

2030 Vision for the Cambridge sub-region

Topic summary: Education
and Skills

Educating the whole child

- Tests driven by performance targets
- Wider communication, problem solving, risk taking skills
- Need to develop wider skills and experiences
 - Employer access / high quality targeted careers
 - Wider experiences eg DofE, World Challenge, Sport, Arts

Effective engagement

- Good practice – localised to schools eg local partnerships, members of Governing Bodies
- Many aborted attempts eg TVEI, Diplomas, etc – both parties as well as government equally to blame.
- Lack of reciprocal understanding across the education / work
- Economic climate not conducive to investment of time and resources from schools and employers
- Appropriate representative bodies? – for schools and employers

Where to begin?

- Qualifications remain important to students access and progression
 - Focus on Maths / English / Ebacc
 - High quality vocational?
- Pace of the slowest – or build upon and share best practice
- Identify / establish single credible conduit from schools and employers
 - New model – new energy and investment of time