



Lifelong Learning in Europe National Patterns and Challenges

Edited by Ellu Saar, Tallinn University, Estonia, Odd Bjørn Ure, Fafo, Norway and John Holford, University of Nottingham, UK

Combining qualitative and quantitative methods in a wide-ranging international comparative study, the book explores how far the EU's lifelong learning agenda has been successful and what factors have limited its ability to reshape national adult and lifelong learning systems. The chapters also look at adults' participation in formal education, what they see as the obstacles to taking part, and the nature of their demand for learning opportunities.

'This is a must read for policy makers, practitioners and academics. This brilliant book richly contributes to the comparative literature on lifelong learning. It provides an intriguing framework for how the variety in national systems of adult learning and their outcome can be addressed. The theoretical work is grounded in sophisticated national case studies that offer unique insights into why, or why not, a person embarks on adult learning. Finally, the work establishes the critical role of policy.'

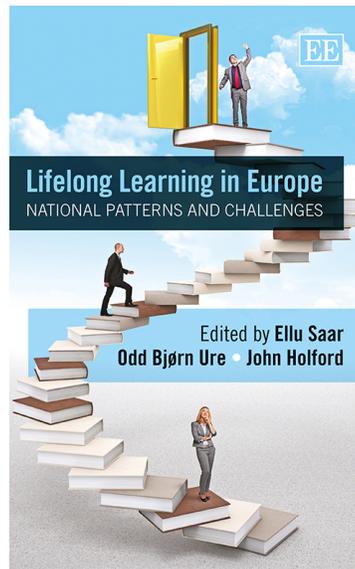
– Kjell Rubenson, University of British Columbia, Canada

'The book is a very thorough analysis of concepts, theory and policy, authored by a large number (37) of social science researchers with direct experience of learning systems in their own countries. This is a handsomely produced volume, decently bound, and will withstand the frequent reference which will be made to it.'

– William R Jones, Universities for Lifelong Learning

'Saar, Ure and Holford have offered the definitive statement on the increasingly crucial area of lifelong learning across a vast range of European nations. The volume is far more than a collection of isolated and independent case studies, but is instead a tightly coherent and thematically unified piece of theoretical and empirical sociological work. Both researchers and policy makers will find much of value in Lifelong Learning in Europe.'

– David B. Bills, University of Iowa, US



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