



ANNUAL REVIEW 2021

SUMMARY OF ACTIVITIES ACHIEVEMENTS

Narrative

In late 2020 we undertook a strategic review of Lifewide Education’s first 10 years. We identified a number of ways in which we wanted to develop including: 1) expanding our core team of supporters and advisers and developing a network of international partners 2) providing more opportunity for the members of our community to participate in our work 3) engaging with lifelong learning policy and policy makers. In 2021 we can demonstrate progression and achievement in each of these areas.

In January 2021 we published our 2030 Vision Statement <https://www.lifewideeducation.uk/2030-vision.html> stating our ambition to continue to develop our understanding of lifewide learning and to work towards an enhanced concept of lifelong learning that explicitly recognised the lifewide dimension of learning. We aim to advance understanding and enhance the global ecosystem for lifelong-lifewide learning and education through eight areas of work on which our 2021 programme of work is based (Table 1).

An important aim was to provide more opportunities for the members of our community to interact with each other and share their ideas, insights, practices and experiences. In January we established a new Lifewide Learning Research and Development Group on the Linked In platform for the purpose of conducting naturalistic research into our own learning. We undertook our first collaborative inquiry in Feb/March into the nature of our own lifewide learning. The combination of inquiry and the production of a magazine to curate the results of inquiry proved to be an effective means of engaging our community and providing an outlet for their ideas and creativity.

During 2021 we celebrated our 10th anniversary as an organisation. We sought to engage and work with members of our community in two inquiries the results of which are curated in two issues of Lifewide Magazine. We joined the UNESCO Futures of Education initiative in January 2021 and sought to engage and work with the UNESCO Institute for Lifelong Learning on the lifelong learning aspect of the futures agenda. During 2021 we explored the ways in which lifewide learning might relate to learning for sustainable regenerative futures. We conducted a collaborative inquiry on this theme and curated the results in the 25th issue of our magazine. We adapted our strapline to show that we are positioning lifewide learning in the context of learning for a future that is more sustainable. *“We advocate, encourage and support lifelong - lifewide and ecological approaches to learning, development, creativity and education for a sustainable regenerative future.”*



We have achieved much with the limited and voluntary resources we have but none of these things would have been possible without the generous support of the Lifewide Education Supporters Group and the members of our community who contributed to our inquiries. We are also grateful for the support of our network of international partners who contribute to our research activities and publications and help promote lifewide learning and education wherever they are



TABLE 1 Summary of Activities and Achievements 2021

<p>1 Expanding and refreshing our team of supporters and activists by securing representation from diverse professional groups who have an interest and involvement in lifelong-lifewide learning. We are particularly interested in involving people who live outside the UK by expanding our network of international partners.</p>	<p>During the past 15 months we recruited 5 new members to our core planning and implementation team.</p> <p>Vikky Pendry is CEO at the Curriculum Foundation a UK based International Education Consultancy specialising in curriculum review and redesign. Vikki runs her own education consultancy in parallel, Florus Education which features creative curriculum projects. She has worked in 3 UK Primary schools as a senior leader and she is currently studying for a doctorate in Education at UCL where she is exploring curriculum implementation in a range of contrasting contexts.</p> <p>Josefina Ramirez – is Head Mistress and founder at The Greenery House in Chile and a Lecturer in Teacher Training at the University of Los Andes, Chile. Josefina will help us share our ideas in south and central America.</p> <p>Andra Lavinia Ilie advises clients on governance, family office and philanthropy at KPMG. She is also an amateur traveller and avid learner. Originally from Romania, she has lived in Greece and England and she calls everywhere and nowhere home. Andra is an alumni of the University of Surrey’s Lifewide Learning Award and has experience of the way lifewide learning can be facilitated and recognised in a higher education environment.</p> <p>Arti Kumar is a UK National Teaching Fellow and an Education and Employability Consultant, author, trainer and mentor. She is the author of “Personal, Social, Academic and Career Development in Higher Education – SOARing to Success”. Arti was awarded an MBE for her services to education</p> <p>Melissa Shaw is a career coach and mentor. She has been a Volunteer Trainer for the National Trust since 2017, and she has a particular interest in the role of volunteering for purpose, employability, and learning, bringing benefits for individuals and organisations. With a background of working in HE, she led organisational development, educational development and technology enhanced learning functions. She was Deputy Director of the CRA and is currently exploring life-writing.</p> <p>International partners During the year we established a small network of international partners with representatives from Australia, New Zealand, India, Columbia, Iran, Japan and China. Our partners contribute to our activities and publications, and help promote lifewide learning and education wherever they are</p>
<p>2 Reaching out to practitioners in different professional groups to expand our community</p>	<ul style="list-style-type: none"> • Many connections and links to education all at all levels and in different capacities • Strong links through NJ with the Creative Academic and #creativeHE communities • Strong links through RW to the PDP practitioner community • Strong links through DC to practitioners involved in employability • Strong links through JW to practitioners involved in mental health and wellbeing • Strong links through VP to CIRUS & MAPLE networks • In 2021 NJ worked with Social Care Network Ireland undertaking a survey of creativity in social care practice and education, presenting ideas and producing 3 working papers. Ecology of practice, learning and creativity in Social Care work and education • NJ contributed to the Creative Academic inquiry into Imagination and Creativity for Sustainable Regenerative Futures • We invited members of a number of social media groups involved in sustainability to join our Oct-Nov inquiry • JW, BC & NJ produced a Synthesis of AGCAS Case Studies – Co & Extra- curricular awards. So far we have failed to recruit to the team a representative from the AGCAS co- and extra-curricular awards community

<p>3 Building understanding and practice through discussions and the sharing of ideas and resources through social media, webinars and collaborative learning projects.</p>	<p>1 Learning Lives Inquiry Feb 01 to March 15 (RW, JW, NJ) – successfully planned, developed resources and facilitated engagement over 6 weeks of 30+ participants using the Lifewide Learning Research & Development forum on Linked In</p> <p>2 Learning for Sustainable Futures Inquiry Oct 18-Nov 22 (NJ, JW & JR) – successfully planned, developed resources and facilitated engagement over 5 weeks of 20 participants using the Lifewide Learning Research & Development forum on Linked In</p>
<p>4 Encouraging members of our community to share their ideas, practices and experiences through our publications - magazines books, forum and blog posts</p>	<ul style="list-style-type: none"> • Learning Lives Inquiry – production of 152 Vignettes by 30+ participants describing everyday experiences in which learning emerged. • Production and publication of Lifewide Magazine #24 Curation of Learning Lives inquiry – ‘<i>New Perspectives on our own learning lives</i>’ • Lifewide Learning for Sustainable Regenerative Futures Inquiry: Exploring the SDG’s One Story at a Time. Production of 21 personal statements of engaging with SDGs and 37 vignettes • Production and publication of Lifewide Magazine #25 Curation of inquiry – ‘<i>Lifewide Learning for Sustainable Regenerative Futures: Exploring the SDG’s One Story at a Time</i>’
<p>5 Contributing scholarly articles to journals, books and other publications</p> <p>Open access publications We share our knowledge through our open access magazines which are published under a Creative Commons licence. They are free to download.</p> <p>During the year members of the team contributed 16 articles to the two issues of Lifewide Magazine produced by team members</p>	<p>Arti Kumar revised her book and the new edition will be published in 2022 <i>SOARING to Success</i> /‘<i>SOAR for Employability</i>. NJ contributed a Foreword to the book</p> <p>Jackson, N. J. (in press) Steps to an Ecology of Lifelong-Lifewide Learning for Sustainable, Regenerative and Thrivable Futures. In K. Evans, W. O. Lee, J. Markowitsch and M. Zukas (Eds) Third International Handbook of Lifelong Learning Springer. To be published in 2022</p> <p>Cole. D. and Willox D (2021) Broken employability metrics need a post-pandemic revamp https://world.edu/broken-employability-metrics-need-a-post-pandemic-revamp/</p> <p>Lifewide Magazine #24</p> <ul style="list-style-type: none"> • Our Social Ecology for Learning Norman Jackson, Jenny Willis & Rob Ward • ‘Why did I join? Why did I stay?’ Motivations for participating in the Learning Lives Inquiry Rob Ward & Melissa Shaw • Experiential Domains: Personally constructed frameworks for making sense of lifewide learning Norman Jackson • Postcards From My Learning Life Andra Lavinia Ilie • The Idea of an Eco-Lifewide Learning System Josefina Ramirez • Five Perspectives on Lifewide Learning Jenny Willis • Three Perspectives on Lifewide Learning Norman Jackson • Lifewide Learning and Wellbeing: What can we learn from the vignettes? Jenny Willis • Concepts and Models for Lifewide Learning 89 Norman Jackson <p>Lifewide Magazine #25 Introduction to Exploring the SDG’s One Story at a Time <i>Norman Jackson</i> Engaging With the SDGs Across the Whole of Our Life—Synthesis of Personal SDG Statements <i>Jenny Willis, Norman Jackson & Josefina Ramirez</i> Developing More Hope for the Future</p>

	<p><i>Melissa Shaw</i> Developing ‘Sustainable Employability’ in Congruence with the Sustainable Development Goals</p> <p><i>Arti Kumar</i> Lifewide Perspectives and Motivations for Engaging with the Sustainable Development Goals</p> <p><i>Norman Jackson & Jenny Willis</i> What Have the SDGs Got To Do With Wellbeing?</p> <p><i>Jenny Willis</i> The Wisdom of the Collective</p> <p><i>Norman Jackson</i></p> <p><i>Articles by our international partners</i> The Important Role of Education in Societal Change to Support Achievement of the SDGs</p> <p><i>Catalina Caicedo</i> In Search of Personal Growth and Living a Life for a More Sustainable Future</p> <p><i>Elisa Daka</i> Stories that Connect Us with the World and with Each Other</p> <p><i>Zahra Bahrani</i> Reflection on the Lifewide Learning for Sustainable Futures Experiential Inquiries <i>Dory Reeves</i></p> <p>Experiencing the Gift of Inter-Being <i>Rahul Hasijah</i></p>
6 Reaching out to the policy makers and contributing to initiatives that recognise and value the lifewide dimension of learning	<ul style="list-style-type: none"> • NJ had several conversations with the Director & Deputy Director UNESCO Institute for Lifelong Learning (UILL) • NJ wrote a post for UILL Blog • NJ produced White Paper “Enriching and Vivifying the Concept of Lifelong Learning through Lifewide Learning and Ecologies for Learning & Practice” for UILL • NJ made contributed to the “Education Policy Support for Children’s Education in the Highland Plateau of China Conference July 18-20th, 2021”.
7 Working collaboratively with organisations and initiatives to promote lifewide learning and education	<ul style="list-style-type: none"> • We joined UNESCO Inst for Lifelong Learning ‘Futures of Education’ initiative in January 2021 • Our first contribution was a White Paper arguing for the enrichment of the lifelong learning concept • Our second contribution was a recorded presentation of these ideas. We also contributed to the UILL Blog • We became a partner with “Sustainable Lifestyles and Education Programme. • We undertook our Lifewide Learning for Sustainable Regenerative Futures inquiry as a contribution to the UNESCO Futures of Education Project.
8 Maintaining and developing our infrastructure to support these activities	<ul style="list-style-type: none"> • New web pages were created on our website to support our inquiries. • In January we established a new Lifewide Learning Research and Development forum on the Linked In platform. We used it to support two inquiries and there are currently 52 registered participants. • We purchased a pro-subscription on Zoom in order to run our own online events and produce podcasts. • We uploaded our publications to our magazine web page and posted copies in academia.edu and research gate

The report was reviewed and approved by the Lifewide Education Team on 24/01/22

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