1.1. Practices of inclusion in formal and non-formal education contexts

SP - (18845) - COMPARATIVE STUDIES ON EDUCATION POLICIES OF INDIA AND GERMANY IN LIFELONG LEARNING IN COMMUNITIES AND ITS SOCIAL INCLUSION

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Short Abstract

This paper aims at providing a brief overview of the policy and programs of Lifelong Learning in India and Europe. Lifelong Learning programs are offered by different agencies in the country such as universities and nongovernmental organizations. Their main focus continues to be on adult education and skill training presumably due to the massive number of nonliterates in India. Multiple provisions of learning offered by different agencies in the country have neither been studied systematically nor conceptualized within the framework of Lifelong Learning. Promoted by the UNESCO, OECD, and European Commission and caught up in neoliberal policies and ideologies, Lifelong Learning has not yet received due attention from developing countries including India. In European Union (EU) policies for Lifelong Learning, through a thorough review of policy papers. Adopting an interpretative approach, it seeks to define trends and detect interrelations between EU education policy and developments in the context of European enlargement, as well as global socioeconomic mandates. Based on the study of policy documents, program reports, and observations of select programs and interviews with stakeholders, this paper identifies different factors which have influenced the policy and practice of Lifelong Learning in India and the EU.

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