


LEARNING PROGRAMME KEYNOTE PRESENTATION WEB PAGES

<p>TITLE:</p> <p><i>“Lifelong Learning and the Future of Higher Education”</i></p>	<p>KEY NOTE</p> <p>Ref: K2</p>
<p>Speaker/s:</p>  <p><i>Professor Sir David Watson</i></p> <p>Historian, Professor of Higher Education Management at the Institute of Education, University of London, a member of the Board of the Qualifications and Curriculum Authority and National Teaching Fellow 2008, Higher Education Academy.</p> <p>External roles</p> <ul style="list-style-type: none"> • President, Society for Research into Higher Education • Trustee, the Nuffield Foundation • Trustee, Higher Education Policy Institute • Trustee, Agora • Board Member, Qualifications and Curriculum Authority (QCA) • Member, Research Advisory Committee, the Leadership Foundation for HE (LFHE) • Chair of the Commission of Inquiry into the future of Lifelong Learning. www.lifelonglearninginquiry.org.uk <p>David Watson was Vice-Chancellor of the University of Brighton (formerly Brighton Polytechnic) between 1990 and 2005. His academic interests are in the history of American ideas and in higher education policy. His most recent books are Lifelong</p>	<p>Session(s):</p> <p>Thursday 8 January</p> <p>9.25 a.m. – 10.20 a.m.</p>

<p>Learning and the University (1998), Managing Strategy (2000), New Directions in Professional Higher Education (2000), Higher Education and the Lifecourse (2003), Managing Institutional Self-Study (2005), Managing Civic and Community Engagement (2007), and The Dearing Report: ten years on (2007).</p> <p>He has contributed widely to developments in UK higher education, including as a member (from 1977 to 1993) of Boards and Committees of the Council for National Academic Awards. In 1988 he was appointed to the CNAAC Council and the Polytechnics and Colleges Funding Council, and in 1992 to the Higher Education Funding Council (England). He chaired the HEFCE Quality Assessment Committee until his retirement from the Council in May 1996 and was a member of its Learning and Teaching Committee between 1998 and 2003. He was a member of the Paul Hamlyn Foundation's National Commission on Education (whose report Learning to Succeed was published in 1993), of the National Committee of Inquiry into Higher Education chaired by Sir Ron Dearing (whose report Higher Education in the Learning Society was published in 1997), and of the Roberts Review of Research Assessment in 2002-03. He was the elected chair of the Universities Association for Continuing Education between 1994 and 1998, and chaired the Longer Term Strategy Group of Universities UK between 1999 and 2005. He is a Trustee of the Nuffield Foundation and a Companion of the Institute of Management. He has recently been appointed chair of the NIACE Commission of Inquiry on The future for lifelong learning: a national strategy. He was knighted in 1998 for services to higher education.</p>	
<p>Chair:</p> <p>Baroness Estelle Morris</p>	<p>Room:</p> <p>Chester Race Course</p> <p>Main Pavilion</p>

<p>KEY THEMES AND ISSUES:</p> <p><i>“Lifelong Learning and the Future of Higher Education”</i></p>
<p>“Lifelong Learning” is a phrase that trips easily off the tongue or pen of educational thinkers and policy makers but the use of the concept often raises more questions than it answers. It is especially important at this NEEC Conference that those responsible for the planning and delivery of services for children and young people have a clear idea about the nature and purpose of Lifelong Learning, the vital foundations laid down in childhood and</p>

adolescence and the evolving role of further and higher education in securing the next stages. A progressive but sustainable vision of Lifelong Learning will encourage a debate about the future of Universities and other providers of further and higher education that takes us beyond structures and funding, important though they are. Sustainable Lifelong Learning can no longer be viewed as a loosely connected string of beads. Some see the job of schools as to supply young people for consumption by further and higher education who will then be prepared for continuous training and adaptation throughout working life. This is not a sustainable view of Lifelong Learning and the sooner it is challenged and replaced with something more coherent, the better it will be.

With a Board of Commissioners chaired by Professor Sir David Watson, the *Inquiry into the Future for Lifelong Learning* was launched in September 2007 and will report in June 2009. Experts from government, business, academia, trade unions, public service, providers and the voluntary and community sector, as well as learners, are being brought together to identify a broad consensus for the future direction of adult learning policy in the UK (see www.lifelonglearninginquiry.org.uk). The Inquiry is looking at the critical issues that face our society in the coming decades, and sets out to identify how learning can equip us to meet these challenges. It sets out to identify models of sustainable development of Lifelong Learning and already the inquiry has explored, for example, the links learning has with citizenship and 'belonging' as well as its potential for poverty reduction.

The Leitch Report argued for a new chapter in skills development

The popular idea of the way UK universities will develop in the future is that they will be stratified into two divisions of research and teaching, amalgamated into super-academies, diversified in terms of delivery and access with globally active "open" universities dominating, swamped by the mass expansion in admissions and tied down increasingly to servicing the vagaries of the economy. How far is this an accurate assessment of the direction we are taking and what should be the contribution of Higher Education to a coherent policy and action plan for Lifelong Learning? How this should be achieved is another question. David Watson has suggested that the goal is "a sustainable sector, populated with autonomous but responsible institutions, less distracted and deflected by short-term and fickle policy interventions, and capable simultaneously of contributing to economic growth, social cohesion and international development" (*The Dearing Report : ten years on*, p. 174). Is this the whole story? "**Growing People – Growing Minds**" needs the underpinning of a life-long perspective on learning at all levels and David Watson is ideally placed to do this in this Keynote Presentation.

KEY QUESTIONS:

"Lifelong Learning and the Future of Higher Education"

1. What is Lifelong Learning and where is it going?
2. What are the alternative scenarios for the future of Higher Education?
3. What kind of "growth" does this imply and how should it be managed or governed?

BACKGROUND MATERIAL: REFERENCES, RESOURCES AND READING

“Lifelong Learning and the Future of Higher Education”

Commission of Inquiry into the Future for Lifelong Learning

The overall goal of the independent Inquiry which is hosted by NIACE (National Institute of Adult and Continuing Education) is to offer an authoritative and coherent strategic framework for lifelong learning in the UK. This will involve:

1. articulating a broad rationale for public and private investment in lifelong learning;
2. a re-appraisal of the social and cultural value attached to it by policy-makers and the public;
3. developing new perspectives on policy and practice.

The members of the Commission are:

John Field, *Director, Division of Academic Innovation and Continuing Education, University of Stirling*

Bob Fryer, *Chief Learning Advisor, Department of Health*

Leisha Fullick, *Pro-Director (London), Institute of Education, University of London*

Helen Gilchrist, *former Principal, Bury College*

Clare Hannah, *Head of Organisational Development, EWS Railways*

Murziline Parchment, *Director of Major Projects and Service Delivery, Mayor's Office, Greater London Authority*

Teresa Rees, *Pro-Vice Chancellor, Cardiff School of Social Sciences, Cardiff University*

David Sherlock, *former Chief Inspector of the Adult Learning Inspectorate*

Nick Stuart, *Chair, NIACE Company Board*

Tom Wilson, *Head of Organisation and Services, TUC.*

The Director of the Inquiry is Tom Schuller.

Lifelong Learning, Citizenship and Identity

Roger Fryer: **Lifelong Learning, Citizenship and ‘Belonging’: A briefing paper for the independent Commission of Inquiry on the Future of Lifelong Learning. Draft download:**

<http://www.niace.org.uk/lifelonglearninginquiry/docs/Lifelong%20Learning%20and%20Citizenship.pdf>

Suggested principles to underpin the relationship between lifelong learning, citizenship and identity/belonging:

1. *Focus on learners' own interests, needs and priorities*
2. *Begin with people's own experiences and their own 'definitions of the situation'*
3. *Be genuinely life- 'long' and life- 'wide'*
4. *Embrace all modes and forms of learning, including formal education, informal and non-formal learning, and incidental learning*
5. *Develop learners' skills in independent and critical thinking*
6. *Connect learning with action*
7. *Link learning to the possibilities and prospects of increased autonomy for learners and citizens*
8. *Base learning on the principles and practices of social justice*
9. *Engage learners for citizenship and democracy through inclusive and democratic methods*
10. *Enable discursive consideration of claims for recognition of difference*
11. *Provide all adults with an lifelong annual 'entitlement' to post-school learning*
12. *Provide public investment through a 'community chest' to build and sustain an infrastructure to underpin lifelong learning for citizenship.*

The Talloires Declaration : on the Civic Roles and Social Responsibilities of Higher Education (17.9.05)

<http://www.tufts.edu/talloiresnetwork/downloads/TalloiresDeclaration2005.pdf>

Other sources of information on workforce development :

university-based research centres such as CHES (at the IoE – <http://ioe.ac.uk/CHES>), IER (Warwick – <http://www.warwick.ac.uk/ier/>), and IES (at Sussex – <http://www.employment-studies.co.uk/>);

international data, especially from the OECD (<http://www.oecd.org/statistics/>), and as published, for example by the *Chronicle of Higher Education* (<http://www.chronicle.com/>);

materials produced by professional associations, notably the Society for Research into Higher Education (SRHE) (<http://www.srhe.ac.uk/>), The European Association for Institutional Research (<http://www.eair.nl/>) and the US-based Association for Institutional Research (<http://www.airweb.org/>).

DELEGATE COMMENTS AND RESPONSES

“Lifelong Learning and the Future of Higher Education”

If you would like to leave feedback relating to this Masterclass please go to:

<http://www.neec2009.co.uk/guestbookform.asp>.

FINAL PRESENTATION – to be made available following the conference

“Lifelong Learning and the Future of Higher Education”

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