



Αριστοτέλειο
Πανεπιστήμιο
Θεσσαλονίκης

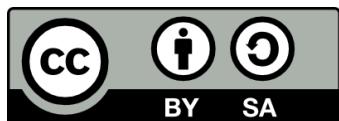
**Επαγγελματική εκπαίδευση και κατάρτιση:
ζητήματα οργάνωσης και σχεδιασμού
εκπαιδευτικών προγραμμάτων με στόχο την
ανάπτυξη και βελτίωση των δεξιοτήτων του
ανθρώπινου δυναμικού**

Βιβλιογραφία

Γιώργος Κ. Ζαρίφης
Τμήμα Φιλοσοφίας και Παιδαγωγικής

Άδειες Χρήσης

Το παρόν εκπαιδευτικό υλικό υπόκειται σε άδειες χρήσης Creative Commons. Για εκπαιδευτικό υλικό, όπως εικόνες, που υπόκειται σε άλλου τύπου άδειας χρήσης, η άδεια χρήσης αναφέρεται ρητώς.



Χρηματοδότηση

Το παρόν εκπαιδευτικό υλικό έχει αναπτυχθεί στα πλαίσια του εκπαιδευτικού έργου του διδάσκοντα. Το έργο «**Ανοικτά Ακαδημαϊκά Μαθήματα στο Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης**» έχει χρηματοδοτήσει μόνο την αναδιαμόρφωση του εκπαιδευτικού υλικού.



Το έργο υλοποιείται στο πλαίσιο του Επιχειρησιακού Προγράμματος «Εκπαίδευση και Δια Βίου Μάθηση» και συγχρηματοδοτείται από την Ευρωπαϊκή Ένωση (Ευρωπαϊκό Κοινωνικό Ταμείο) και από εθνικούς πόρους.



Περιεχόμενα

Άδειες Χρήσης.....	2
Χρηματοδότηση	2
Βασική βιβλιογραφία για το μάθημα.....	4

ΒΑΣΙΚΗ ΒΙΒΛΙΟΓΡΑΦΙΑ ΓΙΑ ΤΟ ΜΑΘΗΜΑ

- Adams, D. (1988). Extending The Educational Planning Discourse: Conceptual and Paradigmatic Explorations. *Comparative Education Review*, 32 (4), 400-415.
- Adams, D. (2001). Continuing the debate on education and development. *Comparative Education Review*, 45 (4), 616-628. doi: 10.1086/447694
- Ardichvili, A. (2002). Knowledge management, human resource development and internet technology, *Advances in Developing Human Resources*, 4 (4), 451-463. doi: 10.1177/152342202237522
- Armstrong, D. (1971). *Adult Learners of Low Educational Attainment: The Selfconcepts, Backgrounds, and Educative Behavior of Average and High Learning Adults of Educational Attainment*. Unpublished doctoral dissertation, University of Toronto.
- Ashton, D. N. (2004). The impact of organisational structure and practices on learning in the workplace. *International Journal of Training and Development*, 8 (1), 43-53. doi: 10.1111/j.1360-3736.2004.00195.x
- Askling, B., & Foss-Fridlizius, R., (2001). Lifelong learning in Swedish Universities: a familiar policy with new meanings. *European Journal of Education*, 36 (3), 255-263. doi: 10.1111/1467-3435.00065
- Aslanian, C. B., & Brickell, H. M. (1980). *Americans in Transition: Life Changes as Reason for Adult Learning*, New York: Future Directions for a Learning Society/College Board.
- Aspin, D. N., & Chapman, J. D. (2000). Lifelong learning: Concepts and conceptions. *International Journal of Lifelong Education*, 19 (1), 2-19. doi: 10.1080/026013700293421
- Awoniyi, E. A., Griego, O. V., & Morgan G. A. (2002). Person-environment fit and transfer of training. *International Journal of Training and Development*, 6 (1), 25-35. doi: 10.1111/1468-2419.00147
- Bacharach, S., & Conley, S. (1989). Uncertainty and decision making in teaching: Implications for managing line professionalable. In T. Sergiovannis, & J. Moore (Eds.), *Schooling for tomorrow* (pp. 311-333). New York: Allyn & Bacon.
<http://goo.gl/HWOF9B>
- Baer, D. (1970). An age-irrelevant concept of development. *Merrill Palmer Quarterly*, 16, 238-45.
- Baer, D. (1976). The organism as host. *Human Development*, 19 (2), 87-98. doi: 10.1159/000271520

- Bagnall, R. G. (2000). Lifelong learning and the limitations of economic determinism. *International Journal of Lifelong Education*, 19 (1), 20-35. doi: 10.1080/026013700293430
- Balatti, J., & Falk, I. (2002). Socio-economic contributions of adult learning to community: A social capital perspective. *Adult Education Quarterly*, 52 (4), 281-298. doi: 10.1177/074171302400448618
- Baptiste, I. (2001). Educating lone wolves: pedagogical implications of human capital theory. *Adult Education Quarterly*, 51 (3), 184-201. doi: 10.1177/074171360105100302
- Barnett, R. (1996). Being and becoming: a student trajectory. *International Journal of Lifelong Education*, 15 (2), 72-84. doi: 10.1080/0260137960150202
- Baron, S., Field, J., & Schuller, T. (2001) *Social capital: critical perspectives*. Oxford: Oxford University Press.
<http://goo.gl/3mhNek>
- Basten, M.R.C.F. (2001). The role of metaphors in (re)producing organisational culture. *Advances in Developing Human Resources*, 3 (3), 344-354. doi: 10.1177/15234220122238364
- Becher, T. (2000). Higher education in a context of change. In B. Moon, M. Ben-Peretz, & S. Brown, (Eds.) *Routledge International Companion to Education* (pp. 705-722). London: Routledge.
<http://goo.gl/410fBL>
- Beder, H., & Valentine, T. (1987). *Iowa's Basic Education Students: Descriptive Profiles Based on Motivation, Cognitive Ability and Socio-Demographic Variables*, Department of Education: University of Iowa.
- Belsheim, D. J. (1986). Organising continuing professional education: A comparative case analysis. *Adult Education Quarterly*, 36 (4), 211-225. doi: 10.1177/0001848186036004003
- Bhola, H. S. (1998). World trends and issues in adult education on the eve of the twenty-first century. *International Review of Education*, 44 (5/6), 485-506. doi: 10.1023/A:1003485030605
- Billet, S. (2001). Learning throughout working life: interdependencies at work. *Studies in continuing education*, 23 (1), 19-35. doi: 10.1080/01580370120043222

- Blackmore, P. (2000). A conceptual framework for approaches to occupational analysis. *Research in Post-Compulsory Education*, 5 (3), 289-304. doi: 10.1080/1359674000200079
- Blanchard, P. N., Thacker, J. W., & Way, S.A. (2000). Training Evaluation: perspectives and evidence from Canada. *International Journal of Training and Development*, 4 (4), 295-304. doi: 10.1111/1468-2419.00115
- Blanchard, P. N., & Thacker J. W. (1999). *Effective Training. Systems, strategies and practices*. New Jersey: Prentice Hall, Inc.
<http://goo.gl/DEDpeH>
- Blaug, M. (1976). The Empirical Status of Human Capital Theory: A Slightly Jaundiced Survey. *Journal of Economic Literature*, 14 (3), 826-855.
- Blaug, M. (1992). *The Methodology of Economics*. Cambridge: Cambridge University Press.
<http://goo.gl/KHL23S>
- Blaxter, L., & Tight, M. (1994). *Life transitions and educational participation by adults*. Department of Continuing Education: University of Warwick.
- Bligh, D. R. (1972). *What's the use of lectures?* Honiton: D. A. & B. Bligh.
- Bloom, B. S. (1964). *Stability and change in human characteristics*, New York: Wiley.
<http://goo.gl/0sZ30x>
- Blunden, R. (1997). Praxis in vocational education and training: being and becoming a person. *International Journal of Lifelong Education*, 16 (4), 277-289. doi: 10.1080/0260137970160403
- Blunt, A., & Yang, B. (2002). Factor structure of the adult attitudes toward adult and continuing education scale and its capacity to predict participation behaviour: Evidence for adoption of a revised scale. *Adult Education Quarterly*, 52 (4), 299-314. doi: 10.1177/074171302400448627
- Bogard, G. (1993). *Modernisation without exclusion: The CDCC's project 'Adult education and social change*. DECS/AE(93) 23, Strasbourg: Council of Europe, 2-49.
- Boreham, N. (2002). Transforming vocational curricula with work process knowledge. In Kämäräinen, G. Attwell, & A. Brown (Eds.), *Transformation of learning in education and training. Key qualifications revisited: issues and challenges for developing VET* (pp. 203-212), Luxembourg: CEDEFOP Reference series.
<http://goo.gl/qtoHsr>

Boshier, R. (1971). Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology, *Adult Education Quarterly*, 21 (2), 3-26. doi: 10.1177/074171367102100201

Boshier, R., Wilson, M., & Qayyum, A. (1999). Lifelong education and the World Wide Web: American hegemony or diverse utopia? *International Journal of Lifelong Education*, 18 (4), 275-285. doi: 10.1080/026013799293694

Boucouvalas, M. (1988). *Adult Education in Greece*. Vancouver: Centre for Continuing Education, The University of British Columbia/ICAE.
<http://goo.gl/DkIo14>

Bourdieu, P. (1986). The forms of capital. In J. E. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). Ithaca: Greenwood Press.
<http://goo.gl/3hM9nR>

Bourgeois, E., & Vandamme, M. (2004). *The role of perceived instrumentality in adult's engagement in learning* (pp. 33-50). Paper presented in the 4th ESREA European Research Conference, ESREA/University of Wroclaw: Conference Proceedings.

Bourn, D. (2001). Global perspectives in lifelong learning. *Research in Post-Compulsory Education*, 6 (3), 325-338. doi: 10.1080/13596740100200112

Bramley, P. (1991). *Evaluating training effectiveness. Translating theory into practice*. London: The McGraw- Hill Book Company Series.
<http://goo.gl/MxJyGX>

Braun, C., & Froese, V. (Eds.). (1977). *An experience-based approach to language and reading*. Baltimore: University Park Press.

Brennan, B. (1997). Reconceptualizing non-formal education. *International Journal of Lifelong Education*, 16 (3), 185-200. doi: 10.1080/0260137970160303

Bright, B. (1986). *Adult development, learning and teaching*. Hull: University of Hull, Department of Adult and Continuing Education.

Brockett, R. (1983). Facilitator Roles and Skills. *Lifelong Learning: The Adult Years*, 6 (5), 7-9.

Brookfield, S. (1988). *Training Educators of Adults*. London and New York: Routledge
<http://goo.gl/AdWj8i>

Brookfield, S. (1989). Facilitating Adult Learning. In S.B. Merriam, & M. Cunningham (Eds.) *Handbook of Adult and Continuing Education* (pp. 201-210). San Francisco: Jossey Bass.

<http://goo.gl/NGyXRZ>

Brookfield, S. (1989). Teaching Roles and Teaching styles. In C. Titmus (Ed.), *Lifelong Education for Adults: An International Handbook* (pp. 208-212). Oxford: Pergamon.

<http://goo.gl/XpuJw3>

Brookfield, S. D. (1985). Self-directed learning: A critical review of research. *New Directions for Adult and Continuing Education*, 25, 5-16. doi: 10.1002/ace.36719852503

Brookfield, S. D. (1986). *Understanding and Facilitating Adult Learning*. Milton Keynes: Open University Press. <http://goo.gl/5QM9GU>

Brookfield, S. D. (1987). *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass.

Brown, T. (1999). Challenging globalization as discourse and phenomenon. *International Journal of Lifelong Education*, 18 (1), 3-17. doi: 10.1080/026013799293919

Buckle, J. (1988). *A learner's introduction to building on your experience*. London: Learning from Experience Trust.

Burgess, S. (1971). Reasons for Adult Participation in Group Educational Activities. *Adult Education Quarterly*, 22 (1), 3-29. doi: 10.1177/074171367102200101

Burton, L. E. (Ed.). (1993). *Developing Resourceful Humans: Adult Education within the economic context*. London, Routledge.

Callahan, J. L., & McCollum, E. E. (2002). Conceptualizations of emotion research in organizational contexts. *Advances in Developing Human Resources*, 4 (1), 4-21. doi: 10.1177/1523422302004001002

Carp, A., Peterson, R., & Roelfs, P. (1974). Adult Learning Interests and Experiences. In K. P. Cross, & J. R. Valley, *Planning Non Traditional Programs: An Analysis of the Issues for Postsecondary Education*. San Fransisco: Jossey Bass.

Cell, E. (1984). *Learning to Learn from Experience*, Albany: State University of New York Press.

Cervero, R. M. (1988). *Effective continuing education for professionals*. San Francisco: Jossey-Bass.
<http://goo.gl/m4Z7NU>

Cervero, R. M., Rottet, S., & Dimmock, K. H. (1986). Analysing the effectiveness of continuing professional education at the workplace. *Adult Education Quarterly*, 36 (2), 78-85. doi: 10.1177/0001848186036002002

Cervero, R. M. (1989). Continuing education for the professions. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 513-524), San Francisco: Jossey Bass.

<http://goo.gl/NGyXRZ>

Cervero, R. M. (2001). Continuing professional education in transition, 1981-2000. *International Journal of Lifelong Education*, 20 (1/2), 16-30. doi: 10.1080/09638280010008282

Clarke, N. (2004). HRD and the challenges of assessing learning in the workplace. *International Journal of Training and Development*, 8 (2), 140-156. doi: 10.1111/j.1468-2419.2004.00203.x

Clyne (1993). *Education and creative participation of older adults in society: The CDCC's project 'Adult education and social change'* (pp. 2-11). DECSA30.93, Strasbourg: Council of Europe.

Coffield, F. (2000). The structure below the surface: reassessing the significance of informal learning. In Coffield, F. (Ed.), *The necessity of informal learning* (pp. 1-11). Bristol: Policy Press.

Colardyn, D., & Bjørnåvold, J. (2004). Validation of formal, non-formal and informal learning: policy and practices in EU Member States. *European Journal of Education*, 39 (1), 69-89. doi: 10.1111/j.0141-8211.2004.00167.x

Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94 (Supplement), 95-120.

Collins, A. , Greeno, J. G., & Resnick, L. B. (1996). Environments for learning. In A. C. Tuijnman (Ed.). *International Encyclopedia of adult education and training* (2nd ed., pp. 389-392). Oxford: Pergamon.

<http://goo.gl/4q0RoX>

Collins, M. (1991). *Adult education as vocation: A critical role for the adult educator*. London: Routledge.

<http://goo.gl/BHKhaB>

Conlon, T. J. (2004). A review of informal learning literature, theory and implications for practice in developing global professional competence. *Journal of European Industrial Training*, 28 (2/3/4), 283-295. doi: 10.110803090590410527663

Cookson, P. S. (1986). A framework for theory and research on adult education participation. *Adult Education Quarterly*, 36 (3), 130-141. doi: 10.1177/0001848186036003002

Cookson, P. S. (1987). The nature of the knowledge base of adult education: The example of participation. *Educational Considerations*, 14 (2/3), 24-28.

Cornford, I. R. (2002). Learning-to-learn strategies as a basis for effective lifelong learning. *International Journal of Lifelong Education*, 21 (4), 357-368. doi: 10.1080/02601370210141020

Council Decision of 6 December 1994. LEONARDO establishing an action programme for the implementation of a European Community Vocational Training Policy (94/819/EC). *Official Journal of the European Communities*, No L 340/8, 29.12.94.

Courtney, S. (1981). The factors affecting participation in adult education: An analysis of some literature. *Studies in Adult Education*, 13 (2), 98-111.

Courtney, S. (1992). *Why adults learn: Towards a theory of participation in adult education*. London: Routledge.

Cowan, J. (1988). Struggling with Self Assessment. In D. Boud (Ed.), *Developing Student Autonomy in Learning* (2nd ed.). London: Kogan Page.
<http://goo.gl/ktAFOT>

Cox, R., & Pascall, G. (1994). Individualism, self-evaluation and self-fulfilment in the experience of mature women students. *International Journal of Lifelong Education*, 13 (2), 159-173. doi: 10.1080/0260137940130206

Cross, K. P. (1979). Adult Learners: Characteristics, Needs and Interests. In R. E. Peterson, *Lifelong Learning in America: An Overview of Current Practices, Available Resources and Future Prospects*, San Francisco: Jossey Bass.

Cross, K. P. (1981). *Adults as Learners: Increasing Participation and Facilitating Learning*, San Francisco: Jossey-Bass.
<http://goo.gl/oCGC0b>

Crowther, J. (2000). Participation in adult and community education: A discourse of diminishing returns. *International Journal of Lifelong Education*, 19 (6), 479-492. doi: 10.1080/02601370050209023

Curzon, L. B. (1993). The utilisation of learning objectives – A behavioural approach. In M. Thorpe, R. Edwards, & A. Hanson (Eds.), *Culture and Processes of Adult Learning* (pp. 243-252), Milton Keynes: Open University Press.
<http://goo.gl/BpnmpK>

- Daloz, L. A. (1986). *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences*, San Francisco: Jossey-Bass.
<http://goo.gl/Z8VG1Z>
- Danis, C., & Tremblay, N. A. (1988). Autodidactic Learning Experiences: Questioning Established Adult Learning Principles. In H. B. Long (Ed.), *Self Directed Learning: Application and Theory*. Athens: Department of Adult Education, University of Georgia.
- Darkenwald, G. G. (1989). Group Learning. In C. Titmus (Ed.), *Lifelong Education for Adults: An International Handbook* (pp. 233-236). Oxford: Pergamon.
<http://goo.gl/B6VVt2>
- Darkenwald, G. G., & Merriam, S. B. (1982). *Adult Education: Foundations of Practice*. London: Harper & Row.
<http://goo.gl/4fgk5w>
- Darkenwald, G. G., & Valentine, T. (1985). Factor structure of deterrents to public participation in adult education. *Adult Education Quarterly*, 35 (4), 177-193. doi: 10.1177/0001848185035004001
- De Weerdt, S., Corthouts, F., Martens, H., & Bouwen, R. (2002). Developing professional learning environments: model and application. *Studies in continuing education*, 24 (1), 25-38. doi: 10.1080/01580370220130422
- Dehbostel, P. (2002). Bringing work-related learning back to authentic work contexts. In P. Kämäräinen, G. Attwell, & A. Brown (Eds.), *Transformation of learning in education and training. Key qualifications revisited: issues and challenges for developing VET* (pp. 190-203), Luxembourg: CEDEFOP Reference series.
<http://goo.gl/lqz5Qw>
- DeVito, J. D. (1996). The learning organization. In R. L. Craig (Ed.in.chief), *The ASTD Training and Development Handbook A guide to human resource development* (4th ed., pp. 77-103). New York: McGraw-Hill.
- Dixon, M. N. (1997). Organizational Learning: A Review of the literature with implications for HRD professionals. In D. Russ-Eft, H. Preskill, & C. Sleezer (Eds.), *Human Resource Development Review: Research and Implications* (pp. 348-369), London: Sage Publications.
- Duke, C. (1994). Adult and continuing higher education. In T. Husén, & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (vol. 1, 2nd ed., pp. 89-94). Oxford: Elsevier Science.
<http://goo.gl/1whpEl>

- Edwards, R., & Usher, R. (1996). What stories do I tell now? New times and new narratives for the adult educator. *International Journal of Lifelong Education*, 15 (3), 216-229. doi: 10.1080/0260137960150307
- Ellinger, A. D. (2005). Contextual factors influencing informal learning in a workplace setting: The case of “reinventing itself company”. *Human Resource Development Quarterly*, 16 (3), 389-415. doi: 10.1002/hrdq.1145
- Elsey, B. (1986). *Social Theory Perspectives on Adult Education*. Department of Adult Education: University of Nottingham.
<http://goo.gl/hBMKSh>
- Enos, M. D., Kehrhahn, M. T., & Bell, A. (2003). Informal learning and the transfer of learning: how managers develop proficiency. *Human Resource Development Quarterly*, 14 (4), 369-387. doi: 10.1002/hrdq.1074
- Entwistle, N. (1994). Adult study strategies. In T. Husén, & T. N. Postlethwaite (Eds.) *International Encyclopedia of Education* (2nd ed., pp. 184-194). Oxford: Elsevier Science.
<http://goo.gl/1whpEl>
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26 (2), 247-273. doi: 10.1080/158037042000225245
- European Communities, (1992). *Leonardo da Vinci: A new vocational training policy for the Union/Summary*. Brussels: European Communities.
- Evans, K., Kersh, N., & Kontiainen, S. (2004). Recognition of tacit skills: sustaining learning outcomes in adult learning and work re-entry. *International Journal of Training and Development*, 8 (1), 54-72. doi: 10.1111/j.1360-3736.2004.00196.x
- Evans, K., Dovaston, V., & Holland, D. (1990). The changing role of the in-company trainer: an analysis of British trainers in the European Community context'. *Comparative Education*, 26 (1), 45-59. doi: 10.1080/0305006900260105
- Evans, N. (1985). *Post-education society: Recognising adults as learners*. London: Croom Helm.
<http://goo.gl/xHy1YF>
- Farrell, L. (2001). Negotiating knowledge in the knowledge economy: Workplace educators and the politics of codification. *Studies in Continuing Education*, 23 (2), 200-214. doi: 10.1080/01580370120101966
- Fenwick, T. J. (2001). Work knowing ‘on the fly’: Enterprise cultures and co-emergent epistemology. *Studies in Continuing Education*, 23 (2), 243-259. doi: 10.1080/01580370120101993

- Field, J. (2001). Lifelong education. *International Journal of Lifelong Education*, 20 (1/2), 3-15. doi: 10.1080/09638280010008291
- Field, J., & Spence, L. (2000). Informal learning and social capital. In F. Coffield, (Ed.) *The necessity of informal learning* (pp. 32-42). Bristol: Policy Press.
- Forrester, K., Frost, N., & Ward, K. (2000). Researching work and learning: A bird's eye view. *International Review of Education*, 46 (6), 483-489. doi: 10.1023/A:1026585702217
- Frost, N. (2001). Professionalism, Change and the Politics Lifelong Learning. *Studies in Continuing Education*, 23 (1), 5-17. doi: 10.1080/01580370120043
- Gagné, R. (1975). *Essentials of Learning for Instruction*. Hinsdale: Bryden Press.
- Galbraith, M. W., & Zelenak, B. S. (1989). The education of Adult and Continuing Education Practitioners. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 124-132). San Francisco: Jossey Bass. <http://goo.gl/NGyXRZ>
- Gooderham, P. N. (1987). Reference group theory and adult education. *Adult Education Quarterly*, 37 (3), 140-151. doi: 10.1177/0001848187037003002
- Gorard, S., Rees, G., & Fevre, R. (1999). Patterns of participation in lifelong learning: Do families make a difference? *British Educational Research Journal*, 25 (4), 517-532. doi: 10.1080/0141192990250407
- Gouthro, P. A. (2002). Education for sale: At what cost? Lifelong learning and the marketplace. *International Journal of Lifelong Education*, 21 (4), 334-346. doi: 10.1080/02601370210140995
- Griffin, C. (1983). *Curriculum Theory in Adult and Continuing Education*. Beckenham: Croom Helm.
- Griffin, C. (1999). Lifelong learning and social democracy. *International Journal of Lifelong Education*, 18 (5), 329-342. doi: 10.1080/026013799293586
- Griffin, V., & Boud, D. (Eds.). (1987). *Appreciating adults learning: From the learner's perspective*. London: Kogan Page.
- Griffith, W. S., Fujita-Starck, P. J. (1989). Public policy and the financing of adult education. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 168-180). San Francisco: Jossey Bass. <http://goo.gl/NGyXRZ>

Grint, K. (1991). *The sociology of work: An introduction*. Cambridge: Blackwell.
<http://goo.gl/iznSPR>

Grooaert, C. (1988). *Social capital: the missing link?* In 'Expanding the Measure of Wealth' Washington, DC: The World Bank (ESD Monograph Series No. 20) Re-issued in 1998 as Working Paper No. 3 of the World Bank's Social Capital Initiative. Washington: World Bank.

Gustavsson, B. (2002). What do we mean by lifelong learning and knowledge? *International Journal of Lifelong Education*, 21 (1), 13-23. doi: 10.1080/02601370110099489

Hager, P. (2004). Lifelong learning in the workplace? Challenges and issues. *Journal of Workplace Learning*, 16 (1/2), 22-32. doi: 10.1108/13665620410521486

Hager, P. (2004). The competence affair, or why vocational education and training urgently needs a new understanding of learning. *Journal of Vocational Education and Training*, 56 (3), 409-433. doi: 10.1080/13636820400200262

Hake, B. J. (1999). Lifelong learning in late modernity: The challenges to society, organizations and individuals. *Adult Education Quarterly*, 49 (2), 79-90. doi: 10.1177/074171369904900201

Hall, P. (1999). Social capital in Britain. *British Journal of Political Science*, 29 (3), 417-61.

Harris, R. (1999). Lifelong learning in work contexts. *Research in Post-compulsory Education*, 4 (2), 161-182. doi: 10.1080/13596749900200055

Harrison, R. (2000). Learner managed learning: managing to learn or learning to manage? *International Journal of Lifelong Education*, 19 (4), 312-321. doi: 10.1080/02601370050110374

Harrison, R. (2000). Learning, knowledge productivity and strategic progress. *International Journal of Training and Development*, 4 (4), 244-258. doi: 10.1111/1468-2419.00111

Hatch, N. W., & Dyer, J. H. (2004). Human capital and learning as a source of sustainable competitive advantage. *Strategic Management Journal*, 25 (12), 1155-1178. doi: 10.1002/smj.421

Hellyer, M. R., & Schulman B. (1989). Workers' education. In S. B. Merriam, & M. Cunningham, (Eds.), *Handbook of Adult and Continuing Education* (pp. 568-581). San Francisco: Jossey Bass.
<http://goo.gl/NGyXRZ>

Henkel, M. (2001). The UK: the home of the Lifelong Learning University? *European Journal of Education*, 36 (3), 277-289. doi: 10.1111/1467-3435.00067

Hendricks, S. M. (2001). Contextual and individual factors and the use of influencing tactics in adult education program planning. *Adult Education Quarterly*, 51 (3), 219-235. doi: 10.1177/07417130122087250

Hiemstra, R. (1996). Self-directed learning. In A. C. Tuijnman (Ed.), *International Encyclopedia of Adult Education and Training* (2nd ed., pp. 427-433). Oxford: Pergamon.

<http://goo.gl/UwyWPF>

Hodkinson, P. (1998). The origins of a theory of career decision-making: A case study of hermeneutical research. *British Educational Research Journal*, 24 (5), 557-572. doi: 10.1080/0141192980240505

Holton, E. F. III (2005). Holton's Evaluation Model: New evidence and construct elaborations. *Advances in Developing Human Resources*, 7 (1), 37-54. doi: 10.1177/1523422304272080

Hostler, J. (1982). The Art of Teaching Adults. *Studies in Adult Education*, 14, 42-49.

Houle, C. O. (1961). *The Inquiring Mind*. Madison: University of Wisconsin Press.

Hughes, C. (2004). The supervisor's influence on workplace learning. *Studies in Continuing Education*, 26 (2), 275-287. doi: 10.1080/158037042000225254

Huys, R., DeRick, K., & Vandenbrande, T. (2005). *Enhancing learning opportunities at work*. Katholieke Universiteit Leuven.

Jackson, A. (2000). Action technologies: Supporting continuing professional development. *Research in Post-Compulsory Education*, 5 (3), 361-370. doi: 10.1080/13596740000200085

Jallade, J-P. (2001). From Continuing Education to Lifelong Learning in French Universities. *European Journal of Education*, 36 (3), 291-303. doi: 10.1111/1467-3435.00068

Jallade, J-P., & Mora, J-G. (2001). Lifelong Learning: international injunctions and University practices. *European Journal of Education*, 36 (3), 361-377. doi: 10.1111/1467-3435.00074

Jansen, T., & Wildermeersch, D. (1996). Adult education and critical identity development: from a deficiency orientation towards a competency orientation. *International Journal of Lifelong Education*, 15 (5), 325-340. doi: 10.1080/0260137960150502

Järvinen, A. (2001). VET Under Review in Finland: the impact of VET in secondary education in *European Journal of Education*, 36 (1), 55-65. doi: 10.1111/1467-3435.00049

Jarvis, P. (1983). *Adult and Continuing Education: Theory and Practice*. London: Croom Helm.
<http://goo.gl/vPSP3Q>

Johnston, R. (1999). Adult learning for citizenship: towards a reconstruction of the social purpose tradition. *International Journal of Lifelong Education*, 18 (3), 175-190. doi: 10.1080/026013799293775

Johnston, R. (2001). Challenges in human resource development practitioner preparation. *Studies in Continuing Education*, 23 (1), 37-53. doi: 10.1080/01580370120043231

Kalyuga, S., Chandler, P., & Sweller, J. (2001). Learner experience and efficiency of instructional guidance. *Educational Psychology*, 21 (1), 5-23. doi: 10.1080/01443410124681

Kazamaki-Ottersten, E., & Jennett, N. (2004). What role for international financial institutions in human capital formation? *European Journal of Education*, 39 (2), 139-150. doi: 10.1111/j.1465-3435.2004.00172.x

Kehm, B., & Lischka, I. (2001) Lifelong Learning in German Universities. *European Journal of Education*, 36 (3), 305-316. doi: 10.1111/1467-3435.00069

Kember, D., Kwan, K-P., & Ledesma, J. (2001). Conceptions of good teaching and how they influence the way adults and school leavers are taught. *International Journal of Lifelong Education*, 20 (5), 393-404. doi: 10.1080/02601370119164

Kenny, M., Ralph, S., & Brown, M. (2000). Lifelong learning, professional development and community work. *Research in Post-Compulsory Education*, 5 (1), 51-62. doi: 10.1080/13596740000200070

Kidd, J. R. (1978). *How adults learn*. Cambridge: Prentice Hall.
<http://goo.gl/5IClIR>

Killeen, J., Turton, R., Diamond, W., Dosnon, O., & Wach, M. (1999). Education and the labour market: Subjective aspects of human capital investment. *Journal of Educational Policy*, 14 (2), 99-116. doi: 10.1080/026809399286396

Kirby, J. R., Knapper, L. K., Evans, C. J., Carty, A. E., & Gadula, C. (2003). Approaches to learning at work and workplace climate. *International Journal of Training and Development*, 7 (1), 31-52. doi: 10.1111/1468-2419.00169

- Kirkpatrick, D.L. (1996). Evaluation. In R. L. Craig (Ed. in chief). *The ASTD Training and Development Handbook A guide to human resource development* (4th ed., pp. 294-312). New York: McGraw-Hill.
- Kirkpatrick, D.L. (1998). The four levels of evaluation. In S. M. Brown, & C. J. Seidner (Eds.). *Evaluating corporate training: models and issues* (pp. 95-112). Boston: Kluwer Academic Publishers.
- Kivinen, O. Silvennoinen, H. (2002). Changing relations between education and work: On the mechanisms and outcomes of the educational system. *International Journal of Lifelong Education*, 21 (1), 44-54. doi: 10.1080/02601370110099524
- Knights, B. (1993). Hearing Yourself Teach: Group Processes for Adult Educators. *Studies in the Education of Adults*, 25 (2), 185-198.
- Knowles, M. S. (1975). *Self-Directed Learning*. New York: Cambridge Books.
<http://goo.gl/tSVQPY>
- Knowles, M. S. (1989). *The making of an adult educator*. San Francisco: Jossey-Bass Publishers.
<http://goo.gl/IWyVLE>
- Kogan, M. (2001). Lifelong learning and power relations and structure. *European Journal of Education*, 36 (3), 351-360. doi: 10.1111/1467-3435.00073
- Kokosalakis, N. (2001). Lifelong Learning in Greek Universities: policies, practices and prospects. *European Journal of Education*, 36 (3), 329-339. doi: 10.1111/1467-3435.00071
- Kolb, D. A. (1984). *Experiential Learning: Experience as the source learning and development*. Englewood Cliffs, Prentice Hall.
- Kolb, D. A. (1993). The process of Experiential Learning. In M. Thorpe, R. Edwards, A. Hanson (Eds.), *Culture and Processes of Adult Learning* (pp. 138-156). Milton Keynes, Open University Press.
- Kontogiorges, C. (2001). Factors affecting training effectiveness in the context of the introduction of new technology- a US case study. *International Journal of Training and Development*, 5 (4), 248-260. doi: 10.1111/1468-2419.00137
- Kontogiorges, C. (2004). Reconceptualizing the learning transfer conceptual framework: empirical validation of a new systemic model. *International Journal of Training and Development*, 8 (3), 210-221. doi: 10.1111/j.1360-3736.2004.00209.x

- Kupritz, V. W. (2002). The relative impact of workplace design on training transfer. *Human Resource Development Quarterly*, 13 (4), 427-447. doi: 10.1002/hrdq.1042
- Labarca, G. (1998). Education in basic skills and training for productive work. *International Review of Education*, 44 (5/6), 413-439. doi: 10.1023/A:1003428928788
- Laird, D. (1985). *Approaches to training and development* (Rev. 2nd ed.). Massachusetts: Addison-Wesley Publishing Company.
<http://goo.gl/WpG8A7>
- Leat, D. (1993). A conceptual model of competence. *British Journal of In-service Education*, 19 (2), 35-40. doi: 10.1080/0305763930190207
- Lenz, E. (1982). *The Art of Teaching Adults*. New York: Holt, Rinehart & Winston.
- Lim, D. H., & Johnson, S. D. (2002). Trainee perceptions of factors that influence learning transfer. *International Journal of Training and Development*, 6 (1), 36-48. doi: 10.1111/1468-2419.00148
- Little, A. W. (2003). Motivating Learning and the Development of Human Capital. *Compare*, 33 (4), 437-452. doi: 10.1080/0305792032000127748
- Livingstone, D. W. (2000). Researching expanded notions of learning and work and unemployment: Findings of the first Canadian survey of informal learning practices. *International Review of Education*, 46 (6), 491-514. doi: 10.1023/A:1026522810394
- London, M. (1992). Human Resources Development Leadership and the creation of a learning organization. In P. J. Edelsons (Ed.), *Rethinking leadership in Adult and Continuing Education: New directions for adult and continuing education* (pp. 51-62), No 56. San Francisco: Jossey-Bass.
<http://goo.gl/6VKEDV>
- Long, H. B., & Associates (1988). *Self-Directed Learning: Application and Theory*. Athens: Department of Adult Education, University of Georgia.
- Long, H. B. (1983). *Adult learning, Research and Practice*. Cambridge: The Adult Education Company.
<http://goo.gl/0cxxSU>
- Longworth, N., & Davies, W. K. (1996). Into the learning century. In N. Longworth, & W. K. Davies *Lifelong Learning* (pp. 1-5). London: Kogan Page.
<http://goo.gl/8L9C00>

Longworth, N., & Davies, W. K. (1996). Returning to learning: The dawn of understanding. In N. Longworth, & W. K. Davies, *Lifelong Learning* (pp. 7-20). London: Kogan Page.
<http://goo.gl/8L9C00>

Longworth, N., & Davies, W.K. (1996). *Lifelong Learning*. London: Kogan Page.
<http://goo.gl/8L9C00>

Lopes, H. (2000). Training methodologies for adults with low achievements and educational qualifications. *Research in Post-Compulsory Education*, 5 (3), 305-316 doi: 10.1080/13596740000200086

Lovell, R. B. (1987). *Adult learning*. London: Croom Helm.
<http://goo.gl/6mbHX2>

Lum, G. (1999). Where's the competence in competence-based education and training? *Journal of Philosophy of Education*, 33 (3), 403-418. doi: 10.1111/1467-9752.00145

Manninen, J. (2004). *Motivation of lower qualified workers for lifelong learning: Theoretical background*. Paper presented in the 4th ESREA European Research Conference, ESREA/University of Wroclaw: Conference Proceedings.

Marsick, J. V., & Smedley, R. R. (1989). Health education. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 502-512). San Francisco: Jossey Bass.
<http://goo.gl/NGyXRZ>

Marsick, V.J., & Watkins, K.E. (1990). *Informal and incidental learning in the workplace*. London: Routledge.
<http://goo.gl/YtVxdJ>

Martin, G., Pate, J., & McGoldrick, J. (1999). Do HRD investment strategies pay? Exploring the relationship between lifelong learning and psychological contracts. *International Journal of Training and Development*, 3 (3), 200-214. doi: 10.1111/1468-2419.00078

Martin, J. (2002). *Organizational culture: Mapping the terrain*. Thousand Oaks, CA: Sage.
<http://goo.gl/W94rFZ>

Martin, J., & Roberts, C. (1984). *Women and Employment: A lifetime perspective*. London: HMSO.

Matthews, P. (1999). Workplace learning: developing an holistic model. *The Learning Organization* 6 (1), 18-29. doi: 10.1108/09696479910255684

- McClanahan, P. (2000). Social capital: Exploring the theoretical foundations of community development education. *British Educational Research Journal*, 26 (5), 565-582. doi: 10.1080/713651581
- McDougall, M., & Beattie, R. S. (1998). The missing link? Understanding the relationship between individual and organisational learning. *International Journal of Training and Development*, 2 (4), 288-299. doi: 10.1111/1468-2419.00055
- McGill, I., & Beaty, L. (1992). *Action Learning: A practitioner's guide*. London: Kogan Page.
- McGivney, V. (1993). Participation and non-participation: A review of the literature. In R. Edwards, S. Sieminski, & D. Zeldin (Eds.), *Adult learners, education and training* (pp. 11-30). London: Routledge/OUP.
<http://goo.gl/M09fhn>
- McLean, D. L. (2005). Organizational culture's influence on creativity and innovation: A review of the literature and implications for Human Resource Development. *Advances in Developing Human Resources*, 7 (2), 226-246. doi: 10.1177/1523422305274528
- Miller, H. L. (1967). *Participation of Adults in Education: A Force-Field Analysis*. Boston: Center for the Study of Liberal Education for Adults/Boston University.
- Miller, N. (1944). Experimental studies in conflict. In J. M. Hunt (Ed.), *Personality and the behavior disorders* (pp. 43-65). New York: Ronald Press.
<http://goo.gl/J1IC2F>
- Miller, N. (1971). Liberalization of basic S-R concepts: extensions to conflict behavior, motivation and social learning. In N. Miller (Ed.), *N. E. Miller: selected papers*. Chicago: Aldine & Atherton.
- Mitchell, R. J. (2001). Evaluation as an organizational tool. *International Journal of Training and Development*, 5 (4), 275-282. doi: 10.1111/1468-2419.00139
- Mocker, D. W., & Spear, G. E. (1982). *Lifelong learning, formal, nonformal, informal and self-directed*. Kansas City: University of Missouri/Centre for Resource Development in Adult Education.
- Mora, J.-G. (2001). Lifelong Learning policies in Spanish Universities. *European Journal of Education*, 36 (3), 317-327. doi: 10.1111/1467-3435.00070
- Mork, J. (1999). *Crisis in the traditions for admission to training*. «Αγορά Θεσσαλονίκης», Εργασία & Κατάρτιση στον 21ο αιώνα. Cedefop: Θεσσαλονίκη.

- Morstain, B. R., & Smart, J. C. (1974). Reasons for participation in Adult Education courses: A multivariate analysis of group differences. *Adult Education Quarterly*, 24 (2), 83-98. doi: 10.1177/074171367402400201
- Murphy, J. (1993). A degree of waste: The economic benefits of educational expansion. *Oxford Review of Education*, 19 (1), 9-31. doi: 10.1080/0305498930190102
- Murphy, M. (2001). The politics of adult education: State, economy and civil society. *International Journal of Lifelong Education*, 20 (5), 345-360. doi: 10.1080/02601370110059519
- Nevis, E. C., Dibella, A. J., & Gould, J. M. (1997). Understanding Organizations as Learning Systems. In D. Russ-Eft, H. Preskill, & C. Sleezer (Eds.), *Human Resource Development Review: Research and Implications* (pp. 274-298). London: Sage Publications.
- Noe, A. R. (1999). *Employee training and development*. Boston: Irwin- Mc Graw-Hill.
<http://goo.gl/KmpT3D>
- Nolan, M. (1996). Job Training. In R. L. Craig (Ed.in.chief). *The ASTD Training and Development Handbook: A guide to human resource development* (4th ed., pp. 747-775). New York: McGraw-Hill.
- Nyhan, B. (2002). Promoting learning in and for organizational contexts- the development of key-qualifications/ key competences. In P. Kämäärinen, G. Attwell & A. Brown (Eds.), *Transformation of learning in education and training. Key qualifications revisited: issues and challenges for developing VET* (pp. 242-254). Luxembourg: CEDEFOP Reference series.
- O' Donnell, M. (1992). Education: Ideology and policy. In M. O' Donnell, *A new introduction to sociology* (3rd ed., pp. 75-111). Surrey: Nelson.
- O' Donnell, M. (1992). Work, unemployment and non-work. In M. O' Donnell, *A new introduction to sociology* (3rd ed., pp. 236-268). Surrey: Nelson.
- O' Donoghue, J., & Maguire, T. (2005). The individual learner, employability and the workplace. A reappraisal of relationships and prophecies. *Journal of European Industrial Training*, 29 (6), 436-446. doi: 10.1108/03090590510610236
- OECD (2002). Participation in Continuing Education and Training in the adult population. In *OECD Indicators: Education at a glance* (pp. 246-251), Paris: OECD.
- Olesen, H. S. (1994). Qualification and work. In S. Papaioannou, J. F. Lauridsen, P. Alheit, & H. S. Olesen (Eds.), *Education, Culture and Modernization* (pp. 43-

57). Denmark: The Adult Education Research Group, Roskilde University Centre.

Olsen, J. H. Jr. (1998). The evaluation and enhancement of training transfer. *International Journal of Training and Development*, 2 (1), 61-75. doi: 10.1111/1468-2419.00035

Onstenk, J. (1992). Skills needed in the workplace. In A. Tuijnman, & M. Van Der Kamp (Eds.), *Learning across the Lifespan: Theories, Research, Policies* (pp. 137-156). Oxford: Pergamon Press.

<http://goo.gl/K2732z>

Opengart, R., & Short, D. C. (2002). Free agent learners: The new career model and its impact on human resource development. *International Journal of Lifelong Education*, 21 (3), 220-233. doi: 10.1080/02601370210127837

Paprock, K. (1994). A conceptual framework for developing adaptive competency for professionals. In R. Benn, R. Fieldhouse (Eds.), *Training and professional development in adult and continuing education* (pp. 89-93), University of Exeter: Centre for Research in Continuing Education.

Perkins, D. N., & Salomon, G. (1996). Learning transfer. In A. C. Tuijnman (Ed.), *International Encyclopedia of Adult Education and Training* (2nd ed., pp. 422-427). Oxford: Pergamon.

<http://goo.gl/9TSbdO>

Philips, P. P., & Phillips, J. J. (2001). Symposium on the evaluation of training: editorial. *International Journal of Training and Development*, 5 (4), 240-247. doi: 10.1111/1468-2419.00136

Phillips, J. J., & Chagalis, G. P. (1990). Evaluation of HRD Programs: Quantitative and Qualitative. In L. Nadler, & Z. Nadler (Eds.). *The handbook of human resource development* (Chapter 12) (2nd ed., pp. 1-36). New York: John Wiley & Sons.
<http://goo.gl/8FyaTk>

Phillips, J. J. (1996). Measuring the results of training. In R. L. Craig (Ed.in.chief), *The ASTD Training and Development Handbook: A guide to human resource development*, (4th ed., pp. 313-341). New York: McGraw-Hill.

Phillips, J. J. (1998). Level four and beyond: an ROI model. In S. M. Brown, & C. J. Seidner (Eds.). *Evaluating corporate training: models and issues* (pp. 113-139). Boston: Kluwer Academic Publishers.

Pöggeler, F. (1994). History of Adult Education. In T. Husén, T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (Vol. I, pp. 135-139). Oxford: Pergamon Press.

<http://goo.gl/MIXiMr>

Pöggeler, F. (1996). History of Adult Education. In A. C. Tuijnman (Ed.), *International Encyclopedia of Adult Education and Training* (pp. 135-139). Paris, OECD/Pergamon Press.
<http://goo.gl/pqUvSC>

Polder, K.-J. (2001). Decentralization and adult education: a case study of the Netherlands. *International Journal of Lifelong Education*, 20 (3), 237-252. doi: 10.1080/02601370117371

Preston, R., & Dyer, C. (2003). Human Capital, Social capital and Lifelong Learning: an editorial introduction. *Compare*, 33 (4), 429-436. doi: 10.1080/0305792032000127739

Puk, T. (1996). Applications of a meta-model of educational processes as it applies to lifelong teaching and learning. *International Journal of Lifelong Education*, 15 (1), 41-49. doi: 10.1080/0260137960150105

Putnam, R. (1993). *Making democracy work: civic traditions in modern Italy*. Princeton: Princeton University Press.
<http://goo.gl/2rjLea>

Rachal, J. R. (1989). The social context of adult and continuing education. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 3-14). San Francisco: Jossey Bass.
<http://goo.gl/NGyXRZ>

Rismark, M., & Sitter, S. (2003). Workplaces as learning environments: interaction between newcomer and work community. *Scandinavian Journal of Educational Research*, 47 (5), 495-510. doi: 10.1080/0031383032000122426

Rogers, J. (1989). *Adults Learning*, Milton Keynes: Open University Press.
<http://goo.gl/TRVAI9>

Roth, G. L., & Niemi, J. (1996). Information technology systems and the learning organization. *International Journal of Lifelong Education*, 15 (3), 202-215. doi: 10.1080/0260137960150306

Rouiller, J. Z., & Goldstein, I. L. (1997). The relationship between organizational transfer climate and positive transfer of training. In D. Russ-Eft, H. Preskill, & C. Sleezer (Eds.), *Human Resource Development Review: Research and Implications* (pp. 330-347). London: Sage Publications.

Rubenson, K. (1977). *Participation in recurrent education: A research review*. Paper presented at meeting of National Delegates on Developments in Recurrent Education, Paris: OECD.

- Rubenson, K. (1979). Recruitment to adult education in the Nordic Countries – Research and outstanding activities. *Reports on Education and Psychology*, No 3. Stockholm Institute of Education: Department of Educational Research.
- Sachs, J. (2001). A path model for adult learner feedback. *Educational Psychology*, 21 (3), 267-275. doi: 10.1080/01443410120065478
- Schein, E.H. (1992). *Organizational culture and leadership* (2nd ed.), San Francisco: Jossey-Bass.
<http://goo.gl/eqlZgM>
- Schuller, T. (1992). Towards a learning society. *Adults Learning*, 4 (2), 53-54.
- Shakleton, R. (1992). *Training too much? A sceptical look at the economics of skill provision in the UK*. London: IEA.
- Shar, I. (1987). *Critical Teaching and Everyday Life*, (2nd ed.) Chicago: University of Chicago Press.
- Skule, S. (2004). Learning conditions at work: a framework to understand and assess informal learning in the workplace. *International Journal of Training and Development*, 8 (1), 8-20. doi: 10.1111/j.1360-3736.2004.00192.x
- Smith, M. K. (2001). Chris Argyris: theories of action, double-loop learning and organizational learning. *The Encyclopedia of Informal Education*. Retrieved from: www.infed.org/thinkers/argyris.htm
- Smith, M. K. (2001). Peter Senge and the learning organization. *The Encyclopedia of Informal Education*. Retrieved from: www.infed.org/thinkers/senge.htm
- Smith, R. M. (Ed.). (1983). *Helping Adults Learn How to Learn: New Directions for Continuing Education*. San Francisco: Jossey-Bass.
<http://goo.gl/VxV2Th>
- Sobel, I. (1982). The Human Capital Revolution in Economic Development. In P. Altbach, R. Arnove, & G. Kelly (Eds.), *Comparative Education* (pp. 54-77). New York, Macmillan.
<http://goo.gl/gWMggr>
- Sork, T. J., & Caffarella, R. S. (1989). Planning programmes for adults. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 233-245). San Francisco: Jossey Bass.
<http://goo.gl/NGyXRZ>
- Spitzer, D. R. (2005). Learning Effectiveness Measurement: A new approach for measuring and managing learning to achieve business results. *Advances in Developing Human Resources*, 7 (1), 55-70. doi: 10.1177/1523422304272167

Squires, G. (1987). *The curriculum beyond school*. London: Hodder & Stoughton.
<http://goo.gl/CZ7HD9>

Srinivasan, L. (1989). Nonformal Education: Instruction. In C. Titmus (Ed.), *Lifelong Education for Adults: An International Handbook* (pp. 212-214). Oxford: Pergamon.
<http://goo.gl/V32pBZ>

Stahl, Th., Nyhan, B., & D' Aloja, P. (1993). *The learning organization. A vision for human resource development*. Eurotecnet: Commission of the European Communities.
<http://goo.gl/gb15Hw>

Staton, T. F. (1960). *How to instruct successfully*, New York: McGraw-Hill.
<http://goo.gl/rqDhKS>

Stephens, M. D. (1989). Teaching methods for adults. In C. Titmus (Ed.), *Lifelong Education for Adults: An International Handbook* (pp. 202-208). Oxford: Pergamon.
<http://goo.gl/V32pBZ>

Stephens, M. D., & Roderick, G. W. (1971). *Teaching Techniques in Adult Education*. Newton Abbot: David & Charles.

Stevenson, J. (2001). Vocational knowledge and its specification. *Journal of Vocational Education and Training*, 53 (4), 647-662. doi: 10.1080/13636820100200182

Stevenson, J. (2003). The implications of learning theory for the idea of general knowledge. *Journal of Vocational Education and Training*, 55 (2), 241-253. doi: 10.1080/13636820300200228

Streumer, J. N., Van der Klink, M. R., & Van de Brink, K. (1999). The future of HRD. *International Journal of Lifelong Education*, 18 (4), 259-274. doi: 10.1080/026013799293685

Stroobants, V., Jans, M., & Wildermeersch, D. (2001). Making sense of learning for work: Towards a framework of transitional learning. *International Journal of Lifelong Education*, 20 (1/2), 114-126. doi: 10.1080/02601370121184

Stubblefield, H. W., & Keane, P. (1989). The History of Adult Continuing Education. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 26-36). San Francisco, Jossey Bass.
<http://goo.gl/NGyXRZ>

Sugarman, B. (1998). The learning organization: implications for training. In S. M. Brown, & C. J. Seidner (Eds.), *Evaluating corporate training: models and issues* (pp. 63-91). Boston: Kluwer Academic Publishers.

Swanson, R. A. (2005). Evaluation, a state of mind. *Advances in Developing Human Resources*, 7 (1), 16-21. doi: 10.1177/1523422304272078

Tang, K.-L., & Cheung, J.T. (1996). Models of workplace training in North America: a review. *International Journal of Lifelong education*, 15 (4), 256-265. doi: 10.1080/0260137960150403

Tennant, M. (1991). Expertise as a Dimension of Adult Development. *New Education*, 13 (1), pp. 49-55.

Thomas, D. (Ed.). (1995). *Flexible learning strategies in higher and further education*. London: Cassell.
<http://goo.gl/Nr7yrF>

Thorpe, M., Edwards, R., & Hanson, A. (Eds.). (1993). *Culture and Processes of Adult Learning*. Milton Keynes: Open University Press.
<http://goo.gl/V925Js>

Tight, M. (Ed.). (1990). *Adult Learning and Education: Education for Adults*. London: Routledge/OUP.
<http://goo.gl/77AMdx>

Tippelt, R., & Panyr, S. (2004). *Learning careers of adults from different educational backgrounds, milieus and age groups*. Paper presented in the 4th ESREA European Research Conference, ESREA/University of Wroclaw: Conference Proceedings.

Titmus, C. J. (1999). Concepts and practices of education and adult education: Obstacles to lifelong education and lifelong learning. *International Journal of Lifelong Education*, 18 (5), 343-354. doi: 10.1080/026013799293595

Titmus, C. J. (1994). Adult education: Concepts, purposes and principles. In T. Husén, & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (Vol. 1, 2nd ed., pp. 111-120). Oxford: Elsevier Science.
<http://goo.gl/FA5I7x>

Torres, C. A. (1994). Adult education for development. In T. Husén, T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (Vol. 1, 2nd ed., pp. 127-135). Oxford: Elsevier Science.
<http://goo.gl/FA5I7x>

Tough, A. (1968). *Why Adults Learn: A study of the major reasons for beginning and continuing a learning project*. Monographs in Adult Education (No. 3). Toronto: Ontario Institute for Studies in Education.

Tough, A. (1979). Choosing to Learn. In G. M. Healy, W. L. Ziegler (Eds.), *The Learning Stance: Essays in Celebration of Human Learning*. Final report of Syracuse Research Corporation Project, National Institute of Education Nr. 400-78-0029. Washington, DC: National Institute of Education.

Toye, M. (1989). Learning styles. In C. J. Titmus (Ed.), *Lifelong Education for Adults: An international handbook* (pp. 227-236). Oxford: Pergamon Press.
<http://goo.gl/1dmL3S>

Tuijnman, A. (1991). Lifelong Education: A test of the accumulation hypothesis. *International Journal of Lifelong Learning*, 10 (4), 275-285. doi: 10.1080/0260137910100402

Tuijnman, A., & Van der Kamp, M. (1992). Learning for Life: New ideas, new significance. In A. Tuijnman, & M. Van der Kamp (Eds.), *Learning across the Lifespan: Theories, Research, Policies* (pp. 3-16). Oxford: Pergamon Press. 3-16.

<http://goo.gl/K2732z>

UNESCO (1976). *Recommendation on the development of adult education*, Recommendation adopted at General Conference, Nairobi, Kenya Oct.-Nov. 1976. Paris: UNESCO.

Van Der Kamp, M. (1992). Effective adult learning. In A. Tuijnman, & M. Van Der Kamp (Eds.). *Learning across the Lifespan: Theories, Research, Policies* (pp. 191-203). Oxford: Pergamon Press.

<http://goo.gl/K2732z>

Van Onna, B. (1992). Informal learning on the job. In In A. Tuijnman,& M. Van Der Kamp (Eds.). *Learning across the Lifespan: Theories, Research, Policies* (pp. 125-136). Oxford: Pergamon Press.

<http://goo.gl/K2732z>

Van Tilburg, E., & Moore, A. B. (1989). Education for rural adults. In S. B. Merriam, & M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 537-549). San Francisco: Jossey Bass.

<http://goo.gl/NGyXRZ>

Van Zolingen, S.J., Streumer, J.N., & Stooker, M. (2001). Problems in knowledge management: a case study of a knowledge-intensive company. *International Journal of Training and Development*, 5 (3), 168-184. doi: 10.1111/1468-2419.00130

- Verduin, J. R. (1983). *Adults Teaching Adults: Principles and Strategies*, Mansfield: University Associates.
- Wain, K. (2000). The learning society: Postmodern politics. *International Journal of Lifelong Education*, 19 (1), 36-53. doi: 10.1080/026013700293449
- Wang, G. G., & Spitzer, D. R. (2005). Human Resource Development Measurement and Evaluation: looking back and moving forward. *Advances in Developing Human Resources*, 7 (1), 5-15. doi: 10.1177/1523422304272077
- Wapner, S. (1964). Some aspects of a research program based on an organismic-developmental approach to cognition: experiments and theory. *Journal of the American Academy of Child Psychiatry*, 3 (2), 193-230. doi: 10.1016/S0002-7138(09)61919-1
- Watkins, K. E, & Marsick, V. J. (1992). Building the learning organization: a new role for human resource developers. *Studies in Continuing Education*, 14 (2), 115-129. doi: 10.1080/0158037920140203
- Watkins, K. E. (1989). Business and industry. In S. B. Merriam, & P. M. Cunningham (Eds.). *Handbook of Adult and Continuing Education* (pp. 422-435). San Francisco: Jossey-Bass Publishers.
<http://goo.gl/NGyXRZ>
- Watson, G. Crossley, M. (2001). The Strategic Management Process: an aid to organisational learning in further education? *Research in Post-Compulsory Education* 6 (1), 19-30. doi: 10.1080/13596740100200094
- Wolek, F. W. (1999). The skill development processes of apprenticeship. *International Journal of Lifelong Education*, 18 (5), 395-406. doi: 10.1080/026013799293630
- Yang, B., & Cervero, R. (2001). Power and influence styles programme planning: relationship with organizational political contexts. *International Journal of Lifelong Education*. 20 (4), 289-296. doi: 10.1080/02601370110048827
- Zambarloukos, St., & Constantelou, An. (2002). Learning and skills formation in the new economy: evidence from Greece. *International Journal of Training and Development*, 6 (4), 240-253. doi: 10.1111/1468-2419.00162
- Zarifis, G. K. (2000). Vocational Education and Training policy development for young adults in the European Union: A thematic analysis of the EU trend of convergence towards integration, drawn from the brief presentation of the VET policies adopted in three Member States. *Research in Post-Compulsory Education*, 5 (1), 91-113. doi: 10.1080/13596740000200071

Zarifis, G. K. (2003). Post-school vocational training initiatives for young adults in Greece: The case of IEKs (Vocational Training Institutes). *Research in Post-Compulsory Education*, 8 (2), 153-178. doi: 10.1080/13596740300200147

Αρβανιτοπούλου. (1997). *Επαγγελματική εκπαίδευση και κατάρτιση Ενηλίκων, Νομοθεσία: Μέτρα του ΥΠ.Ε.Π.Θ στην Ελλάδα-Ιστορική Καταγραφή*. Αδημοσίευτη μεταπυχιακή εργασία, Θεσσαλονίκη: Α.Π.Θ, Τμήμα Φιλοσοφίας και Παιδαγωγικής, Τομέας Παιδαγωγικής.

Βρετάκου, Β., & Ρουσέας, Π. (2002). *Επαγγελματική εκπαίδευση και κατάρτιση στην Ελλάδα: Συνοπτική περιγραφή*, CEDEFOP Panorama, αριθ. 50, Θεσσαλονίκη: CEDEFOP.

Γαλατά, Β., Ιωαννίδου, Μ., Πρωτόπαπας, Γ., & Σούρμπης, Μ. (2001). *Μέθοδοι αναγνώρισης, πιστοποίησης, κατοχύρωσης προσόντων, δεξιοτήτων και ικανοτήτων που αποκτήθηκαν μέσω της άτυπης επαγγελματικής κατάρτισης*. Αθήνα: Εθνικό Ινστιτούτο Εργασίας.

Γράβαρης, Δ., (1991). Πολιτικές Απασχόλησης και ο Ρόλος του Κράτους στην Αγορά Εργασίας. *Τόπος*, 3, 3-36.

Γράβαρης, Δ. (2003). Η σχέση παθητικών και ενεργητικών πολιτικών απασχόλησης στο εσωτερικό της συνολικής κρατικής παρέμβασης στην αγορά εργασίας. Θεωρητικό πλαίσιο και εμπειρικά παραδείγματα. Στο Δ. Βενιέρης, X. Παπαθεοδώρου, *Η κοινωνική πολιτική στην Ελλάδα: Προκλήσεις και προοπτικές* (σσ. 335-368). Αθήνα: Ελληνικά Γράμματα.
<http://goo.gl/TFsXXs>

Γράβαρης, Δ., & Παπαδάκης, Ν., (2005). *Εκπαίδευση και εκπαιδευτική πολιτική. Μεταξύ κράτους και αγοράς*. Αθήνα: Σαββάλας.
<http://goo.gl/irADjk>

Δεδουσόπουλος, Α., (1993). Εκπαίδευση, Κατάρτιση, Απασχόληση. Η διφορούμενη σχέση. Στο Π. Γετίμης, Δ. Γράβαρης, (Επιμ.): *Κοινωνικό Κράτος και Κοινωνική Πολιτική*. Αθήνα: Θεμέλιο.

Δεδουσόπουλος, Α., (1998). *Πολιτική Οικονομία της Αγοράς Εργασίας (τόμος πρώτος)*. Η Προσφορά Εργασίας. Θεωρίες, Πολιτικές και Ερευνητικές Αναζητήσεις. Αθήνα: Τυπωθήτω-Γ. Δαρδανός.

Ευστράτογλου, Α., (2009). Η επαγγελματική Κατάρτιση κάτω από το πρίσμα διαφορετικών θεωρητικών προσεγγίσεων. *Εκπαίδευση Ενηλίκων*, 16, 3-10.

Ζαρίφης, Γ. Κ. (2003). Η σύνδεση του Σχολείου Δεύτερης Ευκαιρίας με τις βασικές αρχές της Συνεχιζόμενης επαγγελματική εκπαίδευση και κατάρτισης και της Δια-Βίου Μάθησης: Θέτοντας τις βάσεις για παροχή κινήτρων και διευκόλυνση της μαθησιακής διαδικασίας σε όσους η τυπική σχολική

επαγγελματική εκπαίδευση και κατάρτιση απέτυχε να ανταποκριθεί, Νέα Παιδεία, 107, 65-84.
<http://goo.gl/PC6RBI>

Καραγιαννόπουλος, Ε. (1997). *Τα οικονομικά του ελληνικού εκπαιδευτικού συστήματος*. Διδακτορική διατριβή. Αθήνα.

Κοσμόπουλος, Α. Β. (1995). Το Σχεσιοδυναμικό Μοντέλο Διδακτικής Εργασίας. Στο Η. Γ. Ματσαγγούρας (Επιμ.), *Η Εξέλιξη της Διδακτικής*. Αθήνα: Gutenberg.
<http://goo.gl/5eJTv>

Λευκή Βίβλος για την επαγγελματική εκπαίδευση και κατάρτιση. Διδασκαλία και εκμάθηση. Προς την κοινωνία της γνώσης (21/11/95).

Νόμος (σχέδιο) *Το Εθνικό Σύστημα Σύνδεσης της Επαγγελματικής εκπαίδευσης και κατάρτισης και Κατάρτισης με την Απασχόληση (ΕΣΣΕΕΚΑ)*. Αθήνα: Επιτροπή για την εκπόνηση σχεδίου σύνδεσης αρχικής και συνεχιζόμενης επαγγελματικής κατάρτισης με την απασχόληση, 2002.

Νόμος 2009/1992 *Εθνικό σύστημα Επαγγελματικής εκπαίδευσης και κατάρτισης και Κατάρτισης και άλλες διατάξεις*.

Νόμος 2525/1997 *Ενιαίο Λύκειο, Πρόσθαση στην Τριτοβάθμια επαγγελματική εκπαίδευση και κατάρτιση και άλλες διατάξεις*.

Νόμος 2640/1998 *Δευτεροβάθμια Τεχνοεπαγγελματική επαγγελματική εκπαίδευση και κατάρτιση*.

Νόμος 2916/2001 *Διάρθρωση της ανώτατης επαγγελματική εκπαίδευση και κατάρτισης και ρύθμιση θεμάτων του τεχνολογικού τομέα αυτής*.

Νόμος 2956/2001 *Αναδιάρθρωση ΟΑΕΔ και άλλες διατάξεις*.

Νόμος 3027/2002 *Ρύθμιση θεμάτων Οργανισμού σχολικών κτιρίων, ανώτατης επαγγελματική εκπαίδευση και κατάρτισης και άλλες διατάξεις*.

ΟΟΣΑ (1999). *Overcoming exclusion through adult learning*. Παρίσι: Οργανισμός Οικονομικής Συνεργασίας και Ανάπτυξης.

<http://goo.gl/6yXriB>

Παλαιοκρασάς, Σ., Ρουσέας, Π., & Βρετάκου, Β. (2000). *Έρευνα των αποφοίτων μεταγυμνασιακής δευτεροβάθμιας επαγγελματικής εκπαίδευσης και κατάρτισης, οι οποίοι δε συνέχισαν σπουδές σε ιδρύματα τριτοβάθμιας επαγγελματική εκπαίδευση και κατάρτισης*. Αθήνα. Ανακτήθηκε από: <http://www.pi-schools.gr/programs/par/index.html>

Πάντζου, Π. (χ.χ). *Η Δυναμική των Ομάδων* (χ.ε). Ανακτήθηκε από:
www.nsph.gr/Files/006_Koinoniologias/pp_group%20dynamics.doc

Παπαστεφανάκη, Σ. (2002). *Ανάπτυξη και αξιολόγηση των ικανοτήτων των εκπαιδευτών ενηλίκων*. Θεσσαλονίκη: Αφοί Κυριακίδη.
<http://goo.gl/GjNTY8>

Σοφού, Ε. (2002). Αιχμάλωτοι του χρόνου: Η αναγκαιότητα της ευέλικτης χρήσης του χρόνου στη Σύγχρονη εκπαίδευση. *Επιθεώρηση Εκπαιδευτών Θεμάτων*, 6, 223-238. <http://goo.gl/0O5ynX>

Τριανταφυλλίδη-Παπαδημητρίου, Μ. (1994). *Η επαγγελματική εκπαίδευση και κατάρτιση των ενηλίκων ως μέσον ανάπτυξης των ανθρώπινων πόρων στην Ενωμένη Ευρώπη του 2000*. Γενική Γραμματεία Λαϊκής Επιμόρφωσης με την υποστήριξη της Ευρωπαϊκής Επιτροπής. Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων, Γενική Γραμματεία Λαϊκής Επιμόρφωσης.

ΥΠΕΠΘ (2001). *Σχέδιο επιχειρησιακού προγράμματος: επαγγελματική εκπαίδευση και κατάρτιση και αρχική επαγγελματική κατάρτιση 2000-2006*. Αθήνα.

Υπουργείο Απασχόλησης (2001). *Εθνικό σχέδιο δράσης για την απασχόληση 2002*. Αθήνα.

Υπουργείο Απασχόλησης (2001). *Σχέδιο επιχειρησιακού προγράμματος: Απασχόληση και επαγγελματική κατάρτιση 2000-2006*. Αθήνα.