

This strategy paper was produced on 5th April 2011- the same day as the Poverty Strategy (see RPC 8). According to the Deputy Prime Minister, Nick Clegg: "Fairness is one of the fundamental values of the Coalition Government. A fair society is an open society where everybody is free to flourish and where birth is never destiny." It sets out progressively to tackle the causes of poverty rather than just the symptoms. The social mobility and child poverty strategies provide a powerful spring-board for progress towards creating fairer opportunities for everyone.

## 1. Intro

- 1.1. Social mobility is necessary economically and ethically to boost a 'dynamic and growing economy' (p. 22)
- 1.2. The five principles: *a long-term view; a progressive approach; an evidence-based approach; impacts social mobility across the life-cycle; recognises Government does not have all the answers* (pp. 11-12)

## 2. Evidence and trends (Chapter 1)

- 2.1. Addresses intergenerational and relative social mobility (p. 15)
- 2.2. The UK currently has low levels, e.g. Increasing NEETs (p.16)
- 2.3. It targets health, gender, race, disability and other features (p. 21)
- 2.4. It targets stages throughout the life cycle (p. 18)

## 3. Foundation years (Chapter 2)

- 3.1. The foundation years are crucial (p. 26)
- 3.2. Disadvantages early in life lead to educational failure and frustrated aspirations' (p. 26)
- 3.3. Evidence: Child Poverty (Frank Field), Early Intervention (Graham Allen), and the Early Years Foundation Stage (Dame Clare Tickell) (p. 27)
- 3.4. Indicators are low birth weight, poor health, low personal, social and emotional development, and bad communication, language and literacy skills (p. 26)
- 3.5. We need to involve parents and families, communities, and the voluntary and private sectors (p. 26)
- 3.6. We need to 'increase mothers' mental and physical health' as to nurture 'positive parenting' (p. 30)
- 3.7. Policy – the mantra is 'focusing investment' to achieve a 'culture change' (p. 31)
- 3.8. Recruiting an additional 4,200 health visitors (p. 30)
- 3.9. Doubling Family Nurse Partnerships (p.30)
- 3.10. Parenting and life skills should be taught through to 16 (p. 30)
- 3.11. The Government will work with 'a broad-based alliance of interested groups' to increase investment in relationship support (p. 31)
- 3.12. Sure Start Children's services will be maintained in cash terms, but will focus on the neediest families; Developing a new flexible system of parental leave (by 2015) (p. 37)
- 3.13. 15 hours per week of free early education and care for disadvantaged two year olds by 2014/15), and the universal entitlement for all 3/4 year olds (p. 33)
- 3.14. EYFS framework to inform the practices of EYFS providers (p. 33)

## 4. School Years (Chapter 3)

- 4.1. The stage for developing the 'knowledge, skills and aspirations' of the life cycle (p. 35)
- 4.2. The UK lags behind in 15 year olds' attainment (p.35)
- 4.3. Government will help stakeholders provide a 'world class education for all' through school-wide reform (p.36)
- 4.4. The Importance of Teaching, 'will give school leaders more power and control' over their own school and the education system (p.36)
- 4.5. High quality teaching will become priority (p.37)
- 4.6. The Academies Programme and Free Schools to maximize accountability and transparency (p.37)
- 4.7. Performance tables, English Baccalaureate subjects and teacher 'freedom beyond this', school performance indicator, publishing information online (p.37)
- 4.8. Close the state/ private school gap by building employer networks and other collaborative arrangements (p.38)
- 4.9. Pupil Premium to provide additional funding for the most disadvantaged pupils at all levels (p. 39)
- 4.10. Admission procedures to be reviewed (p.40)
- 4.11. Involve the wider society in various programmes, e.g. 'Inspiring the Future' and 'Speakers for Schools' (p.41)
- 4.12. Cabinet members to lead by example (p. 41)
- 4.13. National Citizen Service (NCS) launch in 2011 (p. 41)

## 5. Transition Years (Chapter 5)

- 5.1. It is crucial to reduce NEET population (p.43)

- 5.2. Raising the compulsory school/ FE leaving age to 18 by 2015 (p. 44)
- 5.3. All 16 year olds must choose from: full time education, work based learning, part-time education or training (p. 44)
- 5.4. Local authorities will continue to be responsible (p. 44)
- 5.5. Qualifications will be designed by HE and FE institutions (p. 45)
- 5.6. The vocational system will be reviewed in the light of the Wolf Review (p. 46)
- 5.7. Apprenticeships will be expanded (p. 46)
- 5.8. The Education Maintenance Allowance (EMA) will be replaced by the 16-19 Bursary Fund (p.47)
- 5.9. It is vital to open up HE (p. 48)
- 5.10. Widening participation a key strategic objective for all HEI's; (p. 48)
- 5.11. HEIs charging more than £6,000 in annual fees will agree to Access Agreements (p. 49)
- 5.13. From 2012/13 new students from families with incomes of £25,000 or less will be entitled to a full maintenance grant of £3,250 p/a (p. 49)
- 5.14. National Scholarship Programme to be introduced in 2012/13 for disadvantaged students (p. 49)
- 5.15. HEI admissions must prioritise disadvantaged students (p. 49)
- 5.16. UCAS currently reviewing the tariff system (p. 50)
- 5.17. It is vital to support careers employment (p. 51)
- 5.18. An all-age careers service by April 2012 (p.51)
- 5.19. Initiatives to support NEETS into employment (p. 52)
- 5.20. Government to undertake a cross-departmental review (p. 52)

## 6. Adulthood (Chapter 5)

- 6.1. It is vital 'that the jobs market is as fair as it can be' (p. 55)
- 6.2. Ensure fairer access to internships; (p. 56)
- 6.3. Government to update guidance on work experience and internships; Whitehall Internship Scheme to lead by example (p. 56)
- 6.4. Increase fair access in 3 professions: Law, Journalism, Politics (p. 57)
- 6.5. It is vital to support progression in work (p. 59)
- 6.6. Skills for Sustainable Growth strategy sets out a 'fairer approach to the funding of FE' and 'economically beneficial workplace training' (p.59)
- 6.7. From September 2012 part-time students will be entitled to tuition loans on the same basis as full-time students (p.60)
- 6.8. It is vital to support workless adults through 'incentivising' them (p. 60)
- 6.9. Introducing the Universal Credit and reforming the tax system (p. 60)
- 6.10. From summer 2011 the Work Programme will replace the current 'array of employment programmes' (p 60)
- 6.11. It is vital to support people acquire assets by 'promoting affordability and supporting first-time buyers' with: FirstBuy scheme, New Homes Bonus & Community Infrastructure Levy, Right to Buy & Right to Acquire, National Home Swap scheme, waiving stamp duty (p. 63)
- 6.12. Growth Review and housing strategy will explore measures to stimulate building and improve access to social and private housing (p. 63)

## 7. From strategy to action – next steps (Chapter 6)

- 7.1. Developing long and short term 'leading indicators', supported by 'rich data' to monitor success (p. 68)
- 7.2. Impact of strategy will not be observed until the 2040's (p. 68)
- 7.3. All indicators to become main component of Departmental Business Plans (p.71)
- 7.4. Long term indicators will be supported by longitudinal data (p. 70)
- 7.5. Social Mobility and Child Poverty Commission as monitor (p. 72)
- 7.6. Ministerial Group on Social Mobility will keep up pressure on Whitehall (p.72)

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