.careerear.co.uk
Check my School, Phillipines	https://collective.round.glass/learn/checkmyschool-nq9v2k8o
Chester Zoo Ignite Project: Empowering Pupils as Changemakers in Conservation and Sustainability	https://www.chesterzoo.org/news/ignitezoo-project/
Children's University Online - digital passport	https://www.childrensuniversity.co.uk/childrens-university-online/
Christchurch Learning City/Grow Waitaha	https://www.growwaitaha.co.nz
Cities of Learning EU - Badgecraft	https://www.citiesoflearning.eu
Community Share	https://www.communityshare.us/story-library/
Compass for Life	https://compassforlife.co.uk/about/
Compassionate Systems Framework	https://www.systemsawareness.org/
Comprehensive Learner Record IMS global	https://www.imsglobal.org/activity/comprehensive-learner-record
Credential Engine	https://credentialengine.org/state-partnerships/

Culture Mile Learning Partnership/Fusion Cities	https://www.culturemile.london/learn
Curriculum for Wales	https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes
Cymbrogi Futures	https://www.cymbrogi.org.uk
Designathon Works	http://www.designathon.nl
EACH Ashoka GM - first changemaker city	https://www.ashoka.org/en/story/launching-uk's-first-changemaker-region-manchester
Education 4 Sharing	https://educacionparacompartir.org
Education Employers Taskforce - Primary Futures	https://primaryfutures.org
Ellen MacArthur Foundation Circular Economy initiative in schools & colleges	https://www.ellenmacarthurfoundation.org/our-work/activities/schools-colleges
Escola Nova	https://www.escolanova21.cat/escola-nova-21-en/
Escuela Nueva Learning Circles	https://blogs.worldbank.org/education/escuela-nueva-learning-circles-learning-emergency-situations
EuroPass	https://europa.eu/europass/en
Expert tutors and teachers Helsinki	https://hundred.org/en/innovations/expert-and-tutor-teachers#ad585cbb
Finland & Sitra	https://www.oph.fi/en/statistics-and-publications/publications/finnish-education-nutshell
Ford Next Gen Learning North East	https://www.northeastle.co.uk/news/north-east-england-is-chosen-as-the-first-ford-next-generation-learning-community-outside-of-the-united-states
Foundation for Education Development	https://fed.education
Fundi Bots	https://fundibots.org
Future Design Japan	https://www.japanpolicyforum.jp/society/pt20190109210522.html
Go for Gold	https://goforgold.org.za
Greater Manchester Wellbeing Measurement Framework (GMWWMF) for Secondary Schools	

Happiness Curriculum in Delhi Government Schools	https://www.brookings.edu/blog/education-plus-development/2019/11/13/how-do-you-measure-happiness-exploring-the-happiness-curriculum-in-delhi-schools/
Headrush.	https://www.headrushlearning.com
Heads Up	https://www.headsup4hts.co.uk
Helsinki - City as a Learning Platform	https://seppo.io/outdoor-learning/ https://hundred.org/en/articles/hundred-recognises-the-city-of-helsinki-as-a-fore-runner-in-the-field-of-education
ImagiNation Afrika	https://imaginationafrika.org
Imblaze platform	https://www.gettingsmart.com/2018/06/imblaze-igniting-powerful-real-world-learning/
International Baccalaureate Learner Profile	https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf
Jearni Learning Power	https://jearni.co https://cic.uts.edu.au/tools/learning-power/
KnowledgeWorks/EdLeader21 - Portrait of a Graduate	https://portraitofagraduate.org/resource-hub/resource-hub-item/creating-a-portrait-of-a-graduate-3-keys-to-success
Learning Passport Cambridge Uni	https://www.learningpassport.org
Mastery Transcript Consortium	https://mastery.org/what-we-do/mastery-transcript/
McConnell Foundation	https://mcconnellfoundation.ca/ecosystem-strengthening/
Measuring Social Capital - Christensen Institute	https://www.christenseninstitute.org/wp-content/uploads/2020/07/THE-MISSING-METRICS.pdf
More than a Score	https://www.morethanascore.org.uk/
National Baccalaureate	www.natbacctrust.org
NetEdu	https://www.neteduproject.org
New Pedagogies for Deeper Learning	https://www.npdg.global/making-it-happen/deep-learning-progression/
New York Performance Standards Consortium	http://www.performanceassessment.org
New Zealand micro credentials	https://www.nzqa.govt.nz/about-us/publications/strategic-documents/he-tauaki-whakamaunga-atu-statement-of-intent-201920-202223/he-kupu-takamua-na-te-tia-mana-o-te-poari-matua-me-te-pouwhakahaere/enabling-lifelong-learning-3/

New Zealand National Conversation	https://assessment.tki.org.nz/Research-and-readings
NGLC My Ways	https://myways.nextgenlearning.org
NMITE/Olin College/Bergen Tech	https://nmite.ac.uk
NSW Australia - Education for a Changing World	https://education.nsw.gov.au/teaching-and-learning/education-for-a-changing-world
Ocean Based Curriculum - Connect Academy Trust	https://www.connectacademytrust.co.uk/ocean-conservation-curriculum/
One Stone	https://onestone.org
Open School	https://www.theguardian.com/education/2020/may/12/like-the-open-university-we-now-need-an-open-school-for-the-whole-country
OpenLearn low confident learners pilot	https://www.tresham.ac.uk/the-bedford-college-group-launches-free-basic-skills-scheme-with-the-open-university/
Optimising Assessment for All	https://www.brookings.edu/product/optimizing-assessment-for-all/
Parents International	https://parentsinternational.org/who-we-are/
PBL goes to University	https://blogs.ncl.ac.uk/pblgoestouniversity/
Playground Ideas	https://playgroundideas.org
Portugal Student Profile	https://www.oecd.org/education/2030/Curriculum-Flexibility-and-Autonomy-in-Portugal-an-OECD-Review.pdf
Pupil Power	https://pupilpower.org/
Purpose Project	https://www.purposeproject.org
Recovery Curriculum	https://www.evidenceforlearning.net/recoverycurriculum/
Results for Development	https://r4d.org/education/
Rethinking Assessment	https://rethinkingassessment.com
Saffron Interactive	https://saffroninteractive.com/saffron-launches-create-your-own-future/

San Diego Workforce Partnership	https://workforce.org/populationspecific https://workforce.org
Scotland - all children have an entitlement to outdoor learning	https://www.theguardian.com/education/2018/apr/02/forest-schools-grow-in-scotland-as-grasp-of-benefits-takes-root https://www.theguardian.com/uk-news/2020/may/10/scotland-eyes-outdoor-learning-as-model-for-reopening-of-schools
Scotland National Conversation	https://www.heraldscotland.com/news/18557269.future-education-together-write-new-chapter-history-learning/
Scouts & Guides - digital badges	https://www.ukscoutnetwork.org.uk/resources/badges https://www.bbc.co.uk/newsround/44874048
Self Managed Learning College, Brighton	https://smlcollege.org.uk
Skill Rise	https://skillrise.org/themes/skillrise/assets/docs/skillrise_profile.pdf
Skills Future Singapore	https://www.skillsfuture.sg/skills-framework/criticalcoreskills
Skills2Rural Bootcamp	https://www.peacefirst.org/project/skill2rural-bootcamp
Social Lab Medellin	https://ac4.earth.columbia.edu/content/social-lab-medellin
Sort your Future	https://www.sortyourfuture.com
Steam School	https://steam-school.com
STIR education	https://stireducation.org
Switzerland TVET system	https://ncee.org/wp-content/uploads/2015/03/SWISSVETMarch11.pdf
Systemic School Improvement Programme, GOA	www.adhyayanfoundation.org
Taiwan - reverse mentoring in policy making	https://govinsider.asia/innovation/gov-in-60-seconds-ep-5-personal-data-in-china-estonia-sgs-automated-port/
Teachers Inspiring Lifelong Learning - EU	http://www.till.org.uk
The Joshua Tree	https://thejoshuatree.org.uk/family-support-services/
The Learning Collaborative	https://www.thelearningcollab.org
Thrive at Learning	https://www.thriveatlearning.com/about

Tiney	https://www.tiney.co
Transcend Education Graduate Aims Database	Transcend Education Graduate Aims Database https://static1.squarespace.com/static/55ca46dee4b0fc536f717de8/t/5afef05eaa4a99a3335987ad/1526657121637/Defining+Graduate+Aims_20180518.pdf
UAE Ministry of Possibilities	https://gulfnews.com/uae/government/explainer-what-the-ministry-of-possibilities-the-worlds-first-will-do-in-the-uae-1.1556021988393
UNDP and policy labs - cross governmental joined up policy making - cross gov policy and strategy	https://acceleratorlabs.undp.org
University for Parents	https://www.uforparents.org/about
Unloc	https://unloc.online/
Unrulr	https://www.unrulr.com/
Victoria (South Australia) Graduate teacher pilot	https://www.education.vic.gov.au/about/programs/Pages/graduate-induction.aspx
Wellbeing of Future Generations Bill	https://todayfortomorrow.org.uk
WhatIf campaign	https://whatif-global.com/
XP Diploma	
XQ Super Schools	https://xqsuperschool.org
Ylab Learning	https://www.ylab.global/ylab-learning
YxY	http://youthxyouth.com/
Zlto	https://www.zlto.co