

Tomasz Szkudlarek  
Uniwersytet Gdański  
Faculty of Social Sciences  
Institute of Education

## **Life-Long Learning and Knowledge Politics**

The paper situates itself in the field of explorations into the conflicting meanings of LLL in light of how knowledge and learning are conceptualized in pedagogical and political discourse, and how they are treated in education policies.

Starting with Delor's report, the tension between the humanistic – utopian – inclusive, and the economic – exclusive understanding of learning and knowledge is present in our attempts to construe knowledge economies and learning societies. In its present form, this tension is productive of paradoxical ways of organizing the access to knowledge, and of apparently paradoxical, or challenging theoretical interpretations – like those addressing the meaning of ignorance.