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Lifelong learning as a chameleonic concept and versatile practice: Y2K perspectives and trends

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Abstract

This essay focuses on contemporary lifelong-learning discourse as it was reflected in deliberations during three events held in Australia, Canada and the UK during 2000-01. Through the dialogical lenses of these Y2K events that brought together an array of international participants, it examines lifelong learning as a chameleonic concept and versatile practice.

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community vie for space. It locates this practice in inclusive, holistic terms, suggesting that a critical practice of lifelong learning is guided by a key aim: to help persons become responsive and responsible citizen learners and workers who are able to think, speak and act in life, learning and work situations.

Notes

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