

Index

- academic capitalism 247, 249
active citizenship 33, 38, 123, 313, 400
active labour market policy 69, 92, 107, 236, 239–40, 272
adult education 3–7, 9, 11–15, 18, 52, 56–58, 82–110, 397–400, 402–3
Adult Education Survey (AES) 5–7, 82, 84–5, 109, 187–8, 190–1, 195–7, 199, 205, 258, 260, 271, 280, 292, 321, 385, 400
Adult Literacy and Lifeskills Survey 197
adult learners 5–6, 16, 119, 134–5, 168, 174, 176, 188, 192, 194, 196–9, 249, 258, 263, 265, 268–9, 316, 377, 384–5, 388, 392, 400
age/age groups 3, 13, 95, 120–21, 124–5, 132, 143, 147, 155, 167, 169–70, 194–5, 197–200, 205, 213, 215, 217–9, 221, 227, 235, 241, 244, 258–60, 262–3, 267, 270–71, 275, 283, 293–4, 300–301, 304, 316, 318–21, 331, 334, 345, 354, 358–60, 364, 368, 378, 384–6, 394
older people 8, 128, 137, 154, 354
young people 31, 39, 54, 83, 123–4, 128, 130, 132–7, 142, 240, 262–4, 266–7, 270, 310, 344, 386, 394
agency 4, 14–15, 19, 120, 137, 206–7, 211–2, 226, 228, 374, 397–9
Allmendinger, J. 50
Anglo-Saxon model 58–9, 75
apprenticeship 12, 49–50, 56–8, 60, 227, 240–41, 253, 348
Archer, M. 48–50, 54, 71
Australia 65, 68–9
Austria 7, 14, 27, 28, 41, 49, 51, 53–8, 60–62, 65, 68–9, 75, 82, 84–5, 105, 108–9, 122, 398
access to education/learning 232, 241–3, 247, 250
admission requirements 242
adult education 232–52
adult literacy and numeracy 239
basic-skills programmes 236–7, 239–41, 251
Berufsvorbereitung 237, 242–3, 253
continuing higher education 232, 236, 238, 247–9
continuing professional education 236, 238, 250
entrance examination 237, 241, 242–6, 253
evening schools 234, 241, 242, 243, 251
Fachhochschulen 237, 238, 245–6
firm-based training 233, 234, 250
formal adult education 232–40, 243–52
formal education 232–3, 234–5, 238, 239, 241, 249–51
funding/financing 233, 236, 237–8, 239, 240, 245, 246, 249
further education 240, 248
higher education 232, 233, 235–6, 237–8, 241–9, 249, 253
initial education 234, 236, 242, 251–2
liberal adult education 232, 235
lifelong learning (LLL) policy 232–3, 235, 249–52
lifelong learning (LLL) strategy 250
National qualification framework 234, 236, 249–52
non-formal education 233–5
non-traditional learners/students 237–8, 244–7, 249
part-time studies 237–8, 242, 246–7, 250
Reifeprüfung 241–3, 245, 253

- second chance education 232, 233, 236, 237–8, 240, 241–4, 249–50
- social inclusion 247
- tuition fees 244, 248–9
- Baltic countries 52–7, 59, 63, 67–70, 360, 373, 386
- barriers to participation 18, 159, 166, 172, 174, 180, 199, 205, 226, 228, 260, 264, 266, 294, 300, 321, 329, 338, 340, 343, 358, 368, 374, 378, 385–90, 399
- dispositional 386, 389
- institutional 226, 386, 389, 399
- situational 226, 386, 388, 399
- basic qualifications 2
- Beck, U. 305, 344
- Belgium 1, 13, 41, 54, 65, 68–9, 75, 85, 108–9, 122, 166, 320, 385
- Benchmarks 32–3, 36, 132, 135, 155, 159, 170, 320
- Europe 2020 growth strategy* 2, 8, 37, 39–40, 47, 170, 244, 320, 344
- Lisbon Strategy 8, 30–33, 35, 37, 39–41, 120, 167, 193, 289, 352, 354
- Billett, S. 178, 399
- Blair, T. 140–41, 145–6, 148, 151, 157–8
- blue-collar labour 91–3, 197, 375, 379
- Bologna Process/reform 40, 245, 281, 289
- Boshier, R. 120, 145, 305
- bounded agency model 19, 374
- Bourdieu, P. 16, 189, 212, 228
- bricolage 305, 308–9, 314–5, 320, 323
- Brown, G. 140, 146, 151, 158–9
- Bulgaria 1, 9–11, 15, 33, 40, 55–7, 59, 82, 84–5, 108–9, 122, 166
- adult education 304, 321
- advice, counselling and guidance 313
- Centres for continuing education 318–20
- continuous education 304, 314, 319
- disadvantaged/marginalized groups 313
- education system 304, 319, 321
- evening schools 304, 314, 315–6, 320
- ‘Gentle revolution’ 304, 309, 310, 314, 320
- hybridization 307
- ‘Knowledge Societies’ 317–8, 319
- learning organizations 311, 313
- lifelong learning (LLL) concept 304, 306, 309, 311, 314
- lifelong learning (LLL) policy 311–2, 322, 324
- non-formal education 310, 318, 320–21
- personal development 312
- preparatory courses 310
- prison education 313, 314, 316–7, 319
- Roma population 304, 311, 313
- second chance education 316
- social engineering 310
- social inclusion 312, 313, 317
- socialist modernization 315, 320, 324
- vocational education 304, 310, 313, 319–20
- vocational training centres 313, 319–20
- unemployed 304, 311–3, 321
- Bunce, V. 372–3, 377, 383, 393
- Canada 49, 60, 61–2, 65, 68–9, 197
- CEDEFOP 30, 35–6, 233
- Central and Eastern Europe (CEE) countries 1, 25, 48, 50–53, 58, 63, 67, 73–4
- childcare 176–7, 297, 301, 362, 366, 388
- citizenship 13, 26, 30, 33, 35, 38, 41, 123–4, 140, 144, 147, 149, 154, 156, 158, 166, 172, 182, 193, 199–200, 213, 215, 244, 307, 313, 340, 351, 361, 400
- civil society 33, 210, 227–8, 291, 312
- Coates, D. 145
- collective agreements 52, 67, 68–9, 100, 271, 308, 381
- Communist regime 282, 304, 308–10, 314, 316, 318, 376
- community building 12, 166
- community capital 12, 175
- competences 50, 64, 68–9, 94, 166, 189, 233, 248, 251, 264, 268, 283, 352, 364
- competitiveness 7–8, 25–6, 30, 37, 39–40, 64, 155–7, 166, 287, 376–7, 391

- confidence of completing education/
training 214, 297
- convergence 27, 48, 67, 219, 338
- credentials 50–51, 82, 86, 89, 94–100,
102, 105–6, 110, 188–90, 201, 218,
261, 264, 269, 393
- Cross, K.P. 18
- cross-country comparison 5, 71, 88,
105, 228, 398, 400
- Crouch, C. 51, 60, 65, 67, 73
- Czech Republic 1, 34, 41, 50, 53, 55–8,
63, 67–9, 75, 122, 247, 380
- Dale, R. 26, 33, 40, 41, 308
- Darkenwald, G.G. 18
- de-development 374, 393
- democracy 28, 41, 117, 140, 144, 146,
148, 159, 351
- Denmark 41, 48–9, 53, 55–7, 60, 61–2,
65, 68–9, 75, 320
- deregulation 187, 271, 376
- Desjardins, R. 19, 192, 197–8, 200, 226,
374, 399
- DiMaggio, P.J. 16–17, 88–9
- discrimination 221, 365
- discourse of lifelong learning 8–9, 11,
33, 46, 60, 118, 136, 158, 209, 376,
397–8
- diversification 14–15, 108–9, 188, 304,
383, 392
- diversity 7, 27–9, 154, 170, 224, 323,
358, 364, 365, 368, 380, 383
- Downes, P. 165–6, 170, 174, 247,
366–7
- dual model 49
- Durkheim, E. 353–4
- Economic and Social Research
Institute (ESRI) 181
- economic competitiveness 26, 39, 376
- economic crisis/depression 26, 166,
345, 362, 387
- economic development 311, 313, 354,
368, 376
- economic efficiency 72, 149
- economic growth 25, 30, 37, 118, 193,
327, 362, 374, 391
- education gap 3, 273, 275
- education providers 9, 14, 88, 91–3,
101, 171, 172, 178–9, 195, 234,
237–8, 242–3, 246, 248, 250, 276,
353, 360, 362, 364–8
- education system 1–4, 6, 9–13, 15, 27,
31, 36, 39, 46, 48–54, 58–60, 63,
70–72, 75, 83–4, 86, 91–4, 98–9,
105–8, 168, 173, 178–81, 232, 234,
236, 241–2, 249, 397
- differentiation 49–50, 108, 261, 264,
305, 306
- standardization 50–51
- stratification 50–51, 227, 241, 281
- educational attainment 152, 169, 182,
197–200, 205, 259, 263, 269–71,
273, 275–6
- educational ladder 13, 83, 85–7, 104,
191, 193, 195, 201, 334, 337
- educational provision 49–50, 58, 60–62,
84, 94–5, 102, 107, 110, 117–8,
121, 127, 130–31, 133, 135–7, 148,
170, 172–4, 177, 180, 187, 232,
237–8, 246, 248–52, 261, 273,
275–6, 328, 334, 338, 344–5, 348,
362, 372, 374, 378, 381–2, 392–3,
398
- egalitarian society 61–2, 117
- e-learning programmes 194, 265, 285,
291
- employability 8, 33, 39, 60–62, 120,
123, 134, 136, 149, 187, 201,
227–8, 272, 312, 350, 361, 364,
368, 376, 400
- employment protection 53, 66, 270, 379
- empowerment 94, 173, 175
- England 27, 41, 48, 55–8, 84, 108–9,
129, 136, 239, 244
- access to education/learning 144,
152, 155–6
- active citizenship 144, 154
- adult education 140–42, 144, 146–51,
153–4, 157, 159
- adult literacy and numeracy 155
- advice, counselling and guidance
150, 152, 155–6
- community learning 149–50, 154–5
- funding/financing 144, 150, 152–3
- further education 146, 149–53, 155,
159
- gender gap 143
- higher education 142–3, 146, 148–9,
151–2, 157

- Individual Learning Accounts 150, 152–3, 159
- Labour Party 140–41, 145–6, 153–4, 157
- learning society 140, 146, 152–6, 158
- liberal adult education 144, 147–9, 154
- lifelong learning 140–46, 149–54, 156–8
- lifelong learning (LLL) policy 141
- participation in education/learning 141–4, 149–50, 152, 157–9
- personal development 147, 155
- social class/group, social background 142–3, 158
- social cohesion 141, 146, 149
- social inclusion 144
- vocational education 147, 159
- work-based learning 149
- enlightenment project 391
- Esping-Andersen, G. 68–9
- Estonia 1, 11, 15, 27–8, 39, 53–4, 59, 82, 84–5, 108–9, 122, 166, 192
 - adult education 372, 374, 377–9, 381–3, 385–6, 391–2
 - basic education 383–4, 394
 - correspondence studies 383
 - disadvantaged/marginalized groups 384–6, 389, 391–2
 - distance learning 386
 - education system 372, 374, 378, 381–3, 386–9, 391–3
 - financial support 390
 - formal adult education 378, 382–3, 385–6, 392
 - formal education 372, 374, 377, 382–5, 387–8, 392
 - full-time study 384–5
 - funding/financing 381, 387, 392
 - higher education 375, 382–9, 392–3
 - initial education 372, 383, 386–7, 389
 - lifelong learning (LLL) policy 376
 - motivation 375
 - quotas 382
 - part-time study 382, 384–5, 389–90
 - personal development 379
 - preparatory courses 385, 387, 389
 - professional higher education 384–5
 - recognition of prior/non-formal learning 388, 392
 - relationship between formal and non-formal education 388
 - social exclusion 376
 - target group 387, 389
 - vocational education 378, 381, 384, 386, 391, 393–4
- ethnicity 166, 198–9, 205
- ethnic minorities/immigrants 176, 241, 329, 360, 364
- EU accession 252, 272, 274, 281, 304, 352, 356, 374, 376
- EU agenda 166
- EU lifelong learning policies 26, 33, 36, 40–41, 304, 377
- EU Sixth Framework Project, ‘Towards Lifelong Learning Society in Europe: The Contribution of the Education System’ (LLL2010) 1, 4, 27–9, 109, 127, 167, 236, 258, 280, 292, 350, 362, 365, 374
- European Citizenship 38, 41
- European dimension 29, 31, 38
- European Qualifications Framework (EQF) 32, 35–6, 240
- European Social Fund (ESF) 272–3
- European Training Foundation (ETF) 30, 40
- Eurostat 5–6, 36, 83–4, 121–2, 187–8, 191, 205, 258
- Eurozone 26
- Eurydice 36
- expansion of education 97, 99, 104, 106, 151, 239, 241, 243–4, 247, 249–50, 270, 351, 389
- extrinsic motivation 211, 296
- Faure Report 145
- Field, J. 8, 119–20, 136–7, 145, 196, 305, 347
- Finland 41, 65, 68–9, 75, 196–7, 200
- Flanders 13, 107
 - active citizenship 193
 - adult basic education 190, 193–4, 199–200
 - adult education 187–90, 192–202
 - adult literacy and numeracy 193
 - Centres for Adult Education 194–5, 199–200
 - Disadvantaged/marginalized groups 187, 189, 201

- distance education 194–5
 educational policy 187, 190, 192–6,
 200–201
 education system 189–90, 198,
 200–201
 entrepreneurship training 195
 Folk high school 195
 formal adult education 187, 190,
 192–3, 196–202
 formal education 187–90, 192, 196,
 198–201
 guidance and counselling 194
 higher education 194
 immigrants 194, 198–9
 informal learning 187, 190
 initial education 189, 191, 198, 200
 learning society 193
 lifewide learning 196
 low-skilled/low-educated 194,
 200–201
 motivation 197, 201
 National Qualification Framework
 202
 non-formal education/learning
 187–92, 195–6, 198–202
 on-the-job training 195
 participation in education/learning
 187–93, 195–200, 205
 personal development 193, 196
 profile of adult learners 188, 192,
 195, 197
 relationship between formal and
 non-formal education 187–91
 second chance education 190, 194,
 199, 201
 social class/group, social background
 187, 189
 social cohesion 193
 target group 193
 unemployed 190, 194, 197, 199–200
 vocational education 196
 work-related training/workplace
 learning 189, 194–5
 fluidity 306
 Foucault, M. 213
 formal adult education 4, 7, 9, 12–15,
 70, 82–92, 97–102, 105–10, 282,
 286–7, 292–5, 297, 299–301, 321,
 327–8, 335, 338, 343, 353, 358–9,
 397–400, 402–3
 formal adult education system 15, 108,
 189–90, 200, 383, 392
 France 25, 33, 41, 48, 50–58, 71, 75,
 105
 Freire, P. 172, 400
 gender roles 198–9
 Germany 28, 33–4, 48–51, 53–61, 65,
 68–9, 71, 75, 105, 239, 247, 253,
 378
 globalization 26, 33, 41, 73, 145, 157,
 305, 319
 good practices 9, 33, 47, 174, 273
 governance 17, 27–8, 32–3, 41, 65,
 68–9, 99, 145, 211, 234, 261
 Great training robbery 104, 249
 Greece 26, 68–9, 75, 320
 Green, A. 2, 48–9, 54–7, 147, 227
 Hake, B.J. 120, 137
 Hall, P.A. 63–5, 68–9, 213, 226, 261
 Hefler, G. 4, 13–14, 18–19, 82, 84, 86,
 89, 195, 232, 235, 237–8, 253, 280,
 299, 383, 386, 400
 historical institutionalism 4, 19, 85,
 252
 Holford, J. 7, 25–9, 33, 38–9, 46, 120,
 140, 156, 166, 201, 228, 262, 376,
 377, 397
 human capital 3, 7–8, 12, 40, 52, 65,
 68–70, 72, 120, 125, 127, 130, 141,
 252, 275, 280, 295, 300, 312, 353,
 360, 364–5, 367, 369, 372, 374–5,
 381–2, 393
 human capital development 125, 127,
 130, 353, 365, 372
 human capital theory 52, 65, 72, 375
 human resource development (HRD)
 120, 145, 196, 220–21, 284, 287–8,
 363, 380, 393
 Hungary 1, 11, 27–8, 39, 50, 53, 55–6,
 58, 63, 67–9, 75, 82, 85, 108–9,
 122, 166, 321, 380, 398–9
 access to education/learning 282–4,
 293
 accreditation 283
 adult education 280–83, 285–8,
 291–7, 299–301
 adult learners 280, 284, 290–91,
 294–5, 297–300

- attitudes towards learning 286, 289, 292–5, 297–301
- basic skills 283
- certification 283, 287–8, 291
- compulsory education 284, 289
- disadvantaged/marginalized groups 284–6, 290–92
- early school leavers 282, 284, 287, 301
- education system 283, 295
- financial assistance/support 285, 288
- funding/financing 290–92
- further education 286
- higher education 281, 283–4, 286, 289–91
- informal learning 283–5
- initial education 300
- learning organization 286
- learning trajectories 301
- life course perspective 300
- lifelong learning (LLL) policy 281–2, 285, 301
- motivation 281, 284, 292, 294–6, 299
- post-secondary education 289, 298
- recognition of prior/non-formal learning 283–4
- Roma population 282, 284, 290
- second chance education 281–2
- social class/group, social background 281, 284, 289
- social cohesion 284
- social inclusion 284, 286
- time flexibility 288
- tuition fees 280, 285, 288
- unemployed 291, 294, 300
- vocational education 283, 299
- hybridization 88–93, 95–7, 304–9, 315, 323
- Iceland 35, 41, 320
- Illeris, K. 211, 213
- incidental learning 190
- individual actors 5, 16
- individualization 306
- industrial relations 47, 60, 63, 64, 68–9, 213, 226
- inequality 15, 51, 58, 61–2, 120, 157, 168, 258, 275–6, 289, 321, 345, 353–4, 360, 392–3
- informal education 2–3, 11–12, 35, 159, 187, 190, 208–10, 220, 228, 234, 262, 266, 272, 283–7, 289, 292, 314, 323, 339, 388, 400
- initial education system 13, 47, 84, 86, 91–4, 105, 189, 236, 242, 372, 386–7, 389
- institutional agency 14–15, 397
- institutional complementarities 63–4, 213
- institutional differentiation 17, 49–50, 261, 264, 305–6
- institutional field 16–17, 398
- institutional governance 261
- institutional package 65, 213, 261
- International Adult Literacy Survey (IALS) 2–3, 167, 193, 197, 264
- international organizations 26, 38, 67
- International Standard Classification of Education (ISCED) 91–5, 96, 107, 121–3, 168–70, 215–9, 239, 251, 259, 268–9, 288, 301, 328, 331, 333, 336–7, 339–42, 344–5, 347–8, 361–2
- internationalization of education 9, 352–4
- intrinsic motivation 211, 377
- Ireland 1, 12, 27, 51, 53–4, 65, 68–9, 75, 84–5, 108–9, 122, 158, 240, 399
- access to education/learning 166, 170–75, 178–82
- adult education 165–7, 170–72, 176, 178–9, 182
- adult literacy and numeracy 165, 167–8, 176–7
- community adult education 171–2
- Community Lifelong Learning Centres 175
- disadvantaged/marginalized groups 165–6, 172
- Early Childhood Education Centre 176
- early school leavers 166, 168–70, 176, 180
- educational disadvantage 165, 173–5, 181–2
- educational policy 165, 169
- educational provision 173–4, 180
- financial assistance/support 171
- formal education 166–7, 174–9, 182
- funding/financing 166, 170–71

- further education 170–71, 181
- higher education 166, 168, 175–6, 178–9, 181–2
- life-wide learning 165, 175
- local community 173–4, 177–9
- low-skilled/educated 166
- non-formal education 166–7, 172–3, 175–9, 182
- non-traditional learners/students 176
- outreach strategies 174, 179
- participation in education/learning 165–7, 169–70, 172, 180–82
- personal development 173, 177, 180
- prison education 178, 180, 182
- relationship between formal and non-formal education 166, 175, 178
- social cohesion 166
- social group/class, social background 176
- social inclusion 165, 174
- unemployed 176, 180
- isomorphic processes 86–7, 89
- isomorphism 13, 17, 86–7, 95–9, 101–2, 105, 242
- Italy 36, 49, 50–51, 53–4, 68–9, 75, 320
- Japan 40, 48–9, 54–7, 59, 61–2, 71
- Jarvis, P. 2, 147, 150, 305, 347, 350
- Knowledge economy 25, 30, 37, 75, 120
- Labour Force Survey (LFS) 5–6, 84–5, 167, 235, 258, 280, 320, 358
- labour market 2–3, 8, 10–15, 39–40, 46–8, 51–6, 58–60, 66, 68–70, 91–3, 99, 101, 104, 118–9, 124, 136–7, 155, 167, 192–4, 196–8, 200–201, 208, 210, 213, 217, 220–21, 225–8, 233, 239–40, 248, 253, 259, 261–4, 269–70, 272–3, 275–6, 281–4, 291, 293–5, 300–301, 311, 319, 323, 327–8, 330–31, 333, 335, 338, 343–8, 352, 354, 357–8, 360, 362, 364, 368, 377–9, 382–3, 385–6, 391, 393
- Internal Labour Market (ILM) 53–7, 59, 262, 299
- Occupational Labour Market (OLM) 53–7, 269, 299
- organizational labour market 52
- qualificational labour market 52
- labour market flexibility 54, 63, 145
- labour market institutions 10, 52, 66, 70
- labour market segmentation 52, 54, 262, 269, 379
- labour movement 61–2, 146–7, 156
- late modernity 304–6
- Latvia 34, 59, 320
- learning organization 247, 286, 311, 313, 354–5
- learning trajectories 7, 206, 208, 211, 222, 224, 228, 301, 351
- Levitas, R. 118–9, 136–7
- liberal capitalism 327
- liberalization 15, 59, 70, 392
- life course perspective 178, 300
- lifelong learning concept 5, 9, 119, 208–9
- lifelong learning discourse 8, 11, 33, 46, 158, 209, 397–8
- lifelong learning policy 10, 13, 33, 40, 47, 73, 110, 192, 211, 227, 389
- lifelong learning strategies 8, 15, 32–5, 178, 209, 222, 225, 228, 283–4
- lifelong learning systems 4, 7, 10, 14, 46–75, 206, 208, 211–12, 228, 393
- Lifelong Learning Week 274
- Lisbon agenda/strategy 8, 30–35, 37, 39–40, 129, 167, 352, 354
- Lithuania 1, 9, 11, 27–8, 34, 59, 85, 108–9, 122
- access to education 358, 364, 368
- admission 366
- adult education 350–55, 358–9, 365–8
- adult learners/students 355–8, 361–2, 365–7, 369
- career guidance and counselling 363
- disadvantaged/marginalized groups 365–7
- education system 350–53, 359–62, 364, 368
- financial support/assistance 362
- gender gap 356
- higher education 352–3, 359–61, 365–8

- informal education 355–7, 363
- learning environment 365
- lifelong learning (LLL) policy 367
- motivation 363
- non-formal education 364–8
- personal development 362
- profile of adult learners 356, 365, 368
- quality assessment 352, 364, 366
- recognition of prior/non-formal learning 364, 366
- relationship/bridge between formal and non-formal education 364–5
- social cohesion 350, 353–4, 368
- social exclusion 364, 367
- target group 362, 365, 367
- tertiary education 366
- tuition fees 353, 360, 366–7
- unemployed 356–7, 361, 364
- vocational education 359
- LLL2010 *see* EU Sixth Framework Project ‘Towards Lifelong Learning Society in Europe: The Contribution of the Education System’
- Lovett, T. 172
- Maastricht Treaty 29–31, 376
- marketization 15, 59, 120, 281, 299, 352, 373, 392, 399
- Markowitsch, J. 82, 102, 232, 235–8, 240–41, 243, 253
- Matthew effect 168, 201–2
- McGivney, V.K. 271
- meaning systems 374
- Mediterranean countries 28, 58, 75, 299, 399
- Memorandum on Lifelong Learning 2, 9, 208, 263, 322–3, 351
- Meyer, J. 4, 13, 17, 19, 71, 82, 84, 86, 89, 102, 252, 309
- Mezirow, J. 172
- models of lifelong learning 33, 58
- motivations for learning 5–6, 15, 18, 169, 206–8, 211–14, 219–25, 227–8, 264, 270, 281, 284, 292, 294–6, 317, 344–5, 365, 375
- job related 196, 211, 213, 295, 297, 361–2
- personal 133, 196–7, 201, 211, 213, 220, 222, 281, 292, 294–6, 377, 400
- multidisciplinary approach 6, 48
- multilevel analysis 4, 398–9
- multivariate analysis 294, 300
- mutual learning 32
- national context 27, 156–7, 305, 323–4
- National Institute of Adult Continuing Education (NIACE) 143, 154–5
- national policies 2, 5, 25–41, 232, 259, 271, 274, 312, 323
- neoliberalism 33, 41, 67–9, 140, 145, 148, 156–7, 274, 276, 376, 391, 393
- Netherlands 25, 41, 49, 53–7, 60, 65, 68–9, 75, 187, 385
- new institutionalism 13, 17, 309
- New Zealand 35, 65, 68–9
- non-formal education 7, 12–13, 51, 83, 284, 292, 385, 388, 400
- Nordic countries 55–8, 75, 225–6, 388
- Norway 1, 6, 14–15, 35, 55–7, 65, 68–9, 75, 85, 94, 107–9, 122, 192, 196–7, 239–40, 320, 385
- access to education/learning 209–10, 212, 216, 223–6
- admission requirements 216–7
- adult education 207, 214–5, 218–9, 222–4, 226
- adult learners 207–8, 210–15, 218–9, 222–5, 228
- attitudes of learners 209, 211, 219, 222
- education system 207, 210, 213, 215–6, 225, 227–8
- financial support/assistance 222
- full-time study 218
- funding/financing 224–5
- further education/training 207–9, 211–3, 217, 220–21, 227
- guidance and counselling 222–3
- job-related training 220
- learning trajectories 206, 208, 211, 219, 222–5, 227
- lifelong learning (LLL) reform 210, 227–8
- low-skilled/low-educated 211, 213–4
- motivation 206–8, 211–4, 216, 219–25, 228

- participation in education/learning 207, 213, 215, 226
 part-time studies 217
 recognition of prior/non-formal learning 209–10, 214, 223
 recruitment, retention and completion 222–4
 second chance education 210
 social exclusion 225–6, 228
 social inclusion 224–5
 State Educational Loan Fund 210, 214, 216, 219
 training culture 220
 tuition fees 216–7, 219, 224
 unemployed 217
 vocational education 217
- OECD *see* Organization for Economic Cooperation and Development
 Open Method of Coordination 28
 Open University 122, 388
 organisational fields 7, 13–14, 16–17, 82, 87–100, 103–4, 106, 110, 206–7, 212, 233, 248, 250–53, 398
 Organization for Economic Cooperation and Development (OECD) 2–4, 58, 83–4, 120–21, 155, 233, 239, 392, 394
 organizational institutionalism 13, 19, 84, 86, 88, 233, 252
 O'Sullivan, D. 59, 172
- participation in lifelong learning 3–4, 9, 19, 143, 239, 259, 320, 345, 354–8, 367–8, 373, 377
 path dependence 1, 4, 14–15, 72, 74, 372, 397–8
 Poland 33–4, 50, 53, 63, 67–9, 320, 380
 policy discourses 60, 118–9, 136, 235
 policy learning 8–9, 28, 33–4, 47
 Portugal 41, 68–9, 75, 320
 post-colonialism 372, 383
 post-communism 10, 308, 314, 316–7, 319, 376
 post-socialist countries 6, 11, 15, 67, 70, 373–4, 377, 391, 393
 post-soviet countries 11, 327, 373, 393
 production regime 63–4, 66, 213, 262, 391
- Programme for International Student Assessment (PISA) 121, 189
 Psychosocial Interaction Model 18
 public sector 2, 6, 381
- redistribution 8, 118–9, 136, 157, 187, 200–201, 225, 354
 regulation 31, 34, 89, 98, 103, 106, 227, 333, 338, 342, 376
 responsibility 8, 29, 60–62, 119–20, 124, 127, 129, 137, 152, 153, 156, 224, 266, 271–2, 276, 282, 293, 319, 375
 rhetoric 29, 33, 39, 141–2, 144, 146, 152, 166, 208, 235, 327, 350, 376
 Riddell, S. 117, 133, 136
 Romania 34, 55–7, 59
 Rubenson, K. 18–19, 58, 192, 226, 258, 374, 398–9
 Russell Report 148
 Russia 1, 11–12, 28, 48, 108, 383
- access to education/learning 328–9, 331, 334, 338–9, 343–8
 admission requirements 336, 339–41
 adult education 328–30, 335–9, 342–3, 345, 347–8
 adult learners 329, 331, 334–9, 342, 347–8
 advanced training 329–30, 347
 correspondence learning 329, 336, 341, 348
 disadvantaged/marginalized groups 329, 331, 334, 339, 340, 342
 distance education 342
 early school leavers 331, 339, 342, 347
 education system 328–9, 331, 334–5, 338–9, 341, 344–8
 entrance examination 333
 higher education 328, 331, 333, 336, 337, 340–41, 346–8
 financial support/assistance 329–30, 333, 341, 346
 formal education 327–39, 341–4, 347–8
 full-time study 336, 341, 348
 funding/financing 333, 345–6, 348
 lifelong learning (LLL) concept 339
 lifelong learning (LLL) system 328, 344–5, 347

- migrants 339–40, 342
- non-formal education 329–30, 333, 337–8
- part-time study 331, 336
- Peoples' universities 329
- Perestroika 330
- post-Soviet education 327
- quotas 329, 337, 341
- recognition of prior/non-formal learning 337
- secondary schools 333–6, 342–7
- target group 338
- vocational education 331, 339–40, 344, 348
- unemployed 327, 339

- Saar, E. 1, 10, 46, 50, 52–4, 59, 63, 372–3, 380, 382, 387, 389, 397
- satisfaction of adult learners 214, 266, 268–9, 281, 292, 294, 297–8, 300, 334–5, 363, 399
- Scandinavian countries 3, 192, 226, 380
- school environment 179, 222, 365, 389
- Scotland 8, 27, 35, 41, 84, 94, 108–9, 158, 166, 239–40
 - access to education/learning 118–9, 128–30, 132, 134–7
 - admission regime 129
 - adult education 131–2, 137
 - adult literacy and numeracy 124, 127, 130, 135, 137
 - community learning 121, 126–7, 131, 133–4
 - disadvantaged/marginalized groups 123, 125, 132, 134–6
 - early school leavers 135
 - Education Maintenance Allowance (EMA) 123, 128, 136–7
 - education system 117, 121, 127
 - educational disadvantage 121, 123
 - financial support/assistance 123
 - formal education 127, 130–31, 134
 - funding/financing 124–37
 - further education 123–5, 127, 130–31
 - Further education (FE) colleges 124–5, 131
 - lifelong learning (LLL) policy 117–8, 123, 126, 134–7
 - lifelong learning (LLL) strategy 117–8, 123–4, 127
- National Adult Learning Survey (NALS) 121, 123
 - non-formal education 121, 127, 130, 133–4
 - non-traditional learners/students 128–30, 132, 136
 - participation in education/learning 118, 123, 125, 129–30, 132, 136
 - personal development 120, 125, 130, 134
 - post-compulsory education 117, 121, 123–4
 - relationship between formal and non-formal education 134
 - social group/class, social background 120–21, 132
 - social inclusion 117–9, 123, 130, 136–7
 - target groups 117–8, 127–8, 130, 132, 134, 136
 - tertiary education 117
 - training opportunities 128
 - tuition fees 129–30
 - vocational education 124
 - working-age population 130, 135–6
 - workplace education 133–5
- Scott, R. 13, 17, 19, 71, 89, 102, 212, 252
- self-education/self-study 190, 355, 363, 375
- skill formation 10, 46–8, 55–7, 59–63, 65–6, 70–73, 75, 226, 235, 281, 373, 378, 381
 - demand of skills 60, 63
 - supply of skills 59–60, 63, 373
- skill formation system 10, 46–8, 59–63, 72, 235, 253, 373, 378, 381
- skills 2–4, 8, 11, 13–14, 30, 39, 46, 50–67, 72, 75, 90–95, 100, 106, 110, 118–20, 123–5, 127, 130, 133–4, 136–7, 141–2, 144, 151, 153–8, 167, 177, 189–90, 192–3, 198, 200–202, 205, 215–7, 221, 226, 239–41, 251, 264–6, 269–70, 274, 284, 287, 293–6, 301–2, 307, 311–2, 316–8, 329–30, 337, 340, 354, 356, 359, 361–3, 373, 378–9, 381, 384, 391
 - general 4, 51, 65–6, 72, 75, 287, 363
 - specific 51–2, 66, 72, 75, 270, 363, 379

- Slovakia 33–4, 50, 63, 192
- Slovenia 1, 9, 11, 27–8, 39, 50, 53, 55–8, 67–70, 85, 108–9, 122, 192, 200, 250
- access to education/learning 258–9, 261, 263–4, 267–9, 273, 275–6
- admission requirements 263–4, 276
- adult education 258–62, 265, 267–8, 271, 273–6
- adult literacy and numeracy 264, 273–4
- advice, counselling and guidance 268, 273–4
- disadvantaged/marginalized groups 267, 269
- education reform 262
- education system 258, 261–6, 269–70, 272, 276
- financial support 261, 266–7, 272
- formal adult education 267–9
- formal education 258–60, 262–76
- formal education system 264–6
- funding/financing 268, 273, 276
- further education 262
- informal learning 262, 266
- initial education 260–61, 264, 270, 272
- irregular education 263–4
- job-related training 272
- lifelong learning (LLL) concept 262–3, 274, 276
- lifelong learning (LLL) policy 259
- lifelong learning (LLL) strategy 261–3, 274
- low-skilled/low-educated 271–2
- mode of study 261
- modularization 265
- non-formal education 258–64, 271, 274–6
- preparatory courses 269
- primary education 259, 263, 267
- recognition of prior/non-formal learning 261, 264–6, 270, 274
- regular education 263–4, 266, 268, 272
- secondary education 258–9, 263, 265, 270, 273, 275
- social group/class, social background 264, 267, 276
- tuition fees 261, 266–7
- unified system 262, 264
- vocational education 260, 273
- Small and medium sized enterprises 5–6, 195, 208, 220–23, 258, 271, 280, 286–8, 299, 328, 343, 363
- social capital 7–8, 12, 118, 173, 175, 295, 343, 353–4, 368–9
- social cohesion 7–8, 25–6, 30, 37, 58
- social control 120, 284, 295
- social field 10, 15–16, 397–400
- social inclusion 8, 13, 30, 38, 94
- social inequality 321, 360
- social justice 118, 134, 136, 226, 352
- social mobility 94, 117
- social movements 94, 154, 175, 252
- social partner 33–4, 55–7, 101, 193, 222, 227, 267, 284, 286
- social policy 119
- social protection system 63, 66, 213
- social transformation 330, 372
- Soskice, D. 53, 60, 63–5, 68–9, 213, 261
- Soviet education system 11, 59, 328–9, 348, 391
- Soviet Union 327, 329, 335, 351, 373, 375, 379, 383
- Spain 49, 68–9, 75, 200
- stakeholders in education 5, 34, 36, 259, 351, 353, 364, 366, 392
- state subtraction 373
- statutory rights 207, 209–10, 212, 216, 223–4
- Streeck, W. 65, 72, 75, 213, 252
- subsidiarity 29, 32, 37–8, 41
- Survey of adult learners in formal education (ALiFE) 5, 258, 337
- Sweden 49–51, 55–7, 65, 68–9, 75, 107, 192, 196–7, 240, 320, 385
- Switzerland 49, 51, 53–4, 55–7, 60–62, 65, 68–9
- Thelen, K. 51, 59, 65, 71–2, 226, 252
- trade unions 7, 52, 64, 68–9, 71–2, 88–9, 91–4, 99–100, 134
- transition countries 270, 327
- typologies 7, 10–11, 14, 46–59, 61, 63, 70–71, 73–5, 84, 87–90, 110, 208, 225, 233, 227–8, 251, 280, 383, 397–8

- UNESCO 82–4, 119, 165, 233, 239–40
- United Kingdom (UK) 1, 6, 27, 33, 41, 48–9, 51–62, 68–9, 75, 82, 85, 118–9, 121, 124, 128, 130, 132, 143, 155, 158, 167, 191–2, 196–7, 200, 320
- Ure, O.B. 1, 46, 74, 83, 206, 208–9, 211, 213–5, 220, 222, 225, 227
- USA 48–9, 59–62, 65, 71, 197
- value system 189, 318, 376, 393
- varieties of capitalism 10, 48, 63–75
 - coordinated market economies 64–5, 68–9, 226
 - dependent market economy 11, 67–9, 380
 - embedded neoliberal 67–9
 - liberal market economies 64–5, 68–9
 - neoliberal 67–9
- Visegrad countries 63, 67, 70
- voluntary organizations 121, 126, 131–4, 153–6, 173
- wage protection 66
- Weedon, E. 117, 133, 136
- welfare state 10, 47–8, 66, 68–70, 75, 140, 146, 226, 299, 399
- Western Europe 53–4, 60, 73, 197, 261
- workforce 58, 64, 123, 135, 153, 237–8, 372, 379
 - skilled 52, 75, 99–100, 120, 135, 137, 144, 197, 242, 380
 - unskilled 39, 197, 270, 287, 354, 380
- youth not in education and training (NEET) 128, 137