

Looking Ahead

312. We began this report by welcoming the Government's commitment to the creative and cultural development of all young people. We have argued that these are essential priorities if education is to meet the many challenges it now faces. We have defined our understanding of the roles of creative and cultural education. We have analysed the opportunities and problems in current provision as we see them as they have been presented to us through our research and consultations. We have emphasised throughout the need for balance in national policy, in the structure of the curriculum, in teaching methods, in assessment, in the relationships between schools and other agencies and in training of people. Overall, we have attempted to think through the implications in principle and practice of a genuine national commitment to realising the creative potential of young people and of developing their cultural knowledge and understanding.
313. Promoting creative and cultural education is not a simple matter. It will involve a gradual review of the styles, purposes and ethos of education at many levels. We believe that this is not an option but a necessity. The world of the twenty-first will be unlike any we have known. If we are serious in our intentions to prepare young people to move confidently in this world, we have to look at it face on. The best we can do is to develop the capacities of young people as fully as possible, so they will be equipped for whatever futures they do meet.
314. In the future, far more than in the past, education will be a shared enterprise. It will not stop at 16, or 18 or 21, as it has done for the majority, but will be continuous and open-ended. It will be provided not only by schools and colleges, but by businesses, commercial organisations, new technologies, by artists, scientists, other professionals and the community at large. The Government has a pivotal role in creating a vision for education and in setting a course. For this reason, many of our recommendations are addressed directly to the Government. But education is a collaborative enterprise, and many others must lend their resources and expertise. For that reason, our recommendations are addressed to many other agencies and organisations. Clearly, these proposals cannot all be implemented at once. In relation to the National Curriculum we have indicated those that call for immediate action and those to be implemented in the medium term. But we believe that the case for change is strong, and the need for
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action is urgent. We began by identifying three general priorities. Our detailed recommendations for each of these are as follows.