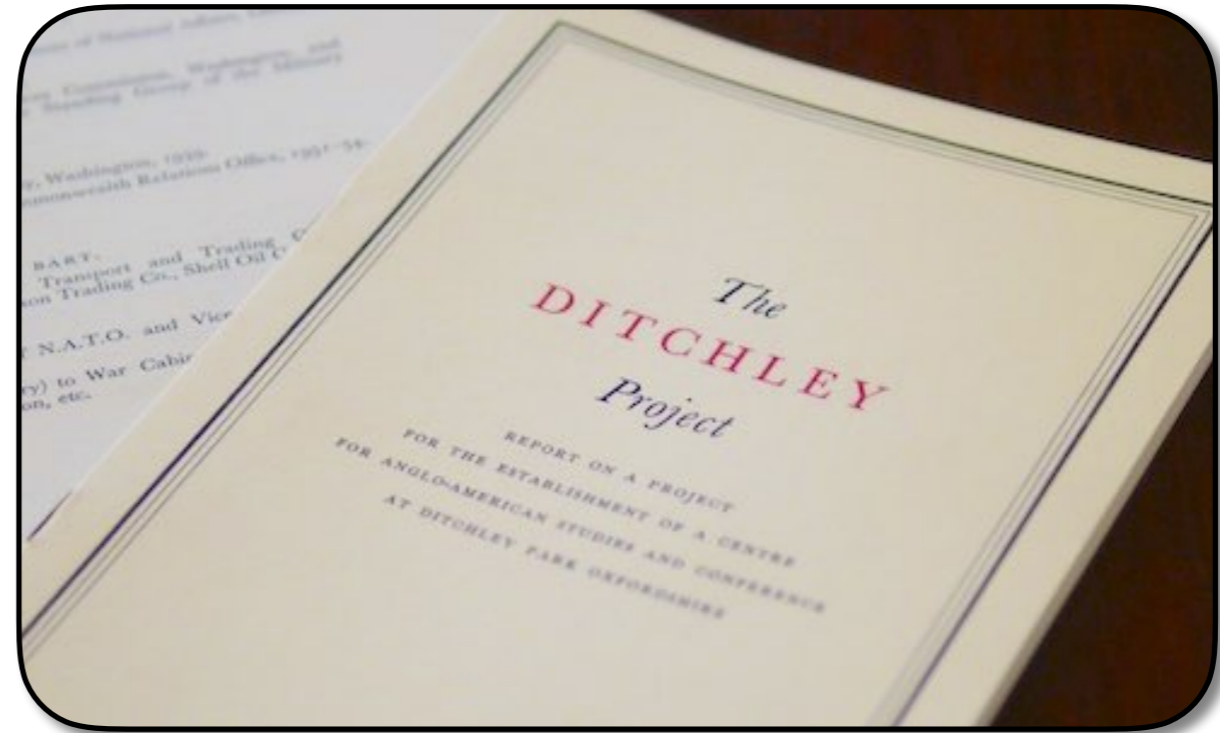# DITCHLEY

Think
new things
Make
new connections

LIFELONG LEARNING

The Ditchley Foundation

- Set up in 1958 to promote Anglo-American relations post-war, as an educational foundation

60 years of bringing people together

- Over 60 years Ditchley has held more that 730 conferences and sponsored many more

- Education has been a dominant theme for more than half a century

Year	Date	Title
1962	April	The Anatomy of Anglo-American Relations
	May	Educational Television
	May	"Related Bodies" 1
	June	British and American Policies in Tropical Africa
	Sep	The Impact of European Integration on Commonwealth American Relations
	Nov	"Related Bodies" 2
1963	March	Relevance of American Liberal Arts Colleges to British Higher Education
	March	Policies in and towards Latin America
	April	Education by correspondence and television 1
	May	The British and American past, and the Atlantic future
	May	Long-term conditions of employment
	June	Anti-trust legislation in the US, Britain, and the European Economic Community
	July	Transatlantic images presented by mass media of communication
	Sep	Medical aid for developing countries
	Sep	The problem of the nuclear deterrent in the context of British-American relations
	Oct	The Dimensions of the Atlantic Alliance
	Dec	"Related Bodies" 3
1964	Jan	Current problems affecting Anglo-American Relations
	Feb	British and American Policies in the Middle East
	May	Education by correspondence and television 2
	June	Participation of unions in economic policy-making and planning
	June	Friends and Relations
	July	Technical assistance to public administration in developing countries
	July	Greater Metropolitan Planning Seminar
	Oct	Food surpluses and aid through food
	Nov	The teaching of American studies in Britain
	Nov	British and American policies towards China
1965	Jan	Britain and the United States after the Elections
	March	British and American policies towards southern and central Africa
	March	Principles and policies of educational aid, especially in Asia, Africa and the Caribbean
	May	The role of voluntary service in aid programmes
	May	The impact of automation and technological change on trade union interests and policies
	July	The social and economic consequences of automation
	Sep	The treatment of the accused between arrest or charge and trial
	5-Nov	The roots of British foreign policy 1929-1965
	Nov	The future of the English language abroad
	Dec	The United States, British and other Commonwealth policies in the Caribbean area
1966	Jan	South-East Asia and balance of payments problems
	Feb	Aid to developing countries through new educational techniques
	March	East-West Trade
	March	Post-Graduate Medical Education
	May	Anglo-American Indian Ocean Study Group Conference
	June	Improving the effectiveness of aid in developing countries
	June	The problems of investment abroad
	8-Jul	The international monetary system: an American perspective
	July	The role of government in industrial relations
	Nov	Management educations
	Nov	Common problems of charitable foundations

Modern education: 1963 - 2019

- Many of these meetings focus on education, most recently "***What's Modern Education For***" chaired by Stephen Toope in 2019
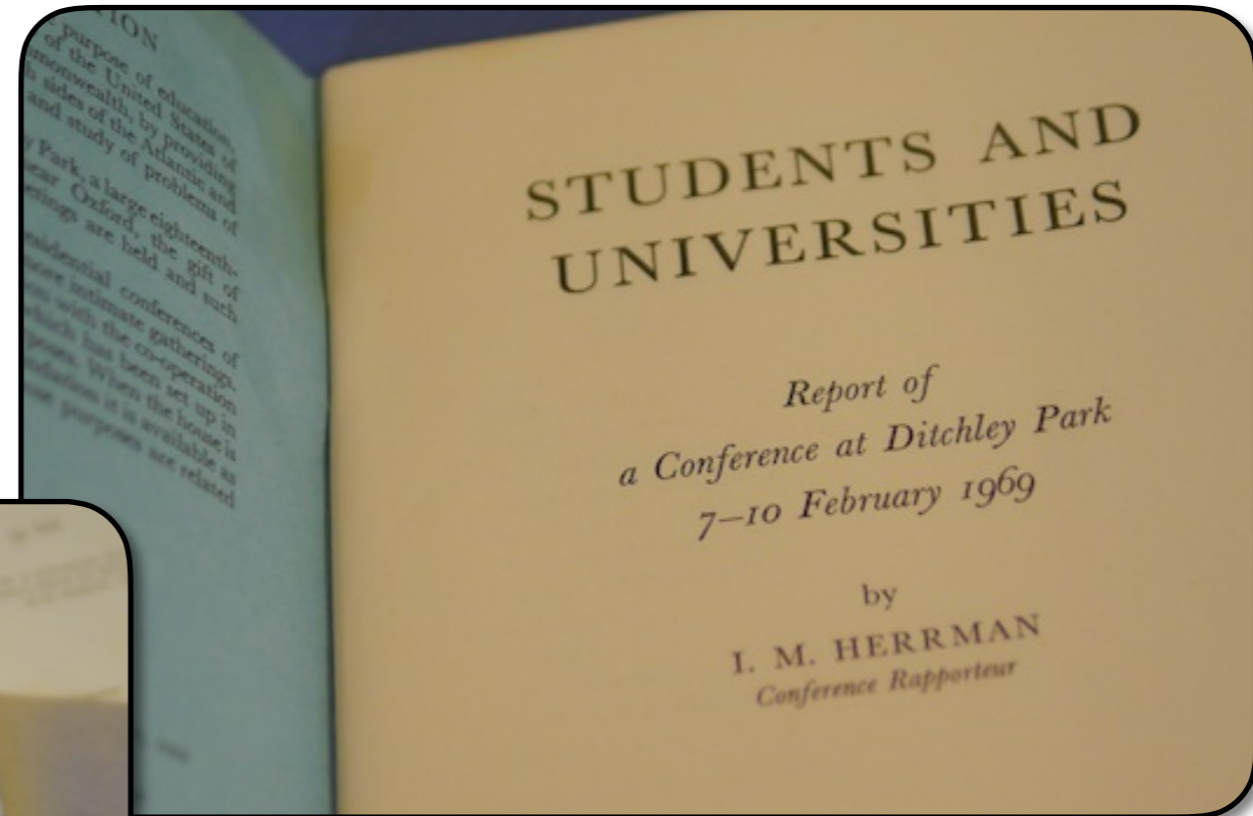

Chairman Stephen Toope
VC of Cambridge University

20th century defined by aspiration for education

- Discussions revolve around how education is critical for social progress and mobility, civil society, and for the economy

- Over the years it has become clear that the university sector has shaped the education system as a whole

Major themes from conferences in the 60s

Year	Conference
1963	Relevance of American Liberal Arts Colleges to British Higher Education
1964	Education by correspondence and television
1964	The teaching of American Studies in Britain
1965	Principles and policies of Educational Aid, especially in Asia, Africa and the Carribean
1966	Aid to developing countries through new educational techniques
1966	Post-Graduate Medical Education
1966	Management Educations
1967	Selective and comprehensive systems of secondary education
1967	The training of young people for rescue, relief and service
1967	Moral values in education
1967	Training for the Law
1968	The 'Brain Drain' from developing countries
1969	New political ideas and movements, with particular reference to student and racial unrest
1969	The changing attitudes of the young to the purposes of a university, and the consequences for university policies and government

- Increasing access

- Student protests

- Ideas from the USA

- International development
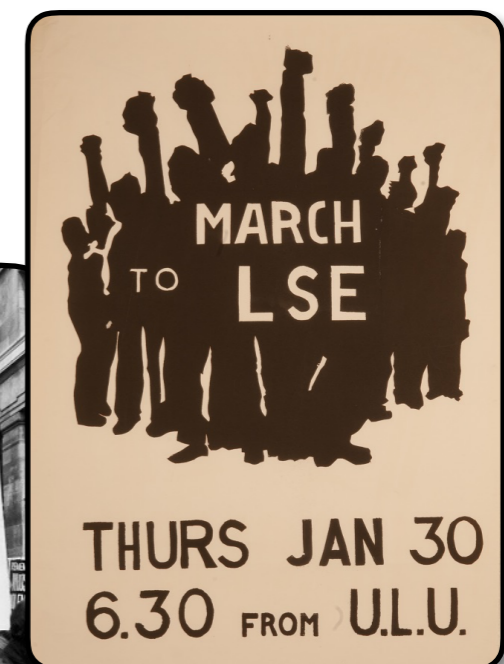
Student protests in London in 1968

Major themes from conferences in the 60s

Year	Conference
1963	Relevance of American Liberal Arts Colleges to British Higher Education
1964	Education by correspondence and television
1964	The teaching of American Studies in Britain
1965	Principles and policies of Educational Aid, especially in Asia, Africa and the Carribean
1966	Aid to developing countries through new educational techniques
1966	Post-Graduate Medical Education
1966	Management Educations
1967	Selective and comprehensive systems of secondary education
1967	The training of young people for rescue, relief and service
1967	Moral values in education
1967	Training for the Law
1968	The 'Brain Drain' from developing countries
1969	New political ideas and movements, with particular reference to student and racial unrest
1969	The changing attitudes of the young to the purposes of a university, and the consequences for university policies and government

- The changing roles of the young

- Their moral values and political opinion forming

- Uses of technology

- Questions of educational aid overseas and the risks of brain drain from developing countries

- The position of young people in society; economic and industrial change and corresponding changing demands made of state education

'Education for all' — the story of the Open University

- Some key educational ideas were pioneered at Ditchley, including what was to become the Open University

- Opportunities to increase access to education via broadcasting were developed by attendees such as Michael Young, Peter Laslett and Sir Edward Boyle, the then Minister for Education
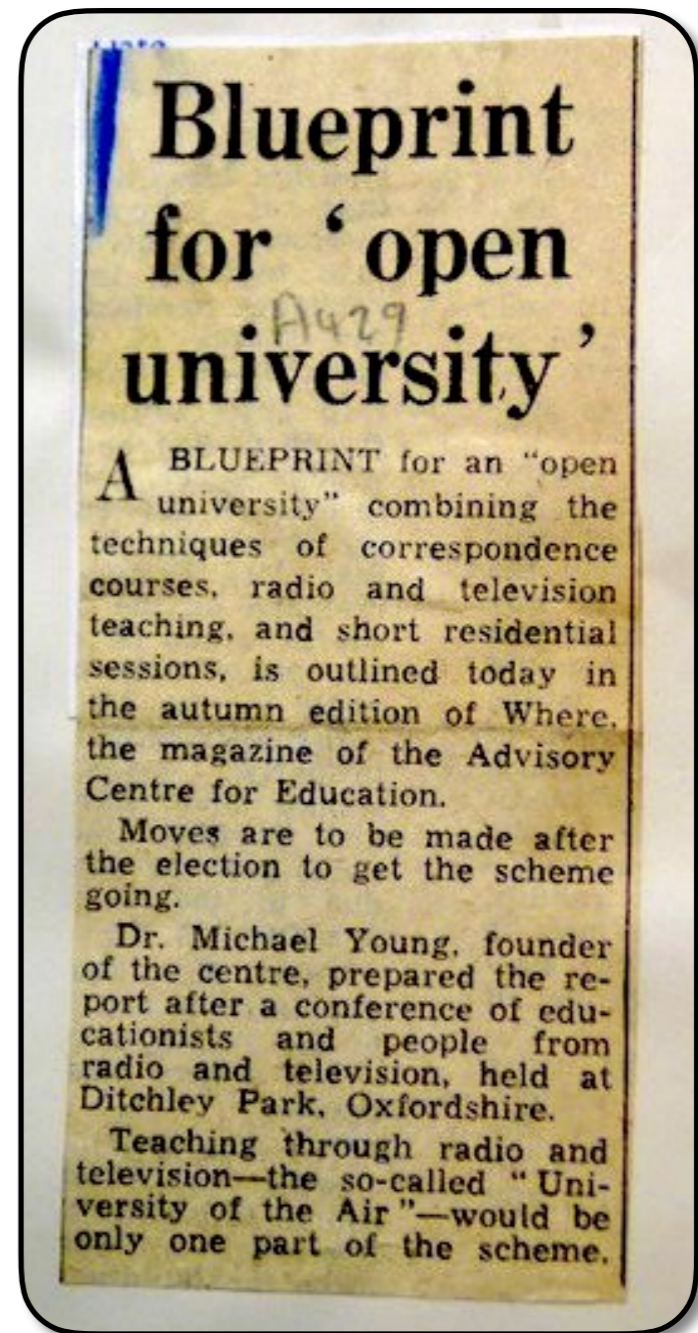

Participant list for the 1964 conference "Education by correspondence and television"

Blueprint for 'open university'

A BLUEPRINT for an "open university" combining the techniques of correspondence courses, radio and television teaching, and short residential sessions, is outlined today in the autumn edition of Where, the magazine of the Advisory Centre for Education.

Moves are to be made after the election to get the scheme going.

Dr. Michael Young, founder of the centre, prepared the report after a conference of educationists and people from radio and television, held at Ditchley Park, Oxfordshire.

Teaching through radio and television—the so-called "University of the Air"—would be only one part of the scheme.

Oxford mail, Sept 1964

Mr. Michael Young - Institute of Community Studies, London.

The 70s — youth

- Greater participation and representation of students in the running of universities was debated

- Recognition of 'youth' as an identity and category for social policy in the 1960/70s

- Youth crime — a persistent pre-occupation

- The trend towards comprehensive education reflected strongly held convictions about the social role of school education

- New subjects were discussed by figures such as Stuart Hall and Richard Hoggart, who led the development of cultural studies as a discipline

- The distinction between pure and applied is challenged

Year	Conference
1970	The meaning of an academic community
1971	Education and youth problems (I)
1971	Education and youth problems (II)
1972	Education and youth problems (III)
1972	Education and youth problems (IV)
1973	Education and youth problems (V)
1973	Education and youth problems (VI)
1974	Younger people in society in 1985
1975	Implications of increase in leisure time
1976	Young people in contemporary industrial society

The school without walls

- The limitations of traditional education…

  – The concept of education throughout life began to emerge as discussions at Ditchley explore more radical ideas in the 1970s

  – The 'right to education' could include opportunities to choose between traditional schooling, community work at home or abroad - it will transcend the school

  – Bridging the vocational and non-vocational divide. Bridging education and training. The Trade Unions were a positive force in making the case for technology training with employers and in providing education programmes

Sir John Frederick Wolfenden, who chaired five Ditchley conferences in the 1970s

Lifelong learning in various contexts

- Over time learning throughout life has been a response to:

  - **Failures of education** — life-long learning offers a second chance

  - **Increased 'leisure time'** — less work as a result of social prosperity or recession & unemployment

  - **Modern citizenship** — needs of modern citizenship & new technology

  - **Re-skilling the population** — a national economic need

- A quality of life issue — part of a (publicly funded) infrastructure of facilities such as libraries, museums and galleries that enable people to lead fulfilled lives

Reform, regulation and standards — the 80s/90s

Year	Conference
1983	Higher education: problems of access and financing-examination of overseas policy
1984	Training policy: opportunities for initial and continuing training — what should be provided by whom?
1988	Higher education in an advanced society
1992	Primary and Secondary Education
1994	Higher education
1994	Unemployment and industrial change in the developed countries
1996	Preventing youth crime
1997	The prevention of youth crime: schooling, neighbourhood and intervention
1999	School-age education: tasks, systems, performance

- Critiques of 'progressive education'

- A decline in standards? Concerns raised here and in US

- A national curriculum (1988)

- Citizenship (Crick report recommendation 1998) in the context of: role of the mass media; the impact of globalisation; uncertain transition from school to work; greater mix of race and culture

LIFELONG LEARNING AT DITCHLEY

Reform, regulation and standards — the 80s/90s

Year	Conference
1983	Higher education: problems of access and financing-examination of overseas policy
1984	Training policy: opportunities for initial and continuing training — what should be provided by whom?
1988	Higher education in an advanced society
1992	Primary and Secondary Education
1994	Higher education
1994	Unemployment and industrial change in the developed countries
1996	Preventing youth crime
1997	The prevention of youth crime: schooling, neighbourhood and intervention
1999	School-age education: tasks, systems, performance

- The impact of technology on society and the implications for education systems

- Education is part of industrial policy, the digital revolution, growth and jobs

- The role of universities in their local economies and the link between fundamental research and economic growth

- Greater numbers of international students

- Students to contribute to costs via fees

LIFELONG LEARNING AT DITCHLEY

The digital revolution and 21st century economies

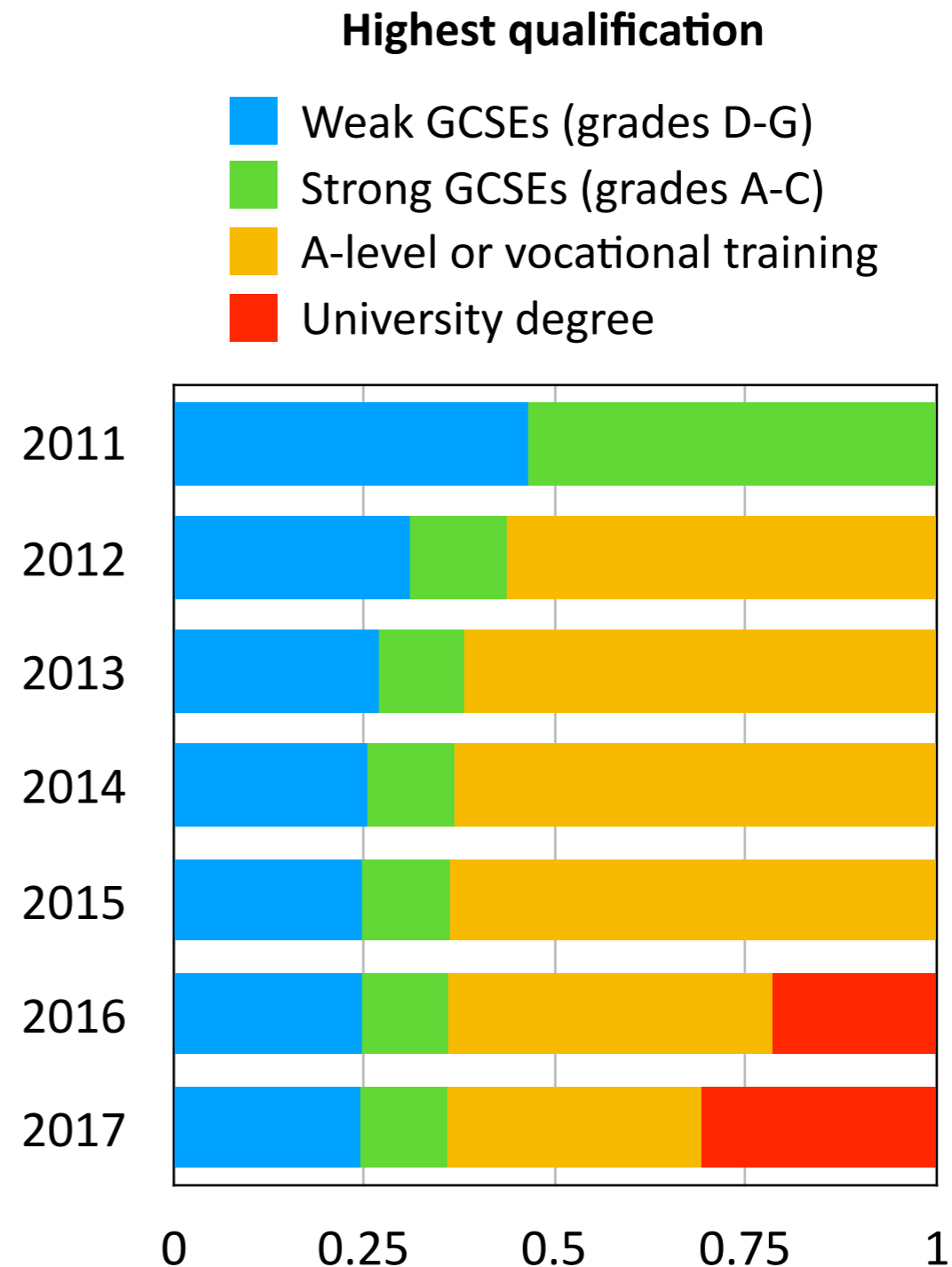- References to changing educational need are made in all discussions on 21st economies:

  – Education is now part of all discussions about the modern economy and whether government, as part of an industrial strategy, should ensure provision of sufficiently skilled manpower through education policy and apprenticeships

  – How should post-secondary education be changing in the digital world?

  – New ways to learn are now available

  – Education systems designed to serve only half the population and to "fail" the rest are no longer acceptable

Sir John Kingman, chair of the 2003 meeting on "the global future and value of universities in the information age"

Transcending the divide in post-secondary education

- The call for education to extend learning, and at different times through life for different purposes, remains both a powerful concept and an underdeveloped reality

- Will the binary between elite and the rest, non-vocational vs vocational, pure and applied be finally transcended by the demand for skills brought by the 4th industrial revolution?

- Will post-secondary education become a more integrated system to include all educational institutions?

- How will the tension between state funding and university autonomy be resolved?

Education & the future of democracy

Year	Conference
2015	The digital economy: power and accountability in the private sector
2016	Growth and jobs in Europe: the way forward
2016	21st century manufacturing, the jobs, workers and technology for a new era
2017	Which way is West and is the West still best? What do President Trump, Brexit and the technological revolution mean for the future of the West?
2018	The future of policing in the digital age
2018	The Internet: how can we make it safer without losing its vitality?
2018	China and the West: different values, the same global economy. How do we respond to challenges on the premise of mutual respect?
2019	Globally connected cities and their relationship to the nation state
2019	Modern Education: what is contemporary education for, whom should we be educating, and how is it best achieved?

- Recent conferences span broad themes that impact education

- Globalisation, shifts in technology and changing economies are forcing changes in education systems

- Education is at the centre of the project of democratic renewal

LIFELONG LEARNING AT DITCHLEY

EDUCATION TIMELINE

Education timeline

- 1953 — THE LABOUR MANIFESTO
- 1959 — THE CROWTHER REPORT
- 1962 — INTRODUCTION OF STUDENT GRANTS
- 1963 — THE ROBBINS REPORT
- 1963 — NEW UNIVERSITIES OPEN
- 1963 — THE FRANKS REPORT
- 1963 — A UNIVERSITY OF THE AIR
- 1965 — MOVEMENT FOR COMPREHENSIVE SCHOOLS BUILDS MOMENTUM
- 1967 — FULL-TIME STUDENT NUMBERS REACH 197,000
- 1968 — THE NEWSOM REPORT
- 1969 — THE OPEN UNIVERSITY
- 1971 — THE MINIMUM SCHOOL LEAVING AGE RAISED TO 16
- 1973 — FULL-TIME STUDENT NUMBERS REACH 217,000
- 1969 — THE FIRST OF THE "BLACK PAPERS"
- 1988 — THE EDUCATION REFORM ACT
- 1992 — EDUCATION ACT
- 1997 — THE DEARING REPORT
- 2000 — FULL-TIME STUDENT NUMBERS REACH 1.15 MILLION
- 2018 — FULL-TIME STUDENT NUMBERS REACH 1.77 MILLION
- 2019 — THE AUGAR REPORT

1953 — THE LABOUR MANIFESTO

1959 — THE CROWTHER REPORT

1962 — INTRODUCTION OF STUDENT GRANTS

1963 — THE ROBBINS REPORT

1963 — NEW

1963 — TH

1963 — A

1965 — M

1967 — I

1968 — T

1969 — THE OPEN UNIVERSITY

1971 — THE MINIMUM SCHOOL LEAVING AGE RAISED TO 16

1973 — FULL-TIME STUDENT NUMBERS REACH 217,000

1969 — THE FIRST OF THE "BLACK PAPERS"

1988 — THE EDUCATION REFORM ACT

1992 — EDUCATION ACT

1997 — THE DEARING REPORT

2000 — FULL-TIME STUDENT NUMBERS REACH 1.15 MILLION

2018 — FULL-TIME STUDENT NUMBERS REACH 1.77 MILLION

2019 — THE AUGAR REPORT

1963 — THE ROBBINS REPORT

Robbins argued that undergraduate places should be available "to all who were qualified for them by ability and attainment" - the Robins principle. Influential in making the case for expansion of UK universities in the 1960s.

Education timeline

1953 — THE LABOUR MANIFESTO

1959 — THE CROWTHER REPORT

1962 — INTRODUCTION OF STUDENT GRANTS

1963 — THE ROBBINS REPORT

1963 — NEW UNIVERSITIES OPEN

1963 — THE FRANKS REPORT

1963 — A UNIVERSITY OF THE AIR

1965 — MOVEMENT FOR COMPREHENSIVE SCHOOLS BUILDS MOMENTUM

1967 — FULL-TIME STUDENT NUMBERS REACH 197,000

1968

196

19

1

1988 — THE EDUCATION REFORM ACT

The aim was to for education was to improve standards through marketisation. It introduced League Tables, The National Curriculum and OFSTED.

1988 — THE EDUCATION REFORM ACT

1992 — EDUCATION ACT

1997 — THE DEARING REPORT

2000 — FULL-TIME STUDENT NUMBERS REACH 1.15 MILLION

2018 — FULL-TIME STUDENT NUMBERS REACH 1.77 MILLION

2019 — THE AUGAR REPORT

Education timeline

1953 — THE LABOUR MANIFESTO

1959 — THE CROWTHER REPORT

1962 — INTRODUCTION OF STUDENT GRANTS

1963 — THE ROBBINS REPORT

1963 — NEW UNIVERSITIES OPEN

1963 — THE FRANKS REPORT

1963 — A UNIVERSITY OF THE AIR

1965 — MOVEMENT FOR COMPREHENSIVE SCHOOLS BUILDS MOMENTUM

1967 — FULL-TIME STUDENT NUMBERS REACH 197,000

1968 — THE NEWSOM REPORT

1969 — THE OPEN

1971 — THE

1973 — FULL

1969 — THE

1988 — THE

1992 — THE EDUCATION ACT

This paved the way for polytechnics and colleges of higher education to become universities.

1992 — EDUCATION ACT

1997 — THE DEARING REPORT

2000 — FULL-TIME STUDENT NUMBERS REACH 1.15 MILLION

2018 — FULL-TIME STUDENT NUMBERS REACH 1.77 MILLION

2019 — THE AUGAR REPORT

Education timeline

1953 — THE LABOUR MANIFESTO

1959 — THE CROWTHER REPORT

1962 — INTRODUCTION OF STUDENT GRANTS

1963 — THE ROBBINS REPORT

1963 — NEW UNIVERSITIES OPEN

1963 — THE FRANKS REPORT

1963 — A UNIVERSITY OF THE AIR

1965 — MOVEMENT FOR COMPREHENSIVE SCHOOLS BUILDS MOMENTUM

1967 — FULL-TIME STUDENT NUMBERS REACH 197,000

1968 — THE NEWSOM REPORT

1969 — THE OPEN UNIVERSITY

1971 — THE MINIMUM SCHOOL LEAVING AGE RAISED TO 16

1973 — FU

1969 —

1988 —

1992 —

1997 —

2000

2018

2019 — THE AUGAR REPORT

2019 — THE AUGER REPORT

A review of post-18 education and funding chaired by Philip Augar, "Post-18 (or 'tertiary') education in England is a story of both care and neglect, depending on whether students are amongst the 50 per cent of young people who participate in higher education (HE) or the rest."

Ditchley Park, Enstone, Chipping Norton, Oxfordshire OX7 4ER

T +44 (0)1608 677346 **E** info@ditchley.com **W** ditchley.com