to examining technology and adult education, including, for example, its use for teaching and learning in formal education and informally in the hands of ordinary individuals who create and share knowledge and learning. Additionally, there is no mention of recent calls for literacy education to be expanded to consider computer programming as a new necessity for learning in contemporary society. A second oversight is that seniors need to be recognized if learning is to truly be lifelong; Welton neglected the formal and informal learning for adults aged 65 and over by not examining lifelong learning programs in a wide range of subjects such as Third Age Learning, citizen learning and civic engagement.

Welton mentions the difficulty in realizing learning as lifelong, lifewide, and just. He spends time in the final pages assessing the struggles within adult education and the present state of adult learning and adult education. He articulates some current challenges while offering future directions for adult educators to move the field forward. By examining the past, acknowledging the present, and looking toward the future, the book has the potential to shape our view of ourselves as adult educators.

The black and white photographs chosen for the book are excellent and assist with reader engagement and connection to long-ago history and historical events. From a practical usability perspective, an index and a glossary are missing.

Finally, the book has an inspiring message: By re-examining Canada's past and highlighting the incredible work that has been accomplished during pivotal moments in history, Welton seeks to inspire adult educators during this current time of immense social, economic, and political change. As he indicates, this historical analysis might lead to further research and theory in the field. By better understanding the past, scholars and adult educators may be inspired to follow in Welton's footsteps to further illuminate the important roles that unsung champions have played. As adult educators, revisiting and learning about the past can remind us of the avenues available to us as agents of change and open us to the possibilities for continuing efforts to engage and educate. What was accomplished before can be repeated with the right circumstances and the right agents of change.

Suzanne L. Cook
University of Toronto

LIFELONG LEARNING IN PAID AND UNPAID WORK: SURVEY AND CASE STUDY FINDINGS

D.W. Livingstone (Ed.). Routledge, New York, 2010, 247 pages.

The purpose of *Lifelong Learning in Paid and Unpaid Work: Survey and Case Study Findings* is to provide a deeper understanding of the relationship between work and learning. The book is an edited collection reporting empirical findings from the Changing Nature of Work and Lifelong Learning (WALL) research network. The network conducted a national

survey in 2004 and 12 case studies from 2004 to 2008. Survey findings are presented in the first part of the book followed by case studies organized within three themes: unpaid work and learning, paid work and learning, and transitions between education and work. David Livingstone incorporates a more inclusive framework than previous research by focusing on unpaid work as well as paid employment. Livingstone argues that unpaid work has largely been ignored when considering adult learning and that considerable informal learning occurs during unpaid household and volunteer work.

Livingstone discusses the rationale for the research design (combining survey and case study methods) in the introduction. He provides a strong argument for combining methods in a complementary approach in order to come to a more valid understanding than either approach alone. This is a familiar rationale for mixed methods research, and Livingstone is forthcoming regarding the challenges inherent in such a design. These challenges are evident throughout the book, with further insight provided regarding the tensions that resulted from attempting to stay true to the research design while conducting the specific investigations.

Livingstone clarifies the theoretical basis for the book in the first chapter, presenting informal and formal learning as a continuum that includes paid employment in addition to volunteer and unpaid household work. He distinguishes four basic forms of activity (paid employment, household work, community volunteer work, and leisure) in relation to four forms of learning (informal training, self-directed informal learning, initial formal schooling, and further/continuing education). This conceptual framework provides the basis for the structure of the book. Livingstone asserts that the focus of previous research is too narrow to understand the process of lifelong learning; rather, the interrelations between informal and formal learning need to be acknowledged and investigated.

Part I explores the survey results. Livingstone and Scholtz acknowledge the limitations of survey questionnaires and provide an overview of the survey findings, including comparisons between the 1998 and 2004 results. These national-level data are explored with breadth, covering paid and unpaid work, formal education, and informal learning. Together these findings provide a firm foundation from which the remainder of the book can be processed.

Part II explores unpaid work and learning. Eichler looks at informal learning that occurs through household work and discusses the challenges of researching learning that even those performing the work often do not recognize. Schugurensky, Duguid, and Mündel focus on informal learning that occurs through volunteer work, finding that volunteers often do not recognize the knowledge and skills gained through their volunteer experiences and the potential transfer of this learning to paid work.

Part III explores paid work and learning. The focus of this section is primarily on the ways that workers' learning can alter their workplace practices. Sawchuk considers Taylorism as an approach to understanding workers' lifelong learning in the context of technology and public sector work. Butterwick and Jubas consider the gender politics of information technology jobs and women's gendered experiences of technology, learning, and work. Church, Frazee, and Panitch consider the challenges of employees

with disabilities and the complex relationship between paid work and care work. Tac and Antonelli consider teachers' experiences as those facilitating learning for their students while experiencing formal and informal learning themselves.

Part IV explores transitions between education and work. Taylor examines transitions from school to work and challenges the conventional understanding of linear and normative transitions from high school to post-secondary study. Doray, Bélanger, Biron, Cloutier, and Meyer examine the relationship between life transitions and participation in formal and informal learning, recognizing conditions that limit or support learning.

Overall, the book meets its purpose and provides a deeper understanding of the relationship between work and learning; however, a few critiques are worth noting. The first is regarding the mixed methods research design. Livingstone states that the intention was to have the case study work occur prior to the surveys—as he says, "to place the case study horse before the survey cart" (p. 7). This did not occur for the most part, so the surveys were generally not informed by the case study findings, leaving the work largely disconnected. This is unfortunate and weakens the rationale for the research design. Findings presented in the book are mainly from either the survey or the case studies, with little integration. This integration is one of the most important steps in mixed methods research (Teddlie & Tashakkori, 2009, p. 286), so the lack of it here is disappointing. The second critique is that, despite Livingstone's acknowledgement that informal learning activities have been largely overlooked in prior research, this volume also lacks emphasis on them. Only two chapters explore informal learning, with a majority of chapters focusing on paid work/formal learning. The third critique is that the interrelations between the various forms of learning and activities required further investigation. Livingstone very eloquently expresses in the introduction that the interrelations need to be investigated, yet the findings included in the book primarily fall into the narrow focus that he eschews in the prior research. Certainly, all the basic activities and forms of learning were included in the surveys; however, there is little investigation of the interrelations between them and I hope that future work moves in this direction.

This book offers valuable knowledge about formal and informal learning in both paid and unpaid work. The research project is an innovative and collaborative initiative and the findings should stimulate discourse in this field as well as new and expanded inquiry. The authors range from emerging scholars to established scholars with extensive publication records, editorships, and other acknowledgements. They come from a range of academic disciplines such as adult education, sociology, educational studies, and disability studies. Given the inclusive approach to the topic, this multidisciplinary mix of researchers strengthens the overall impact of the book by providing a variety of approaches to the study of lifelong learning. This book will appeal to scholars and researchers interested in moving beyond the dominant discourses of adult learning and education to consider informal learning that occurs in unpaid work.

References

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Tricia van Rhijn
University of Guelph

PROMISES OF FREEDOM: CITIZENSHIP, BELONGING AND LIFELONG LEARNING

R.H. Fryer. National Institute of Adult Continuing Education, Leicester, England, 2010, 271 pages.

R. H. Fryer, teacher, scholar, and policy maker, has been deeply involved in programs supporting lifelong learning for adults in the United Kingdom for many years. A recent post as chief learning advisor to the Department of Health followed his time as national director for widening participation in learning, when his focus was on increasing access to learning in the National Health Service. Fryer has published several books in the areas of lifelong learning, social and cultural history in Great Britain, political science, and labour relations. *Promises of Freedom: Citizenship, Belonging and Lifelong Education* is published by the National Institute of Adult Continuing Education, a British organization dedicated to supporting lifelong learning for adults through work with a diverse population of learners, government employees, volunteers and charities, and others.

This informative book provides a historical overview of policies and initiatives designed to promote learning for citizenship in a British context. The 12 chapters explore the principles required to develop a foundation of learning for citizenship in Britain specifically, and delve into dialogues around notions of citizenship, belonging, and identity—hotly contested and malleable in lifelong learning theory and research. Originally developed as an inquiry into the future of lifelong learning, this work is a rich and valuable contribution to literature regarding education and citizenship in a globalized world. Fryer writes with purpose, experience, knowledge, and the tangible goal of creating opportunities for adults to become active citizens through learning opportunities.

An introductory chapter sets the tone for the book, as Fryer outlines his purpose "to explore the principal ideas and debates in the published literature on citizenship and belonging, and their relationships with lifelong learning, with the aim to acquaint readers with some of the main theories, concepts and arguments pertaining to our three linked themes" (p. 2). The themes (citizenship, belonging, and lifelong learning) are chosen for their importance in everyday life and for their connection to emancipation and liberation. Learning as a way of challenging oppression and discrimination, while supporting active citizenship, is a premise of this book and is discussed in Chapter 2. Chapters 3 and 4 address