



Global Perspectives on Adult Education and Learning Policy

Edited By Marcella Milana and Tom Nesbit

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About the book

Most observers regard both adult and higher education as key for citizenship and democracy yet the worldwide contexts, appearance and expression of adult education and lifelong learning have changed significantly during the past 20 years. Focusing on ten countries (Scotland, Czech Republic, USA, Brazil, Mexico, Botswana, Ghana, Palestine, South Korea and India) and five international organisations, this book explores recent changes in their overall contexts and policies about adult education, how such policies intersect with developments in higher education and how they may contribute to debates on citizenship and democracy. It highlights several significant shifts: increased awareness of the role of adult education/lifelong learning in enhancing economic growth and social cohesion and mobility, challenging economic and social exclusion and inequality, and developing human and social capital; increased involvement of transnational bodies; pressure for increased global and national co-operation and competition between educational sectors and institutions; and demand for more integrated, accessible, relevant and accountable educational systems and processes.

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