

## **SELECT COMMITTEE ON SOCIAL MOBILITY**

### **Key suggestions by witnesses**

#### **Introduction**

The Committee took oral evidence from witnesses in a series of public hearings between July and December 2015. At the end of each hearing, we asked witnesses to make one key suggestion for a change they would like to see happen. This document compiles the suggestions we were given. They have been grouped according to ‘themes’. Some witnesses provided more than one suggestion.

The full set of oral and written evidence is published online at:

<http://www.parliament.uk/business/committees/committees-a-z/lords-select/social-mobility/publications/>

#### **The transition from school to work**

“I think you need to give young people more time. It is a question of time to get there; it is putting in the incremental steps that will allow them to get there over time, rather than cutting them off as failures at 18.”

Professor Ann Hodgson, Centre for Post-14 Education and Work, UCL Institute of Education

A trusted, responsible adult with aspirations for every young person who is coming out of school and making that transition into adult life. Somebody who is qualified to give good advice and can support those young people through into education, training, employment, whatever the right step for them is when they leave school, is absolutely essential.

James Magowan, Business Director (East of England), Tomorrow’s People

“There are many priorities, but it is the overall attention that is given to this issue that is the really important thing.”

Rt Hon Sir Alan Milburn, Chair, Social Mobility and Child Poverty Commission

“To explicitly define the first priority and responsibility of the education system as being to prepare all our young people for adulthood and the world of work. The short recommendation is that we have to go back and question what our education system does, because it is working on a Victorian model and we are in the 21st century with lots of technology.”

David Pollard, Chairman for Education, Skills and Business Support, Federation of Small Businesses

“I would like us to move gradually towards thinking in terms of lifetime entitlements, which does not mean you can go to university 16 times, or that you can do 16 apprenticeships, but that we think of it as an individual entitlement that you can have when you want, rather than, effectively, having to cash it in when you are 17.”

Professor Baroness Wolf of Dulwich, author of the Wolf Review

## **Skills for work and life**

“Building character and resilience. The extension of pupil parliaments.”

Dr Peter Grant, Senior Fellow, Cass Business School

Students to develop a range of skills, abilities and attitudes that whilst not readily quantifiable themselves are the ones which facilitate both vocational and academic achievement and, most importantly, coincide with the identified needs of the potential employers.

Maggie Walker, CEO, ASDAN

## **Literacy and numeracy**

“Improve standards of literacy and numeracy before 16.”

Alex Burghart, Director of Policy, Centre for Social Justice

“Improve numeracy skills and remove the pride in not being numerate.”

Dr Abigail McKnight, Senior Research Fellow at the Centre for Analysis of Social Exclusion,  
London School of Economics and Political Science

## **Experience of work**

“One thing we would like to see is that every young person in the UK who is unemployed or under-employed has access to a professional mentor.”

Alice Memminger, Chief Executive, UpRising

“Emphasise is the need for work experience at a multitude of levels linked to education, from secondary into tertiary education.”

Tony Moloney, Manager, Education and Skills, National Grid

## **Apprenticeships**

“Find the funding for the expansion of high-quality apprenticeships.”

Professor Andy Green, Centre for Learning and Life Chances in Knowledge Economies and Societies

“I think the enthusiasm for creating lots of apprenticeships might be usefully focused on creating lots of good apprenticeships.”

Jack Feintuck, Head of Policy, Social Mobility and Child Poverty Commission

“A support fund around apprenticeships and the targeting of a proportion—say, 20,000—of the 3 million apprenticeships that the Government are promising to be designated for care leavers.”

Sam Monaghan, Executive Director of Children’s Services, Barnardo’s

## **Careers education and careers guidance**

“A platform to deliver really good careers advice, particularly in some of the communities that find mobility more difficult.”

Neil Carberry, Director for Employment and Skills, Confederation of British Industry

“Make sure that young people are aware of all the options open to them and they have the confidence to pursue those options. Greater exposure to employers from an early age. You need independent, impartial advice and you need to meet people who do a range of jobs so you can have insight, inspiration and advice.”

Nick Chambers, Director, Education and Employers Taskforce

“I think more focus on what it is that works and feeding that back to the students and counsellors is important.”

Claire Keane, Economist, Directorate for Employment, Labour and Social Affairs, OECD

“Better information, advice and guidance for young people.”

Professor Ewart Keep, University of Oxford

“Implement the conclusions of the Tomlinson review and improve careers guidance.”

Professor Ken Roberts, University of Liverpool

## **Inequality between academic and vocational routes to work**

“We have to get serious discussion going on about vocational and technical education; it is not all about A-levels.”

Yolande Burgess, London Councils

“The post-16 non-A-level route needs to become more coherent.”

Professor Paul Gregg, University of Bath

“Streamline, improve and strengthen the vocational pathway for young people.”

Moira McKerracher, Deputy Director, the UK Commission for Employment and Skills

“The Government should ensure that in every town and city there is an institution which is well established, focused on vocational education and training, and has a remit for social mobility. Fortunately for government, these institutions exist and they are called further education colleges. So in terms of policy, I would say those FE colleges need to be better funded and to the same level as schools, and they should be encouraged to do what they do best, which is to provide decent vocational education and training for far more young people than attend sixth form colleges. Prioritise further education colleges.”

Professor Kevin Orr, University of Huddersfield

“... develop non-academic skills in schools.”

Ralph Scott, Senior Researcher, Demos

## **Funding**

“Funding streams for the education, skills and employment routes aligned and devolved to meet local objectives and priorities.”

Dawn Baxendale, Chief Executive, Southampton Council

“Three-year funding and less reform.”

Pat Brennan-Barrett, Principal of Northampton College, Association of Colleges

“Parity of esteem in funding for FE and HE.”

Dr Claire Crawford, Research Fellow at the Institute of Fiscal Studies

“One of the biggest failures in the system is the fact that we have EFA funding and SFA funding dealing with practically the same cohort of people. To me, it is dealing with failure coming out of the school system so we should be spending it differently. It is separate and it is not devolved to us even under devolution. Where we have devolution of adult skills, we cannot get devolution of EFA funding. To me, there is a waste in the system that could be solved quite easily. It could make savings for government. It would be a very simple solution. There would be two huge benefits from that. One would be government funding and the second would be the people on the receiving end of those skills because they would have a joined-up system.”

Theresa Grant, Chief Executive, Trafford Council

“The 16 to 19 budget within DfE should be protected along the same lines as the schools budget, or from inflation.”

Spencer Thompson, Senior Economic Analyst, Institute for Public Policy Research

## **Education from age 14**

“Every child should have standard education up to the age of 14 and at that point every child should be offered a chance to follow their interests where they lie.”

Charles Parker, Chief Executive, Baker Dearing Educational Trust (University Technical Colleges)

## **Data**

“A broad range of destination data and for schools to publish those, and to be required to do so.”

Emma Codd, Managing Partner for Talent, Deloitte

“As soon as we get destinations data as part of the accountability framework for schools, we will see behaviours change.”

Matthew Coffey, Ofsted

”Make administrative linked data as efficiently done across departments as possible to make it available to researchers who have the right institutional requirements and have gone through the security checks, and to make access to that data available to those people regardless of whether they have funding from BIS or DfE to do a particular project.”

Professor Sandra McNally, Centre for Vocational Education Research, LSE

*[Endorsed by Dr Stefan Speckesser, Centre for Vocational Education Research, LSE, and Professor Anne Green, Institute for Employment Research, University of Warwick]*

“Improve destinations data”

Ralph Scott, Senior Researcher, Demos

“My one would be to have a unique pupil number.”

Anne Spackman, Executive Director, Career Ready

Schools should be monitored and the destinations of their students at 19 should be published.”

Spencer Thompson, Senior Economic Analyst, Institute for Public Policy Research

## **Local collaboration**

“Increase the capacity of schools to have somebody who really understands business and wants to work with business.”

Emma Codd, Managing Partner for Talent, Deloitte

“We would like to see teeth given to these regulations and sanctions applied against existing schools that do not give children the opportunity to understand what is available in their locality.”

David Nicoll, Director, Studio Schools Trust

## **Incentives for employers**

“Government support for business led initiatives that are working and making a difference, such as Movement to Work.”

Tanith Dodge, Director of HR, Marks and Spencer

## **Leadership**

“Do much more to promote good leadership in our schools in the poorest areas and to make sure that we get as many good teachers into those areas as possible.”

Sir Michael Wilshaw, Her Majesty’s Chief Inspector of Education, Children’s Services and Skills, Ofsted

## **A clearer policy framework and more effective delivery mechanism**

“A single collaborative approach. Funding does drive behaviour and incentivisation. To get everything in one place, dealing with the local evidenced challenges is what it is about.”

Andrew Hodgson, Vice Chair of North East LEP Board, and North East LEP Employment and Skills Board

“Incremental change to policy.”

Dr Abigail McKnight, Senior Research Fellow at the Centre for Analysis of Social Exclusion, London School of Economics and Political Science

“A coherent strategy would be extremely useful. We have lots of different initiatives but what we want is an overarching, coherent strategy with a clear focus and a vision of what we are aiming to achieve.”

Malcolm Trobe, Deputy General Secretary, Association of School and College Leaders