successfully organized and found to be most effective in the UK.
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McGivney (Veronica) & Sims (David): *Adult Education and the Challenge of Unemployment*. Milton Keynes/Philadelphia, Open University Press, 1986, 128 p. Hbk: £20.00; pbk: £6.95.

This book deals with the problem of educational programmes for the adult unemployed. It is well known that the UK official unemployment figure has reached an all-time record. A number of organizations and groups are involved in the education of adults but many adult educators are uncertain about how to adapt or initiate help.

Teachers, organizers and students in the field of education for the adult unemployed have informed the authors of specific areas of uncertainty that have been expressed in the following questions: Do unemployed people want education and, if so, in what forms? Should they be encouraged to make more use of existing provision or should special educational opportunities be planned? To what extent should educational activities directed at the unemployed be linked with the search for jobs? The authors have answered these questions by referring to some of the educational strategies which have been tried in different parts of the UK.

Each of the eight chapters give illustrations of the kind of programmes, teaching/learning methods and conditions of delivery that have been found appropriate for different unemployed groups. The first focuses on the nature of the challenge of unemployment and the role of adult education. It shows that education for the unemployed is a relatively new field for which no coherent and systematic national policy has yet emerged. The following chapters attempt to offer some of the lessons of current practice in order to assist those engaged in, or planning work with, the unemployed. In this manner, the second chapter suggests a general step-by-step programme for planning and implementing formal or informal part-time educational activities. The third chapter indicates an urgent need for greater adult education support for the excessive number of redundant and early retired people over the age of 45.

The fourth chapter refers to all unemployed women (registered, unregistered and non wage earners wishing to re-enter the labour market). In chapter six the authors point out three 'invisible unemployed groups', namely professionals and executives, ex-offenders and the disabled. It provides an outline of how unemployment affects each of these three groups and examines a variety of innovative educational responses. Chapter seven deals with the problem of the increasing number of long-term unemployed who, out of all those without work, present adult educators with the greatest challenge. In the final chapter, it is argued that the widespread and long-lasting phenomenon of unemployment demands a planned and co-ordinated approach with long-term rather than short-term educational strategies. To make this more concrete, the authors have extracted from the above interesting illustrations, some general principles and guidelines that can be used as a basis on which to construct future provision for the unemployed.

This book is well recommended for people concerned with adult education and who wish to provide effective schemes and courses for the different range of unemployed adults. It succeeds in identifying the major unemployed groups and in examining their specific problems and educational requirements. It also illustrates the types of special provision that have already been