

International Journal of Lifelong Education >

Volume 23, 2004 - [Issue 4](#)

337 | 11 | 0
Views | CrossRef citations to date | Altmetric

Original Articles

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


ANDRÉ P. GRACE

Pages 385-405 | Published online: 20 Feb 2007

 Cite this article <https://doi.org/10.1080/026037042000233511>

Sample our
Education
Journals

>> [Sign in here](#) to start your access
to the latest two volumes for 14 days



 Full Article  Figures & data  References  Citations  Metrics

 Reprints & Permissions

[Read this article](#)

[Share](#)

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 in education and culture. It considers how participants at the three events framed lifelong learning's parameters and complexities as they discussed perspectives and trends shaping lifelong-learning discourse, policy-making and practice. In doing so, three pervasive Y2K-event themes are discussed: (a) lifelong learning encompasses instrumental, social and cultural education; (b) lifelong learning involves mediation of public and private responsibilities; and (c) lifelong learning occupies a precarious and paradoxical position in a world that desires to position it as a

permanent global necessity. The essay concludes with a perspective on lifelong learning as a critical practice in a world where culture as knowledge and culture as 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

Dr André P. Grace is based at the Department of Educational Policy Studies, 7-104 Education North, Faculty of Education, University of Alberta, Canada T6G 2G5; e-mail: andre.grace@ualberta.ca

Additional information

Notes on contributors

ANDRÉ P. GRACE

Dr André P. Grace is based at the Department of Educational Policy Studies, 7-104 Education North, Faculty of Education, University of Alberta, Canada T6G 2G5; e-mail: andre.grace@ualberta.ca

Related Research Data

[Lifelong learning: concepts and conceptions](#)

Source: International Journal of Lifelong Education

[The learning society: postmodern politics](#)

Source: International Journal of Lifelong Education

[Canadian and US adult learning \(1945-1970\) and the cultural politics and place of lifelong learning](#)

Source: International Journal of Lifelong Education

Where critical postmodern theory meets practice: Working in the intersection of instrumental, social, and cultural education

Source: Studies in Continuing Education

Bringing It All Back Home

Source: Unknown Repository

Lifelong learning as bungy jumping: In New Zealand what goes down doesn't always come up



UNIVERSITY OF
BIRMINGHAM

**Embedding
character
education
research
in practice
and policy**

We research
We activate
birmingham.ac.uk



UNIVERSITY OF
BIRMINGHAM

**Embedding
character
education
research
in practice
and policy**

We research
We activate
birmingham.ac.uk



People also read

Recommended articles

Cited by
11

Information for

- Authors
- R&D professionals
- Editors
- Librarians
- Societies

Opportunities

- Reprints and e-prints
- Advertising solutions
- Accelerated publication
- Corporate access solutions

Open access

- Overview
- Open journals
- Open Select
- Dove Medical Press
- F1000Research

Help and information

- Help and contact
- Newsroom
- All journals
- Books

Keep up to date

Register to receive personalised research and resources by email

 Sign me up

