

# All-Party Parliamentary Group for Education

Chair - Danny Kinahan MP

Vice Chairs - Nic Dakin MP, Fabian Hamilton MP, Andrea Jenkyns MP

## Knowledge and Skills Roundtable Transcript (verbatim)

### Participants:

Danny Kinahan MP (chair)  
Fiona Abankwah, Sydney Russell School  
Jonathan Baggaley, PSHE Association  
Cara Bleiman, Arnhem Wharf Primary School  
Jo Causon, Institute of Customer Service  
Janet Clark, Association of Teachers and Lecturers  
Laura Gibbon, National Citizen Service  
Rania Hafez, University of Greenwich  
Dennis Hayes, University of Derby  
Mark Herbert, British Council  
Lord Knight, TES  
Dr Shirley Lawes, UCL Institute of Education  
Ruth Lowe, PTA UK  
Harriet McCann, National Literacy Trust  
Dr James Panton, Magdalen College School  
Lin Proctor, Future Academies  
Alka Sehgal-Cuthbert, University of Cambridge

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### Transcript:

**Danny Kinahan:** Can I thank you all very much for coming today? I'm Danny Kinahan. I looked through the list of all your CVs and just thought, wow, what an incredibly highly qualified group of people. My background, I was 3 years in the Stormont Assembly on the Education Committee there, so having been educated here, to then have to learn the Northern Irish system which I knew nothing about... but what I really need to do is... I know absolutely, nothing about the system at this side so when you are using abbreviations, and others and bits and pieces, we often have completely different ones, the same problems, but completely different... But something I have always been passionate about is preparing the young children for life after school and I think I was saying to one of you, the mere fact me ending up here in politics, standing in front of people, I would never have dreamt of doing that, I hated standing in front of people and it's still terrifying but you just have to use all those soft skills. And what I really wanted today was to get from all you the different ideas and try and put together a report that we can then build on, take to the education minister and if necessary take to the devolved parliaments and feed it through with good ideas. And you've only got at the moment one politician here, I know we've got a lord coming to help us as well but that's all I need, I just need your ideas on everything so that we can pull it all together. You're all being recorded so please only one person speaking at a time. Also, would you, when you start, say who you are, I know we've all got copies so everyone knows... but say briefly who you are and what you do and second time round obviously we don't need to. Please don't touch on careers because that is being discussed next week, and on STEM. Those are the other two things. But incredibly useful for us so a huge thank you for coming here. I hope you've all had a chance to read it, but rather than go into it in great detail I was going to start you off with the first question. We've got really ten minutes on each subject, so the first question, is there a need for better soft skills? Is there a need for really what we're talking about today? We have notes being taken and you're all being recorded. So who would like to start me off?

**Dennis Hayes:** I am Dennis Hayes, Professor of Education at the University of Derby. I think we need less in terms of soft skills simply because if you look at the education of the last 15 years we've produced what

is now somewhat challengingly called 'generation snowflake'. You come across this concept of students and others who are so easily offended and so sensitive they can't cope with academic subjects or archaeology, or pictures of bones if you're doing medicine, and I think...I wrote a book with Catherine Ecclestone called "The dangerous rise of therapeutic education" in 2008, which tracked a few of these things and we didn't think it would happen to the university as they are there to pursue knowledge but it did. And it's the universities are the home now to trigger warnings and safe spaces. And teachers who are very much not in to teaching subjects anymore but teaching things like mindfulness, it's becoming very, very popular and I think, I don't blame the students, I think the education system has failed them by concentrating too much on their feelings rather than dealing with giving them actually some harder skills, and being able to stand up and speak rather than be so sensitive that you can't speak and someone else reads something out for you, something I've seen happen. So I think we need somehow to get the new generations that we've been educating for the workplace to toughen up a bit more.

**Danny Kinahan:** Yes, resilience

**Laura Gibbon:** May I just very briefly? Where I think we may have a definition issue here because soft skills is a very difficult word or concept, and so mindfulness and the things you mention there, whereas standing up and having the confidence to stand up is bucketed in that soft skill kind of definition. So, I think we need to be a bit careful because young people do need development in, you could call them life skills or transition to adulthood or work readiness skills and those all are around empathy and confidence and team working and leadership, which aren't necessarily always formalised in the curriculum.

**Danny Kinahan:** When you're discussing, I know you generally use points, if we can have hard examples as well sometimes, just because they help.

**Alka Sehgal-Cuthbert:** Alka Sehgal-Cuthbert, teacher and educational researcher. I think, I'm glad that the thing of definition was brought up because I think it's very true that concrete skills that are intrinsic to particular disciplinary areas of knowledge are extremely lacking and I think that from my own research at the moment, we can see that if you take for example the English literature syllabus from 1957, that incorporated 17 out of 20 concrete skills which included explaining differential comprehension, literal comprehension, summarising precis, locating information, memory recall, the whole gamut would have been included in that. So, a 14-16 year old being educated in that way on a fairly traditional English literature syllabus à la Leavis, à la George Sampson, à la Newbolt Report would have the confidence whether or not they then went on to A-level, further study, or joined the workforce for specific training. By contrast the 2011 higher paper GCSE has 6 out of 20 skills and that's typical of all the papers in the literature contemporary syllabus. So that to me is a problem - it's a problem of knowledge.

**Rania Hafez:** Rania Hafez, I'm an educational programme leader at Greenwich University and I wanted to build on what Alka just said and with reference to you Danny saying your journey here. I'm Lebanese, I'm a Lebanese Londoner; my educational journey would have actually developed these skills in me through what Alka said, through a really rigorous knowledge based curriculum, they'd develop these skills that are actually then translated into the statutes that young people then use. So, I think it's not about denying that there are other skills needed but realising where in the curriculum these skills automatically come, from real immersion into the syllabus.

**Danny Kinahan:** So, it's how we actually teach what we're teaching.....

**Rania Hafez:** Not just how but the content, the extent of the content that we teach as well as to how we develop these skills that come from particular subject knowledge like maths, like literature, like art.

**Jo Causon:** So, I'm Jo Causon, Institute of Customer Service. So I want to come at this a slightly different way which is from the world of work into education. And what I'd like to stress is that over 70% of the UK's workforce are currently employed in customer related jobs. And the key aspect - and what we're seeing with automation, the changes that we're going to see over digitalisation, etc - soft skills, and I would agree with the lady to my right here, in terms of we use the wrong terminology sometimes, so, future skills, the ability to communicate, the ability to influence, the ability to engage, the ability to deal with conflict, the ability to deal with stress, all of those actually in my head are soft skills because they're coping mechanisms, then become even more important because what's going to happen is, lower level

aspects of the service delivery will be done by machines, will be done by artificial intelligence. Therefore, creating a workforce that has the ability to be able to respond genuinely and deal with things that are slightly out of the ordinary, is going to be increasingly important, so it's important now and will become even more important.

**Danny Kinahan:** One person I was talking to, Lord Ballyedmund, before he got killed in a helicopter crash, said to me, I want students to come to me who can communicate, but analyse the problem they've got and work out a way to deal with it...

**Jo Causon:** And so customer service, that's what that's about. It's not just about delivery.

**James Panton:** James Panton from Magdalen College school and I also teach at the Open University in politics and philosophy. I'm struck, I mean there's something implicit in what's been said I think about the potentially problematic bifurcation of soft skills and then knowledge based teaching and these kind of things, because obviously on one level a lot of what we're talking about in soft skills, communication, confidence in communicating ideas in argument, in resolving conflicts and contradictions, and mediating those things ought to come out of a decent subject based learning environment and curriculum. One thing that I would just say about that that I think is interesting, one of the particular themes that's brought up in your briefing notes is the idea of resourcefulness. We've just gone through, and are still slightly going through, a fundamental reformulation of, for example, the A-Level specification, the aim of which is to make it a more knowledge based, more rigorous, more scholarly kind of education and I'm sympathetic to that goal. What is interesting is the extent to which my experience thus far suggests in teaching from it, and in looking at colleagues who teach from it, actually what we're doing is, we're extending the A-Level period, we're extending it to two years, but we're reproducing some of the hugely problematic aspects that were already there about the nature of very confined teaching, learning outcomes, very confined processes of teaching to specified tests and these kind of things. So in fact the kind of skills we could be generating out of knowledge based work, intellectual resourcefulness, autonomy in problem solving skills, actually we're mitigating against producing them because what we're doing is delivering students pre-packaged gobbets of what we're calling knowledge which they have to learn. So, actually I think we need a bit of a fundamental rethink about not just what we think the skills are that are needed but where these skills might actually come out of a knowledge based curriculum but then actually what we understand that knowledge based curriculum to be. Because at the moment I don't think we're getting either of them right.

**Lin Proctor:** Lin Proctor from Pimlico academy. I think what I'd like to speak up for actually is for young people with lower social capital and I would like to say that one of the issues I find is not that they don't have those skills, they just don't recognise them. I've just been speaking at a conference this morning. If I had a pound for every time I asked somebody to demonstrate when they had leadership skills and they forgot to tell me that they were in the football team, that they were captain of the football team, they forgot to tell me that they were a debate mate, they forgot to tell me that they were in a choir, or whatever else. I think often it's not that they aren't getting those skills, and I would like to see more within lessons where they are using numeracy and art, and literacy and maths, and that idea of just getting that kind of conversation really, around those skills, which I think a lot of them are doing anyway, actually. They just don't know about it.

**Janet Clark:** Janet Clark from the Association of Teachers and Lecturers. Just to build on what you're saying. I think, you know, if you go into most classrooms right now you will see teachers teaching in a way that brings out soft skills. You'll see children working in groups to solve problems, you'll see children communicating to their peers, you'll see pedagogical techniques that teachers are using to bring out those skills. What worries me is what the gentleman over there said, that we're moving much towards a knowledge based curriculum and that's going to strip out the opportunities to teach in that way, it will be much more about delivering information that young people consume.

**Danny Kinahan:** That's exactly the sort of point we're trying to pick up from here.

**Cara Bleinham:** I was *inaudible* by the formalising these soft skills. Sorry, I'm Cara, I'm a primary school teacher in Arnhem Wharf. And it feels like we already have a very prescriptive curriculum where knowledge is chunked into these little gobbets of facts especially in primary school and actually we can, I

would agree with James (James Panton), I would like to aim for a knowledge led curriculum where teachers can teach all those skills, yes, we do group work, talking partners, team work. Especially in primary school you have a team of 30 children you work with every day, for the whole year, you need those soft skills, you need good behaviour. But it makes we worried, that the same way that knowledge has been taken and turned into kind of a way that we can test it, that the same thing could happen for these soft skills, that it will just be a way of teachers being told, now you need to teach a lesson on resilience, now you'll teach a lesson on...and we'll be testing children on that....

**Dr Shirley Lawes:** I'm sorry, I fundamentally disagree with you, and I've got a couple of examples that I think would counter the notion that a knowledge based curriculum has to be just a transmission of facts and going back to the nineteen whatever...the 1950s or whatever. But I think we've got a real problem, and it's been alluded to already, about a tendency to fetishise these skills and also the formalisation. I think is problematic, because there are things that can't be learnt in the abstract. You can't build activities unless they've got some sort of meaningful knowledge based content and then you get.... when people have got real academic, challenging, scholarly things that they need to engage with, then that's when they start developing, that's really when they start developing the ability to communicate, the ability to work together and the confidence to stand up. And just an example, last week I spent a day at the East London Science School where I happen to be a governor. A completely open.... 55% of young people on pupil premium, open door, mixed ability, and the first time I'd actually spent a whole day in the school because I'm a relatively new governor. And I was completely struck, a) by the respectfulness of the pupils, the friendly atmosphere, but then you get into the classroom, a really rigorous attitude and approach to knowledge. And kids are being challenged, they're being questioned, they might not be able to answer a question, and it's not felt that they're going to be humiliated if they can't answer a question. But what is at the centre is them actually learning things that matter. And then, and it seemed to me, that what they were developing there were some very confident and knowledgeable young people who were learning all those soft skills that we're so keen on at the moment at labelling, but actually were just becoming very confident young people and knowledgeable citizens.

**Danny Kinahan:** Thank you for that. I think of when I was a boy looking out of the window wondering how anything I was learning was relevant; you learnt later in life other than when you had good teachers and skills...

**Mark Herbert:** Mark Herbert, I work at the British Council. One of the things that we've seen from our work with ministries of education around the world is that they are looking...they look at the UK systems, plural, and see actually quite a good balance between...and it's not a divide, there shouldn't be a divide... between knowledge, mastery of academic knowledge on one hand, and skills that people will use, you call them soft skills, call them 21<sup>st</sup> century skills, they are skills that we bring with our knowledge together to use in the workplace. And they look to the UK and see generally effective use of those in a blended way. Yes, you can argue about greater or lesser emphasis, but our belief is that you can integrate both real mastery of a subject like maths...maths mastery, some of the eastern systems, Singapore, Shanghai, very, very good on that, but it's possible to weave in the teaching of practical, core skills alongside them, so students do come out with confidence, the ability to communicate, collaborate with their peers and also have therefore the flexibility for the future, because the world we are teaching for now is not the world that they will exist in in 10 or 20 years' time. So, there's good experience there. The only comment I'd make is, I know CBI figures do say that employers don't feel that the current system is giving quite what they need from young people at the moment.

**Fiona Abankwah:** I'm Fiona Abankwah, I'm a vice principal at a school in Barking and Dagenham. I agree with aspects of what people have said, but I think that from a school point of view...controversial maybe... but because of the accountability measures that schools are under, I feel that there is a real drive to make sure that they get the Attainment 8, they get the Progress 8, and I think, however we define it, soft skills are lost in the process. We just had some Year 10s go on work experience, and two of... well one of them got sacked, and one of them came back to school, because they felt out of their depth, school was a comfort zone for her and she couldn't cope with being an employee. And so we feel that we've failed her as a school because we've not enabled her to be able to go on just a week at a hairdressers and then just experience what the world of work may possibly look like. And so, I accept that there are some skills that you can't measure and it's things that, you know, they accumulate over their time at school, but I think

there's a tension between what I'm perceiving to be this curriculum that we need to deliver and the skills that the employers are looking for and hopefully an inquiry like this...

**Danny Kinahan:** Understand that. You're the first who's touched that, on the business side, actually going out and visiting companies and job creation. That's very important to you...

**Jonathan Baggaley:** Jonathan from the PSHE association. I suppose just a couple of points. One to really agree with the sense of this being a really false dichotomy, that the development of skills supports academic attainment. Obviously one of the reasons why we're campaigning for statutory PSHE is because it can provide a perfect context for developing and exploring these skills. Just as, yes of course, in science, understanding the skills for scientific inquiry, understanding teamwork across geography, across any subject, what PSHE can provide is actually the opportunity to not only to teach those but enable young people to rehearse them and in real situations where there is a knowledge component as well. So, I think....the evidence also shows that if we do that right we really do support the knowledge parts of the curriculum as well.

**Danny Kinahan:** So almost saying that everyone needs the skills of PSHE in what they're teaching, if they get....

**Ruth Lowe:** It's Ruth Lowe from Parent Teacher Associations UK. Just to bring a slightly different angle to the discussion, debate, we did a little poll - it wasn't very scientific obviously, the numbers weren't great, we had about just under seven hundred respondents - but around what concerns parents had around topics they were worried about for their children, what children should learn, and interestingly I think the top four might in some way fall under some of the definitions that you call soft skills. So, it was around bullying, cyber bullying, emotional health and wellbeing, and skills for the workplace, I think were the top four. And we are working on doing a little bit more scientific research on that, but I think that's an interesting thing to put into place from parents' perspective around what they are concerned about and, because they see their children outside of schools, how ready they are and what they need. I think one of the things I think that also needs to be considered in this debate is around... that parents are also partners in this education of children. Obviously, teachers, schools do a fabulous job, a lot more specialists than many parents obviously in what they're delivering but I think maybe that's an angle we need to consider in this debate. How can parents... how can we engage with parents, to continue that soft skills development at home? Because they'll see as well when their children go home and maybe have to deal with conflict management outside of school and there's a big space there where children will have to use those skills and also develop them, so how do we include that parent voice, that feedback, we talk about teaching literacy and writing, and engaging parents at a really early age at home... continue... read to your child, it makes a big difference, we all know, we've all seen the evidence around that impact that parents have on children. So, how can they be part of the debate also, how can parents be involved, how do schools...how do we engage as educators, parents of their children, to support that development and is that maybe also a space where that can be taken forward, that soft skills development?

**Harriet McCann:** I'm Harriet McCann from the National Literacy Trust. We actually run the Secretariat of the All Party Parliamentary Group on Literacy and we ran a commission on literacy and employability a couple of years ago and we touched on many of these issues there. A few of the key points I thought it was just worth highlighting were, we found business and education actually meant different things when they talked about literacy and that also crossed over into many soft skills that were coming up. So, what we had here was many employers then questioning the value of qualifications and GCSE in English and what does this actually mean. Also, bearing in mind that the speech language communication assess part has been dropped, that is obviously a soft skill and very much impacted. So we identified this problem between actually what business were looking for and what the education system is actually providing, and really identified a need for there to be a closer link and more of a partnership approach there to ensure that actually we were preparing young people, through the qualifications they were getting, for the world of work as effectively as possible.

**Danny Kinahan:** Thank you. I know lots of you want to speak. We've got sort of three or four subjects. We've touched on each, and I wonder if we can move on the subject and if you've still got a point, link it in when you next come in but the next question was who should be responsible for the development of skills. Now, we've touched on it, from many of you it is actually the teachers as you're teaching and going

through, therefore is it the training college - forgive me if I get the wrong terminology for things - is it where teachers are being trained, is it the principals that are being trained, is it us as politicians? If I get a feeling as I did in NI, that politics gets too involved and often actually you often just want to be left, be a bit freer. So, I throw a whole lot of...who's responsible?

**Dennis Hayes:** Ideally it should be the teachers. I do think something has happened and it's in the other debate, and it's about what evidence there is for what you should do. And I want to make a logical point and an empirical point, one that's very important about the evidence. But, the logical point is, once you extract soft skills, or any skills, from the content, you undermine those skills. Once you try and teach, in PSHE or anywhere else, specific skills, and the classic case...and it brings me to my empirical point...people often talk about teaching critical thinking, and employers look for critical thinking, outside of subjects. And when there is evidence... and I always quote this - Richard Arum and Josipa Roksa, did a great book called *Academically Adrift*, which looked at universities. Fantastically methodologically sound and they said after two years at university the ability to think critically went down. That was in 2011, they still follow them through to the workplace – *Adults Adrift* – and it's the same problems, they are having the same problems in the workplace. And they tracked it down, what the reasons were. And they actually quantified what was necessary to produce critical thinkers, which was, in each of the subjects they had to do... and this was read 40 pages a week and write 20 pages a semester in their subjects. Now that evidence...the shock was critical thinking went down at university...the evidence that shows how you can deal with it and all the other activities actually had a negative impact. So all these group activities, trying to build graduate attributes, graduates that are entrepreneurial, has a negative impact either on entrepreneurship or on their academic learning. And I think that evidence has been completely ignored because it gives the wrong answer. Because everyone says it's trendy, the world is changing, we need to teach all of these different skills. And that makes a fundamental mistake. And interestingly enough employers like philosophers generally as employees because they're great and they can think because they've done Plato.

**Alka Sehgal-Cuthbert:** I think it's really important to kind of keep... be quite specific about what skills and qualities we're talking about because there's some set of qualities that I think schools shouldn't be involved with at all. There are things that children acquire through their wider relationships with family and other people, and the attempt to push that on to schools and teaching, I think risks creating quite a conformist and quite a sort of claustrophobic, straight thing...which is quite antithetical to a more open, democratic approach. So that's one thing.

On the things that schools can do, if we think of things, something say like motivation, intrinsic motivation; now, a friend of mine works in a media company and he was saying the best recruitment he had was from somebody who trained as a ballet dancer, for similar reasons that you, Dennis, were saying, that the kind of intrinsic motivation this person had and the discipline was acquired through that particular education. And when I was teaching...one very quick example - to show that it's actually the knowledge that releases these things rather than approaching it from "what skills can we bolt on" - which was, I was teaching a group to catch up, get them to their C grade literacy and there they were doing this research sanctioned programme on the computer with all the right stars and tick boxes. They were getting all the grammatical exercises correct and then when I looked at their own free writing it was appalling. So, I said, well what's going on here? You've just got 20 out of 20 here yet your writing's crap - why? And they said, "Well we know we can do it so why do we have to do it again?" So, it wasn't a problem...the problem as it sort of presents itself, oh these kids can't do it, they're not getting those skills, might not be the case. It might be there's a deeper problem; they don't understand why they should have to do it, they don't understand the meaning. So, what I then understood, what I then did, is they don't actually know, they have not experienced the joy, if you like, of actual literature. So we did creative writing and literature, which then they then wanted to write better and use things that they knew.

**Danny Kinahan:** Listening to what was just said, I always just found that every child is so different in different ways, it really just came down to the skill of the teacher and how you got on with them, whether they noticed that I was blind sitting at the back and couldn't see. There were lots of different reasons?

**Laura Gibbon:** I'm sorry, I didn't introduce myself before. I'm Laura Gibbon, I work at the National Citizen Service, NCS, and I just wanted...on one of your points there, on young people can reach to their family or wider networks to help them develop some of those skills - not all young people are able to do that

because they just don't have that scaffolding at home. So I agree entirely, you can't expect teaching to deliver all of that, so I do definitely feel that there are some external factors that they need help with and they need to come in. So extra-curricular activities we know can deliver some of those additional pieces that can also come through networks, but those extracurricular activities tend to be available to young people of better means or with some family support to allow them to be picked up later. So, I certainly see that there is room for an accessible way, and I would say this because I work for NCS, where young people can start to develop these skills, young people from everything background and also every academic ability, because I do think that some of the teaching and learning you're talking about is probably more motivational for some of those young people... I might be wrong....but for some of those young people of higher academic ability but we want everybody to get up to that level, and that they work in parallel, the softer skills can build that scaffolding for them to be more confident in their learning.

**Danny Kinahan:** So, who, if the teachers are not delivering it, what's the mechanism then?

**Laura Gibbon:** Well, I think there is a bit of a gap possibly, but I don't think the two should be seen as working against each other; both will help the final outcome.

**Jo Causon:** So, I want to draw us back a little bit to why we are doing this, and where I started from was... and it's been touched upon... which is that frankly the businesses that I talk to are saying that they are struggling to recruit people with the right level of skills. So, there is an issue with this and 1 in 3 of job applicants in 2015 lacked the appropriate skills, certainly on the customer piece. And as I've already said, on customer service skills, many of those skills are what you would call softer skills. So, for me there is a real economic imperative, and there seems to be quite a big disconnect between education and the workplace in terms of making that link...really making that link. So, there's a huge opportunity here. I don't really go with, is this about knowledge or skill? Frankly, in any kind of...what I'm looking for as an employer, is to have people who are able to demonstrate both. I might have a real need for a technical, but if they can't explain that, if they can't communicate that in an effective way or tell another member of staff...and just on this point...this is not just about front line people. 50% of managers...these are people who are coaching, leading, developing people, do not have these skills. So, actually there is a fundamental issue for me about helping people to be able to interact in a whole sense. So to answer your question – who is responsible – everybody in this room is responsible.

**Danny Kinahan:** I was thinking, we've also had parents. We've had the linkage with employment and everything else. But then there are other parts of society, whether it's the clubs, or the community it's going through anyway....

**Jo Causon:** And the government too...

**Rania Hafez:** Again, to answer the question, whether it's possible...just before, and I think I'm going to give you a good answer, wait for it! Today I was teaching before I came here, my third years, BA Education Studies, and my university is pushing employability. And yesterday I was told that I got to be upskilled as an academic so I can make my students more employable. And in Year 1 I teach them philosophy of education, so I said to them - because we're talking about marketisation of education today - how did I make you...did I make you more employable and if so, how? And they looked at me and said yes, you taught us to think, by teaching us philosophy. So, coming back, I think - and you might not like this answer - I think...I worry about...you're talking about identifying them and trying to measure, that would be the wrong way to go down, and I think making schools accountable through measurements is not what we want to do. But maybe, building on what Alka said and Dennis said, mapping where in the school life these things can be developed through the curriculum, through extracurricular activities, through partnerships, through just the life of the school, through debating and the school actually being aware of how they are providing the opportunities without going down to measuring and accountability and punishing and saying, "Can we measure the resilience in that child?" And I think a mapping exercise would be more empowering.

**Lord Knight:** Let me just touch on the first question. Apologies that I haven't heard what anyone else had to say but...to me the soft skills are getting much harder and the hard skills are getting softer, because of the rapidly changing nature of the jobs market. Mostly informed by longevity and technological change in combination means kids starting schools now will have a seventy years plus working life. They will have to

change careers on many occasions, they will have to do as much re-creation as recreation. They'll have to have a lifelong relationship with education. And they will have to compete with robots. Foxcomm laid off sixty thousand workers over the summer because it was cheaper to deploy robots than \$5 a day workers. So, we have to compete on the basis of everyone having the skills to compete with robots and stop worrying about... it's not about China and India...it's about artificial intelligence, as the Science and Technology Committee reported yesterday. So, our human skills, our skills of empathy, of relating to each other, are becoming much, much more important. So then where does the responsibility lie? It's a shared responsibility. We can't load it all on teachers without taking something away. There simply isn't the time. We can't expect teachers... if we lessened the knowledge base of the curriculum, you'd also need to devote resource to training teachers to give them the confidence to teach differently and develop those new pedagogies. Parents clearly have a role but not all parents...well... not all children have parents interested, capable, present in order to do that. So, then you have to look at how you backfill for those children. Government clearly has a role and I think will always have a role because in the end what we are in part talking about is every child growing up to be able to make a meaningful contribution. That's what happiness is about. And in part that's through work and so in part that's about employers helping education understand their changing demands; ideally with enough notice so that we can do something about it.

**Fiona Abankwah:** I just wanted to say that if the shared responsibility is with teachers, then one thing that has to be put on the table is about recruitment and about actually having people wanting to be teachers, wanting to stay in the profession, because there are still schools out there who can't recruit, who advertise time and time again and do not get the right people through the doors. Even with schools that have different systems and things like that, recruitment is an issue and so I accept that schools have a great role to play in this but it's also having the people there to actually do the job.

**Danny Kinahan:** In Northern Ireland we have far too many teachers and I've been trying to work out...

**Fiona Abankwah:** Send some over!

**Cara Bleinham:** Talking about measuring movement and accountability; so, I think we've done some really good things in my school which employers would love. Like we did a French café in which the children applied for jobs in French, and they had an interview and they presented to governors. But for me it was all about their French knowledge, their knowledge of French, and confidently applying it. However, because of the high stakes testing in core subjects like maths and English, we really had to make a case for children's time to be spent on that, for teachers' time to be spent on it, for the DT room ... you know, all the budgeting and time we are definitely encouraged to spend on core subjects because of the test. And I know that the PSHE gentleman was suggesting, well why don't we just...if we argue for it to be tested upon and to be made statutory and...

**Jonathan Baggaley:** Not testing...

**Cara Bleinham:** Not testing, but if we kind of say, if schools have to do this then it means everyone ...in the same way we feel the pressure to do English and maths...or we feel pressure to do all of these things, we'll start doing them. But actually we just need more time and space to be trusted because we enjoy doing these things anyway and it comes out of the subjects.

**Patrick Hayes:** My name is Patrick Hayes from the British Educational Suppliers Association, so representing the education suppliers industry. And actually I really do hear those concerns around the tendency to just put more and more of the burden on the teachers to try to resolve issues. And I actually think...even though I represent industry, there is a stronger role that industry should play in making sure that young people from schools come into a hairdressers shop or come into an education publisher and are given a proper induction to make sure that they don't feel that they can't cope and I do think there should be more... actually the employers themselves should play more of a role in inducting pupils and helping them on that journey. I worry about the burden being continually put on the teachers to the point now where we know that over 50% of teachers are thinking of leaving in the next couple of years. One point about knowledge; I was at a conference of education ministers in Asia a couple of weeks ago in Bangalore in India and there was a point made by a representative from the OECD there that basically knowledge is easy now, you can get that from google. And one of the things I do worry about, I know it's

important to define soft skills but I think it's also very important to define knowledge apart from just the kind of information that would surface on the internet, because actually I think there can be a trivialisation of knowledge now and it's important for them to...Nick Gibb, to be fair, has been strong defender of the role of knowledge, which is actually quite unusual, certainly in Western countries at the moment but actually the pendulum can swing too far the other way, where knowledge is just seen to be something that's a given and trivialised and not emphasised enough. So it is important to get that balance right.

**Lin Proctor:** I just wanted to just talk a little bit about...we talked about soft skills and I just wanted to refer to people if they don't know it to the research done by Dr Stephen Jones of Manchester University, on looking at where young people went when applying to universities. I'm not just talking about universities but let's just look at this. So, he did this two years ago and he looked at, funded by the Sutton Trust, young people with exactly the same GCSE grades, exactly the same AS grades, and exactly the same predicted A –Levels, and yet children from non-selective state schools got 30% less offers at universities and how he unpicked that was that actually children from non-selective state schools weren't able to talk about those soft skills, those experiences they'd had and that is a real issue and I do think that we have to think about that. And what they do very well at Manchester University, and maybe this is something we can learn from universities...Manchester University regularly is in the top one or two universities in the country targeted by employers. It may not be the top in other sort of league tables. My daughter was there, and I said what do they do, Nats? And she said at the end of every lecture – and I'm not suggesting at the end of every lesson by the way, I'm talking maybe once a term – every lecture, whether you're doing history, chemistry, whatever, the lecturer talks about the employability skills that that particular exercise, or lecture or whatever they did, did. And so they start to become versant in that language really. And so I think there's some lesson we can learn from....

**Caroline Wright:** Caroline Wright from BESA. Just to build on Patrick's point actually. I was in Israel two weeks ago at an OECD ministerial summit on education... education industry. And apologies if I've missed anybody but I don't think there is anybody here from a youth organisation. But it was fascinating to hear the Israeli minister and his team talk about the culture there of youth organisations and the role of young people training, working with young people that they believe has led them to be what they call themselves, the start-up nation, with a very, very strong entrepreneurial history of start-ups. I don't think there'd be much appetite here, quite rightly, for a national military service but they actually think some of the skills they get in thinking out problems actively together really help build on the formal education system. And I think it's good to have academics here, it's good to have pedagogy and it's good to have kind of the parents' angle, but I think there's also that kind of youth teaching each other aspect as well.

**Danny Kinahan:** I think that's a very good point. Also missing in there...I found that my education had no vocational training at all. I never actually knew how to do anything. My mother always grumbled I couldn't change a lightbulb.

**Laura Gibbon:** I was only just going to very briefly say that it's probably a problem with our awareness, which we are starting to build, but National Citizen Service is nothing like a national military service, certainly not, but it is about that team working, working with a young team leader, who's often from a youth working background to try to learn from each other and to develop those skills. So there is something...

**Ruth Lowe:** I just want to join in in terms of the examples that were given around skills. And without going into careers just to share a couple of examples from some of the schools, and the Parent Teacher Associations of the schools, that we work with, where they have had events. So, Huntington School in York Parent Teachers Association together with the school and former alumni of the school did a kind of speed dating event, and it was around careers but what it enabled young people to do was actually also question people how they got to their career, and looking at their career path, and all the different things that people had to do to get to their career. And so it's sharing a lot more knowledge than your very traditional careers approach, and I think that's where I think sometimes the community and parenting community supports the education to do that. In another school we had a young PTA form, where the PTA supported children to organise events, so it's kind of young *inaudible* at primary school and they invited parents along to do something similar; to talk about careers and career paths and how they can

get there, just to raise awareness really. So there is opportunity to go out into community to work in partnership with parents and just to share the positive examples.

**James Panton:** I've got loads of things to say, but I won't say all of them. One, there are fascinating bits of discussion here. One thing that we know at the school that I teach at is that there is a direct correlation between our kids who do very well in exam subjects and our kids who are engaged in an awful lot of other areas of school life. One thing that we have so far been unable to quantify is, all of that other area stuff. It's very difficult to measure, it's very difficult to hold it all to account. It's very easy to recognise the kids who are engaged, who are enthusiastic, so we encourage it. I have a concern about the accountability agenda, which is I entirely understand the desire that we should hold education to account and hold schools to account for its capacity to educate children. The difficulty is how we do that and a lot of the things that we are talking about I think are very difficult to measure and I don't just mean difficult and therefore we shouldn't bother, I actually mean the nature of the kind of things we are talking about, the capacity to communicate, the capacity to engage socially in particular kinds of way, they have an inherently informal character to them and therefore they come through experiences of atmosphere and engagement and experiences which are necessarily informal. And there is a very serious risk I think, when we think we can formalise them and accredit them, and I'm aware that this is not solving any problem, but what I'm suggesting is that we need to recognise this fundamental problem. Otherwise what we will do is not to get to the point where we take the kids from non-selective schools and end up getting them into the top universities, because we'll have measured something, but we've not got it right. We'll have tried to deliver something to them but it may actually be that these are not things that we can formally teach and therefore the classroom setting may not be the right place in which we teach them. Which doesn't mean schools can't contribute. What it means is that it's not something that teachers deliver from the front, nor necessarily even in workshops. And I think that means the problem is a very difficult one to grapple with. It's not an easy policy fix that we're giving up here.

**Jonathan Baggaley:** Just want to I think pick up on this point about developing those skills through extra-curricular activities and hopefully address a couple of potential misconceptions about what we're saying when we talk about statutory PSHE as well, and the role of PSHE. I think one of the issues we've seen....there has been a 32% decline in the amount of PSHE being taught in secondary schools since 2011, and of course a lot of this comes down to these accountability measures and we are under no illusions that they're putting huge pressures on schools. I think, why we are saying that we need this statutory status is actually predominantly about young people without the social means to access extracurricular activities and then also to enable them to have a context to develop these skills. And the idea that PSHE is teaching skills without context, that is simply not the case because PSHE is also there to teach about a huge number of difficult and sensitive things, like sex and relationships, sexual abuse, and mental health. And those are the context through which skills can be developed like confidence, like resilience, that can then be applied of course in the workplace but also, most importantly also, not just in the workplace, in relationships, in life.

**Jo Causon:** I just wanted to pick up actually on your point about difficult to measure, because I find it really interesting because *inaudible* can go to the workplace; what we tend to find in work is we measure what we can measure. So, what I mean by that, we tend to measure quantitative things - so exactly to your point - rather than measuring the softer elements. And the reason why we don't measure the softer elements is because they are hard to measure and they're often subjective and they're often different people's opinions. But the reality is that all my research, everything that I do at the Institute, indicates to me that those organisations that over a longer time outperform are those kind of organisations that do all of the hard stuff well because that's what they're expected to do, but the things that make the real difference is when we get into the world of leadership, leadership skills. What are the things that are going to mark that organisation out to being better? Those that actually engage their employees, those that actually engage their customers... and all of those areas are not moving widgets. They are about getting people up that mountain. They are about inspiration. And all of those skills are the softer element skills. So one of the things I work a lot with organisations, is helping them to understand how you do nurture those, and how you can actually look at that. It's a slightly different context but I think it's really important because often we kind of talk... it feels a little bit like it's a discussion here in complete isolation but actually the issues we're talking about are exactly the same in all of the companies and organisations that I work with. So the number one thing that will be keeping chief execs awake at night is how engaged

is their workforce and how well are we delivering to the customer. Because if you're not doing those then you're not going to be competitive.

**Danny Kinahan:** That's very important. I've got something in West Belfast going, where I had served as a soldier, so I had that sort of marking of leadership. Went along, had a vision, a politician, a businessman, and the ideas and leadership were different from all, they were all down to just getting people to understand...

**Jo Causon:** Focused

**Danny Kinahan:** Follow and be enthused and focused anyway...

**Dennis Hayes:** Perhaps it's a voice from the Midlands but when you talk about Rolls Royce, Jaguar, Bombardier I don't see them wanting soft skills. They want people who've got science and really good maths qualifications and that's what they're focusing on. Because there's a difference between if employers are in the productive economy and those that are in the consumption economy. So, it's alright if you're a McDonalds, you know, have a nice day, what wonderful employees they are. There's basically two different fields and if you want kids to get those really good jobs, those really productive jobs, and drive the economy forward you've got to give them independent sciences and lots of maths otherwise they're never going to do it and then the soft skills will come with those subjects.

**Jo Causon:** But 78% of GDP in the UK is driven by the service economy and actually even when you have to have...so I would agree that having technical skills is absolutely critical, but being able to engage with those and teach those is also of importance. That's what I'm saying. It's not either or.

**Danny Kinahan:** I'm going to move us on. The last two questions we've got here is how do we deliver them better but also the last one, what examples of good practice and I particularly would love to hear a little bit more on the good examples when you're answering that. Does anyone want to start me off? And we've had some already...

**Mark Herbert:** Mine was a point from the previous one about measurement and...I suppose the implication that it's perhaps easier to measure technical skills and therefore say this person is better at that skill than... and have that knowledge, that technical knowledge...and therefore the implication you put less weight on soft skills. I think what we're hearing here is that they're both important and when they come together, really good technical skills plus soft, core skills, that's when people are at their most effective in the work place or university, so on. So, there's one pilot we've got through a UK education company called *Imagine* that's doing in Egypt, and it is only a pilot at the moment, it gives teachers a swipe card which they have for every pupil and they have a record for every pupil. They keep a record of their academic performance on it, which is great, that could be done in a number of different ways. But they also can swipe, a little bit like an oyster card here, when they spot a particularly good bit of collaboration, or a student stepping up and exhibiting some leadership skills, taking on responsibility they perhaps they wouldn't otherwise. Now, those might otherwise have been missed and that not been quantified and recorded. So, it's not trying to make it too scientific but it's a just a way of noting students who are going...and being able to praise and reinforce and also point to colleagues and say, "That was a really good bit of work you just did there because you stepped up and brought the group together to get an outcome." So, it's a small thing but maybe there is something there around the measurement of soft skills that can help.

**Cara Bleinham:** For the teachers in your room, you might be aware of the *Pixel Edge* initiative. So *Pixel* is a group of schools who traditionally had really concentrated on the academic attainment but now they've introduced something called *Pixel Edge* which is being taken up in a growing number of schools, and that is all about measuring...not measuring...but noting down and helping young people articulate... and that's the key thing here... articulate, those extra bits and pieces they're doing around the school and to give some value to them and putting them in this really rather nice kind of passport thing. And I've got an app, it's *inaudible* for NCS and other organisations to come together and be able to give that to an employer and say, this is the extra bit. Of course I need to have all of those qualifications, I understand that getting those GCSEs and A-Levels is important but this shows some other stuff that I've done in a kind of packaged way, I think would be really helpful.

**Fiona Abankwah:** I was just going to give what I consider an example. So, in my school we've just relaunched our house system and it's just brought a real sense of collaboration between the houses and some rivalry. And two weeks ago we had the *Sydney Russell Bake-off* and each house had to come up with, well I think their parents did it, but they had to bring in cakes and things like that, and our head, who was Mary Berry for the day, did a tasting competition and points and things like that. And what we found in just six, seven weeks, the students really talking with each other because that breaks this... segregated at times... but there's a real sense of we're in this house together, and we all have badges that show what house we're in so as you walk down the corridor you immediately just say hello, you're in the same house as me. So while I think it shouldn't all be on teachers, it should be shared and there should be more teachers in the system, I think those are the kind of examples...a lot of schools do it already anyway... of things that are there which hopefully, next year, when we send some Year 10s out, they'll have a better work experience than some had this year.

**Lord Knight:** I think how we do this is principally about sharing, best and next practice. Giving school leaders the confidence that within the current accountability measures, there are still those that manage to pull it off, almost despite the accountability measures. And there are then some great examples. There are some examples largely from the private sector. I think IB is a great qualification that nurtures soft skills really well. And if only we could....if only we listened to Ken Baker and what he published last week around a different sort of baccalaureate, we could make it easier, but I'll put that to one side. Bedales school in Hampshire is extraordinary at all of this and I think is well worth a visit for anyone and they'd be very welcoming, and they basically don't let kids do any more than five iGCSEs because they want to free up the time - and they run a very long school day - for Bedale's qualifications which they've now got UCAS to recognise for university entrance. But then within the state maintained sector, which in the end is obviously way more relevant, there are some good examples. My favourite, probably predictably, is School 21, Peter Hyman's school in West Ham, where his embedding of oracy skills, his embedding of notion of drafting so that a piece of work is never finished, there are always many drafts, so that sense of working, the growth mind-set of improvement is profound. The cross curricula work, to go and see the Cold War being taught through the medium of Brechtian theatre was a wonderful experience. There's a lot that he's doing, and his school is doing, and to learn from those... and the teacher development on the back of that because not everyone can do that straight away. But there are many others.

**Alka Sehgal-Cuthbert:** It's just a slight concern I'm feeling here having... looking through all the documents around similar discussions that we're having around the *Man Power Services Commission*. Just, there's so much emphasis on education serving employment, which I know is kind of the theme of the thing, but might it... is it worth not just considering the question whether... if education were to be educational properly might it not serve employers and wider society as well. And the example I give is, all this talk of trying to make education almost be like a hand maiden to what the employers may need at a particular time, which has always been there, that's not a new thing, and in a way it's a problematic thing, it needs a bit of thought and deconstructing about exactly what is being said in that, and bringing in, it might just be...and sort of trying to erode the boundaries between what goes on in a school and then what kids are expected to do as adults. It could be that by strengthening the boundaries intellectually, institutionally, socially, the kind of things that you do, might actually in the long run...it might not appease the anxious politician or the anxious policy maker but it might just be better in the long run. And one example I would give, I happen to be a governor of the East London Science School, the same as Shirley, and the other day I was there and the head was saying he was in an ethics class - all the classes do ethics, whatever the ability, they read Plato, they do Sophocles, they do Socratic dialogue and utilitarian ethics and stuff - and I said well, why are you in there? I know you're so busy, you're the head, why are you in there? And they said, it's crucial for me to be in there. It's the time, the space and the experience of discussing every issue from suicide to all kinds of things, but in a way that isn't in that direct personal way that PSHE does. Because I've taught PSHE, I've been a secondary school teacher and my kids have done PSHE and they hate it. A lot of kids, they hate having to...oh no we've got to talk about ourselves again, oh no we got to try and make out we're really good at leadership because I've got a stamp collection or did something...you know went out shopping for my mum. They know that's a lie, right. They know that kind of re-selling and repacking the old, what did they used to call it, records of achievement we used to painfully put together, they know that. I think we should not...education is about truth, it's not about fobbing kids off with those lies. Let's rethink, it's a chance to think and maybe heads and teachers doing ethics with their kids might be a good way of starting rethinking things.

**Danny Kinahan:** Thank you. You've made me think. The school I went to all the time said their whole aim was to find what each of us was good at, and get us out and ready to do that, to focus on the individual which is a different angle from....

**Dr Shirley Lawes:** I forgot to say earlier that my name is Shirley Lawes and I work at UCL Institute of Education and until fairly recently, for about 20 odd years, was involved in the initial teacher education of languages teachers. And so the example I really want to draw on I think, is about how ... languages, which one might see as an unmitigated disaster in terms of the curriculum; there's not a lot of successful language teaching and learning going on sadly. I don't feel personally responsible because I think the work I've done over the years has always been about languages as a subject in and of itself and the knowledge but is actually... if taught well it's a window on the world, an opening on to other cultures. It offers in an intellectual engagement, it enables kids to become confident because if they're speaking a language...all those things, it offers all those things. The point is, you offer it through a subject, not through some sort of technical...and I do think we have to be a bit careful about the articulation thing because we can all assert, and articulate...well, (*interruption*) they can't articulate, ok, but they learn to assert. But actually the proof of the pudding is in when kids actually show what they know and when they go for interviews, it's borne out through what they know and it's not necessarily something one asserts. But I do think, that was just an example about a subject and how they can learn all those soft skills through a subject if it's well taught. But, let's not please put another burden on teachers who are coming into teaching, that they've got to be involved in formulaically, as it always turns out, teaching something called soft skills.

**Rania Hafez:** I think... I don't know if any of you here have the experience, but I have, I used to work in further education coming into higher education and I have taught the soft skills, because we used to have them as key skills, or core skills before. And there was the working with others, independent thinking, but the problem is they had to be measured, they had to show that they had achieved...and the thing is, it becomes, as my colleague said, very mechanical. And I also interviewed students who would come to me from school with a national record of achievement, but they couldn't talk because the school had made them jump through the hoops so they could collect almost **all** (?) the stamps to say they had done the activity. And I also have an international baccalaureate, so maybe that's why I'm here. But the thing is and to sum all this up, and I really support Alka on her point about education being different to the rest of life, the work. And I call it 'pimping' education to the employers frankly, in an article I wrote a long time ago. And the problem we're going to end up is the poor kids with the less social capital, less cultural capital, then the schools will have to cater for the children who come from disadvantaged backgrounds having to have another layer of accountability, of measurement, and those who already get to the good universities still getting to the good universities and I speak as somebody who's had children go to various schools, including a private school, and the daughter who went to private school now works with the NCS. But the thing is, this is the problem, we are not addressing the class differences by just putting another layer.

**Lin Proctor:** I wasn't actually going to suggest another layer but what I think... one of the things we might want to talk about here is actually how we can involve the children as well so they don't feel done to. One of the things we've done at Pimlico, with the sixth form, is set up a whole student board with then some academic societies, so we've got a medical society set up, we've got a history society, we're just about to set up a law society. And obviously we help the young people but effectively they run them themselves. And that's been really powerful because it's been a way for them to get those skills, for them to learn things. And some of the young people who've stepped up are not the ones you would have thought would have been the leaders actually. The head of the student board, really, really quiet girl in Year 11, hardly said boo to a goose, but has come with me on lots of different things, presented in front of people and she said now, "If you'd told me that, miss, two years ago, I would not have believed you." So, I think there is something about student involvement here that doesn't have to just be all done to them. So, we might want to think about that really.

**Patrick Hayes:** One concrete example I just wanted to raise was, I was a judge of the Debating Matters competition, which is a sixth form debating competition which takes place around the country but has its final in London City Hall earlier on this year. It has a high proportion of state school participation, which is quite unusual for debating competitions. And actually what it focuses on is substance over style, so you have a big research pack that the sixth formers have to go through to really prepare for sessions that debate contemporary issues. And then when they're debating they're grilled by a panel of judges who are

experts in that particular field and they have an adult conversation. And when I was going into it, various people I was talking to were saying, oh, the private schools will win because they're trained in oratory and are very, very confident but actually what you found is actually because the best state schools had really done the work and they'd really been able to back up their arguments with knowledge and research, where the really overly confident private schools actually were taken down a peg very, very quickly by the experts in the field, the ones that had done the work, even though they were shy and hadn't been trained in public speaking or communication really rose to the challenge. And even over the course of the day you could see people, because they'd done the research, because they'd got the knowledge, actually really getting the confidence and actually go on to win the competition by the end. And again, it's just one example where you can really see how knowledge and really doing your homework can then complement and develop those soft skills that a lot of people are talking about.

**Cara Bleinhem:** I think all teachers want to do more of these things, like a football club which would also encourage leadership. We do something called the Burnet news club, which the *Economist* helps us with. But I think my question is to throw back, rather than saying, "Add this layer of accountability," is how can we help schools to find space for that because I think we all want to do it.

**Danny Kinahan:** So it's more time, more freedom?

**Dennis Hayes:** I've got an answer to that that connects with Pimlico. I came to a select committee event here where Mary Beard spoke in a discussion that came about Latin and Classics. And a lot of people then emailed me and there's a message; Simon Langton Grammar School send their sixth formers out to teach Latin in the primary schools. And it goes down really, really well. It's a dead language so it's done for its own sake but kids love it and they get all the confidence from doing it. And it happens in quite a few areas now. Latin is now restricted almost to public schools and I think my litmus test would be, would this committee recommend Latin in every primary school because that would change education in Britain and it wouldn't cost a lot of money. People say, they can't get the teachers – there are loads of retired Latin teachers.

**Danny Kinahan:** I enjoyed Latin....*inaudible*....pressure, more history, more geography, a whole mass of different things but it's a very good point. Who else? Have we killed it off by talking about Latin?

**Rania Hafez:** Coming back to languages again. I know that there are many ways in which you can bring together real knowledge and real learning of soft skills, and demonstration of that that gives children confidence they can take on through higher education, on into the workplace. But I do think languages, whether it's a dead language or a modern foreign language, are a neat way of bringing the two things together, if you can get good language teachers, which is a challenge...

**Dr Shirley Lawes:** And if you've got a knowledge based curriculum... not endlessly buying baguettes and talking about your pets.

**Mark Herbert:** Academic mastery of a language but also the practical application of it allows you to learn a skill that is useful for employers in the future – I think Latin may have a limitation there – but nevertheless there's a combination there to be had between academic mastery of a subject and also the learning of some of those skills that seem to be of real value. And post-Brexit we are all international and exporting more and more, so having more language skills can only help.

**Dennis Hayes:** I do think there's a danger of setting up a two stage theory of education here; that you have to build up confidence before you then go on to teach something, learn something. That leaves you standing; you're always then just building up confidence. I hear people saying PhD students haven't got the confidence to go and give a seminar. You get the confidence by giving it, not by a session on building confidence before you go out.

**Danny Kinahan:** Can I thank you all because we've covered all sorts of angles and put up with the frustration of not being able to talk when you wanted to get your point in at certain times? So, I hope you've all found it useful. We'll pull together a report. When we fire it back to you, if there's something vital that was missed, just feed it back in to us and we'll then bring it together with the other two

meetings that are going on. Thank you very much for your time and I learnt a great, great deal. I'm just amazed how different schools are from when I started. Terrified of the teachers, terrified of... not willing to stand up, the whole thing is much, much freer and the teaching profession is quite fantastic, and I watch all the different ideas and things going through. So a huge thank you for giving us the time today and I really hope you can make something work out of this. Thank you.