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| Soggetti                | Education<br>International education<br>Comparative education<br>Environmental education<br>Education and state<br>Human rights<br>Economic development<br>International and Comparative Education<br>Environmental and Sustainability Education<br>Educational Policy and Politics<br>Human Rights<br>Development Studies  |
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| Note generali           | Includes index.   |
| Nota di contenuto       | 1. Introduction - Lifelong Learning: The Serpent Under the Innocent Flower? -- 2. From Lifelong Education to Lifelong Learning: Reneging on the Social Contract -- 3. Ettore Gelpi and Lifelong Education -- 4. Global and National LLL Interactions -- 5. LLL: A Gendered and Intersectoral Approach -- 6. Paulo Freire and the Debate on Lifelong Learning (LLL) -- 7. LLL Challenges: Responding to Migration and the Sustainable Development Goals -- 8. LLL In A Time of Corona. |
| Sommario/riassunto      | This book examines lifelong learning from different angles and follows the trajectory beginning with the expansive notion of lifelong education   |

promoted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and its subsequent version intended to better suit the neoliberal framework and make EU countries more competitive in the global economy. The authors critique this version of lifelong learning by contrasting it with the notion of critical literacy. They also devote attention to the UN's advocacy concerning lifelong education and sustainable development, arguing that for lifelong learning to help realize this goal, it needs to become more holistic in scope and engage more globally conceived social and human-earth relations. The book concludes with a discussion on lifelong learning and the COVID-19 pandemic. Leona M. English is Professor and Chair of the Department of Adult Education at St. Francis Xavier University, Canada. She is former co-editor of *Adult Education Quarterly* and former President of the Canadian Association for the Study of Adult Education. Her previous publications include *Learning with Adults* (Springer, 2012), co-authored with Peter Mayo, winner of the Cyril O. Houle Award for Outstanding Literature in Adult Education. Peter Mayo is Professor of Arts, Open Communities, and Adult Education at the University of Malta. In addition to *Learning with Adults*, he has written and edited more than one hundred journal articles and book chapters and twenty-four books. He also edits the series *Postcolonial Studies in Education*.

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