

Education and Skills:

Delivering Results

A Strategy to 2006

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Contents

Foreword from the Secretary of State 2

The Department's aim and objectives 4

Context 6

Objective 1 8

Give children an excellent start in education so
that they have a better foundation for future learning

Objective 2 10

Enable all young people to develop and to equip themselves with the skills,
knowledge and personal qualities needed for life and work

Objective 3 14

Encourage and enable adults to learn,
improve their skills and enrich their lives

A world-class workforce and modern infrastructure 16

How we will work to make a difference 18

Annex A: Who's who in the DfES 20

Annex B: Working together 22

Annex C: Milestones on the road to delivery 25



Foreword

from the Secretary of State

There is now wide acceptance that to build an economy that will continue our success in the global market place we will need an even better educated and more highly skilled workforce. Equally importantly, to build a fair and inclusive society everyone must have the opportunity to realise their full potential. The work of the new Department for Education and Skills is central to achieving both of those aims.

If we are to succeed it will require excellence in our education system and continuous and rapid improvement in our skill levels. It will require concerted action from this Department and its many partners. And it will mean recruiting and retaining the skilled, respected and motivated professionals in all phases of education and training that are essential to delivering our challenging targets. In the last Parliament we made a good start in transforming people's life chances through raised standards and widened opportunities.

But we must be even more ambitious, aim yet higher and deliver yet more.

This strategy paper sets out our aims, the policies and programmes that will deliver those aims and the targets we will judge ourselves against. We have much to do.

Our priorities for the next four years will be:

- Providing high-quality early education and childcare for more children.
- Continuing the progress already made in primary education.
- Transforming secondary education.
- Developing a flexible and challenging 14-19 phase of education.
- Increasing and broadening participation in higher education.
- Developing the skills of the workforce – particularly the basic skills of some adults.



These are challenging aims. But as a Department I want us to be judged not only on what we do but also on how we do it. I want us to be a Department that never compromises on standards and quality; that never misses an opportunity to praise success wherever we see it or to tackle failure wherever we find it. I want us to listen to and respect a wide range of views and then take clear, firm, well-informed decisions. We should never shrink from tough or unpopular actions when they are the right thing to do. And above all we should be single-minded on what makes a difference.

I know that as Secretary of State I will be judged on what we deliver. Not just on whether we achieve our targets – important though they are - but on what difference we have made to individual people’s lives. This needs to be the shared vision of both the Department and all our partners. Achieving it will be hard and it will take dedication, commitment and professionalism to succeed – but I do believe we can.

A handwritten signature in black ink that reads "Estelle Morris". The signature is written in a cursive, flowing style.

Estelle Morris



The Department's aim and objectives

Our aim is:

To help build a competitive economy and inclusive society by:

- **Creating opportunities** for everyone to develop their learning.
- **Releasing potential** in people to make the most of themselves.
- **Achieving excellence** in standards of education and levels of skills.

Our objectives are to:

- Give children an excellent start in education so that they have a better foundation for future learning.
- Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work.
- Encourage and enable adults to learn, improve their skills and enrich their lives.

To achieve these objectives, the Department has in place a wide-ranging policy programme for this Parliament and targets against which to measure progress and achievement.

In the following sections, we set out:

- The wider context for our work.
- What our targets are.
- What we will deliver.
- How we will work to achieve them.
- Who we will work with.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

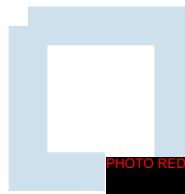


PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Context

The Government is working to make Britain a society that is:

- **inclusive:** creating opportunities and removing barriers to ensure that everyone can fulfil their potential; and
- **prosperous:** with individuals able to develop the skills they need to remain employable and for businesses to be internationally competitive.

The Government's number one priority remains raising standards in education. We can only create wealth through the knowledge, skills and enterprise of our people. We must measure our education and training performance against international benchmarks, learning from the best of international experience and sharing good practise.

In a consumer age expectations are higher and people demand more of our public services. We want to provide world-class public services that help all children have the best possible start in life, so that when they leave formal education they have a passion for learning and the desire and ability to succeed in the world.

A sound education opens doors, not just to increased earning power, but also to the enjoyment of art and culture and the stretching of imagination and horizons.

The National Literacy and Numeracy Strategies have helped set the foundations of excellent primary education, but much remains to be done. Between 1996 and 2001, the percentage of pupils achieving Level 4 and above in Key Stage 2 tests in English rose from 57% to 75%, and in maths from 54% to 71%. Our aim is to continue that success.

There is a demonstrable link between poverty and underachievement. While two-thirds of pupils in schools in more prosperous areas get 5 good GCSEs, only a fifth in schools with the poorest intake achieve the same.

We will work jointly with other departments towards delivering government priorities, in particular:

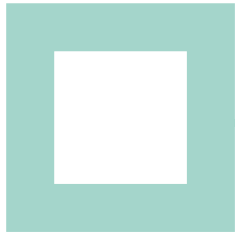
- tackling the causes and effects of poverty;
- ensuring children start school ready to learn;
- increasing access to education and
- improving quality of life through better job prospects, better health and reduced levels of crime.

Higher education must become an achievable goal for many more people. Studies have shown that family attitudes to learning, play an important role in determining success, with 73% of 18-year-olds from professional families entering higher education, compared with 17% of those from less privileged backgrounds. Our goal is to have more people in higher education, earlier. It is hard for people to catch up later.

However, we must also recognise that for particular minority groups underachievement can be compounded by other factors including discrimination.

Better educated and more highly skilled people are more likely to be in work, earn more and contribute more productively to our economy and society. Knowledge and skills provide individuals with their surest route into work and prosperity, helping eradicate the causes of poverty and division in society.

Access to learning and services through information and communications technology is vital and must be available in new and creative ways for learners of all ages. We must prevent a digital divide where those who cannot use or afford new technology are disadvantaged.



Give children an excellent start in education so that they have a better foundation for future learning.

Objective 1

FOR THE UNDER-FIVES

Support for learning in the early years is critical to giving children a good start in life. The Department must ensure there is a nursery place for all 3-year-olds whose parents want one. We must work with other departments to support the Government's aim of ensuring consistently high standards in childcare. We must ensure that education, health and social services are easily accessible by parents, especially in deprived areas.

▶ Working with others we will deliver:

- Early Years education with nursery places available to all 3 and 4-year-olds.
- A National Childcare Strategy to secure access to childcare for parents which complements nursery education, schools and other family services.
- Neighbourhood nurseries and extended hours schools – to enable more parents, especially lone parents, to be in work – and to provide a wider range of services to children.
- The Sure Start programme to provide more and better services for parents-to-be and families with children under 4, living in disadvantaged areas.

▶ Our targets are to:

- Provide access to a free nursery place for every 3-year-old whose parents want one, by 2004.
- Provide childcare places for 1.6 million children, integrated with nursery education, schools and other family services as appropriate, by 2004.
- Establish 100 Early Excellence Centres as beacons of good practice, by 2004.
- Establish 900 Neighbourhood Nurseries in disadvantaged areas, by 2004.
- Ensure that 500 Sure Start programmes will reach up to one third of young children in poverty and their families, by 2004.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



FOR PRIMARY SCHOOL CHILDREN

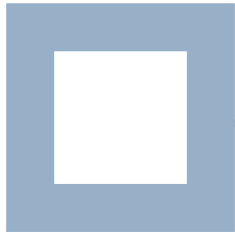
The performance of 11-year-olds must be raised beyond 2002 targets and the achievement gap between different wards, even within the same part of the country, must be narrowed. In enriching the National Curriculum, we will continue to widen learning opportunities for primary school children.

▶ Working with others we will deliver:

- Literacy and Numeracy strategies with even more 11-year-olds able to read, write and use numbers effectively, as a sound basis for progressing into secondary education.
- An enriched National Curriculum with wider opportunities for pupils to learn sports and musical instruments and for more primary pupils to learn a foreign language.
- New investment via the Children's Fund to provide preventative services for children at risk of social exclusion.

▶ Our targets are to:

- Increase the percentage of 11-year-olds who achieve Level 4 in each of the Key Stage 2 English and maths tests beyond the targets for 2002 of 80% in English and 75% in maths, by 2004. This target will be announced in due course.
- Narrow the attainment gap, by ensuring that there are no Local Education Authorities where less than a set percentage of pupils achieve these standards.



Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work.

Objective 2

FOR YOUNG PEOPLE IN SECONDARY SCHOOLS

The Government is committed to transforming secondary education by improving the quality of teaching and learning for all young people. Targeted efforts will support and challenge those schools that are failing their pupils and support those pupils facing particular disadvantage. There will be a focus on improving standards for 11-14-year-olds at Key Stage 3 where progress has too often been too slow. This will provide a springboard for meeting individual talents and aspirations more effectively at 14-19.



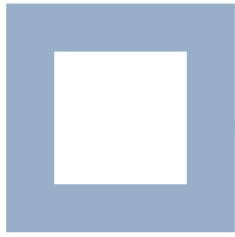
Working with others we will deliver:

- High standards of teaching and learning for all. In particular raising minimum levels of achievement and narrowing the achievement gap, by targeting support on schools in the most challenging circumstances and on lower attaining pupils.
- A national Key Stage 3 strategy in particular to boost standards of literacy and numeracy in the early secondary years, with clear targets for achievement and published performance data at 14.
- An expanded Excellence in Cities programme focusing support and challenge on secondary schools in the most deprived areas.
- Early and effective intervention in weak and failing schools, with new opportunities for external partners to contribute to recovery.
- Increased diversity in the secondary system by encouraging each school to have a distinctive mission and ethos as a key to achieving excellence.
- Further opportunities for gifted and talented pupils building on existing activity and establishing an Academy for Gifted and Talented Youth.
- Support for schools to address poor behaviour by some pupils, by expanding the number of Learning Support Units and ensuring heads can exclude pupils who are violent or persistently disruptive.
- A reformed school curriculum incorporating citizenship to support and encourage pupils to become active citizens and contributors to their communities.
- Support and encouragement for all schools to develop innovative approaches to raising standards, with new freedom for the most successful secondary schools to lead the way.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

▶ **Our targets are to:**

- Ensure that by 2007, 85% of 14-year-olds achieve Level 5 or above in each of the key stage 3 tests in English, maths and ICT and 80% in science:
 - as milestones towards these targets, 75% to achieve Level 5 in English, maths and ICT, and 70% in science by 2004;
 - for 2004, as a minimum performance target at least 65% to achieve Level 5 and above in English and maths, and 60% in science in each LEA and
 - reduce from the current 25% to 15% by 2004 the proportion of pupils who do not achieve at least one Level 5 at Key Stage 3 in English, maths or science, thereby narrowing the attainment gap.
- Increase the percentage of pupils obtaining 5 or more GCSEs at Grades A* to C (or equivalent) by 4 percentage points between 2002 and 2004 with at least 38% achieving this standard in every LEA by 2004.
- Increase the percentage of pupils obtaining 5 or more GCSEs at Grades A* to G (or equivalent) including English and maths so that by 2004, 92% of 16-year-olds reach this standard.
- Increase the number of specialist schools to at least 1,500 by 2005 and raise the number of Beacon Schools and City Academies year on year.
- Reduce year on year the number of secondary schools classed as failing.
- Ensure that by 2006 no school has fewer than 25% of pupils achieving 5 higher grades at GCSE.
- Ensure that all pupils who are permanently excluded obtain an appropriate full-time education.
- Reduce unauthorised absence from schools by 10% between 2002 and 2004.



Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work.

Objective 2 continued

MEETING INDIVIDUAL TALENTS AND ASPIRATIONS AT 14 TO 19

There needs to be greater choice at 14, including high-quality vocational and academic opportunities. The new Connexions Service will support young people to make individual choices and help to increase their participation in learning and training beyond 16. The status of vocational options must be raised and we need to open a debate about the best way to develop a coherent 14-19 phase, which offers all young people real choice and opportunity.



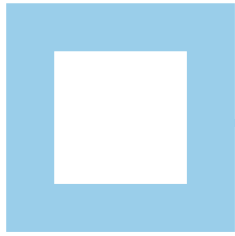
Working with others we will deliver:

- A wider range of opportunities from age 14 by increasing vocational options for all young people, so that they can enjoy high quality vocational or academic pathways (or a mixture of the two) and build on the new GCSEs in vocational subjects and vocational A levels.
- Financial incentives and support to encourage young people to stay committed to learning e.g. Educational Maintenance Allowance and the Connexions card.
- Continuous improvement in colleges of further education through rigorous inspection by Ofsted and the Adult Learning Inspectorate, backed up by clear accountability and performance tables.
- High quality support for young people in their personal development and future choices through Connexion Service advice and guidance.
- A consultation paper to explore proposals for a more coherent 14-19 phase.
- Support and encouragement for dedicated colleges for under 19s and establishment of new 16-19 institutions where appropriate.



Our targets are to:

- Increase by 3 percentage points the numbers of 19-year-olds achieving a qualification equivalent to NVQ level 2, compared to 2002, by 2004.
- Increase the proportion of 19 year olds achieving a level 3 qualification from 51% in 2000 to 55% in 2004.
- Implement the Connexions Service across the country in 2002-03.
- Ensure that there is an apprenticeship place for everyone who wants one and meets the required standard.
- Ensure that every child leaving care is guaranteed access to education, training or a job.



Encourage and enable adults to learn, improve their skills and enrich their lives.

Objective 3

FOR THOSE IN HIGHER EDUCATION

The Department is committed to working towards wider participation in higher education, while continuing to improve standards. It will look to ensure that the country has higher education institutions that can compete with the best in the world in teaching, research and technology transfer and that they link closely with business to generate jobs and wealth.

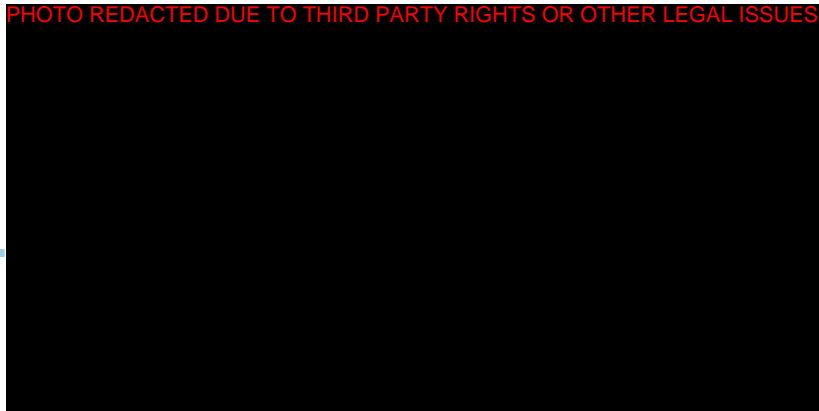
▶ **Working with others we will deliver:**

- Increased numbers of young people aged 14-19 in schools, colleges and work-based learning, aspiring to progress to higher education.
- Expanded provision to create opportunities for more people to enter higher education.
- Funding arrangements that balance different needs and are targeted to those most in need.
- Further development of e-learning building on the e-universities project.

▶ **Our targets are to:**

- Increase participation towards 50% of those aged 18-30 by the end of the decade, while maintaining standards.
- Make significant, year-on-year progress towards fair access, as measured by the Funding Council benchmarks.
- Bear down on rates of non-completion.
- Strengthen research and teaching excellence.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



FOR ADULT LEARNERS

The UK has a legacy of 7 million adults lacking the literacy and numeracy skills that the economy requires. The Department will spearhead a campaign to ensure 750,000 adults improve their basic literacy and numeracy skills, over the next three years. In the workforce, many more people need to be involved in learning, because skills are central to economic success. We will be announcing a detailed workforce development strategy, outlining the roles and responsibilities of Government, business and individuals in achieving this.

▶ Working with others we will deliver:

- Better adult basic skills through Skills for Life – the national strategy for improving adult literacy and numeracy skills.
- New institutional arrangements: support for the Learning and Skills Council as it becomes established and for the new Sector Skills Councils, as they are introduced.
- Increased learning opportunities through the University for Industry's **learnirect** service and the continuation of Individual Learning Accounts.
- Increased access to IT via a full network of UK online centres to widen access to IT in the most disadvantaged communities.
- New Centres of Vocational Excellence in colleges of FE.
- Expansion of e-learning by opening up the learning opportunities and enjoyment offered by digital TV and the Internet.
- A revitalised adult and community learning sector.
- A comprehensive workforce development strategy in the light of reviews by the CBI/TUC, LSC and the Cabinet Office's Performance and Innovation Unit.
- Increased involvement of trade unions in raising skills supported by the Union Learning Fund.
- More and better education and training in prisons.

▶ Our targets are to:

- Reduce the number of adults who have literacy or numeracy problems by 750,000, by 2004.
- Increase the percentage of adults attaining a Level 3 qualification from 47% to 52% in 2004.
- Establish half of all colleges to be Centres of Vocational Excellence by 2003/4.
- Open two technology institutes in every region to meet the rising demand for high-level technical skills.
- Produce a workforce development strategy that increases the training offered by employers and undertaken by employees.
- Expand Individual Learning Accounts and set up a network of 6,000 IT learning centres by the end of 2002.

A world-class workforce and modern infrastructure for education and skills

We can only implement our policies successfully with able and motivated teachers, trainers, advisers and their support staff, working with learners of all ages. We need to recruit and retain the best people, and we must invest in their development and career paths and reward them for the work they do. They should be well supported and have access to the information and communications technology that will be increasingly central to their work.

Working with others we will deliver:

- Higher recruitment of teachers in schools and further education, building on existing measures, such as Golden Hellos; Training Bursaries; the Graduate Teaching Programme and writing off student loans.
- More non-teaching staff to support teachers and free up their time to concentrate on the quality of learning and teaching.
- Proposals to make teachers' workload more manageable, taking account of the findings of an independent review.
- Improved quality of initial teacher training supported via the Teacher Training Agency.
- Teachers' continuing professional development supported through professional bursaries, placement and exchange opportunities.
- The leadership programmes for head teachers and aspiring head teachers.

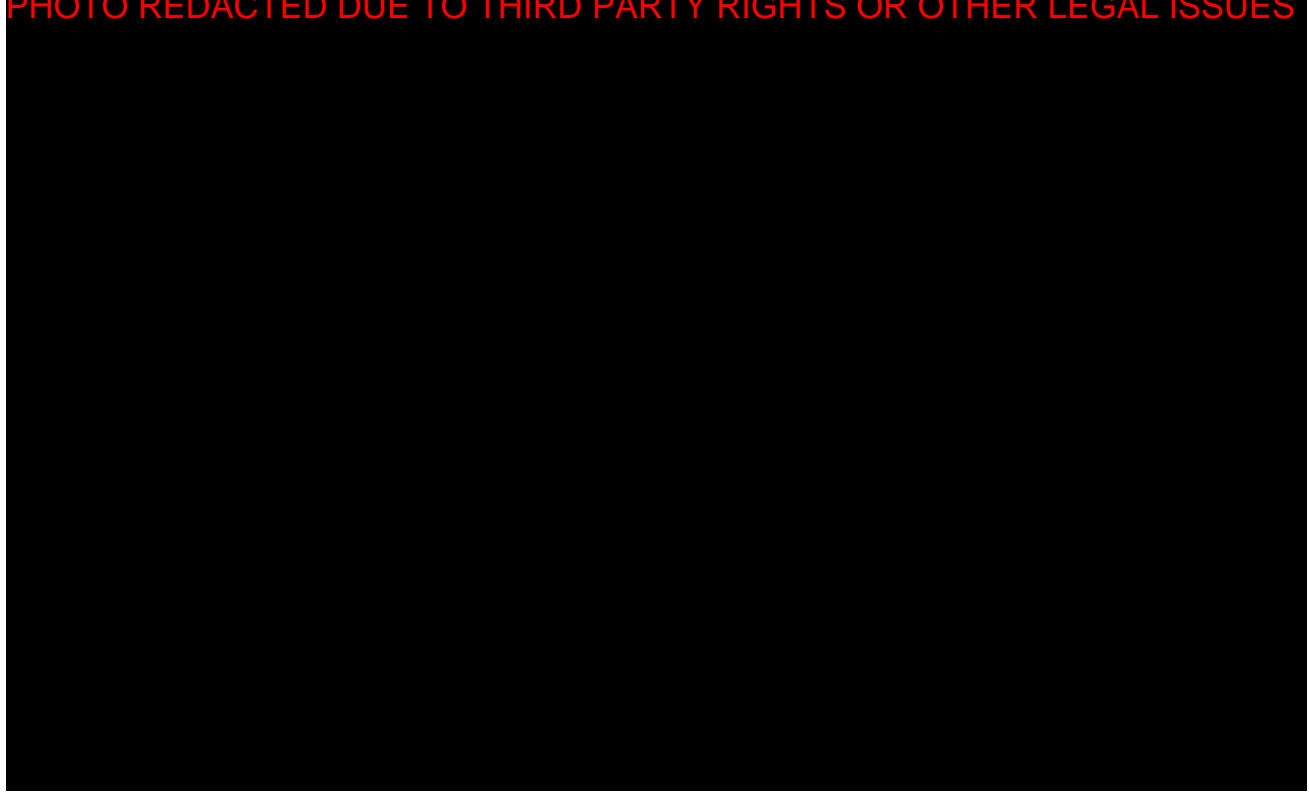
- For further education, a requirement that all new teachers obtain an appropriate qualification, and resources from the Standards Fund to support Continuing Professional Development of existing staff in FE.
 - Opportunities for training and development of work-based trainers through support from the Standards Fund.
 - Specific standards for all teachers of literacy and numeracy.
 - Strengthened research and teaching excellence in higher education.
 - The right arrangements to recruit, reward and retain excellent teachers in colleges via the Teaching Pay Initiative for further education (including Sixth Form colleges).
 - Trained Personal Advisers to ensure that Connexions Partnerships offer a high-quality service to young people.
 - More widely available ICT that is easily accessible for learners.
 - More effective integration of ICT into our learning processes.
 - Help for teachers to realise the full potential of ICT and support for the acquisition of ICT skills by pupils and students.
 - A Departmental Investment Strategy for schools, colleges and universities, which encourages sustainable development and modernises the estate. It must be fit for the learning needs of the 21st century, helping to enrich communities and make towns and cities better places to live and work in.
- Our targets are to:**
- Employ at least 10,000 extra teachers, 20,000 extra non-teaching staff and 1,000 trained bursars by 2006.
 - Increase the supply of skilled workers to support the expansion in Early Years education and childcare support for parents.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

How we will work to make a difference

The Department for Education and Skills will have a clear and sustained focus on delivery. It is this that will guide all we do. In particular, we will concentrate on:–

- **Understanding our customers:**
We will make our policies work effectively for all, particularly the most disadvantaged. Knowing how our policies will affect people in practice, keeping in close touch with their perspective, and a willingness to evaluate and learn from both successes and failures will make us more effective in improving people's lives. We will deliver prompt, responsive and consistently excellent services. On-line services will be increasingly important in achieving this.
- **Working in effective partnerships:**
We will work actively with everyone who shares our commitment to higher standards and widening opportunities. Meeting our targets can only be achieved if we involve partners, including customers, in the development and delivery of our policies.



- **Releasing the talent of our people and encouraging diversity:**

We will develop a diverse workforce that reflects the communities we serve and values the contribution of everyone in the organisation. We will develop our staff as leaders and equip them with the skills they need to deliver our priorities.

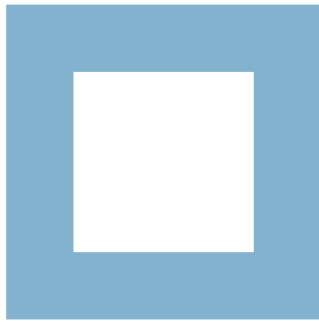
- **Resourcing flexibly:**

We will shift resources to meet key priorities and ensure that the right skills and expertise are in the right place to achieve our delivery priorities. We will become a more flexibly structured organisation.

- **Project and programme management:**

Our work will be organised around what we must deliver. Effective project and programme management will be key, working closely with other government departments, partners and customers to support shared objectives and to meet measurable, published targets.

By building on our existing strengths and developing new ones, we will equip ourselves to deliver our key priorities, and make significant progress towards a competitive economy and an inclusive society.



Annex A

Who's who in the DfES

Ministers



Rt Hon Estelle Morris MP
Secretary of State for Education and Skills



Stephen Timms MP
Minister of State for
School Standards



Margaret Hodge MBE MP
Minister of State for Lifelong
Learning and Higher Education



Baroness Catherine Ashton
Parliamentary Under
Secretary of State for Early
Years and School Standards



Ivan Lewis MP
Parliamentary Under
Secretary of State for Young
People and Learning



John Healey MP
Parliamentary Under
Secretary of State
for Adult Skills

DfES Board of Management



David Normington
Permanent Secretary



Peter Housden
Director General
Schools



Peter Shaw
Director General
Youth



Peter Lauener
Acting Director General
Lifelong Learning



Susan Thomas
Director General
Corporate Services
and Development



Peter Makeham
Director General
Finance and Analytical
Services



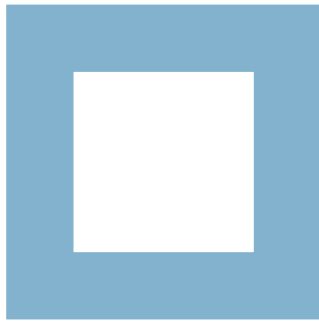
Peter Wanless
Director
Strategy and
Communications



Lin Homer
Non-Executive
Board Member



Tim Stevenson
Non-Executive
Board Member



Annex B

Working together

**The partners and people
we will be working
with to achieve our
objectives include:–**

Objective 1

Give children an excellent start in education so that they have a better foundation for future learning

Childcare workers and organisations
Children and young people
Early Years development and childcare partnerships
General Teaching Council for England
Government offices
Local Authorities
Local Government Association
National College for School Leadership
NHS agencies
Nurseries
Ofsted
Other government departments
Parents and governors
Qualifications and Curriculum Authority
Schools and teachers
Sector Skills Councils
Teacher Training Agency
Voluntary organisations

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Objective 2

Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work

Adult Learning Inspectorate
Awarding bodies
Children and young people
Colleges of Further Education
Connexions partnerships
Employers
General Teaching Council for England
Government offices
International education bodies
Learning and Skills Council
Learning and Skills Development Agency
Local communities
Local authorities
Local Government Association
Local Strategic Partnerships
National College for School Leadership
Ofsted
Other government departments
Parents and governors
Private sector training providers
Qualifications and Curriculum Authority
RDA National Secretariat
Regional Development Agencies
Schools and teachers
Sector Skills Councils
Teacher Training Agency
Voluntary organisations

Objective 3

Encourage and enable adults to learn, improve their skills and enrich their lives

Adult learners
Adult Learning Inspectorate
Awarding bodies
Basic Skills Agency
British Education and Communications Technology Agency
Colleges of Further Education
Connexions partnerships
Employer representative bodies
Employers
Government offices
Higher Education Funding Council for England
Higher Education Institutions
Investors in People UK
Learning and Skills Council
Learning and Skills Development Agency
Local communities
Local Strategic Partnerships
Other government departments
Parents and governors
Prison Service
Private sector training providers
Professional bodies
Qualifications and Curriculum Authority
Quality Assurance Agency
RDA National Secretariat
Regional Development Agencies
Sector Skills Councils
Student Loans Company
Teachers and lecturers
Trade unions
Trades Union Congress
University for Industry
Voluntary and community organisations
Young people

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

ANNEX C - Milestones on the road to delivery

2002 2003 2004 2005 2006 2007 2008 2009 2010

Objective 1
Give children an excellent start in education so that they have a better foundation for future learning

- Access to a free nursery place for every 3-year-olds
- Childcare places for 1.6 million children
- 100 Early Excellence Centres
- 500 Sure Start programmes
- 900 Neighbourhood Nurseries
- Increase the percentage of 11-year-olds who achieve Level 4 in the Key Stage 2 English and maths tests beyond the 2002 targets of 80% in English and 75% in maths – with no LEAs having less than the set percentage

Objective 2
Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work

- Implement the Connexions Service across the country
- 65% of 14-year olds to achieve Level 5 in English and Maths, and 60% in Science in each LEA
- 75% of 14-year-olds to achieve Level 5 at Key Stage 3 English, maths and ICT
- 70% of 14-year-olds to achieve Level 5 at Key Stage 3 in science
- Reduce to 15% the proportion of 14-year-olds who do not achieve at least one Level 5 at Key Stage 3 in English, maths and science
- 92% of 16-year-olds to obtain 5 or more GCSEs at Grade A* to G including English and maths
- Increase by 4 percentage points from 2002 to 2004 the number of pupils obtaining 5 or more GCSEs at Grades A* to C, with at least 38% achieving this standard in every LEA by 2004
- Increase by 3 percentage points from 2002 to 2004 the number of 19 year olds achieving a qualification at NVQ Level 2
- Increase the proportion of 19-year-olds achieving a Level 3 qualification to 55%
- Reduce the number of secondary schools classed as failing
- Reduce unauthorised absence from school by 10% from 2002
- Ensure all pupils who are permanently excluded obtain an appropriate full-time education

Objective 3
Encourage and enable adults to learn, improve their skills and enrich their lives

- Expand Individual Learning Accounts and set up a network of 6000 IT learning centres

- Reduce by 750,000 the number of adults who have literacy or numeracy problems
- Increase to 52% the number of adults attaining a Level 3 qualification
- Half of all colleges to become Vocational Centres of Excellence

- Increase the number of specialist schools to at least 1,500

- Raise the number of Beacon Schools and City Academies
- Ensure there is an apprenticeship place for everyone who wants one and meets the required standard
- Ensure that every child leaving care is guaranteed access to a job, training or education
- Ensure that no school has fewer than 25% of pupils with 5 higher grade GCSEs

- Ensure 85% of 14-year-olds in English, maths and ICT, and 80% in science, achieve Level 5 of the Key Stage 3 tests

- Increase skilled workers for Early Years, education and childcare support for parents.
- Produce a workforce development strategy that increases the training offered by employers
- Open two technology institutes in every region
- Improve rates of non-completion in higher education
- Employ at least 10,000 extra teachers, 20,000 extra non-teaching staff, 1,000 trained bursars
- Progress towards fair access, as measured by Funding Council benchmarks

- Progress towards 50% of 18-30-year-olds entering higher education

Our aim is

To help build a competitive economy and inclusive society by:
 Creating opportunities for everyone to develop their learning.
 Releasing potential in people to make the most of themselves.
 Achieving excellence in standards of education and levels of skills.

Copies of this publication can be obtained from:

DfES Publications
PO Box 5050
Sudbury
Suffolk
CO10 6ZQ

Tel: 0845 60 222 60

Fax: 0845 60 333 60

Please quote ref: ESDRS2006

ISBN: 1-84185 608 8

© Crown copyright 2001

Produced by the Department for Education and Skills

www.dfes.gov.uk

Extracts from this document may be reproduced for non-commercial or training purposes on condition that the source is acknowledged.

ESDRS2006