13 The future of education

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This chapter explores:

- how policy can give hints about the future of education;
- a future curriculum;
- education; the economy and social mobility.

Introduction

There are two main challenges for this chapter and both relate to definitions: what is meant by the concepts of firstly 'the future' and secondly 'education'. Throughout the chapter clues about the future of education have been taken from government policy and this has given rise to one particular conceptualisation of education about which, through various activities, you are invited to join the debate. The chapter will explore the future of education in the compulsory, further and higher education sectors. It is worth noting that some current policy documents have deadlines of 2020 – which may well be the year you are reading this and the future has suddenly become the present, or even the past!

Is it possible to predict the future?

Of course, it is an impossible task to accurately predict the future – there were two national events in the UK in 2016 which exemplify this. Football fans may remember that Leicester City won the Premier League championship in May 2016 and at the beginning of the season the odds for this happening were 5000:1 according to one betting organisation. Approximately one month later, on 23 June 2016, the United Kingdom voted, by referendum, to leave the European Union – an outcome which has become known across the world as Brexit. This outcome came as a complete surprise, even shock, to all involved including politicians and voters on both sides of the strongly fought campaign, It is clear then, that any predictions about the future of education, which is often quoted as being an area of life where the one most predictable aspect is change, simply may or may not be correct.

Dictionaries explain the term 'future' variously, for example, it is a point in time after the present, or an indefinite time yet to come. The problem is that by the time we arrive in the future there are changes in the imperatives that caused the original plans to be made. These changes might be caused by 'big-picture' external factors such as a change in government or by more local, context-specific factors such as recommendations arising from evaluations of changes – we never arrive at an absolute conclusion.

The term 'education' is no more straightforward than 'future' and means different things depending on a person's world view or perspective, which will, in turn, be informed by their context. The government's Department for Education (DfE) is responsible for compulsory schooling but refers to schooling by using the term 'education'. Nick Gibb, Minister of State for Education (2015), describes education as the engine of our economy, the foundation of our culture and essential preparation for adult life. The tendency to translate the term education into schooling is also shared by school teachers for whom the process of teaching and learning is a prime concern; by parents who think of education in terms of what happens to their children at school and by employers who want educated people to meet the needs of business, industry and commerce. The outcome of a good education could be seen as someone who has financial benefits from being employed in a well-paid profession either directly as a result of school or progression into further or higher levels of learning. The opportunity to access these financial benefits are often predicated upon achievements measured by national tests and qualifications which, in turn, are used to reflect the quality of the practitioners who deliver the learning and the locations in which learning takes place. It can be concluded from these perspectives, therefore, that education is a process of learning which takes place in schools, further education and higher education. The success, or products, of this process is measured in terms of qualifications, employability and financial security for individuals and a strong economy for the country.

Activity: What is education?

1. Are you aware of your responsibility for the country's future economy?
2. Do you believe that the above is an accurate definition of education?
3. Look at this website for some alternative definitions of education: www.brainyquote.com/quotes/topics/topic_education.html. To what extent do these resonate with your own ideas?

Future purpose of school

As government is the key funding agent for education that takes place in schools, colleges and universities, it is not surprising that it has great influence on plans for the future. An example comes from Gove (2014) who, when making ~~an~~ his inaugural speech as the then Minister for Education for the Coalition Government, claimed that there was a widening gap in achievement between rich and poor children and that to close this gap was an 'economic imperative' (Gove 2014). The speech goes on to explain that:

> Our jobs, our lives, our economies and our societies are going through dramatic and irreversible change. For the next generation to flourish, education systems must equip every child with the knowledge and skills, the qualifications and confidence they need to succeed.

Another example comes from the Conservative Party (Conservative Party 2016), currently in government, who claim that school standards and discipline need to be restored to ensure 'our children can compete with the world's best and enjoy a better future' and they also claim to be 'giving young people the chance to learn vital skills for work'. It is interesting to note that the

implications here are that education/schooling is currently less than it should be and, therefore, in the future it must be improved.

These two examples reflect both the process and product of education. Strategies required to ensure children experience a disciplined and standards-driven curriculum are clues about future processes in schooling which, it is inferred, will facilitate three purposes: (1) a skilled workforce resulting in (2) a well-fuelled economy and (3) social mobility. What is not clear here is specifically what strategies should be employed, just what might happen in the everyday school experience of children and the practice of teachers, i.e. the curriculum, to realise these ambitions.

A future curriculum

The Conservative Party manifesto (2015, p. 33) claims that the government knows 'what works in education: great teachers; brilliant leadership; rigour in the curriculum; discipline in the classroom; proper exams' and that it believes 'that there is no substitute for a rigorous academic curriculum to secure the best from every pupil'. Although softened, these ideals are echoed within the DfE's (2016a) White Paper which sets out the government's vision for schools in England. There are hints here about the kind of strategies that might be evident in the classroom of the future as a result of Tory government policy. Readers may believe that implementing strategies to achieve 'great teachers; brilliant leadership; rigour; discipline; proper exams and rigorous academic curriculum' would not change what is already strived for and the suggestion that education needs to be improved is political rhetoric, painting an inaccurate deficit picture. The Conservative manifesto (2015, p. 34) goes on to lay down expectations of a future curriculum:

> every 11-year-old to know their times tables off by heart and be able to perform long division and complex multiplication. They should be able to read a book and write a short story with accurate punctuation, spelling and grammar.

and

> We will require secondary school pupils to take GCSEs in English, maths, science, a language and history or geography.

So, there are some specifics upon which future pupil success and teacher performativity will be measured and there are strong suggestions that the current system is failing.

Activity: Failing schools

1. Do you believe the current system in schools is failing? Read this 40-year-old pivotal report on the nature and purpose of education: www.educationengland.org.uk/documents/speeches/1976ruskin.html
2. What similarities and differences do you see when comparing today's future proposals for education with those of 1976?
3. Where you see similar proposals for the future, why do you think there seems to have been no improvements?
4. Do you think the past can inform the future of education?

Digital curriculum

Gradually – and it really is gradually – technology in the form of the digital revolution as discussed in Chapter 12 is informing pedagogy and ~~it~~ is believed to affect how we all learn. The rate of improvements to the internet and mobile devices in terms of speed, innovative range of applications and memory size is challenging schools to keep up with opportunities for creative teaching and learning. Even the youngest student now has personal access to technology with smartphones overtaking laptops 'as the most popular device for getting online in the UK' (Martellozzo *et al.* 2016).

New understandings of what is meant by and taught about digital literacy is an area of growing concern and debate among school leaders and practitioners (digital technology is, of course, also especially important to employers now and in the future). The internet and social media sources are accessible to a lesser or greater extent, but alongside the perceived advantages of having not only an unfathomable quantity of information immediately at the fingertips, but also of keeping in touch with increasingly large circles of people, both known and unknown, there are dangers. Children and adults have become increasingly exposed to and have to deal with previously unlikely threats. Cyber bullying, grooming for sexual exploitation and radicalisation are prominent in the media and have the potential to become increasingly widespread as time progresses. For example, research (Martellozzo *et al.* 2016) commissioned by the Children's Commissioner and the National Society for the Prevention of Cruelty to Children (NSPCC) found that over half of children aged 11–16 have been exposed to online pornography. Clearly this is an area where all educational settings have a responsibility to help both young and adult learners alike. Curriculum design of the future should help learners understand the potential dangers arising from digital online worlds and how to navigate them safely and with positive purpose.

Other areas of technological concern for current and future educational settings include understanding how digital technology will affect children in terms of behavioural issues, cognition and even school readiness (Howard-Jones 2011). Gaining insights into how learners interact with and are affected by technology will provide schools with a basis to facilitate effective learning and appropriate safeguarding strategies. These strategies used alongside appropriate teaching and learning of digital technologies should insure that learners are able to cope with those 21st-century (and it won't be long before we begin to think about 22nd-century) employment skills and qualities required to support the economy.

Undoubtedly, there are positive outcomes from the use of digital technologies in education. Improvements in attainment, motivation and learning are consistently evidenced through research. However, research demonstrates that digital interventions are slightly less effective than other interventions when it comes to improving learning and attainment. According to Higgins *et al.* (2012), the effectiveness of technology on learning depends on the quality of school in which it is used – ~~good~~ schools being ~~most~~ effective. Higgins *et al.* (2012) also find that, as with any new intervention, gains made in learning are often due to its motivational novelty value. Therefore, supplementing, rather than replacing, normal teaching with technology is likely to be more effective. Also, as with non-digital interventions, they are likely to have more effect on the lower attaining students, those with special educational needs and those from disadvantaged backgrounds.

However, the outcomes of the Higgins *et al.* (2012) research were clear about the use of digital technology being 'more productive' when it is used to promote student collaboration, discussion,

interaction and feedback. In the future, as enhanced connectivity pervades our everyday lives, these ideas will increasingly become the norm. For example, cloud functions will enable peer-to-peer work within school, between schools locally and even worldwide. These ideas should allay fears that future classrooms are likely to be isolating spaces which reduce communication and interaction.

Easy access to information suggests a compelling argument for future digital learning without the need for traditional teaching and learning of subjects. There are two arguments against this. Firstly, the volume of information available is such that 'letting learners loose on the internet is a little like sending teenagers into the British Library and expecting them to make successful forays to support their learning' (Higgins *et al.* 2012, p. 9). The second argument against completely replacing traditional pedagogies with a digital search engine is that information alone is not helpful. Information needs to be applied and synthesised by learners in order that it is understood and, therefore, useful.

Digital technology has similar implications for HE and FE as it does for schools. Pedagogically, as with schools, there is increasing evidence that teaching and learning is changing and will continue to do so. The arguments for and against digital technologies explain why there is not a simple trajectory into the future. Adaptations in the sense of cultural and political shifts, placement of resourcing and teacher education combined with theoretical understandings have to be achieved to successfully accommodate the new.

Activity: The Open University

The Open University accepted its first students in 1971. In the light of current digital technology, discuss why learners continue to learn in traditional institutions.

Outdoor curriculum

The aim for any innovation or intervention in education is to improve the educational process, i.e. experience for learners, and, therefore, its outcome, i.e. employability and a healthy ~~economy, and we saw above that~~ digital technology is a device that could contribute significantly to such an outcome.

However, digital technology is not the only aspect of teaching and learning that is becoming increasingly recognised for its ability to engage learners and facilitate effective learning. At the other end of the technology scale, outdoor learning (Potter and Dyment 2016) is becoming well established and proving to be beneficial for young learners of all abilities. For example, Lavington Park School Federation adopted outdoor learning in 2007 and this was reported by Ofsted (2012, p. 2) as a significant contributor to the 'marked improvement in the overall quality of teaching and in pupils' progress'. The schools in the Lavington Park Federation (2016) continue to underpin their curriculum through their forest schools, as do many other primary schools across the UK. Perhaps a future recipe which combines learning outdoors with digital technology will provide the perfect marriage of learning strategies.

Activity: Digitial technology, teaching and learning

Explore these websites:
www.ed.gov/oii-news/use-technology-teaching-and-learning
www.forbes.com/sites/jordanshapiro/2015/04/30/4-fundamental-problems-with-everything-you-hear-about-the-future-of-education/3/#5a4e27742267

1. What do you think are the benefits and limitations of online contexts for learning?
2. What digital technology opportunities have you experienced in your previous and current learning contexts?
3. Have you taken advantage of these?
4. Could your learning experiences be enhanced?
5. What more could be done with digital technology to enhance your current and future learning experiences?
6. Do you believe that learning should be fun?

The future of education for further education and higher education

This section of the chapter demonstrates that the priorities established to influence the future of further and higher education, as with the compulsory sector, fundamentally emphasise learning for economic benefits – for individuals and society. While this is, arguably, quite rightly an important purpose of our education provision, this economic trajectory presents some challenges and limitations for us as a society and misses the point – on a number of levels – in relation to social justice, social mobility and social cohesion.

Activity: Further and higher education

As an undergraduate student, you will have experienced some form(s) of further education and higher education. Think about the following:

- Why did you engage with FE – was it just to get into HE?
- Why are you studying in HE – it is just to get a job?
- Do you think these are sound principles on which to study?
- Think about how people engage with each of these sectors. Do you think there is any difference based on: social class, career ambitions or qualifications?

Further education

When people in England refer to FE it is generally within the context of 'going to college', often to undertake vocational-type courses with qualification outcomes that lead directly to employment

opportunities. However, FE has traditionally encompassed a wide variety of learning opportunities, from traditional academic subjects to vocational courses, from retaking 'failed' school examinations to learning for pleasure and, more recently, over the last decade or so, to undertaking 'access to higher education' courses, or to study higher education courses within a FE environment. Thus, FE has to meet the needs of the whole community for which the provision is made.

The Post-16 Skills Plan is currently the key policy document for FE with reform at its heart. Its aim is to ensure the sector is providing high-quality technical education which meets the needs of business and industry, and to ensure an available workforce is appropriately equipped to meet and drive up productivity, enabling economic growth. The Plan offers a vision for the future of the post-16 system going forward, shaped through dialogue with employers, colleges and others, for implementation through a road map of reform to be realised by 2020.

Activity: Post-16 skills

Access the Post-16 Skills Plan here: ~~**Error! Hyperlink reference not valid.**www.parliament.uk/business/committees/committees-a-z/commons-select/education-skills-and-economy/news-parliament-2015/post-16-education-launch-16-17/~~. Read the Executive Summary, and then have a look at Figure 2: Post-16 skills reform timeline (July 2016–2020) on page 44 for an outline of the review plan and key milestones.

1. How ambitious do you think this plan is in reforming the current FE sector?
2. What do you think might be lost from the system as a result of the refocusing of the sector on skills?

It is very early days since the implementation of this agenda for change of the post-16 sector, and there are some unsurprising events. As a result of a refocusing and reallocation of resources, some providers have considered merging with other providers, while some have decided to review and adapt their curriculum offer.

What is apparent in this review is what will no longer form part of the FE sector. Firstly, the renaming of the sector to a post-16 skills sectors tells us there is little room for learning for pleasure or for learning which does not lead directly to employment opportunity. As the Skills Plan is implemented, financial resource will drive learning providers to collaborate, but there also needs to be a discussion about how potential learners are enabled, financially, to engage in such provision.

Located within the FE sector the government has set a target of three million apprentices by 2020 – compare this to 500,000 in 2014–15 (Delabarre 2016). When launching the Apprenticeships Inquiry (Sub-Committee on Education, Skills and the Economy 2016), Neil Carmichael, Chair of the Education Select Committee, reinforced the message that technical and professional education was important to the economy and that greater numbers of quality apprenticeships would boost the country's ability to compete internationally. However, there is a need to ask questions of this narrow model of FE based on a skills agenda which generates a system without provision for learning beyond an economic purpose.

Higher education

As noted elsewhere (O'Grady 2013, p. 43), higher education (HE) is 'a well-established strand of education', based on the pursuit of 'higher learning' and the transmission of such knowledge through the generations. Today, current HE policies and key performance indicators, and the surrounding discourses, reveal a clear imperative for those engaged in HE in the form of knowledge acquisition closely associated with 'skills development' and economic success. This does not appear to be too different from the discourse we have considered in relation to FE education and even compulsory education, but let's take a closer look at some policies which will frame the future of HE.

Reflecting the notion that change often re-dresses old ideas, the Higher Education Green Paper (DBIS 2015) echoes of the much earlier Robbins Report (Committee on Higher Education 1963) as both propose to increase participation by students from disadvantaged and under-represented groups in higher education. In addition, the Higher Education Green Paper seeks to:

- introduce a Teaching Excellence Framework (TEF);
- introduce a single gateway for providers to enter the sector;
- reshape the funding and regulator architecture for the higher education system.

The Higher Education and Research Bill 2016–17 aims to operationalise these ambitions and build on the previous significant legislative reform affecting the FE and HE sectors from more than two decades ago (Great Britain 1992). At its core, the Bill aims to support the government's mission to raise life chances for the population, providing opportunities for social mobility and enhancing the country's economic competitiveness and productivity. It encourages competition between HE providers, choice for potential HE participants by building flexibility into courses, innovation and raising productivity. Two metrics which are identified as key to driving this agenda forward are the Research Excellence Framework (REF) and the Teaching Excellence Framework (TEF).

Research Excellence Framework and Teacher Excellence Framework

The REF has been established in HE for a number of years, whilst the TEF is currently being introduced to the HE sector. Both these frameworks aim to support the HE sector to be able to demonstrate their commitment to high-quality research as well as high-quality teaching, allowing employers to recruit students who have the knowledge and skills required for high-level employment positions. The Stern Review (2016) considered the future of the REF for the HE sector and concluded that research undertaken in HE was 'crucial to the future of the UK in a rapidly changing and sometimes turbulent world' (p. 32). Therefore, we can be pretty confident that research will continue to be a strong aspect of higher education. However, the review concluded that there was a need for HE to raise its research quality and to work in potentially new ways, for example, interdisciplinary and collaboratively.

For many HE providers, an external metric which focuses on their teaching quality is new, and is likely to require a degree of change in thinking – particularly of staff who have to date, arguably, prioritised their academic competence as a researcher rather than a teacher. The metric outcomes

associated with TEF and REF will be used to provide HE providers with a rating on their performance (similar to Ofsted ratings). The carrot to encourage compliance is that providers who are rated highly will be eligible to charge higher fees for their courses.

What about individual needs?

For many years there has been political and cultural will to ensure that learners receive an appropriate education by addressing their individual needs. The terms 'personalisation', 'individualisation' and 'differentiation' have been core to every practitioner's thoughts as they construct creative and innovative teaching experiences to ensure that learning abilities, styles, needs and approaches are addressed. With this in mind, it is interesting to anticipate if the characteristics of individual learner needs will change in the future. Again, current government policy offers clues with specific categories of individual need being highlighted. These include looked after children, traveller families, SEND in mainstream care, individuals for whom English is not their first language and LGBT groups who face challenges of gender transition and associated concerns. The imperative to be concerned about learners in these categories is driven by the need to assure employability skills for all, global issues of immigration, cultural acceptance of difference and better understanding of how to manage what might have previously been seen as learning deficits. With ongoing improved cultural understandings and medical advances which mean that recovery from injuries or congenital birth differences is far better than in the past, it is fair to predict that the demand for future developments to cater for individual needs will not diminish.

Freedom to learn

The freedom for students to learn what they want in a way that they want, is likely to become increasingly limited. FE providers are increasingly required to merge to meet reduced financial resource demands and to provide a curriculum that responds to employers' skills needs. The urban–rural challenges for students may result in a two-tier system where students in rural areas are unable to source a course because the transport infrastructure is more limited, technological connectively is weakest and the economic opportunities more limited, resulting in lack of apprenticeship opportunities. People will have to travel greater distances to access learning opportunities, which has costs in time, finance and personal energy. Resources to embed digital technology physically and culturally will have to be much improved to meet these challenges. As HE providers are tasked not only with evidencing excellent teaching and research, but also application of learning to employment, students are increasingly likely to be required to attend lectures, undertake assessments and meet learning outcomes, rather than explore a particular topic of interest based on curiosity. The tension between this and the rise in recognition of, and demand for, the student voice in the future crafting of the FE and HE sectors should not be underestimated. HE will be judged by a range of indicators including, but not exclusively or exhaustively, the National Student Survey, the Destinations of Leavers from Higher Education, the TEF and the REF within a marketisation agenda. The extent to which widening participation is squeezed or minimised – and the nature and role of that agenda – is one that should be fought for.

The lines between FE and HE are becoming increasingly blurred with many colleges providing higher education courses and some now having been granted the status to award their own

degrees. Similarly, the distinctions between pre-16 and post-16 FE are no longer clear, as schools increasing look to offer a curriculum which incorporates more vocational and apprenticeship-type courses. Additionally, FE colleges across the country are increasingly feeling priced out of the market as funding for courses is withdrawn – particularly those which might have historically been seen has informal and/or for pleasure.

Education and social mobility

Part of the rationale for achieving an education system that has a focus on improved employability opportunity, and in turn a strong economy, is that by doing so there is the potential for that education system to indirectly facilitate an individual's social mobility. In September 2016, the UK's prime minister, Theresa May (May 2016), formally announced her government's decision to reintroduce support for a grammar school system. For many, the grammar school process of selecting the best children and labelling others as failures is an unpopular concept and the introduction of new grammar schools was banned in 1997 by the then Labour government. However, there are pockets of the grammar school system remaining in England and throughout Northern Ireland and Theresa May (2016) argues that even without grammar schools a covert sort of selection remains because 'selection exists if you're wealthy'; that is a child's chances in life can be determined by whether or not their parents can afford to live near an outstanding school or pay for private education.

The tension here is that while selection is potentially contentious and unpopular, it is being upheld as a strong mechanism within the social reform agenda to establish improved social mobility – an ambition shared by all political parties. Taken from this perspective, an education system designed to fuel the economy and thereby create an upwardly mobile society is beneficial.

Activity: Social mobility

Share with your peers a Google search for comment about 'school and social mobility'. In the light of reflection on your own experiences to date, consider the extent to which you believe education could have an effect on future social mobility.

For FE and HE policy, discourse around social mobility and embracing diversity is arguably located within an economic framework. The objectives to develop a fair and just society, based on social integration and cohesion at its heart seem weak, at best. As we increasingly observe challenges and divisions emerging in our society, for example, through the rise in 'hate crime', and increased violence in sporting stadia, surely FE and HE have a role to play in developing a society that is constructive and not socially fragile.

There seems to be a series of events of critical importance to the future of FE and HE. The structures are changing, and our agency towards the degree of choice we have in relation to the courses we study is similarly changing. The power of government through policies driven with an economic intent are clear in the determination to drive through an agenda for apprenticeships throughout the post-16 landscape, the increased academisation of post-16 provision, the raising of the school-leaving age and the expectation that higher education degrees have a clear line to graduate employability.

Activity: Potential of FE and HE

To what extent does the future of further education and higher education have to serve all members of our society in terms of economic and social potential? Think about:

- the responsibility of these sectors in facilitating and supporting social justice and civic responsibility in the future;
- costs to students in terms of finance and time;
- whether the apprenticeship model could be the answer.

Conclusion

There is evidence through numerous government policy initiatives that our schools, FE and HE education systems are prepared for, and react to, economic imperatives. There is significantly less evidence, however, that there are any plans or strategies that prioritise, or indeed focus on, the need to build a socially responsive and responsible society through our education system.

There will be winners and losers in society as a result of these changes. Teacher's professional identity will be eroded, learners' freedom to learn and engage in a wide-ranging curriculum will be diminished, and as the cost of engaging in FE and HE increases, some aspects of education will become inaccessible. Technological advances will fundamentally change learning spaces – people will be able to learn in a wide range of locations. Additionally, employers will become increasingly responsible for the development of courses and qualification outcomes through a model of apprenticeship. This may well result in driving up the skills expertise of the available workforce, but it may not! What is certain is that learning will continue to be lifelong – but not necessarily as we have known it, seen it or experienced hitherto. Let's wait and see.

The role, purpose and value of education was formed on the basis of knowledge acquisition, to encourage curiosity and ultimately to provide hope for us all to co-exist in a cohesive, democratic society. Our hope is that the education of the future does not limit itself to an economic imperative but retains a holistic focus on its commitment to serve all of its population as it is instrumental in shaping our society. We recognise the importance of a strong economy for everyone, however, it should not be forgotten that at the heart of the economy are the individuals that make up our society. Surely, therefore, the key to an education of the future is to hold learners at its heart.

Case study 13.1: *Educational Excellence Everywhere*

The following three statements are taken from the 2016 White Paper *Educational Excellence Everywhere* and together represent the characteristics that each child, young person and adult should have experienced in an English education in the 21st century.

> The best possible education for adult life in 21st century Britain is one that equips children and young people with the knowledge, skills, values, character traits and experiences that will help them to navigate a rapidly changing world with confidence.
>
> (p. 91)

> A 21st century education should prepare children for adult life by instilling the character traits and fundamental British values that will help them succeed: being resilient and knowing how to persevere, how to bounce back if faced with failure, and how to collaborate with others at work and in their private lives.
>
> (p. 97)
>
> A 21st century education also promotes integration so that young people can play their part in our society. Schools and other education providers have an important role to play in promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual tolerance and respect of those with different faiths and beliefs, while developing the knowledge, critical thinking and character traits that enable pupils to identify and challenge extremist views.
>
> (p. 100)

Key questions

1. Deconstruct each statement into its component parts.
2. Where, in the education landscape, do you believe the responsibility for achieving these characteristics lie?
3. What kind of curriculum would you devise to achieve the outcomes?
4. What challenges might you face?

Suggested reading

www.educationengland.org.uk/

While this chapter aims to capture what will come in the future, ideas from the past can be very useful to help understand how we get to be where we are in the present; in turn this helps to plan for the future. Browse this website for a fabulous history of UK education.

Tarlau, R. (2016) If the past devours the future, why study? Piketty, social movements, and future directions for education. *British Journal of Sociology of Education*, 37:6, 861–872.

Rebecca Tarlau has real concerns about education in the future from a sociologist's perspective.

www.gov.uk/government/organisations/department-for-education

While government policies change continuously, they are perhaps the best predictor of the direction of education we have. Browse this website to review UK government policy.

http://unesdoc.unesco.org/images/0024/002437/243724E.pdf

For a global view of the future of education up to 2030 read the World Education Forum 2015 Final Report.

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