

Challenges to the Vision and Mission of Lifelong Learning in Sub-Saharan Africa

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ABSTRACT Lifelong learning has become a fashionable term that is being much talked about by politicians, occasional reviewers of development policies and academicians who are constantly exploring ways of breaking down all barriers to learning so that the doors to learning can be opened for individual, communities and nations. These days nations are constantly seeking to make lifelong learning the major philosophical framework that must guide the provision of national education. It might not be possible to get the best gains possible from applying the concept unless it is properly applied, monitored and evaluated. Fortunately, the concept itself has been accepted and actually applied to education policies in Sub-Saharan Africa (hereinafter SSA) with particular reference to the three countries selected for research. Achieving the goal of lifelong learning in the Sub-Continent has been constrained by many serious challenges. This paper explores two major challenges to the vision and mission of lifelong learning in SSA, and why the sub-continent must commit to inclusive education.