



The impact of Globalisation and Europeanisation for the Lifelong Learning Policies

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Abstract

Context and research problem - Globalisation and felt national needs have been some of the reasons for the elaboration of lifelong learning policies. Learning for the benefit of society or for oneself is a major challenge of contemporary society. In this context, an analysis of the findings of evaluation of lifelong learning and its future role may present a major theoretical, practical and political issue. At international level, lifelong learning policies are more and more debated by policy-makers and the general public.

Research questions - The role of the lifelong learning policies is different in a globalised society. What are the characteristics of lifelong learning in a knowledge-based society? How can globalisation influence lifelong learning and also the content of the relevant educational programmes? Can we speak of an economic dimension as the driving force of educational policy, thus of a materialist approach? Why is lifelong learning so important in the context of globalisation and European integration?

Research method - In order to try to answer these questions, one might proceed to a qualitative analysis of the results of more than 60 interviews with policy-makers and senior officials responsible for education at the European Commission, the Council of Europe, the European Court of Human Rights in Strasbourg, the EU Court of Justice in Luxembourg, the European Parliament, CEDEFOP, the European Training Foundation, UNESCO, the International Labour Organisation, OECD, etc.

Outcome - We shall try to demonstrate that lifelong learning policies are a political, educational and cultural element in the context of globalisation. Of course lifelong learning policies will have to remain the responsibility of national authorities, because they are more familiar with the types of learners and their needs than any European or international organisation.

References

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