

# Publications Catalogue 2017



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Lifelong Learning

**Published in 2017 by**

UNESCO Institute for Lifelong Learning  
Feldbrunnenstr. 58  
20148 Hamburg  
Germany

© UNESCO Institute for Lifelong Learning

This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CCBY-SA 3.0 IGO) licence (<http://creativecommons.org/licenses/by-sa/3.0/igo/>).

By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://en.unesco.org/open-access/terms-use-ccbysa-en>).



The UNESCO Institute for Lifelong Learning (UIL) is a non-profit international institute of UNESCO. The Institute undertakes research, capacity-building, networking and publication on lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. Its publications are a valuable resource for educational researchers, planners, policymakers and practitioners.

From its foundation in 1952 until 2006 the UNESCO Institute for Education (UIE) operated as a German foundation under national law. In 2006 it was fully integrated with UNESCO and adopted its current name, the UNESCO Institute for Lifelong Learning (UIL).

This catalogue includes publications from UIE as well as UIL.

Major assistance in compiling this catalogue was provided by the following UIL interns: Nayomi Chibana, Annemiek Wilson, Kaitlyn A.M. Bolongaro and Natasha Ahmed.

Design: Christiane Marwecki



Most of the publications listed in this catalogue are free to download from the [UNESCO Publications Database](http://unesdoc.unesco.org) (<http://unesdoc.unesco.org>).

The online version of this catalogue contains direct download links.

Print copies of selected publications (not all are still in print) may be ordered from the UNESCO bookshop or directly from UIL. To order publications from UIL, please use the form at the back of this catalogue.

# Table of Contents

Page	
3	Foreword
4	Forthcoming Publications
6	Flagship Publications
11	Publications 2016
17	Publications 2015
26	Publications 2010–2014
41	Selected Older Publications (2000–2009)
51	Back Catalogue of Key Publications (1956–1999)
55	Order Form for Print Publications

# Foreword

Publications are a key means by which the UNESCO Institute for Lifelong Learning (UIL) seeks to promote lifelong learning and support educational researchers, planners, policymakers and practitioners around the world. In 2016, UIL produced a number of landmark publications, including the *Third Global Report on Adult Learning and Education (GRALE III)*, which drew on data gathered from 139 countries to chart progress towards the 2009 Belém Framework for Action and demonstrate the potential contribution of adult learning and education to the 2030 Agenda for Sustainable Development. The report has been published in English and French with further translations, into Arabic, Chinese, Portuguese, Russian and Spanish, underway.

We also, with UNESCO, published the *Recommendation on Adult Learning and Education (RALE)*, adopted at the 38th Session of the UNESCO General Conference in November 2015. The *Recommendation* supports the Education 2030 Framework for Action, reflects key global trends and seeks to guide the transformation and expansion of equitable learning opportunities for young people and adults. Together with *GRALE III*, it provides a framework for the development of adult learning and education in Member States in the years to come.

UIL's flagship journal, the *International Review of Education – Journal of Lifelong Learning*, consolidated its excellent progress over the past few years, expanding its readership and augmenting its relevance to international scholars and policymakers. The longest-running international journal of comparative education in the world, *IRE* remains one of the best and most relevant, spanning disciplines and cultures in disseminating high-quality, peer-reviewed research in formal and non-formal education and lifelong learning.

This year brings new and different challenges. The publications unit will continue to contribute to UIL's work and mission on a number of different fronts, producing a smaller number of higher-quality publications, including our short, sharp *Policy Brief* series, aimed primarily at the policymaking community, as well as more detailed discussions of practice, policy and strategy. In addition, we plan a number of important new publications on topics such as the development of better recognition mechanisms for the non-formal learning of refugees, intergenerational approaches to literacy for vulnerable families, and teaching literacy to foster a culture of reading. With the 2030 Agenda for Sustainable Development presenting new opportunities to stress the wider benefits and value of lifelong learning, it promises to be an exciting year.

Arne Carlsen  
Director, UIL

# Forthcoming Publications

## Pathways into work and education: Building better recognition mechanisms for the non-formal learning and competences of Syrian refugees

*Mapping current practice in Lebanon, Jordan, Iraq, Egypt and Turkey and learning from international best practice*

**Madhu Singh, Hegazi Idris and Maysoun Chehab**  
UIL, 2017

Recognition, validation and accreditation of non-formal and informal learning outcomes is not a privilege but can be a life-saving mechanism for Syrian refugees. It provides them with an alternative route to a qualification, fosters lifelong learning, and can help individuals to enter or re-enter the labour market or to get a better job. Crucially, too, it gives refugees an opportunity to participate in their host society, helping promote social inclusion and build more sustainable communities. Policymakers who wish to make a difference in these areas have no option but to take recognition, validation and accreditation seriously.

This mapping study analyses how non-formal and informal learning and the competences of Syrian refugee students – youth and young adults living in Lebanon, Jordan, Iraq, Egypt and Turkey – can be recognized, validated and accredited, drawing on a mixture of current and best practice. The aim is to provide national and sectoral stakeholders in the named countries with suggestions helpful in establishing national policies and building recognition mechanisms which ensure that refugees who have dropped out of school, interrupted their education, or lost their qualification documents, are able to enter or re-enter education and training or integrate into the world of work. This key publication has been prepared jointly by UIL and UNESCO's Beirut Office.

## Global Inventory of Regional and National Qualifications Frameworks, 2017 edition

UIL, Cedefop, ETF and UNESCO, 2017

The *Global Inventory of Regional and National Qualifications Frameworks* is the result of a collaboration between UIL, the European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF) and the Section of Youth, Literacy and Skills Development (ED/PLS/YLS) at UNESCO Headquarters. This update, for 2017, will provide an overview of the status and scope of qualifications frameworks internationally. Volume 1 of the *Inventory* will comprise a number thematic chapters while Volume 2 focuses on national and regional cases of national qualifications frameworks. Each country profile provides a thorough review of the main policy objectives, stakeholder involvement, validation of non-formal and informal learning, NQF implementation, and important lessons and future plans. It will be launched at the ASEM meeting of ministers of education from Asia and Europe in May 2017 in Seoul, Republic of South Korea.

## Policy Brief 7: Literacy and numeracy from a lifelong learning perspective

UIL, 2017

The seventh in our Policy Brief series, *Literacy and numeracy from a lifelong learning perspective* argues that literacy and numeracy should be seen not as a 'stand-alone set of skills developed and "completed", once and for all, within a short timeframe' but, rather, as 'one component of a complex set of core competencies which require sustained learning and updating in a continuous process'. Adopting this perspective means working towards 'literate families', 'literate communities' and 'literate societies' made up of independent, confident and effective lifelong learners. As such, youth and adult literacy and numeracy should be seen as part of the overall objective to universalize basic education, reflected in the targets for Sustainable Development Goal (SDG) 4, and be integrated into multi-sectoral approaches and development strategies to reach the other SDGs. This Policy Brief provides a set of recommendations to support policymakers in adopting holistic, multi-sectoral approaches within a lifelong learning perspective and enabling literacy and numeracy to unfold their full potential to 'transform the world'.



[English](#) (now available)

## Reaching vulnerable families with intergenerational approaches to literacy

Ulrike Hanemann, Juliet McCaffery,  
Katy Newell-Jones and Cassandra Scarpino  
UIL, 2017

This resource is part of a family and intergenerational learning project that UIL initiated in 2016. It was developed to support stakeholders in Member States who aim to address the learning needs of communities using an intergenerational learning approach to literacy teaching and learning based on the local context's resources. It does so providing evidence-informed guidance on how to develop, implement, monitor and evaluate the pilot experience of a family learning programme.

The publication will be divided into three sections: a theoretical introduction clarifying the concept of intergenerational and family learning, a list of guidelines supporting potential providers in planning and delivering a family learning pilot, and a collection of pedagogical examples. While it speaks to all Member States, the examples included should resonate most with those who plan to implement a family learning programme in multilingual and multicultural contexts in rural or peri-urban areas in sub-Saharan Africa. The principles, recommendations and examples of pedagogical materials were collected during the International Workshop for the Development of a Resource Pack to Reach Vulnerable Families with Intergenerational Approaches to Literacy, in Hamburg, Germany, in November 2016.

## Promoting a culture of reading and writing

Ulrike Hanemann, Lisa Krolak and Cassandra Scarpino  
UIL, 2017

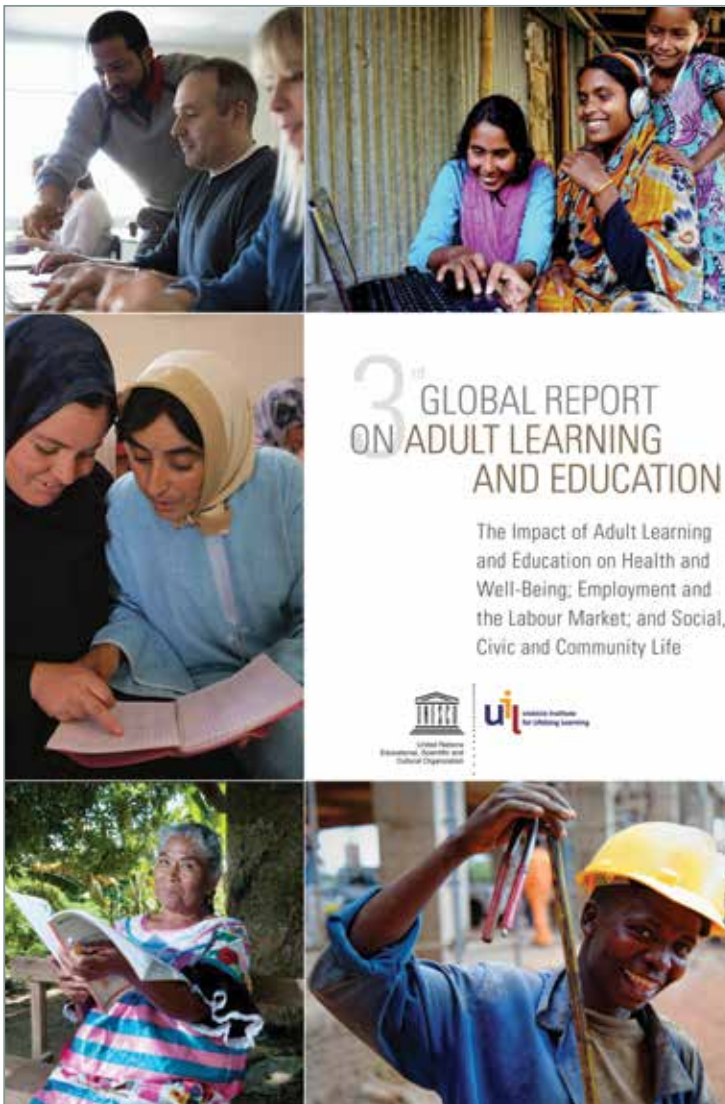
This book, which will be launched on International Literacy Day 2017, offers a thematic discussion of how a culture of reading and writing can be fostered, particularly through literacy activities in libraries, prisons and other community spaces. It is illustrated by case studies drawn from UNESCO's *Effective Literacy and Numeracy Practices Database* which capture examples of good practice from around the world in creating literate environments and promoting reading and writing cultures. The overarching theme will be fostering reading and writing for pleasure and personal development, with the publication drawing out common themes and success factors.

## Policy Brief: Using the potential of learning families for literacy, numeracy and language development

UIL, 2017

This Policy Brief will explore how learning families can support literacy, numeracy and language development among both adults and children. It will summarize the key messages of *Reaching vulnerable families with intergenerational approaches to literacy* for an intended audience of policymakers, programme managers and practitioners in Member States, and make a case for the relevance of family learning interventions to important policy agendas. As with other Policy Briefs, the aim is to offer a concise, persuasive summary of key issues, primarily for the policy community.

# Flagship Publications



## 3rd Global Report on Adult Learning and Education:

*The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life*

UIL, 2016, 158 pages  
ISBN 978-92-820-1213-0

The third *Global Report on Adult Learning and Education (GRALE III)* draws on monitoring surveys completed by 139 UNESCO Member States to develop a differentiated picture of the global state of adult learning and education (ALE). It evaluates countries' progress in fulfilling the commitments they made in the Belém Framework for Action, which was adopted at the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009. In addition, the report examines the impact of ALE on three major areas: health and well-being; employment and the labour market; and social, civic and community life. *GRALE III* provides policymakers, researchers and practitioners with compelling evidence of the wider benefits of ALE across all of these areas. In so doing, it highlights some of the major contributions that ALE can make to realizing the 2030 Agenda for Sustainable Development.



### Full report:

[English](#)

[French](#)

[Spanish](#) (electronic version only)

### Summary and recommendations:

[English](#)

[French](#)

[Spanish](#)

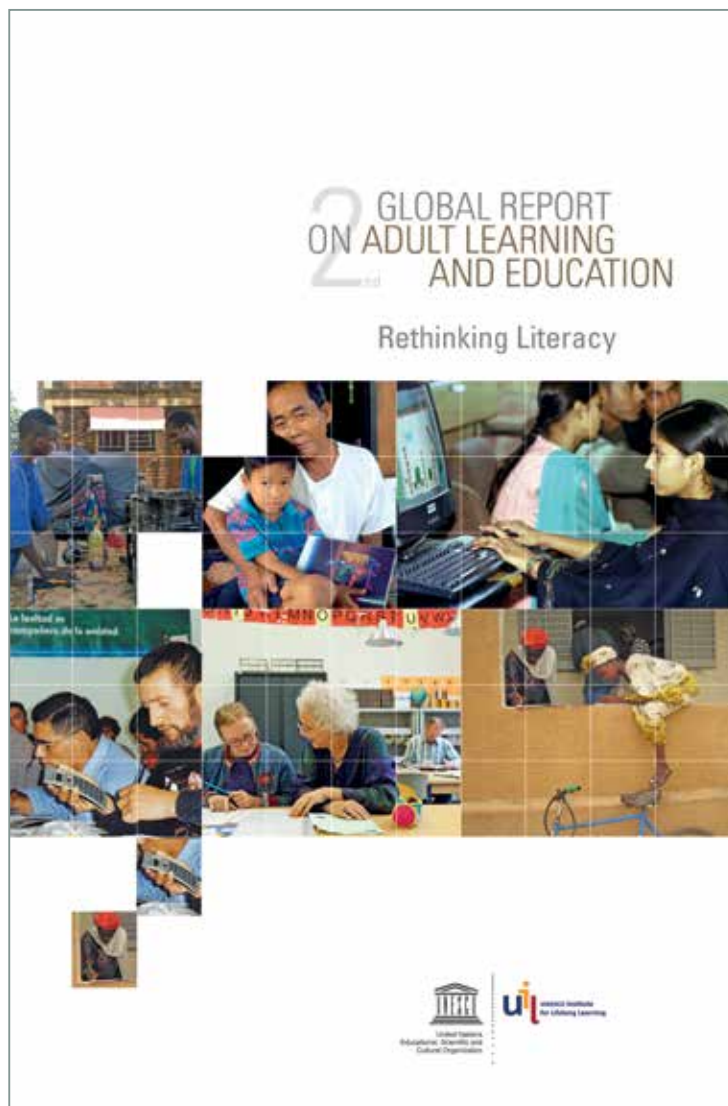
[Arabic](#) (electronic version only)

[Chinese](#) (electronic version only)

[Hindi](#) (electronic version only)

[Russian](#) (electronic version only)

# Flagship Publications



## 2nd Global Report on Adult Learning and Education: Rethinking Literacy

UIL, 2013, 163 pages  
ISBN 978-92-820-1179-9

Drawing on data gathered from 141 countries, the second *Global Report on Adult Learning and Education* reviews progress in implementing the Belém Framework for Action, the set of recommendations made by governments at the Sixth International Conference on Adult Education (CONFINTEA VI) in Belém in December 2009. The report adopts a global perspective, describing the commonalities and differences of Member States as they work to improve their adult education sectors.

This second *Global Report* has as its special theme 'Rethinking Literacy', reflecting UNESCO's belief that literacy is the foundation for lifelong learning. The report shows that, despite progress in increasing the global numbers of literate people, many millions are still excluded from learning opportunities.



### Full report:

[English](#)

[French](#)

[Spanish](#) (electronic version only)

[Portuguese](#) (electronic version only)

### Summary and recommendations:

[English](#) (out of print)

[French](#)

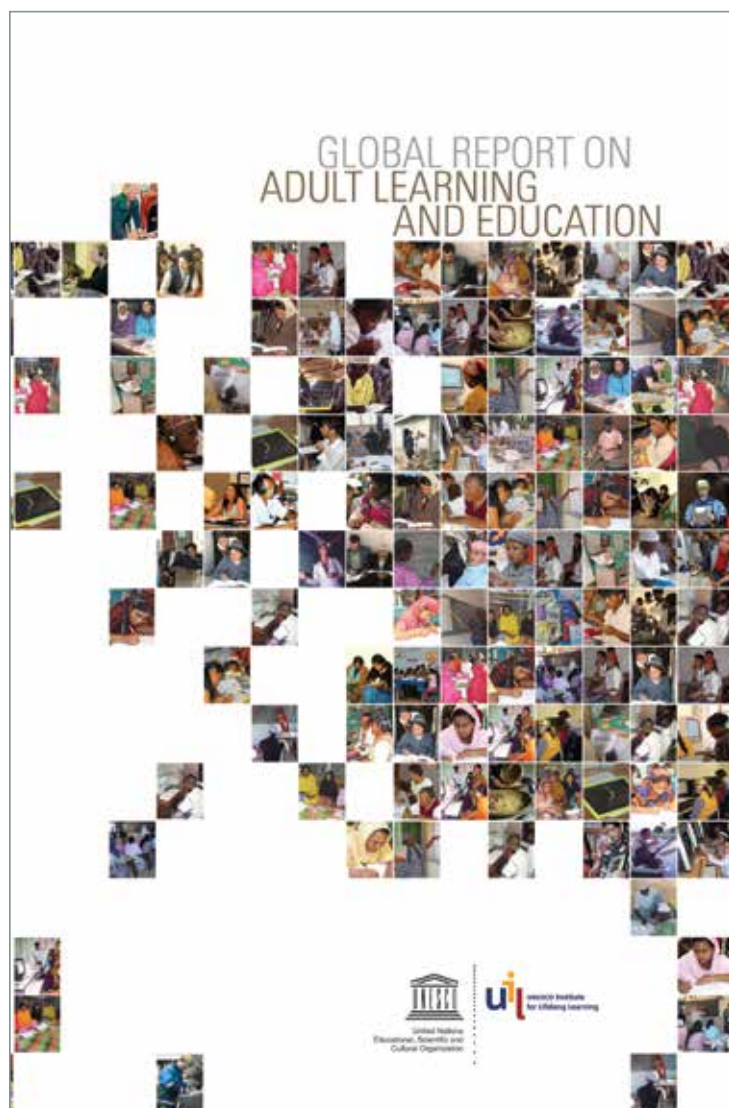
[Spanish](#)

[Arabic](#) (electronic version only)

[Chinese](#) (electronic version only)



# Flagship Publications



## Global Report on Adult Learning and Education

UIL, 2010, 156 pages  
ISBN 978-92-820-1167-6

The first-ever *Global Report on Adult Learning and Education* is based on 154 national reports submitted by UNESCO Member States on the state of adult learning and education as well as five regional synthesis reports and secondary literature. Its purpose is to provide an overview of trends in adult learning and education as well as to identify key challenges. It is an important reference document and an advocacy tool, and served as input to CONFITEA VI.

Chapter 1 examines how adult education is considered in the international educational and development policy agenda, Chapter 2 presents developments in policy and governance, Chapter 3 describes the range of provision of adult education and offers a typology for understanding the variety of provision in the sector, Chapter 4 reviews patterns of participation and access to adult education, Chapter 5 deals with quality in adult education, and Chapter 6 appraises the current state of financing of adult education. A concluding section provides an overview of trends and challenges.



### Full report:

[English](#) (out of print)

[French](#)

[Spanish](#)

[Portuguese](#) (electronic version only)

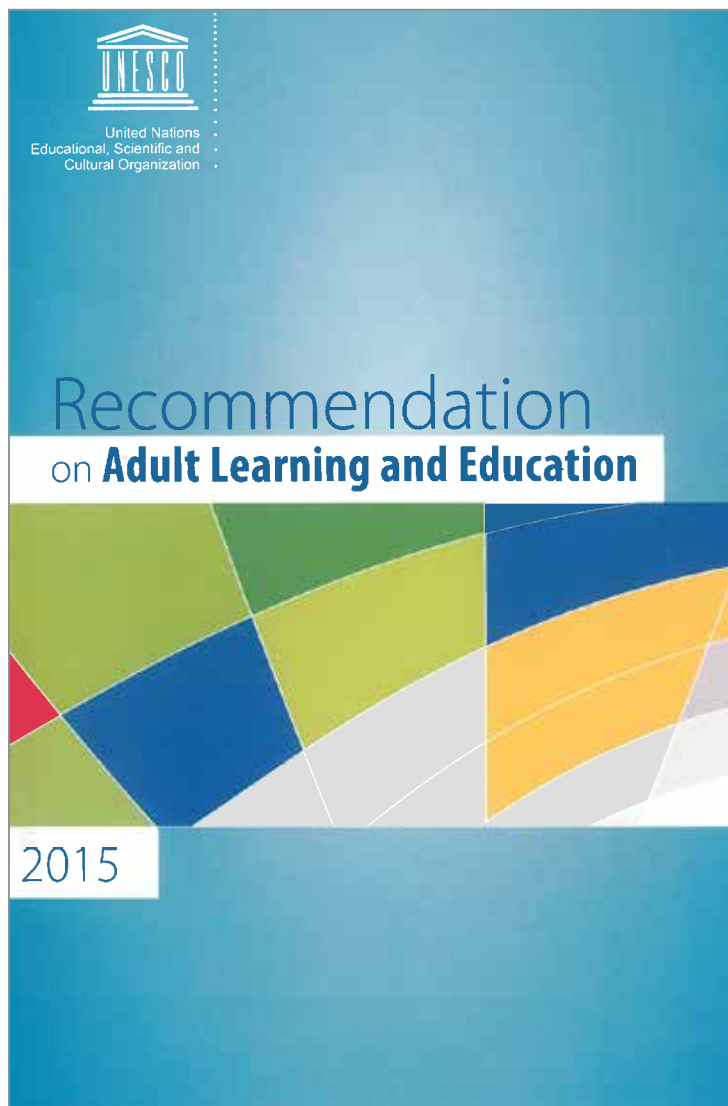
### Executive Summary:

[English](#) (out of print)

[French](#)

[Spanish](#)

# Flagship Publications



## UNESCO Recommendation on Adult Learning and Education, 2015

UNESCO and UIL, 2016, 14 pages

The 38th UNESCO General Conference adopted a new *Recommendation on Adult Learning and Education, 2015*. This *Recommendation* supersedes the 1976 *Recommendation on the Development of Adult Education* and is, therefore, the most up-to-date normative instrument in this important policy area.

It calls on Member States to take action in areas already defined in the Belém Framework for Action – i.e. policy, governance, finance, participation, inclusion and equity, and quality – while building on the potential of information and communication technologies. This *Recommendation* draws on the concept of lifelong learning, and underlines the overarching aim of adult learning and education, which is to ensure that all adults participate in society and in the world of work. It also takes into account the three key domains of adult learning and education: literacy and basic skills; continuing education, training and professional development; and education and learning opportunities, with a view to promoting active citizenship (variously known as 'community', 'popular' or 'liberal' education), i.e. education measures that empower people to engage with a wide range of social issues.

Member States should now implement the *Recommendation* and further strengthen international cooperation with regard to ALE. The CONFINTEA process, which involves regular reporting in the form of the Global Report on Adult Learning and Education, will be instrumental in monitoring activities undertaken by Member States to implement the *Recommendation*.



### Full document:

[English](#)

[French](#)

[Spanish](#)

[Russian](#)

[Chinese](#)

[Arabic](#)

# Flagship Publications



## International Review of Education – Journal of Lifelong Learning

The *International Review of Education – Journal of Lifelong Learning (IRE)* was first published in 1931, making it the world's longest-running international journal of comparative education. It has been edited by UNESCO since 1955. Since it first appeared, IRE has not only published research on systems and methods of education, but also explored innovations and efforts to increase access to education for those excluded socially, economically or politically.

IRE is a peer-reviewed, multi-disciplinary and multi-cultural journal which seeks to disseminate research, policy and practice in formal and non-formal education and lifelong learning. Special issues each year focus on key and emerging topics in lifelong learning, adult education, non-formal education and literacy.

Visit the IRE website on [SpringerLink](#) to download free sample articles, to submit an article, or to subscribe.

# Publications 2016



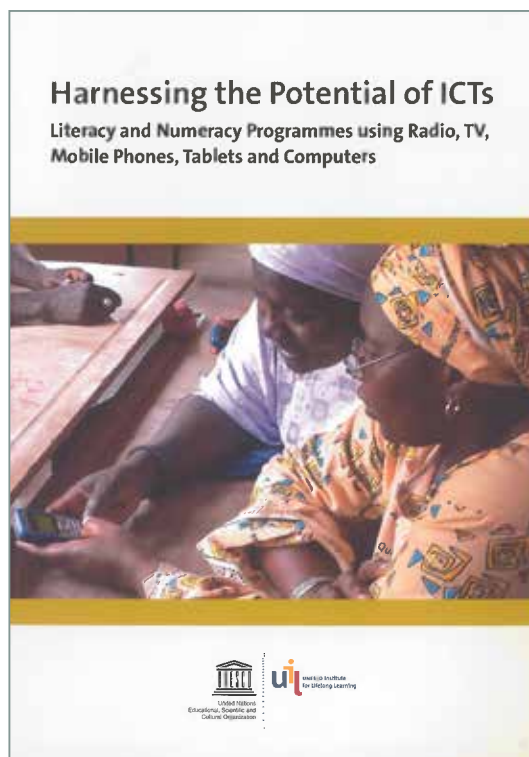
## Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA) – Pourquoi la RAMAA est importante pour le secteur de l'alphabétisation : témoignages des pays

UIL, 2016, 111 pages  
ISBN 978-92-820-2122-4

Une masse critique de jeunes et d'adultes, notamment en Afrique subsaharienne, n'ont toujours pas les capacités et les compétences suffisantes pour participer pleinement au développement socioéconomique de leur pays et promouvoir la paix, la cohésion sociale et la démocratie. Or les pays d'Afrique n'ont pas réussi à mettre en œuvre des politiques publiques d'alphabétisation adéquates. Cependant, même si être alphabétisé constitue une étape essentielle, encore faut-il estimer quel niveau d'alphabétisme les personnes ont réellement atteint. C'est ce que se propose de faire La Recherche-action RAMAA, lancée à l'initiative de l'Institut de l'UNESCO pour l'apprentissage tout au long de la vie (UIL), et pilotée en partenariat avec les bureaux UNESCO. Pour atteindre cet objectif, l'appui des douze pays participants dans la mise en œuvre et l'intégration des résultats dans les politiques éducatives nationales des décideurs politiques est indispensable. La présente publication témoigne de l'engagement des pays en faveur de la RAMAA.



[French](#)



## Harnessing the Potential of ICTs: Literacy and Numeracy Programmes Using Radio, TV, Mobile Phones, Tablets and Computers

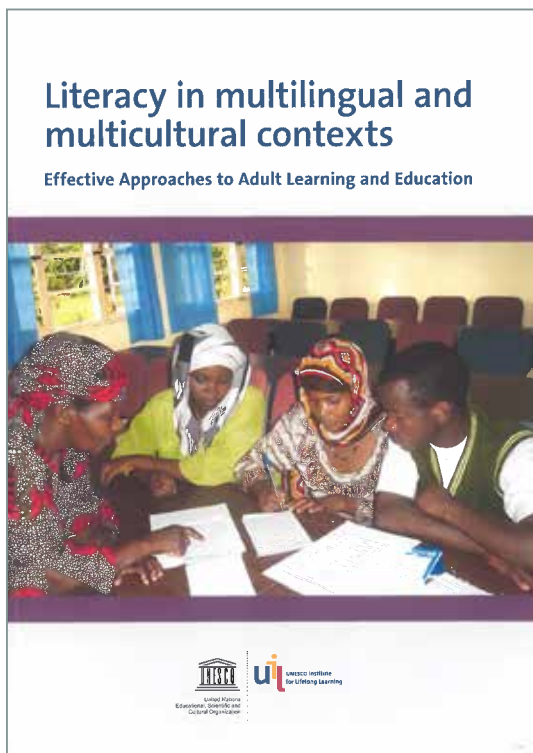
Ulrike Hanemann and Cassandra Scarpino (Eds.)  
UIL, 2016, 157 pages  
ISBN 978-92-820-1205-5

This publication is an updated edition of a selection of case studies, first published in 2014, from UNESCO's *Effective Literacy and Numeracy Practices Database*. The volume presents examples of good practice from all over the world in the use of information and communications technologies (ICTs) and media in adult literacy programmes.



[English](#)  
[French](#) (forthcoming)  
[Spanish](#) (forthcoming)

# Publications 2016



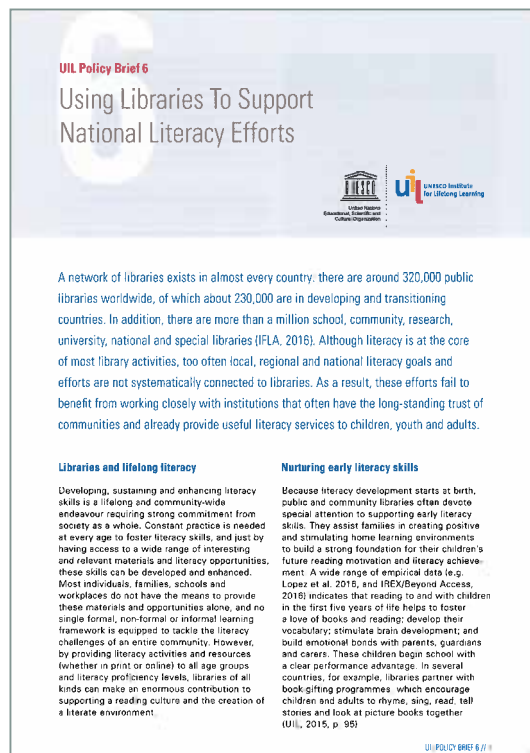
## Literacy in multilingual and multicultural contexts: Effective Approaches to Adult Learning and Education

Ulrike Hanemann and Cassandra Scarpino (Eds.)  
UIL, 2016, 168 pages  
ISBN 978-92-820-1207-9

The programmes included in this compilation indicate that bilingual or multilingual approaches to teaching and learning function are crucial elements for the acquisition of literacy and numeracy skills among youth and adults. These approaches also strengthen cultural identity and support the empowerment of local communities in linguistically and culturally diverse societies. All the 21 programmes presented in the compilation draw on the experiences of groups of people, including indigenous groups, minorities, migrants and refugees, with the aim of reaching lifelong learners with literacy, numeracy and basic skill initiatives which support their personal development and that of their communities.



[English](#)



## Using Libraries to Support National Literacy Efforts

UIL Policy Brief 6

UIL, 2016, 4 pages

Used strategically, libraries have the potential to play a key role in promoting national literacy efforts, as they are trusted by people in the communities they serve and are in a good position to provide a wide variety of literacy opportunities. Libraries provide literacy resources for children, youth and adults at all proficiency levels, thereby making an enormous contribution to supporting a reading culture and the creation of a literate society. They are also an ideal community space for facilitating intergenerational and family learning. The Policy Brief looks at how libraries nurture early literacy skills up to advanced levels of literacy proficiency, and the need for libraries to be involved in policy dialogue connected to literacy. The publication goes further to highlight the fact that libraries at every level, local and national, should be well-resourced to serve their surrounding communities and users in order to create a successful learning environment.

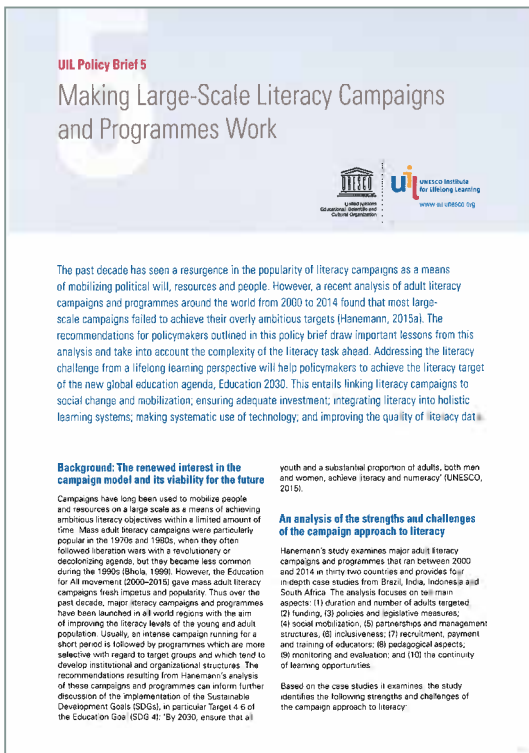


[English](#) (electronic versions only)

[French](#) (forthcoming)

[Spanish](#) (forthcoming)

[Arabic](#) (forthcoming)



## Making Large-scale Literacy Campaigns and Programmes Work

UIL Policy Brief 5

UIL, 2016, 4 pages

The brief provides policymakers with a set of recommendations based on an analysis of adult literacy campaigns and programmes that took place around the world between 2000 and 2014. Despite a resurgence in the popularity of literacy campaigns as a means of mobilizing political will, resources and people, the analysis finds that most large-scale campaigns failed to achieve their overly ambitious targets. The Policy Brief's key message is therefore that the literacy challenge needs to be addressed from a lifelong learning perspective. This will help policymakers to achieve the literacy target of the new global education agenda, Education 2030. Taking into account the complexity of the literacy task ahead, the Policy Brief recommends linking literacy campaigns to social change and mobilization; ensuring adequate investment; integrating literacy into holistic learning systems; making systematic use of technology; and improving the quality of literacy data.



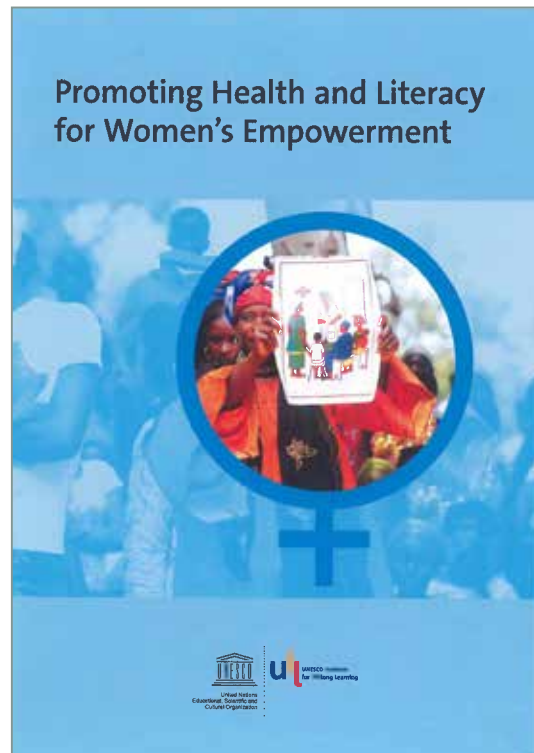
[English](#) (electronic versions only)

[French](#)

[Spanish](#)

[Arabic](#)

[Portuguese](#)



## Promoting Health and Literacy for Women's Empowerment

Anna Robinson-Pant

UIL, 2016, 33 pages

ISBN 978-92-820-1212-3

The report discusses the links between health, well-being, women's empowerment and education, focusing on the role of literacy. It argues that cross-sectoral approaches involving stakeholder collaboration across these three areas will be essential in realizing Sustainable Development Goal 5: to 'achieve gender equality and empower all women and girls'. By identifying good practices from all world regions, this paper shows how literacy programmes with a health component will contribute to achieving the 2030 Agenda for Sustainable Development. Providing lifelong learning opportunities to women and girls enables them to make informed decisions about their health and the health of their communities.



[English](#) (electronic version only)

# Publications 2016



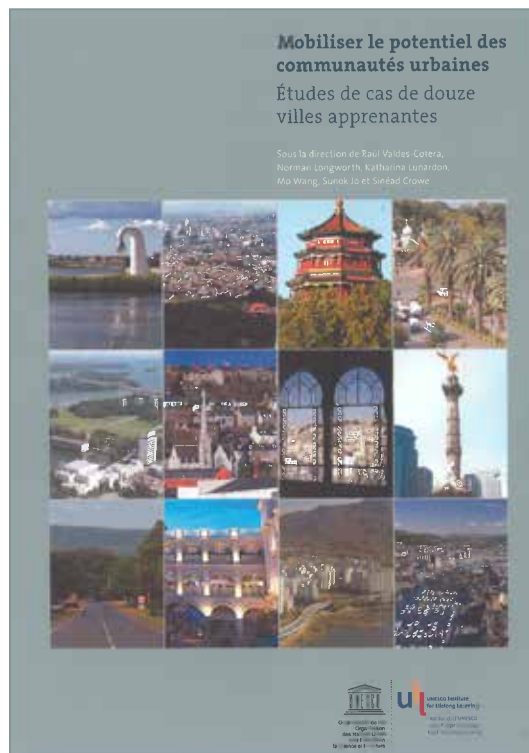
## Jóvenes participando en la educación comunitaria: Testimonios de empoderamiento desde América Latina

Ariadna Segura and Raúl Valdés Cotera  
UII, 2016, 47 pages  
ISBN 978-92-820-3286-2

This publication contains 12 testimonies from people in Latin America aged between 19 and 29 years. All the testimonies are in Spanish with the exception of one from Brazil, which is in Portuguese. As learners, educators and community leaders, these young people initiate and actively participate in improving their own and other people's lives in their communities. By using education, they engage with diverse issues such as social inclusion, human rights and sustainable development, which are imperative in holistic development.



[Spanish](#)



## Mobiliser le potentiel des communautés urbaines : études de cas de douze villes apprenantes

Raúl Valdés-Cotera, Norman Longworth, Katharina Lunardon, Mo Wang, Sunok Jo and Sinéad Crowe  
UII, 2016, 168 pages  
ISBN 978-92-820-2119-4

This report was in cooperation with the showcased cities and generous support from the National Institute for Lifelong Education of the Republic of Korea (NILE). The publication is the first of its kind as it showcases examples of cities from all over the world which use the learning city approach to enhance citizens' individual empowerment, social cohesion, economic development, cultural prosperity and sustainable development. This publication provides tried and tested guidance on how to promote, implement and monitor the learning city concept. It showcases a practical approach to implementing lifelong learning through building learning cities. Based on the case studies, the publication concluded guidelines on building learning cities. Those guidelines provide a valuable tool for cities worldwide in enhancing lifelong learning in their communities.



[English](#)

[French](#)

[Spanish](#) (electronic version only)

# Publications 2016



## Self-construction and Social Transformation: Lifelong, Lifewide and Life-deep Learning

UIL, 2016, 265 pages  
ISBN 978-92-820-1204-8

This book by an international adult education researcher and scholar recognizes the intimate nature of the educational and learning life course, and the corresponding transformations in adults' life course. This transformation raises two closely related issues: the need for individuals to achieve autonomy in today's risk society, and the need for social conditions that enable transformation. In response to these issues, the author provides a thoroughgoing analysis of how these insights can be incorporated into discussions of transformation and learning, work and learning, social change, aging, and community education, as well as policy and practice. This is a superb teaching text for a course or seminar discussion starter. (Originally published in French as *Parcours éducatifs: Construction de soi et transformation sociale*, 2015, Les Presses de l'Université de Montréal.)



[English](#)



## Conference Report: 2nd International Conference on Learning Cities - Mexico City

UIL, 2016, 76 pages  
ISBN 978-92-820-3287-9

The report provides information on how to develop sustainable learning cities, strengthen partnerships and networks, and implement the Key Features of Learning Cities. It also shares insights into how learning cities can foster global citizenship and environmental stewardship, contribute to health and well-being, and stimulate inclusive and sustainable economic growth. The report also highlights regional developments on learning cities and contains key documents that were developed during the Conference.



[English](#)

[Spanish](#) (electronic version only)



# Publications 2016



## Closing the Gap: Opportunities for Distance Education to Benefit Adult Learners in Higher Education

**Arne Carlsen, Angela Owusu-Boampong, Carl Holmberg and Carmen Neghina**  
UIL, 2016, 113 pages  
ISBN 978-92-820-1203-1

Distance education in higher education is a fast-growing and widespread phenomenon. As many adults are unable to participate in on-campus education, distance education offers flexible learning paths that greatly enhance accessibility to higher education. Exploring distance education's potential to increase the participation of adult learners in higher education is an important objective of education policy in the European Union. This report sets out the findings of this research project, carried out between October 2013 and November 2015, and examines the interrelations of adult learning, higher education and distance education.



[English](#) (out of print)



## UIL Biennium Report 2014–2015

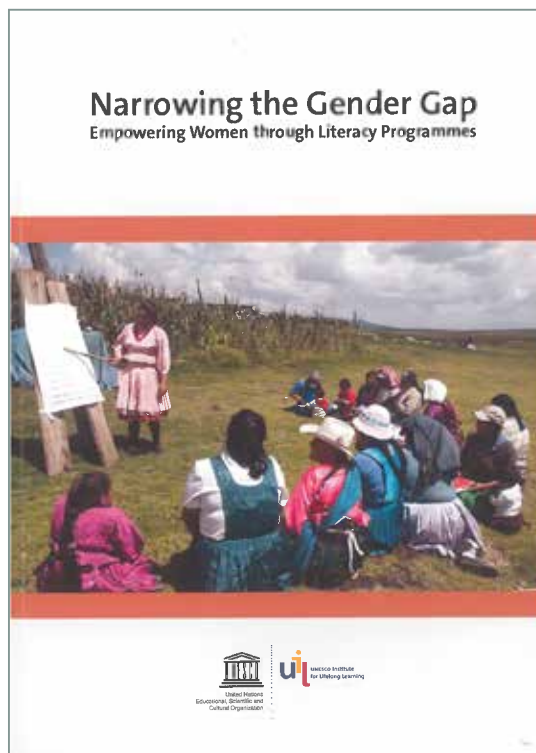
UIL, 2016, 40 pages

With a series of milestone events in education and lifelong learning on a global scale, the 2014–2015 biennium was a period of transition in which the Institute worked with governmental and non-governmental partners for the greater good of all people. This report presents in a dynamic design UIL's achievements in research, capacity building, networking and publication in each of its operational programmes and units over this two-year period.



[English](#)

# Publications 2015



## Narrowing the Gender Gap: Empowering Women through Literacy Programmes

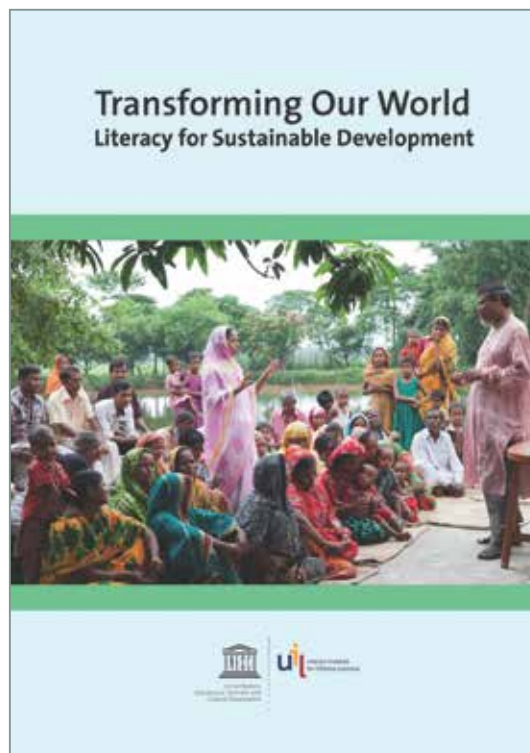
*Revision of Literacy Programmes with a Focus on Women to Reduce Gender Disparities*

**Ulrike Hanemann (Ed.) with the support of Cassandra Scarpino**  
UIL, 2015, 113 pages  
ISBN 978-92-820-1186-7

This collection of 24 case studies covers successful programmes directly targeting women in 18 countries in Africa, the Arab States, Asia and the Pacific, Latin America, Europe and North America. According to the UNESCO Institute for Statistics, two-thirds of the 774 million adults who are unable to read and write are women. This publication is intended to serve as a resource to inspire the implementation and continuation of literacy programmes for women.



[English](#)  
[French](#)



## Transforming our World: Literacy for Sustainable Development

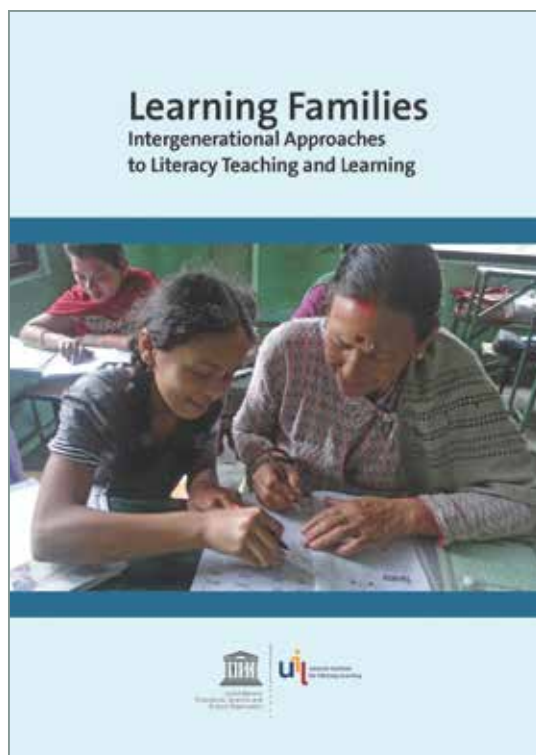
**Ulrike Hanemann (Ed.)**  
UIL, revised 2015, 112 pages  
ISBN 978-92-820-1200-0

This compilation offers global examples of innovative and promising literacy and numeracy programmes that link the teaching and learning of literacy to sustainable development challenges such as health, social equality, economic empowerment and environmental sustainability. This publication is a timely contribution to the 2030 Agenda for Sustainable Development, which promotes the engagement of stakeholders to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all!'



[English](#)  
[French](#) (forthcoming)  
[Spanish](#) (forthcoming)

# Publications 2015



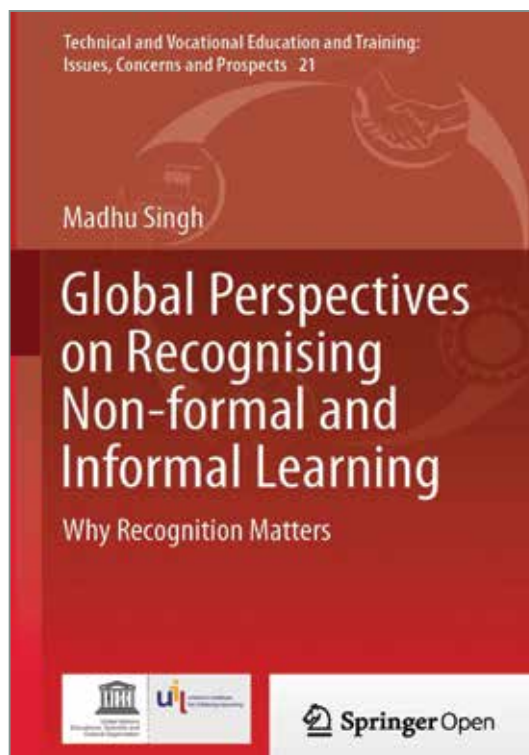
## Learning Families: Intergenerational Approaches to Literacy Teaching and Learning

Ulrike Hanemann (Ed.)  
UIL, Revised 2015, 127 pages  
ISBN 978-92-820-1199-7

Within a learning family, every member is a lifelong learner. A family literacy and learning approach is more likely to break the intergenerational cycle of low education and inadequate literacy skills, particularly among disadvantaged families and communities. The selection of case studies presented in this compilation show that for an intergenerational approach to literacy to be successful and foster a culture of learning, it is necessary to provide sustained teacher training, develop a culture of collaboration among institutions, teachers and parents, and secure sustained funding through longer-term policy support. The examples from 22 different countries also provide evidence of the universal importance of involving families in literacy programmes in order to establish closer links between schools, families and communities, reflecting an expanded vision of literacy as a lifelong learning process.



[English](#)  
[French](#) (forthcoming)  
[Spanish](#) (forthcoming)



## Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters

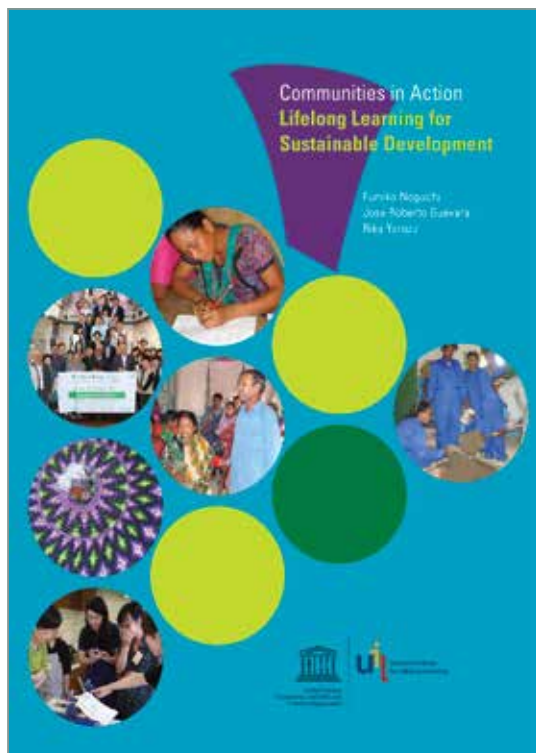
Madhu Singh  
UIL and Springer Science + Business Media, 2015,  
220 pages  
ISBN 978-3-319-15277-6

This book deals with the relevance of recognition, validation and accreditation (RVA) of non-formal and informal learning in education and training, the workplace and society. It examines RVA's strategic policy objectives and best practice features as well as the challenges faced and ways forward as reported by Member States. Special attention is paid to the analysis of institutional and political requirements that give genuine value to the recognition of non-formal and informal learning; the role played by RVA in education, working life, voluntary work and social inclusion; and the interests and motivations of all stakeholders, as well as the importance of their cooperation and acceptance. The overall aim of this book is to share experience, expertise and lessons learned concerning RVA of non-formal and informal learning across UNESCO Member States. *Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters* addresses issues that will be of interest to a wide audience of education policymakers, researchers and practitioners as they seek out ways of reengineering education for change in order to improve the relevance, effectiveness and quality of learning.



[English](#)

# Publications 2015



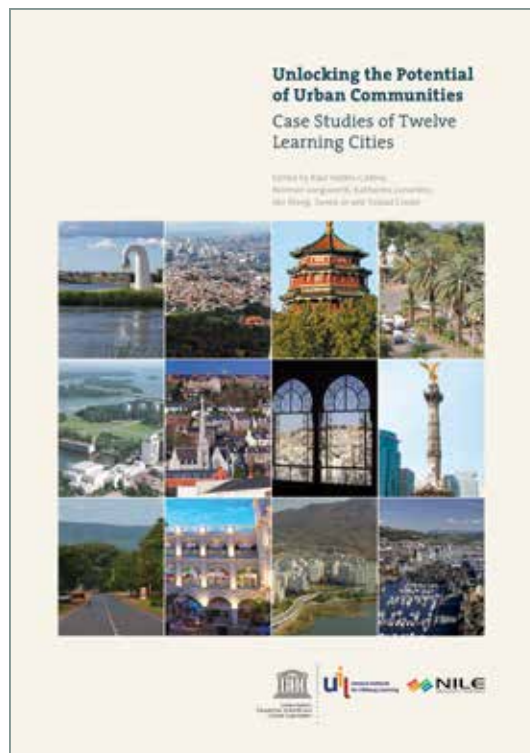
## Communities in Action: Lifelong Learning for Sustainable Development

Fumiko Noguchi, Jose Roberto Guevara and Rika Yorozu  
UIL, 2015, 56 pages  
ISBN 978-92-820-1197-3

This handbook identifies principles and policy mechanisms to advance community-based learning for sustainable development based on the commitments endorsed by the participants of the Kominkan-CLC International Conference on Education for Sustainable Development, which took place in Okayama City, Japan, in October 2014. To inform policymakers and practitioners new to this field, the handbook clarifies the international vision and goals for sustainable development and Education for Sustainable Development, and identifies the potential contributions of community-based learning centres and organizations. It documents both policy and practice from different regions and concludes with a summary of principles and policy support mechanisms.



[English](#)



## Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities

Raúl Valdés-Cotera, Norman Longworth, Katharina Lunardon, Mo Wang, Sunok Jo and Sinéad Crowe (Eds.)  
UIL, 2015, 164 pages  
ISBN 978-92-820-1195-9

This collection comprises studies of cities that have applied the learning city approach to enhance individual empowerment, social cohesion, sustainable economic development and cultural prosperity. These cities are: Amman, Jordan; Bahir Dar, Ethiopia; Balanga, Philippines; Beijing, China; Cork, Ireland; Espoo, Finland; Melton, Australia; Mexico City, Mexico; Namyangju, Republic of Korea; Sorocaba, Brazil; Swansea, United Kingdom; and Ybycui, Paraguay. The studies explore good practices and lessons learned in building a learning city. They also reflect on specific challenges faced and tackled throughout this process. This publication provides guidance on how to promote, implement and monitor the learning city approach.

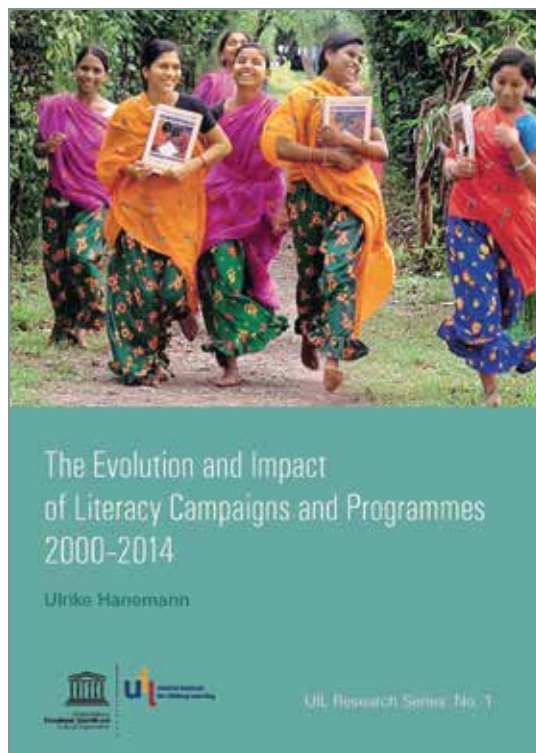


[English](#)

[French](#)

[Spanish](#) (electronic version only)

# Publications 2015



## The Evolution and Impact of Literacy Campaigns and Programmes, 2000–2014

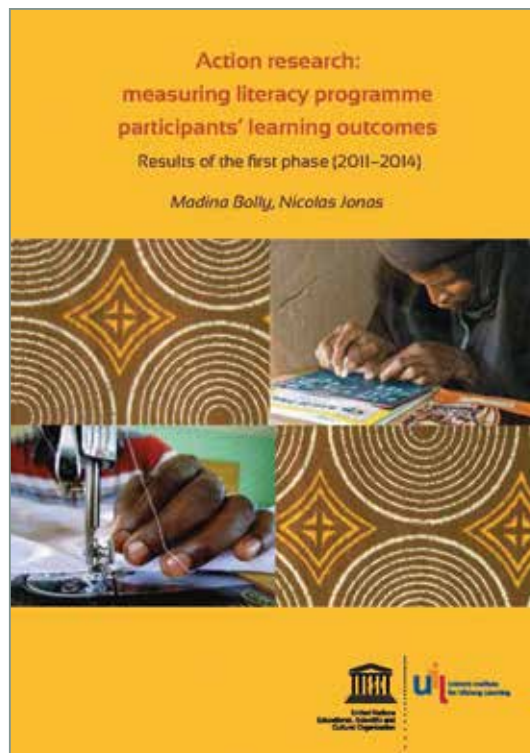
UIL Research Series No. 1

**Ulrike Hanemann**  
UIL, 2015, 107 pages  
ISBN 978-92-820-1198-0

This research paper outlines global trends in the development and implementation of adult literacy campaigns and programmes since 2000. Four case studies on major literacy campaigns in Brazil, India, South Africa and Indonesia analyse these global trends in greater depth. While many literacy campaigns have created fresh momentum, most of the large-scale campaigns have underestimated the complexity of their task. Continuity of learning processes for newly literates and the compatibility of short-duration campaigns with the national learning systems are major concerns. The author recommends that future strategies promote literacy as part of lifelong learning.



[English](#)



## Action Research: Measuring Literacy Programme Participants' Learning Outcomes. Results of the First Phase (2011–2014)

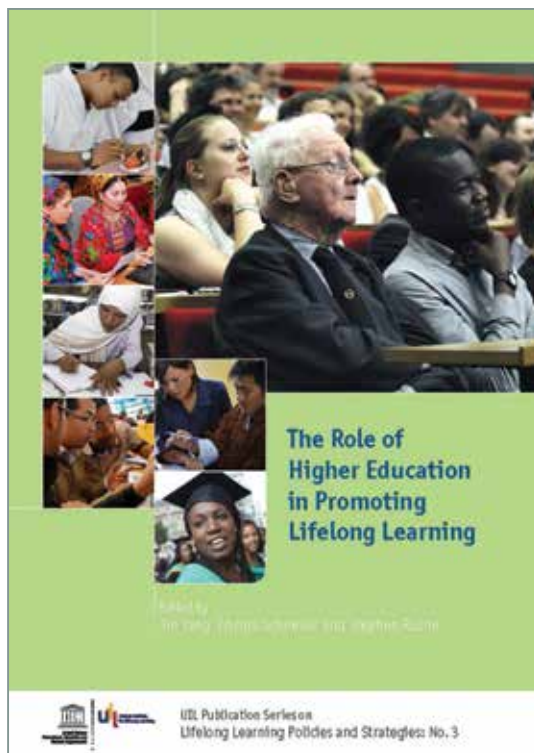
**Madina Bolly and Nicolas Jonas**  
UIL, 2015, 85 pages  
ISBN 978-92-820-1202-4

RAMAA aims to develop, implement and collaborate on the creation of a methodological approach to measure acquired learning and study the various factors that influence its development. This report examines how RAMAA I has been implemented over the past four years in five participating countries: Burkina Faso, Mali, Morocco, Niger and Senegal. It assesses the institutional and technical implementation of the project while identifying challenges and discussing lessons learned. The goal of this mid-term review is to provide strategic guidance for RAMAA II and to enable countries to utilize the results.



[English](#)  
[French](#)

# Publications 2015



## The Role of Higher Education in Promoting Lifelong Learning

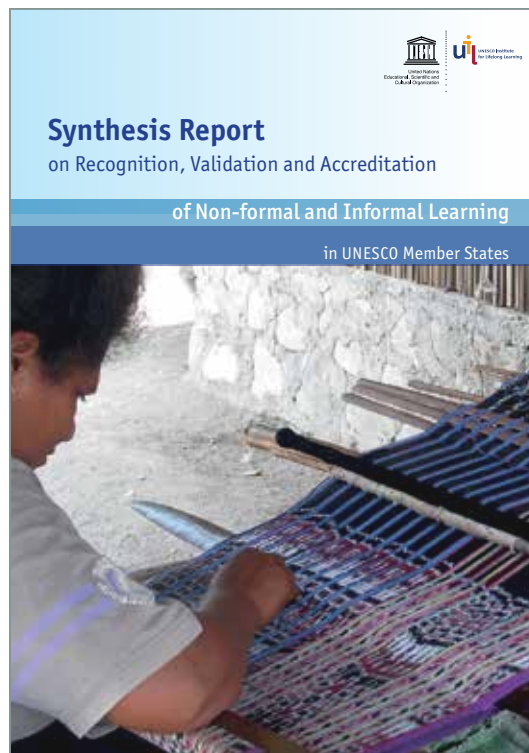
UIL Series on Lifelong Learning Policies and Strategies No. 3

Jin Yang, Chripa Schneller and Stephen Roche (Eds.)  
UIL, 2015, 199 pages  
ISBN 978-92-820-1194-2

There is no doubt that universities have a vital role to play in promoting lifelong learning. This publication presents possible ways of expanding and transforming higher education to facilitate lifelong learning in different socio-economic contexts. Nine articles address the various dimensions of the role of higher education in promoting lifelong learning from a global perspective. The goal is to give the reader a better understanding of the theoretical frameworks and practical implementation of lifelong learning in higher education in different regions of the world.



[English](#)



## Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States

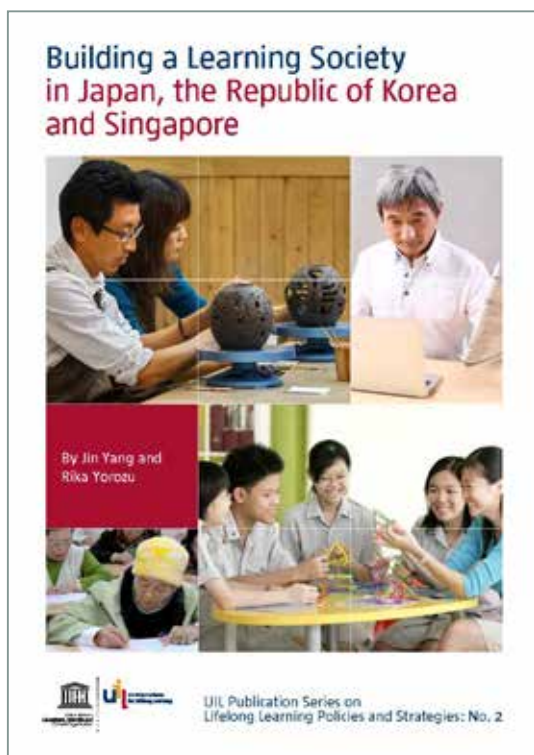
Jin Yang  
UIL, 2015, 68 pages  
ISBN 978-92-820-1191-1

The Belém Framework for Action, adopted by 144 UNESCO Member States at the Sixth International Conference on Adult Education in 2009, called for UNESCO to develop guidelines on 'all learning outcomes, including those acquired through non-formal and informal learning, so that these may be recognized and validated'. Consequently, the *UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning* were developed and published by UIL in 2012 following a consultation process involving Member States. This report synthesizes and analyses the responses received from 42 Member States during that consultation process.



[English](#)

# Publications 2015



## Building a Learning Society in Japan, the Republic of Korea and Singapore

UIL Series on Lifelong Learning Policies and Strategies No. 2

Jin Yang and Rika Yorozu  
UIL, 2015, 48 pages  
ISBN 978-92-820-1193-3

Japan, the Republic of Korea and Singapore are in the process of adopting approaches that can be characterized by the terms 'learning society' and 'lifelong learning'. This report discusses policies, action plans, governance and financing from each country and clarifies some common lessons which can be drawn from the three countries' endeavours. The report also outlines how each country incorporates quality formal education, learning cities and community-based learning, workplace learning, ICT and e-learning, and recognizing learning outcomes.



[English](#)



## Linking Recognition Practices and National Qualifications Frameworks (Chinese version)

Madhu Singh and Ruud Duvekot (Eds.)  
UIL and China Central Radio and TV University,  
2015, 315 pages  
ISBN 978-73-040-7583-5

*Linking Recognition Practices and National Qualifications Frameworks* was first published by UIL in 2013. It contains 23 country-specific reports on the linkages between national qualifications frameworks (NQFs) and recognition, validation and accreditation (RVA) practices from all regions of the world. The book analyses the different ways in which countries use their NQFs to support RVA. Some examples discussed in the book demonstrate how explicit outcome-based standards have been developed to accommodate non-formal and informal learning, while others show that recognition of non-formal and informal learning can broaden qualifications to a wider group of users in the domains of work, adult education and the voluntary sector. The book was translated by China Central Radio and TV University in order to make it available to a Chinese-speaking readership.



[Chinese](#)

# Publications 2015



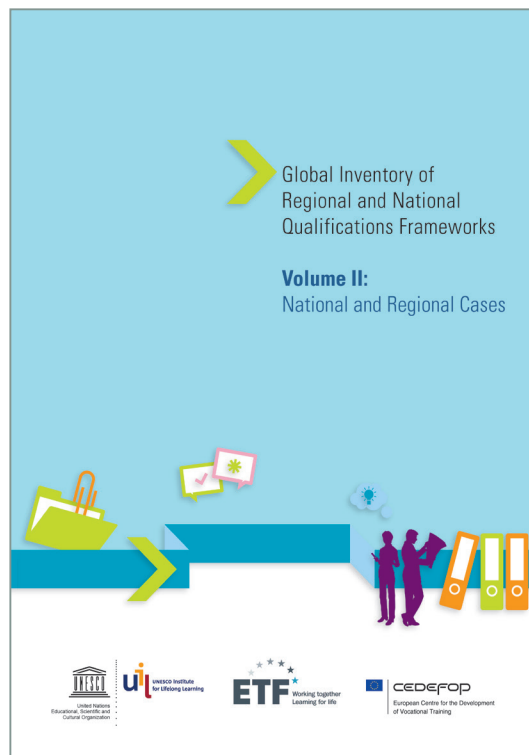
## Global Inventory of Regional and National Qualifications Frameworks, Volume I: Thematic Chapters

UIL, ETF, CEDEFOP, 2015, 64 pages  
ISBN 978-92-820-1196-6

The *Global Inventory of Regional and National Qualifications Frameworks*, the result of collaborative work between the European Training Foundation (ETF), the European Centre for the Development of Vocational Training (Cedefop), UNESCO and UIL, provides a broad overview of the status and scope of qualifications frameworks internationally as of the end of 2014. Volume 1 of the *Inventory* comprises six thematic chapters examining the impact of European NQFs; the links between NQFs and the validation of non-formal and informal learning; NQF links with informal sector skills development; reforming qualifications; changing legal and institutional arrangements; and developing world reference levels of learning outcomes.



[English](#)



## Global Inventory of Regional and National Qualifications Frameworks, Volume II: National and Regional Cases

UIL, ETF, CEDEFOP, 2015, 439 pages  
ISBN 978-92-820-1201-7

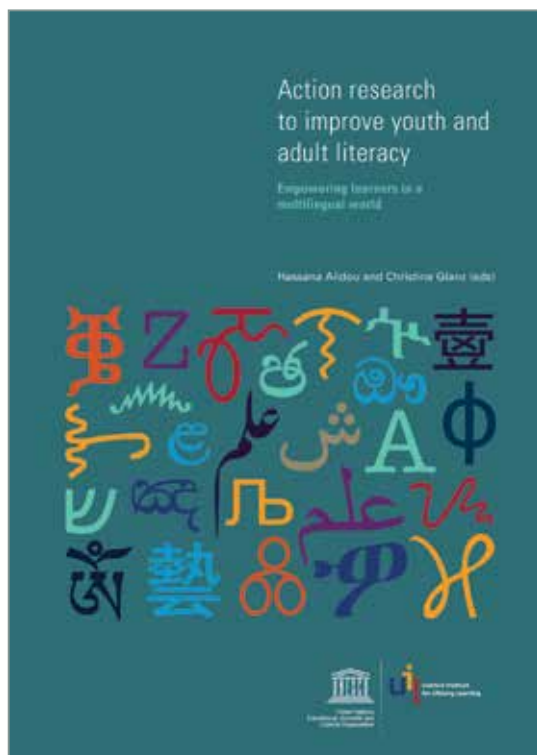
This second volume of the *Global Inventory of Regional and National Qualifications Frameworks* focuses on national and regional cases of national qualifications frameworks for 86 countries from Afghanistan to Uzbekistan and seven regional qualifications frameworks. Each country profile provides a thorough review of the main policy objectives, stakeholder involvement, validation of non-formal and informal learning, links to NQFs and important lessons and future plans.



[English](#) (electronic version only)



# Publications 2015



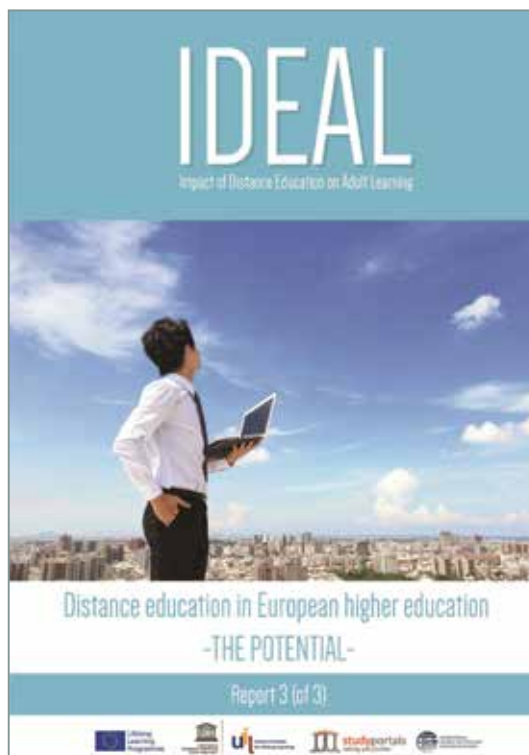
## Action Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World

Hassana Alidou and Christine Glanz (Eds.)  
UIL, 2015, 220 pages  
ISBN 978-92-820-1192-8

One of the greatest challenges in education today is to adapt and respond to a linguistically and culturally diverse world, and to combat social disintegration and discrimination. Participatory and collaborative action research represents an empowering and emancipatory approach to this challenge because the 'target groups' become involved as equal partners. This book provides guidance for trainers of youth and adult educators and for those who manage non-formal education and curriculum development programmes in youth and adult literacy. It is also aimed at publishers and authors who want to improve their services and products by collaborating more closely with their readerships.



[English](#)  
[French](#)



## The Impact of Distance Education in European Higher Education: The Potential Report 3 (of 3) of the IDEAL (Impact of Distance Education on Adult Learning) project

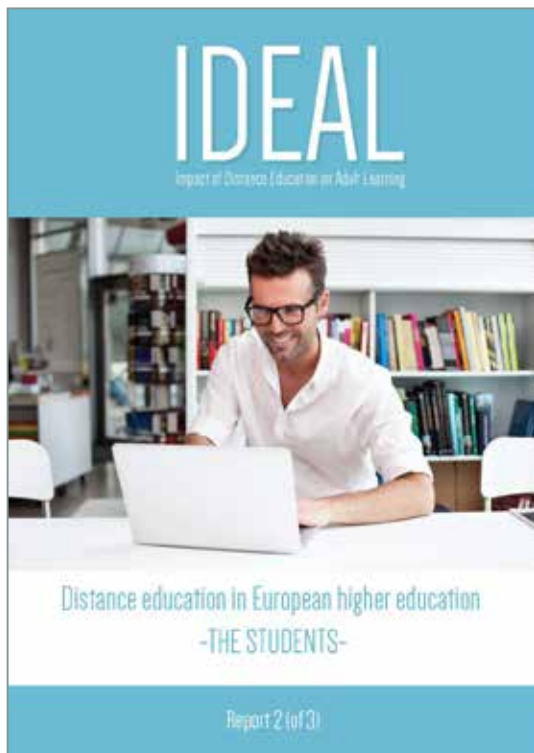
Angela Owusu-Boampong and Carl Holmberg  
UIL, 2015, 72 pages

This report is the third of three independent yet complementary research components of the Impact of Distance Education on Adult Learning project (IDEAL). IDEAL is a joint project of the International Council for Open and Distance Education, the UNESCO Institute for Lifelong Learning and StudyPortals, and is funded by the Lifelong Learning Programme of the European Union. Its primary aim is to establish who the potential students are and to identify possible barriers to their participation. This is a multi-component study, consisting of an online tracking tool (study choice analytics) combined with an online student questionnaire and five country case studies. (See also Ideal 1 and 2, and the Final Report)



[English](#) (electronic version only)

# Publications 2015



## Impact of Distance Education in European Higher Education – the Students

Report 2 (of 3) of the IDEAL (Impact of Distance Education on Adult Learning) project

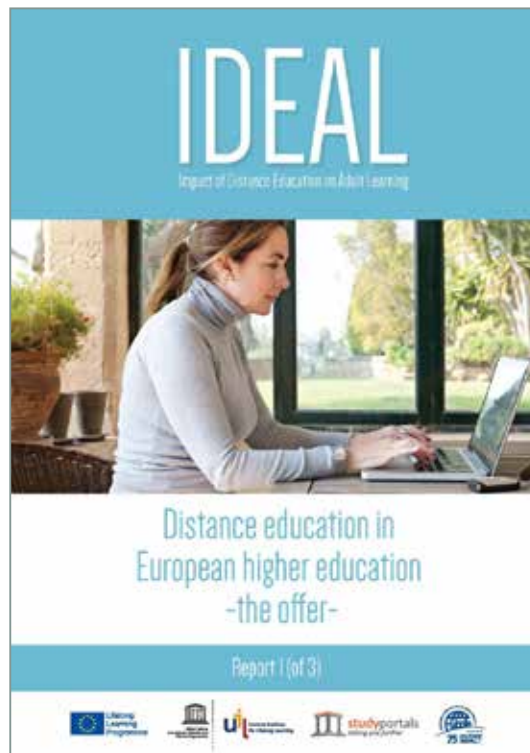
Chripa Schneller and Carl Holmberg  
UIL, International Council for Open and Distance Education (ICDE) and StudyPortals (SP), 2014  
58 Pages

This report focuses on the social profile of adults enrolled in distance education. The IDEAL project seeks to examine how higher education institutions can contribute to adult learning by way of distance education. This project, which has been running since October 2013, will optimize knowledge of distance learning services throughout Europe and provide valuable information on the profiles of potential students.

The IDEAL project is a joint project of the International Council for Open and Distance Education, the UNESCO Institute for Lifelong Learning and StudyPortals, and is funded by the Lifelong Learning Programme of the European Union.



[English](#) (electronic version only)



## Impact of Distance Education in European Higher Education – the Offer

Report 1 (of 3) of the IDEAL (Impact of Distance Education on Adult Learning) project

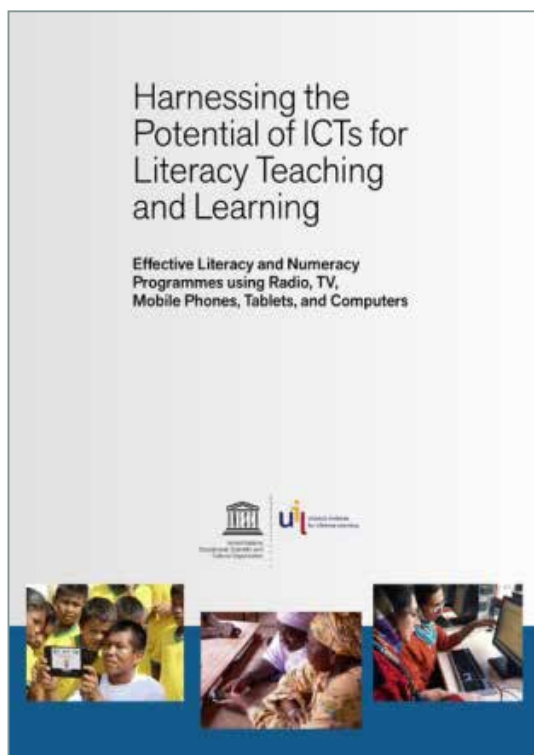
Chripa Schneller and Carl Holmberg  
UIL, International Council for Open and Distance Education (ICDE) and StudyPortals (SP), 2014,  
97 pages

This report is the first of three independent yet complementary research components of the IDEAL project. The IDEAL project seeks to examine how higher education institutions can contribute to adult learning by way of distance education. This report examines the European distance education offer: what is offered and whom is it designed for? For this study, the programmes and course units listed on [www.DistanceLearningPortal.com](http://www.DistanceLearningPortal.com) are analysed and a survey is carried out among distance education providers.



[English](#) (electronic version only)

# Publications 2010-2014



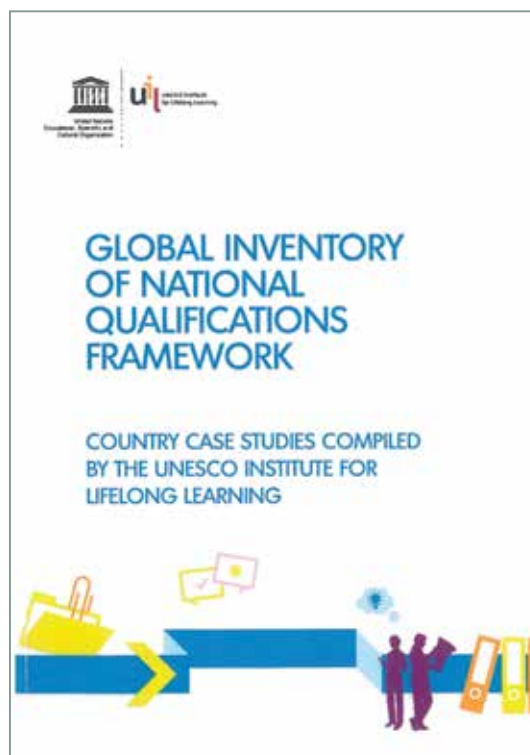
## Harnessing the Potential of ICTs for Literacy Teaching and Learning: Effective Literacy and Numeracy Programmes using Radio, TV, Mobile Phones, Tablets and Computers

Ulrike Hanemann (Ed.)  
UIL, 2014, 195 pages  
ISBN 978-92-820-1188-1

Information and communications technologies (ICTs) contribute to literacy and numeracy by enhancing access and outreach, motivating learners to engage or re-engage in learning, improving the quality of teaching and learning, and boosting the possibilities for lifelong learning. This selection of twenty-six case studies from UNESCO's *Effective Literacy and Numeracy Practices Database (LitBase)* focuses on the use of information and communications technologies and media in adult literacy programmes. Examples of good practice from all over the world include projects using television, web-based e-learning platforms and mobile phone apps.



[English](#) (electronic version only)  
[French](#) (electronic version only)  
[Spanish](#) (electronic version only)



## Global Inventory of National Qualifications Framework: Country Case Studies Compiled by the UNESCO Institute for Lifelong Learning

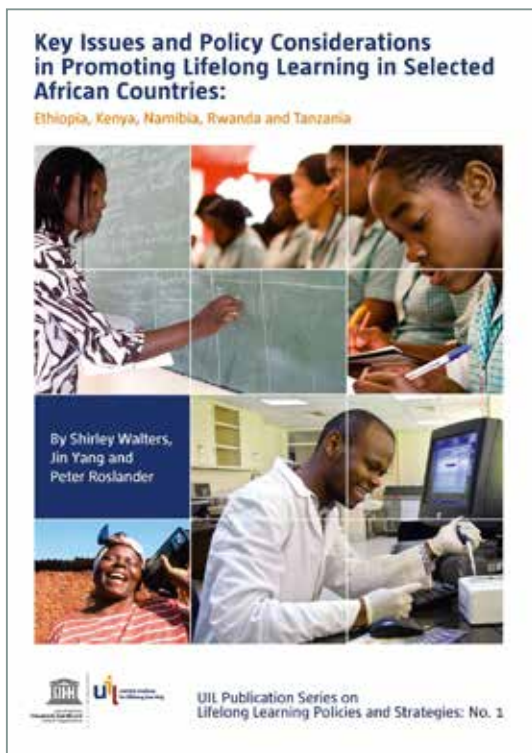
UIL, 2014, 201 pages

This document contains thirty-three country case studies from the *Global Inventory of National Qualifications Frameworks* that do not fall under the mandate of partners Cedefop and ETF. There are nineteen countries from Asia and the Pacific, twelve from Africa and two from Latin America and the Caribbean. These case studies aim to capture the latest trends and development in qualifications frameworks worldwide. The aim of the document is to provide an international comparison of the purposes, design, stakeholder roles and legal arrangements of NQFs as well as their use as progression pathways in processes of assessment and certification.



[English](#) (no electronic version available)

# Publications 2010-2014



## Key Issues and Policy Considerations in Promoting Lifelong Learning in Selected African Countries

UIL Series on Lifelong Learning Policies and Strategies No. 1

Shirley Walters, Jin Yang and Peter Roslander  
UIL, 2014, 58 pages  
ISBN 978-92-820-1190-4

Based on desk research and field work, this study discusses progress and challenges in five African countries relating to the development of formal education, non-formal education and informal learning. It reflects on the porous boundaries that exist between these sectors and highlights six key issues that affect the operationalization of lifelong learning: conceptual understandings of lifelong learning; recognition of learning achievements; the role of counselling and guidance; teachers and facilitators; financial resources and infrastructure; and coordination among stakeholders. The lessons learned from the study are summarized in ten recommendations for further action and reform.



[English](#) (out of print)



## Conference Report: International Conference on Learning Cities

Jin Yang and Raúl Valdés-Cotera  
UIL, 2014, 67 pages  
ISBN 978-92-820-1184-3

This report summarizes the proceedings and outcomes of the first International Conference on Learning Cities. The specific objectives of the conference are explained, as are its two key documents, the *Beijing Declaration on Developing Learning Cities* and the *Key Features of Learning Cities*. The report also contains best-practice examples from the international community. It concludes with future actions to continue building learning cities.

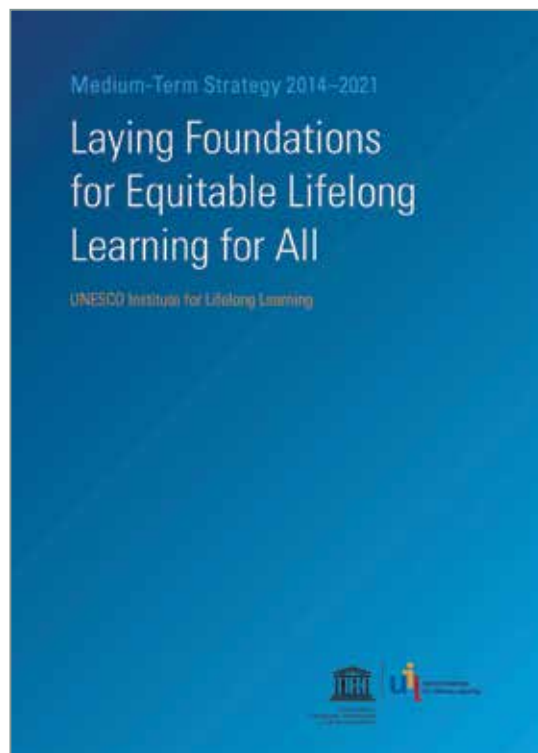


[English](#) (out of print)

[French](#) (electronic version only)

[Spanish](#)

# Publications 2010-2014



## UIL Medium-Term Strategy (2014-2021): Laying Foundations for Equitable Lifelong Learning for All

UIL, 2014, 24 pages  
ISBN 978-92-820-1187-4

In this Medium-Term Strategy for 2014-2021, UIL addresses how it will contribute to UNESCO'S three education strategic objectives: (1) to develop education systems to foster quality lifelong learning opportunities for all; (2) to empower learners to be creative and responsible global citizens; and (3) to shape the future education agenda. UIL will take up the UNESCO agenda in three essential ways: refocusing its thematic strengths to help Member States build capacities in lifelong learning, with a focus on adult and continuing education, literacy, and non-formal basic education, and with a holistic integrated and sector-wide approach; strengthening its research contribution; and restructuring its dissemination and outreach modalities.



[English](#)

[French](#)

[Spanish](#) (electronic version only)



## Élaboration du cadre normatif dans une approche sectorielle de l'éducation en République démocratique du Congo : enjeux, défis et perspectives

UIL Series on Lifelong Learning Policies  
and Strategies No. 4

**Abdel-Rahamane Baba-Moussa, Christine Glanz and  
Anton De Grauwe**  
UIL and International Institute for Educational Planning  
(IIEP), 2014, 57 pages  
ISBN 978-92-820-2114-9

In the context of UNESCO's Capacity Development Programme for Education for All, the Democratic Republic of the Congo and UNESCO developed a normative framework with a sector-wide approach to education. In view of the current international interest in lifelong learning policies, the creation of such a normative framework is of interest to many countries. This publication shares the reflections and analysis undertaken with the three ministries in charge of primary, secondary, vocational and higher education and non-formal youth and adult education. It analyses the national context and the constraints that emerge from it for the organization of education, reviews existing norms and their application, and discusses challenges and perspectives.



[French](#) (out of print)

# Publications 2010-2014



## Youth Driving Community Education: Testimonies of Empowerment from Asia and the Pacific

UIL and Asia South Pacific Association for Basic and Adult Education, 2014, 31 pages  
ISBN 978-92-820-1189-8

This publication presents a collection of testimonies from young people from vulnerable backgrounds who have transformed their lives by participating in community education and development programmes either as learners or facilitators. Their testimonies describe the challenges they faced in pursuing an education, how they benefited from community education programmes, and the active roles they now play in community education and development. The testimonies provide excellent illustrations of how youth-focused education and development programmes in Bangladesh, India, Indonesia, New Zealand, the Philippines and Timor-Leste have contributed to literacy and youth empowerment.



[English](#)



## Learning to Fly: Family-oriented Literacy Education in Schools

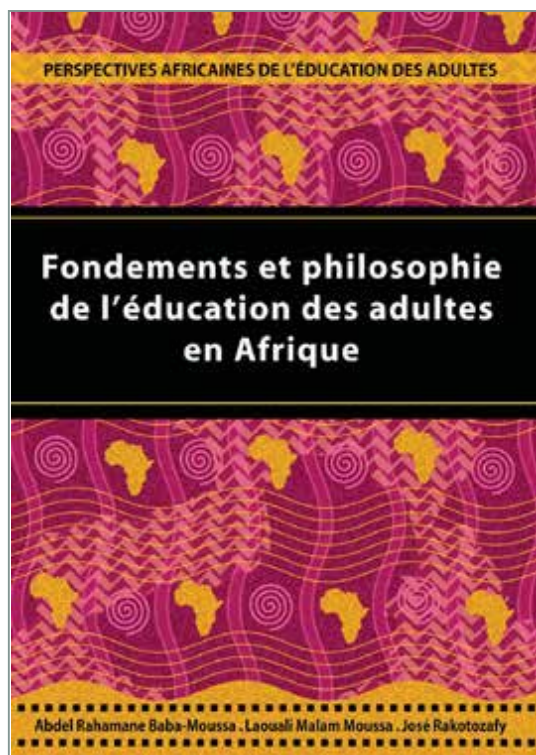
Gabriele Rabkin and Stephen Roche (Eds.) UIL and Landesinstitut für Lehrerbildung und Schulentwicklung (LI), 2014, 242 pages  
ISBN 987-3-00-045161-2

This book was published to mark the tenth anniversary of Hamburg's award-winning Family Literacy project (FLY). It includes contributions from key stakeholders – academics, teachers, parents and children – participating in the conceptualization and implementation of FLY in the city of Hamburg. FLY mainly targets people from socially disadvantaged communities and applies an intergenerational approach to learning. Since 2004, when FLY was launched, it has helped thousands of children and parents learn to read and write, and, ultimately, succeed in their further education. This book underlines the role of literacy as a key component for sustainable development and highlights the importance of FLY for the city of Hamburg and as a model for other cities.



[English](#)  
[German](#)

# Publications 2010-2014



## Fondements et philosophie de l'éducation des adultes en Afrique

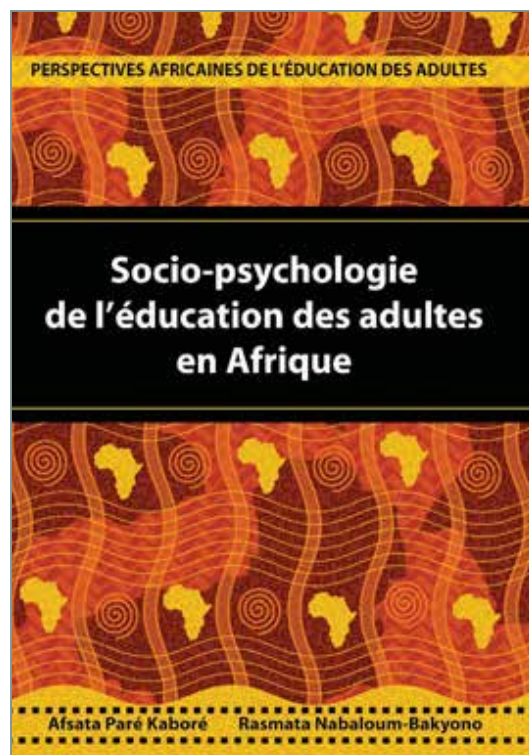
African Perspectives on Adult Learning  
Perspectives africaines de l'éducation des adultes

Abdel Rahamane Baba-Moussa, Louali Malam Moussa and José Rakotozafy  
UIL, Presses Universitaires d'Afrique and dvv international, 2014, 289 pages  
ISBN 978-92-820-2111-8

This book presents key concepts, information and principles to support the practice of adult education in African contexts. The authors introduce the foundations and the history of adult education in Africa and discuss the philosophy of adult education, its socio-cultural, political and economic environments, opportunities and access for adult learners, gender and development in adult education, adult education as a developing profession, the role of information and communications technology, how globalization impacts on adult education, and policies and structures of lifelong learning.



[French](#) (out of print)



## Socio-psychologie de l'éducation des adultes en Afrique

African Perspectives on Adult Learning  
Perspectives africaines de l'éducation des adultes

Afsata Paré Kaboré and Rasmata Nabaloum-Bakyono  
UIL, Presses Universitaires d'Afrique and dvv international, 2014, 276 pages  
ISBN 978-92-820-2110-1

This book analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners from the perspective of psychology. It emphasizes the collective orientation of African cultures and the view of the self vis-à-vis interdependent relationships within a community. The chapters provide an introduction to the psychology of adult learning and address the following themes: characteristics of adult learning; lifespan development; human motivation and participation; learning styles; facilitating adult learning; and guidance and counselling of adult learners.



[French](#) (out of print)

# Publications 2010-2014



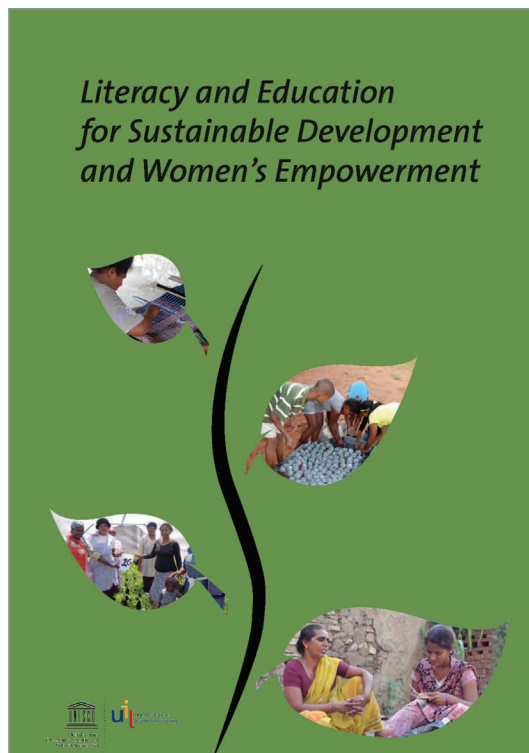
## Aportes conceptuales de la educación de personas jóvenes y adultas: hacia la construcción de sentidos comunes en la diversidad

Raúl Valdés-Cotera, Dania Pilz, José Rivero, Maria Magarida Machado and Gabriela Walder (Eds.)  
UIL and Organización de Estados Iberoamericanos (OEI), 2014, 210 pages

In view of the increasing number of concepts in the field of education for young people and adults, policymakers and educators need a guide that summarizes all the major debates in the field. The diversity of concepts in learning and adult education hinders the collection of comparable data, as well as the development and implementation of policies. This book aims to build common definitions and reflect the diversity of the region. It is an important reference for discussions on the education of youth and adults in the post-2015 global development agenda.



[Spanish](#) (out of print)  
[Portuguese](#)



## Literacy and Education for Sustainable Development and Women's Empowerment

Anna Robinson-Pant  
UIL, 2014  
33 pages

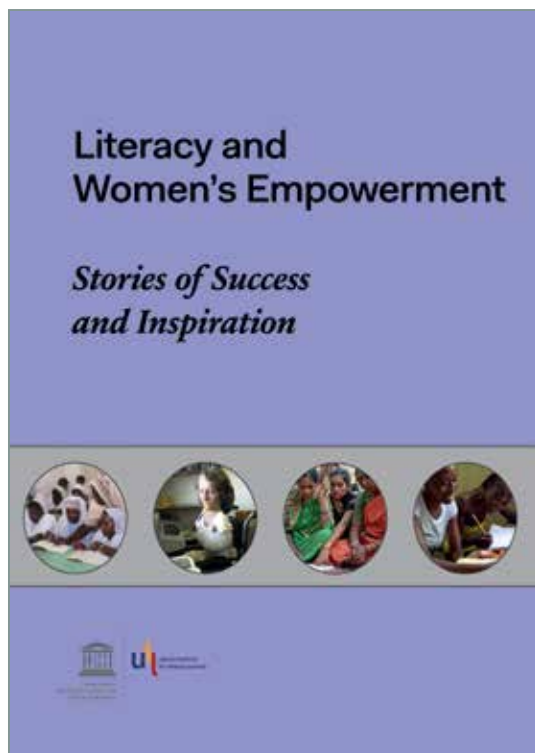
This study explores how and why literacy programmes can contribute to sustainable development and processes of women's empowerment. The paper argues that only by looking in depth at literacy learning and development practices can we begin to address the challenge of narrowing the gender gap in literacy attainment. The paper reviews a range of adult literacy programmes and distills principles of good practice in order to arrive at recommendations for future action. It makes a case for the importance of literacy to sustainable development and the empowerment of women.



[English](#) (electronic version only)  
[French](#) (electronic version only)  
[Spanish](#) (electronic version only)  
[Korean](#) (electronic version not available)



# Publications 2010-2014



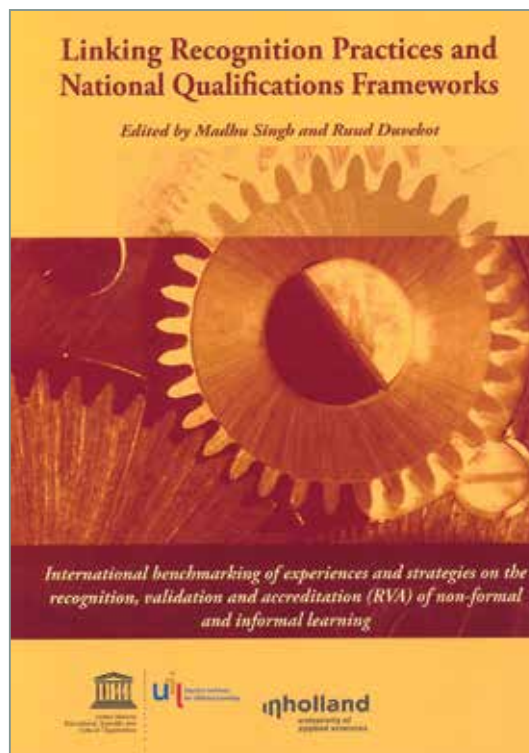
## Literacy and Women's Empowerment: Stories of Success and Inspiration

Janine Eldred  
UIL, 2013  
78 pages  
ISBN 978-92-820-1183-6

This study describes promising approaches to developing literacy and learning for women, who form the majority of the world's illiterate adults. Key success factors are identified in order to outline concrete recommendations on how to achieve literacy and empowerment of women, making this book a valuable resource for policymakers, programme providers and facilitators in the field of lifelong learning. It was published to mark International Literacy Day in September 2013.



[English](#) (electronic version only)  
[French](#) (electronic version only)  
[Spanish](#) (electronic version only)



## Linking Recognition Practices and National Qualifications Frameworks

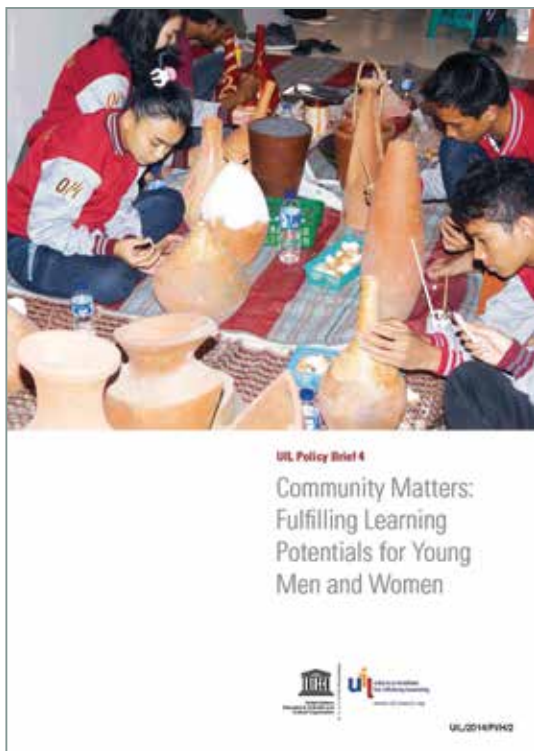
Madhu Singh and Ruud Duvekot (Eds.)  
UIL and InHolland University, 2013, 216 pages  
ISBN 978-92-820-1176-8

This book tackles the challenges of how to recognize learning that occurs outside the formal education sector. The recognition, validation and accreditation (RVA) of learning in formal, non-formal and informal settings is examined within a variety of national and regional contexts. The book contains twenty-three country-specific reports on the linkages between national qualifications frameworks (NQFs) and the practices of RVA from all five UNESCO regions.



[English](#)

# Publications 2010-2014



## Community Matters: Fulfilling Learning Potentials for Young Men and Women

### UIL Policy Brief 4

UIL, 2014, 4 pages

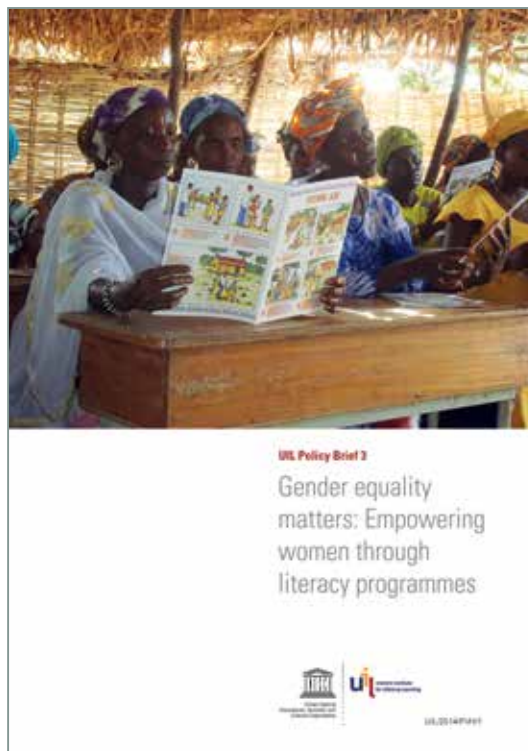
The fourth in UIL's series of policy briefs looks at the involvement of youth in multipurpose community learning spaces and centres and supports their full participation in learning and community development activities. It is based on discussions that took place during the International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through Community Learning Centres, which was held from 20 to 22 August 2013 in Jakarta, Indonesia, and describes features of community learning centres across world regions. Furthermore, it illustrates how community learning centres in Bangladesh, Indonesia, Japan, Mongolia, Thailand and the United Kingdom engage young men and women in the planning and implementation processes.



[English](#) (electronic version only)

[French](#) (electronic version only)

[Spanish](#) (electronic version only)



## Gender Equality Matters: Empowering Women through Literacy Programmes

### UIL Policy Brief 3

UIL, 2014, 4 pages

This policy brief offers research-informed analysis and action-oriented recommendations for local and national governments, literacy programme providers and educators on how to reduce the gender gap in adult literacy. This document describes measures taken in different countries to reduce gender disparities in literacy and presents best-practice examples of literacy programmes that respond to the challenges women face in accessing learning opportunities. One of the main conclusions is that while literacy alone does not empower women to create and participate in change, it plays a vital role in changing the lives of millions of women who have received little formal education.

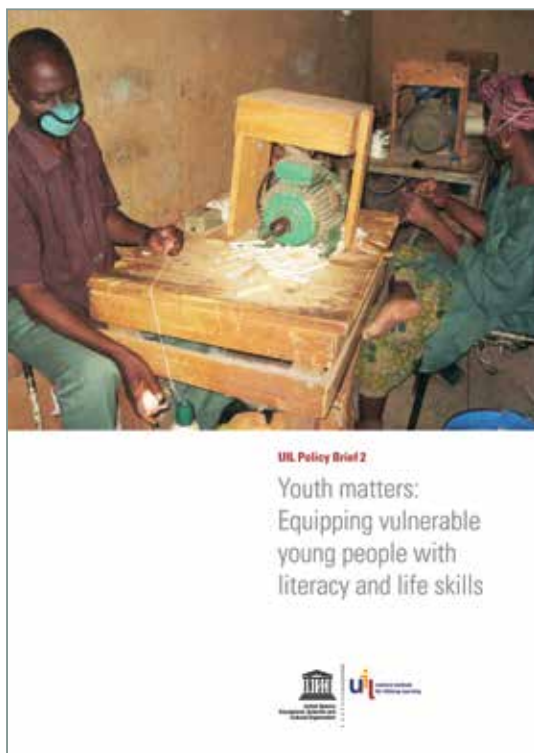


[English](#) (electronic version only)

[French](#) (electronic version only)

[Spanish](#) (electronic version only)

# Publications 2010-2014



## Youth Matters: Equipping Vulnerable Young People with Literacy and Life Skills

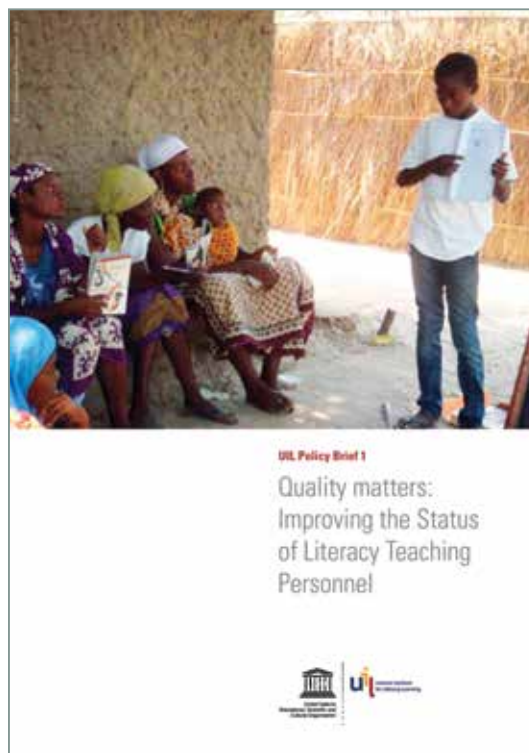
### UIL Policy Brief 2

UIL, 2013, 4 pages

Youth literacy and life skills, especially for vulnerable youth who have left school or never received a formal education, should be a policy priority to secure the full participation of young people in society and to ensure peaceful and sustainable development. This document assesses the complex challenge of designing policy for vulnerable youth. It emphasizes the importance of including input from youth and other stakeholders in the decision-making process. It also provides detailed examples of policies and programmes that meet the particular needs of vulnerable youth in an effective manner.



[English](#)  
[French](#)  
[Spanish](#)



## Quality Matters: Improving the Status of Literacy Teaching Personnel

### UIL Policy Brief 1

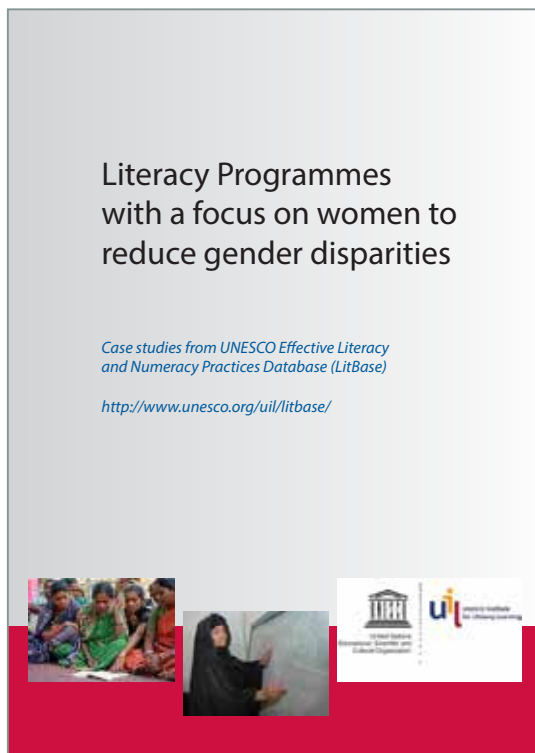
UIL, 2013, 4 pages

The first policy brief is based on the discussions of experts and practitioners from more than ten countries during the International Workshop on Strategies for the Improvement of the Status of Literacy Teaching Personnel. In this brief, it is argued that in order to harness the potential of the world's illiterates, policymakers and practitioners need to focus their attention on improving the status of literacy facilitators, because teaching personnel are vital for ensuring quality in education.



[English](#)  
[French](#) (electronic version only)  
[Spanish](#) (electronic version only)

# Publications 2010-2014



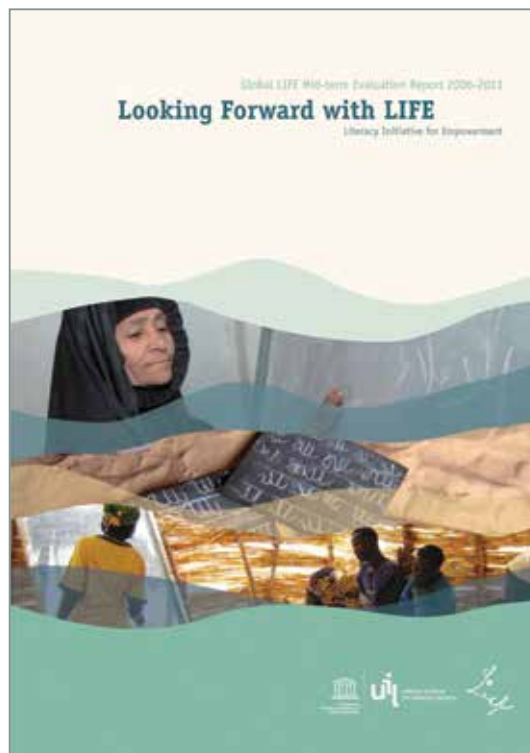
## Literacy Programmes with a Focus on Women to Reduce Gender Disparities

Ulrike Hanemann (Ed.)  
UIL, 2013  
96 pages  
ISBN 978-92-820-1182-9

This collection of case studies covers 22 successful programmes directly targeting women in 18 countries in Africa, the Arab States, Asia and the Pacific, Latin America, Europe and North America. According to the UNESCO Institute for Statistics (UIS), two-thirds of the 774 million adults who are unable to read and write are women. This publication is intended to serve as a resource to inspire the implementation and continuation of literacy programmes for women.



[English](#) (out of print)  
[French](#)  
[Spanish](#) (electronic version only)



## Global LIFE Mid-Term Evaluation Report 2006-2011: Looking Forward with LIFE

Ulrike Hanemann  
UIL, 2012  
88 pages  
ISBN 978-92-820-1175-1

This report on UNESCO's Literacy Initiative for Empowerment (LIFE, 2006-2015), produced by UIL on the basis of national and regional mid-term evaluation processes and reports, seeks to contribute to the effective implementation of the initiative through to 2015. The evaluation confirms the relevance and added value brought to literacy development by LIFE.

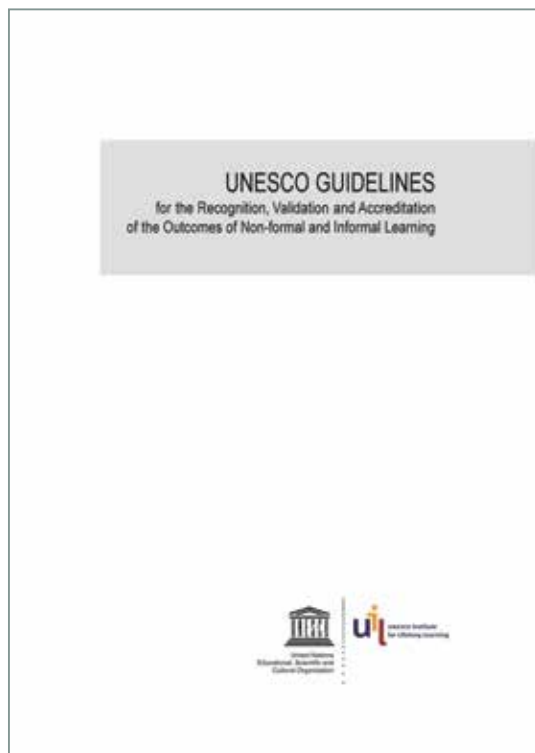


[English](#)  
[French](#)

### Summary:

[English](#) (electronic version only)  
[French](#) (electronic version only)  
[Portuguese](#) (electronic version only)  
[Arabic](#) (electronic version only)

# Publications 2010-2014



## UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning

UIL, 2012  
13 pages

These guidelines were developed through a participatory process involving consultation with Member States to reflect their experience and diverse needs. They follow the professional advice of an expert group comprised of representatives from each of the regions and of leading international agencies. The preparation of these guidelines also reflects insights from studies on RVA policy and practice that were entrusted to UIL by 33C/Resolution 10 of the 2005 UNESCO General Conference.



[English](#) (electronic version only)  
[French](#) (electronic version only)  
[Spanish](#) (electronic version only)



## Optimising Learning, Education and Publishing in Africa: The Language Factor

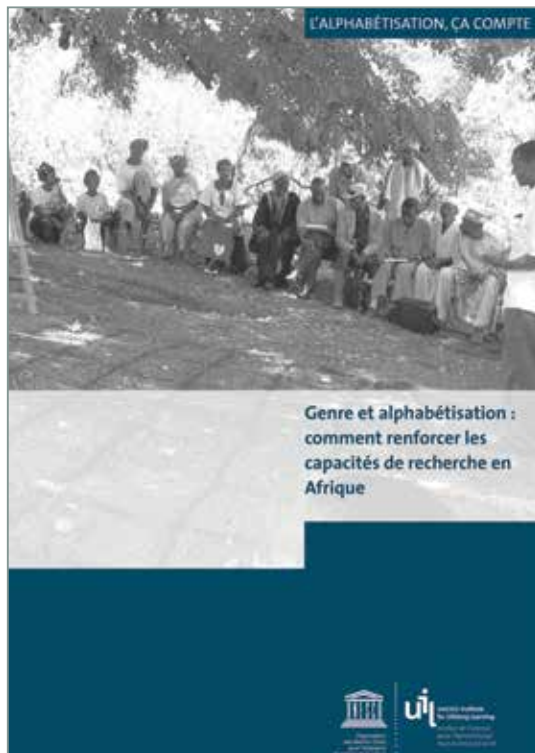
Adama Ouane and Christine Glanz (Eds.)  
UIL, 2011  
380 pages  
ISBN 978-92-820-1170-4

This publication presents the results of comprehensive research that assesses the experiences of mother-tongue and bilingual education programmes in 25 sub-Saharan African countries in recent years. The role of language in education and learning in this context is addressed with regard to policy and development; costing and financing; educational reform and governance; education models; classroom interaction; formal and non-formal education settings; and literacy and publishing.



[English](#) (out of print)  
[French](#)

# Publications 2010-2014



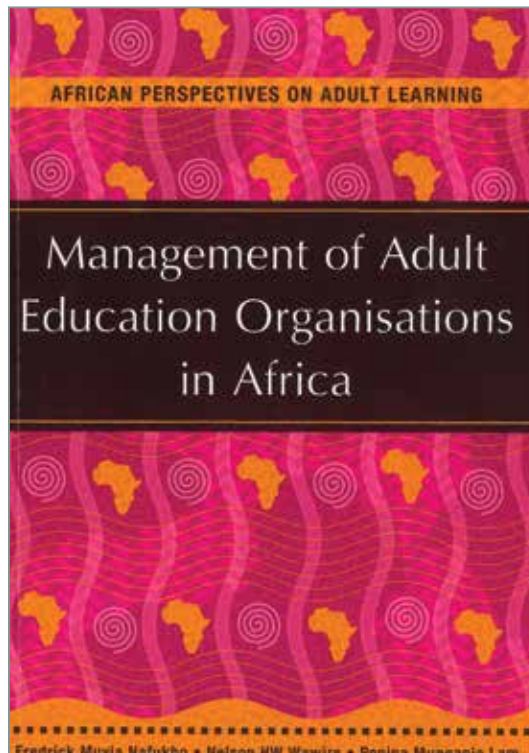
## Genre et alphabétisation : comment renforcer les capacités de recherche en Afrique

Carolyn Medel-Añonuevo et Madina Bolly  
UIL, 2011  
62 pages  
ISBN 978-92-820-2102-6

Even though literacy has been recognized as a universal and fundamental right, 62 per cent of women in Africa are still illiterate. In this book, UIL addresses this problem by strengthening research capacity in literacy and gender. It has adopted a dual methodological approach to achieve the objectives of training in countries such as Burkina Faso, Guinea, Mali, Niger and Senegal, all countries with very low literacy rates, especially among women.



[French](#)



## Management of Adult Education Organisations in Africa

[African Perspectives on Adult Learning](#)

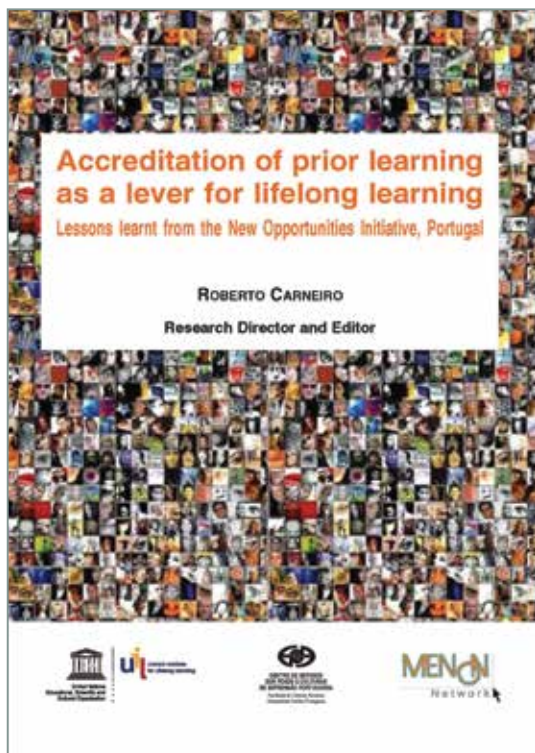
Frederick Muyia Nafukho, Nelson H.W. Wawire  
and Penina Mungania Lam  
UIL and Pearson Education South Africa, 2011  
228 pages  
ISBN 978-1-86891-848-5

This book is based on the assumption that adult education is now considered a mainstream academic discipline in several African countries so that its importance in today's knowledge and ideas economies is growing steadily. Therefore, the successful operation of educational organizations implies sound leadership and management. In this book, African perspectives on managerial leadership are described in order to highlight the importance of management in the design and effective delivery of adult education programmes.



[English](#)

# Publications 2010-2014



## Accreditation of Prior Learning as a Lever for Lifelong Learning: Lessons Learnt from the New Opportunities Initiative, Portugal

Roberto Carneiro (Ed.)

UIL, MENON Network – Centro de Estudos dos Povos e Culturas de Expressão Portuguesa and Universidade Católica Portuguesa, 2011

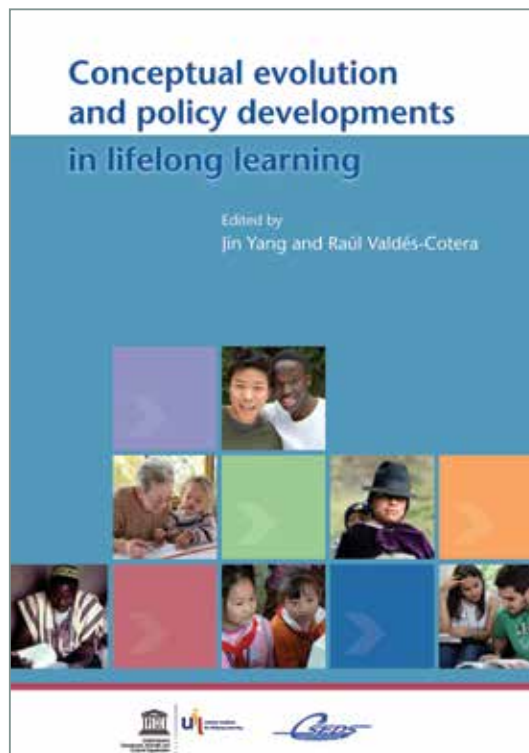
384 pages

ISBN 978-972-9045-29-5

This book gives an account of the research conducted in the independent evaluation of the New Opportunities Initiative (NOI), one of the largest Portuguese governmental programmes in recent decades to upgrade qualifications. The NOI demonstrates that the recognition of non-formal and informal learning is crucial in order to improve the competences needed in our societies today. This book reflects on the NOI and its potential for societies in Europe and the rest of the world. The publication aims to shed light on a reform agenda that is of the greatest urgency in our continuing and lifelong learning systems.



[English](#) (out of print)



## Conceptual Evolution and Policy Developments in Lifelong Learning

Jin Yang and Raúl Valdés-Cotera (Eds.)

UIL, 2011

264 pages

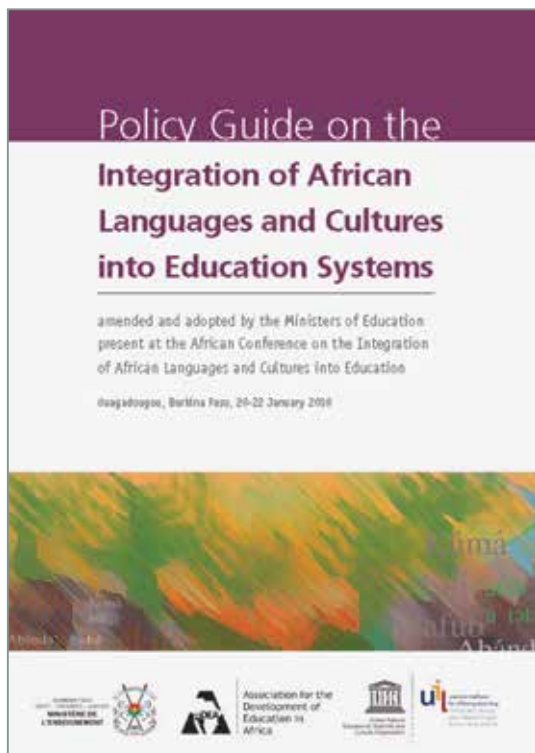
ISBN 978-92-820-1172-0

This book is an outcome of the Shanghai International Forum on Lifelong. The twenty-four papers collected here document the discussions led by experts from across the world. They recount first how lifelong learning has evolved conceptually and then how policy has developed in its promotion. Subsequent sections examine lifelong learning's relationship with distance education, new learning media and higher education; its association with the learning cities movement; and its role in rural and industrial development.



[English](#) (out of print)

# Publications 2010-2014



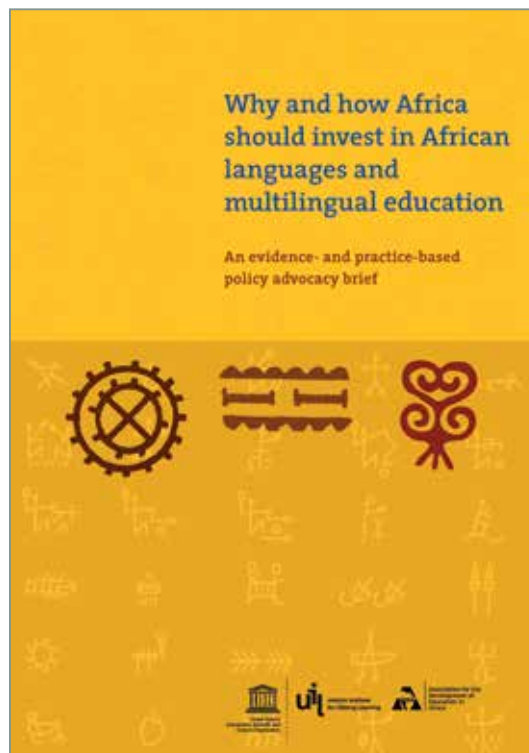
## Policy Guide on the Integration of African Languages and Cultures into Education Systems

UIL, Association for the Development of Education in Africa (ADEA) and Burkina Faso Ministry of Basic Education and Literacy, 2010  
11 pages  
ISBN 978-92-9178-101-0

From 20 to 22 January 2010, UIL and the Association for the Development of Education in Africa (ADEA) held a Ministerial Conference on the Integration of African Languages and Cultures into Education in Ouagadougou, Burkina Faso. The main outcome of the conference was a policy guide developed in collaboration with experts from all over Africa. It was designed to promote multilingual education in Africa, recognizing that African languages and cultures are crucial for social cohesion.



[English](#) (out of print)  
[French](#) (out of print)



## Why and How Africa Should Invest in African Languages and Multilingual Education

Adama Ouane and Christine Glanz  
UIL and Association for the Development of Education in Africa (ADEA), 2010  
72 pages  
ISBN 978-92-820-1171-3

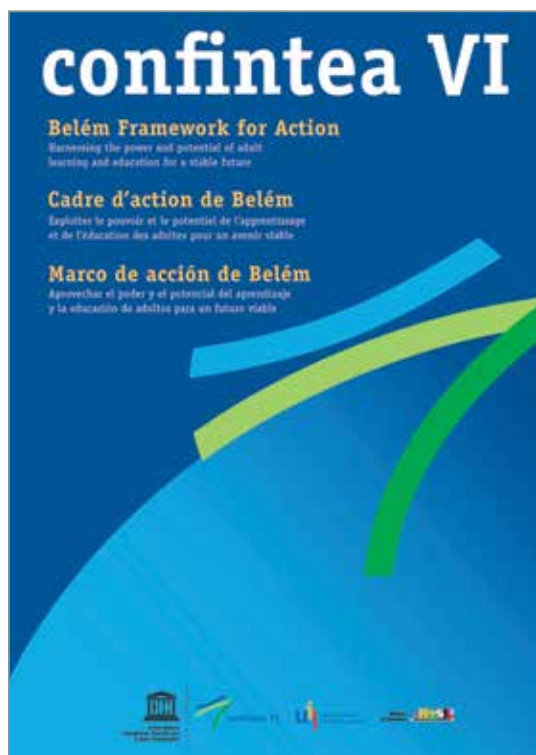
Most African countries continue to use the former colonial language as the primary language of instruction. This advocacy brief seeks to show the pivotal role of languages in achieving high-quality learning. It aims in particular to dispel prejudice and confusion about African languages, and exposes the often-hidden attempt to discredit them as being an obstacle to learning. It draws on research and practice to identify what kind of language policy in education would be most appropriate for Africa.



[English](#)  
[French](#)  
[Spanish](#)  
[Swahili](#)



# Publications 2010-2014



## CONFINTEA VI, Belém Framework for Action: Harnessing the Power and Potential of Adult Learning and Education for a Viable Future

UIL and Brazil Ministry of Education, 2010  
36 pages

The Sixth International Conference on Adult Education (CONFINTEA VI) closed with the adoption of the *Belém Framework for Action* in December 2009. Building on the *Hamburg Declaration on Adult Learning and the Agenda for the Future* of 1997, the Belém Framework for Action records the commitments of Member States and presents a strategic guide for the global development of adult literacy and adult education within the perspective of lifelong learning.



[English](#)

[French](#)

[Spanish](#)

[Portuguese](#) (electronic version only)



## CONFINTEA VI, Sixth International Conference on Adult Education: Final Report

UIL and Brazil Ministry of Education, 2010  
124 pages

The Sixth International Conference on Adult Education (CONFINTEA VI) was held in Belém do Pará, Brazil, from 1 to 4 December 2009. Organized on behalf of UNESCO by UIL, the overarching goal of CONFINTEA VI was to harmonize adult learning and education with other international education and development agendas and its integration within national sector-wide strategies. This report presents the keynote speeches and other contributions to the conference.



[English](#) (out of print)

[French](#)

# Selected Older Publications (2000-2009)



## From Literacy to Lifelong Learning: Trends, Issues and Challenges in Youth and Adult Education in Latin America and the Caribbean

Rosa María Torres  
UIL, 2009  
67 pages  
ISBN 978-92-820-1162-1

This report presents recent developments in adult learning and education (ALE) in Latin America and the Caribbean since CONFINTEA V. It explains current trends and challenges at national and regional levels, while taking into consideration the wider international discussion on lifelong learning.



[English](#)  
[French](#)  
[Spanish](#)

(all languages electronic version only)



## The State and Development of Adult Learning and Education in the Arab States

Abdelwahid Abdalla Yousif  
UIL, 2009  
39 pages  
ISBN 978-92-820-1166-9

This paper summarizes developments in adult learning and education in the Arab States after CONFINTEA V. It includes a summary of trends and challenges that continue to face the region in implementing lifelong learning strategies.



[English](#)  
[Arabic](#)  
[French](#)

(all languages electronic version only)



## The State and Development of Adult Learning and Education in Europe, North America and Israel

Helen Keogh  
UIL, 2009  
75 pages  
ISBN 978-92-820-1165-2

A wide range of adult learning and education programmes is being implemented in formal and non-formal settings in Europe, North America and Israel. This report describes trends and developments in ALE in these knowledge societies.



[English](#)  
[French](#)

(all languages electronic version only)



## The State and Development of Adult Learning and Education in Asia and the Pacific

Manzoor Ahmed  
UIL, 2009  
84 pages  
ISBN 978-92-820-1163-8

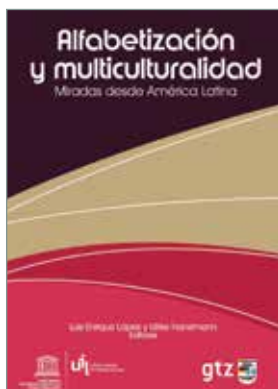
The purpose of this report was to identify the key issues in adult learning and education in the region and suggest recommendations and benchmarks for CONFINTEA VI. It outlines successful programme examples and the progress that has been made in Asia and the Pacific.



[English](#)  
[French](#)

(all languages electronic version only)

# Selected Older Publications (2000–2009)



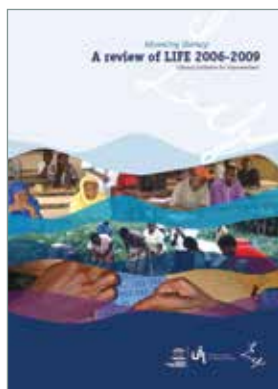
## Alfabetización y Multiculturalidad: Miradas desde América Latina

Luis Enrique López and  
Ulrike Hanemann  
Programa de Apoyo a  
la Calidad Educativa de  
la Cooperación Técnica  
Alemana en Guatemala  
(PACE-GTZ), UIL, 2009  
444 pages  
ISBN 978-92-820-3071-4

This book gives recommendations for literacy and the education of young and adult indigenous people in Latin America. It presents successful programmes in adult learning and education and the ongoing challenges facing the region.



[Spanish](#) (out of print)



## Advancing Literacy: A Review of LIFE 2006–2009

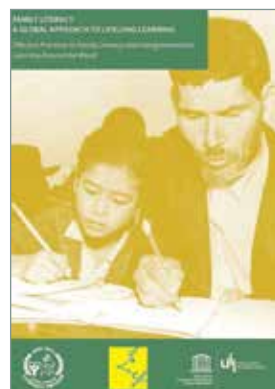
### Literacy Initiative for Empowerment

Ulrike Hanemann  
UIL, 2009  
64 pages  
ISBN 978-92-820-1168-3

The Literacy Initiative for Empowerment (LIFE 2006–2015) is one of UNESCO's flagship initiatives dedicated to tackling illiteracy in 35 countries. It is built on genuine commitment and provides a vision and course of action. This review has been published to take stock of the initiative, assess its achievements, identify lessons learned and move forward.



[English](#) (out of print)  
[French](#)



## Family Literacy: A Global Approach to Lifelong Learning – Effective Practices in Family Literacy and Intergenerational Learning around the World

Maren Elfert  
UIL, 2008  
56 pages  
ISBN 978-92-820-1157-7

In 2007, UIL brought together family literacy experts to discuss current developments in policies, practices and research in adult education and lifelong learning. This publication contains the report from the meeting as well as the overview of all the projects presented therein.



[English](#)  
[French](#) (out of print)



## Signposts to Literacy for Sustainable Development

### Complementary studies by Harbans S. Bhola and Sofia Valdivielso Gómez

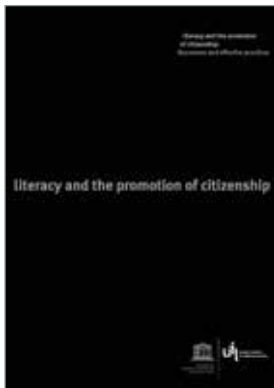
UIL, 2008  
171 pages  
ISBN 978-92-820-1153-9

Professor Bhola's text explores how the adult literacy drive and the promotion of sustainable development can be brought together. Dr Valdivielso Gómez argues for an integral approach to literacy and sustainable development. Both provide valuable signposts for researchers, policymakers and practitioners in the field.



[English](#)  
[French](#)  
[Spanish](#)

# Selected Older Publications (2000–2009)



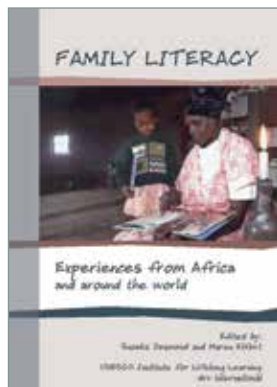
## Literacy and the Promotion of Citizenship: Discourses and Effective Practices

Carolyn Medel-Añonuevo (Ed.)  
UIL, 2008  
86 pages  
ISBN 978-92-820-1156-0

The main conclusion from the European Meeting on the Prevention of Functional Illiteracy and the Integration of Youth in the World of Work was that a growing number of the majority population had poor literacy skills. This publication brings together the main presentations from that meeting about the diversity of literacy-related thinking and practice in the region.



[English](#) (out of print)



## Family Literacy: Experiences from Africa and around the World

Snoeks Desmond and Maren Elfert (Eds.)  
UIL and dvv international, 2008  
142 pages  
ISBN 978-0-620-40760-1

This book promotes literacy by raising understanding and awareness of family literacy in Africa. It informs practitioners, policymakers and donors about a concept that reaches children and adults while producing more effective and sustainable programmes.



[English](#)



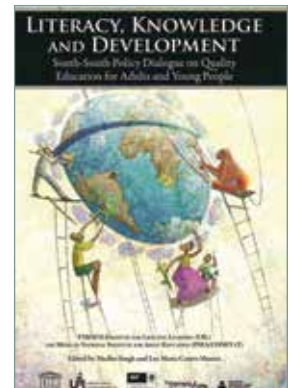
## Making a Difference: Effective Practices in Literacy in Africa

Carolyn Medel-Añonuevo  
UIL, 2007  
45 pages

This publication highlights several good practices that have worked in Africa in the areas of family literacy, health promotion and HIV prevention, economic self-sufficiency, language and ICT. These demonstrate that while the challenge is huge, there are many who have dared to respond. Their stories illustrate how and why literacy matters.



[English](#) (out of print)  
[French](#)



## Literacy, Knowledge and Development: South-South Policy Dialogue on Quality Education for Adults and Young People

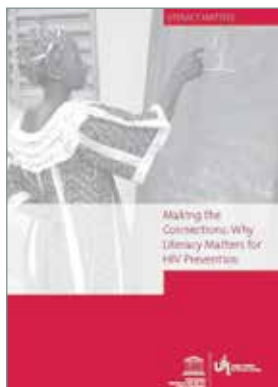
Madhu Singh and Luz María Castro Musso (Eds.)  
UIL, Mexico City, INEA, 2007  
597 pages  
978-92-820-1151-5

This publication contains the results of the conference on South-South Policy Dialogue on Quality Education for Adults and Young People that took place in Mexico City in 2005. Articles were written by participants who presented their national programmes from the governmental perspective. While many of these articles focus on literacy policies, there are also important contributions on basic education and competence recognition.



[English](#) (out of print)  
[Spanish](#) (out of print)

# Selected Older Publications (2000–2009)



## Making the Connections: Why Literacy Matters for HIV Prevention

Carolyn Medel-Añonuevo and Diarra Mahamadou Cheick

UIL, 2007

16 pages

ISBN 978-92-820-1152-2

This publication looks at the relationship between literacy and HIV prevention education. It demonstrates that literacy is making a difference in HIV prevention through innovative approaches, where community participation and the involvement of people living with HIV/AIDS are the main underlying programme principles.



[English](#)  
[French](#)



## Beating the Drums for Attention

Bettina Bochynek, Francisca Martinez and Inga Hlín Pálsdóttir (Eds.)

UIL, 2007

47 pages

This publication is the final product of IntALWinE and gives an account of the activities carried out and the results achieved in the framework of the Socrates/Grundtvig network. It includes a series of suggestions and examples collected by partners as well as policy recommendations drafted by partners and adult learners.



[English](#)  
[French](#)  
[German](#)



## LIFE – Literacy Initiative for Empowerment: Vision and Strategy Paper, 2006–2015

3rd edition

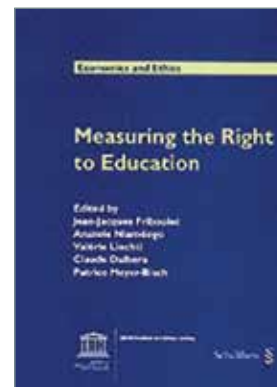
UIL, 2007

44 pages

The LIFE initiative is conceived as a global strategic framework and key operational mechanism for achieving the goals and purposes of the UNLD. As a priority, LIFE targets 35 of the world's most challenged countries, where 85 per cent of the world's illiterate population lives.



[English](#)  
[French](#)  
[Bengali](#) (electronic version only)



## Measuring the Right to Education

Jean-Jacques Friboulet, Anatole Niaméngo, Valérie Liechti, Claude Dalbera and Patrice Meyer-Bisch (Eds.)

UIL and Schulthess, 2006

153 pages

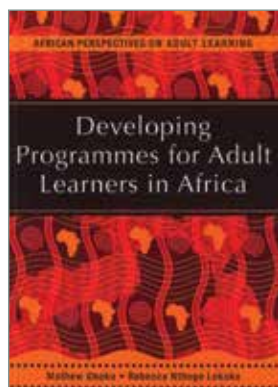
ISBN 978-3-7255-5252-8

The realization of the right to education is an essential pre-condition for human dignity and for development. But how does one measure this reality? This publication sets out a methodology to measure the four capacities of the educational system: acceptability, adaptability, availability and accessibility.



[English](#)  
(electronic version not available)

# Selected Older Publications (2000–2009)



## Developing Programmes for Adult Learners in Africa

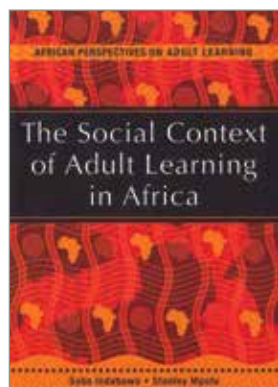
### African Perspectives on Adult Learning

Mathew Gboku and  
Rebecca Nthogo Lekoko  
UIL and Pearson Education  
South Africa, 2007  
202 pages  
ISBN 978-9282-011201

This book is grounded in African adult education contexts and draws material and experiences from research courses taught in African universities. It emphasizes the importance of mixed-methods research that is embedded in adult education contexts and that builds on indigenous knowledge.



[English](#)



## The Social Context of Adult Learning in Africa

### African Perspectives on Adult Learning

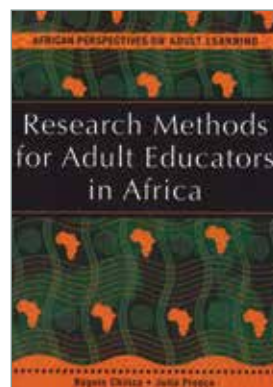
Sabo Indabawa and  
Stanley Mpfu  
UIE and Pearson Education  
South Africa, 2005  
192 pages  
ISBN 92-820-1119-4

This book examines how adult education is influenced by and influences society. It presents a clear analysis of the development challenges and sociological realities of the adult education context, which is essential if educators are to help African countries and communities achieve their developmental goals.



[English](#)

(electronic version not available)



## Research Methods for Adult Educators in Africa

### African Perspectives on Adult Learning

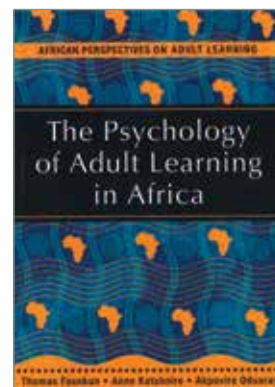
Bagele Chilisa and  
Julia Preece  
UIE and Pearson Education  
South Africa, 2005  
287 pages  
ISBN 92-829-1118-0

This book explores existing research paradigms, presents African counterarguments and examples, and proposes methodologies more appropriate for African contexts. The emphasis is on African realities, values and ways of knowing.



[English](#)

(electronic version not available)



## The Psychology of Adult Learning in Africa

### African Perspectives on Adult Learning

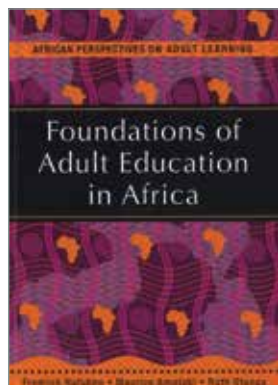
Thomas Fasokun,  
Anne Katahoire and  
Akpovire Oduaran  
UIE and Pearson Education  
South Africa, 2005  
172 pages  
ISBN 92-820-1117-8

Presenting psychology as an applied discipline that can help adult educators to be more effective in their work, this book analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners. It emphasizes the collective orientation of African cultures and the view of the self in terms of interdependent relationships within a community.



[English](#)

# Selected Older Publications (2000-2009)



## Foundations of Adult Education in Africa

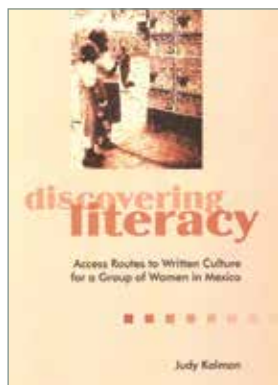
### African Perspectives on Adult Learning

Fredrick Nafukho,  
Maurice Amutabi and  
Ruth Otunga  
UIE and Pearson Education  
South Africa, 2005  
182 pages  
ISBN 92-820-1121-6

This book presents key concepts, information and principles that should underlie the practice of adult education in African contexts. These include a historical perspective on the current educational context, how the colonial experience has impacted on indigenous traditions and the philosophical underpinnings of adult education activities.



[English](#)



## Discovering Literacy: Access Routes to Written Culture for a Group of Women in Mexico

Judith Kalman  
UIE, 2005  
157 pages  
ISBN 92-820-1137-2

This publication examines the many routes which a group of Mexican women have taken to full participation in written culture. It draws a number of important conclusions regarding the significance of literacy in its local context for adult education.



[English](#)  
[French](#)  
[Spanish](#)



## I Did It My Way: Journeys of Learning in Europe

Francisca Martinez (Ed.)  
UIE, 2005  
48 pages

This publication is the first international documentation that includes voices from 14 different countries on the topic of adult learning activities and initiatives. The goal is to foster dialogue between adult learners and policymakers in order to increase their collaboration in lifelong learning for all.



[English](#)  
[French](#)  
[German](#)



## Alphabétisation, développement culturel et mondialisation Quel statut pour les langues locales africaines ?

Marc-Laurent Hazoumê  
UIE, 2005  
44 pages  
ISBN 92-820-2088-6

Multilingualism is a reality in most African countries, a situation which is often considered to be an obstacle to their development in a globalized world. This publication argues that linguistic diversity should be seen as an asset and that a strong political will to value local languages and cultures would make it possible to solve many problems.



[French](#)  
(electronic version not available)

# Selected Older Publications (2000–2009)



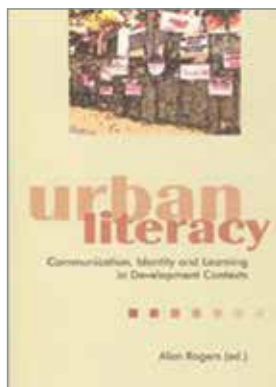
## Du multilinguisme à la société du savoir : quelles stratégies?

Marc Laurent Hazoumé  
UIE, 2005  
44 pages  
ISBN 92-820-2087-8

This publication examines the relationship between multilingualism and knowledge societies. It outlines the realities of knowledge societies while presenting linguistic challenges that arise when implementing knowledge societies. It also discusses the interplay between linguistic choices and development.



[French](#) (out of print)



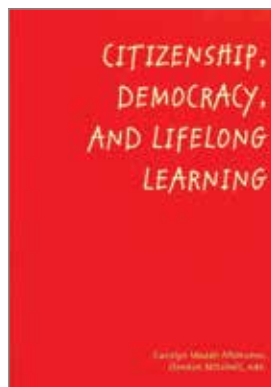
## Urban Literacy: Communication, Identity and Learning in Development Contexts

Alan Rogers (Ed.)  
UIE, 2005  
312 pages  
ISBN 92-820-1145-3

This publication results from a two-year international urban literacies project that investigated the many uses of literacy in the urban environments of developing countries. Case studies from various countries are used to explore how literacy is sought and made use of by people in their lives and in their livelihoods.



[English](#)  
(electronic version not available)



## Citizenship, Democracy and Lifelong Learning

Carolyn Medel-Añonuevo and Gordon Mitchell (Eds.)  
UIE, 2003  
190 pages

This book is the outcome of the Strengthening Democracy and Critical Citizenship through Lifelong Learning seminar. The papers selected reflect key issues addressed during the seminar and aim to highlight questions not often raised to contribute to a deeper understanding of the relationship between democracy and education in the context of lifelong learning.



[English](#) (out of print)



## Lifelong Learning Discourses in Europe

Carolyn Medel-Añonuevo (Ed.)  
UIE, 2003  
216 pages  
ISBN 92-820-1130-5

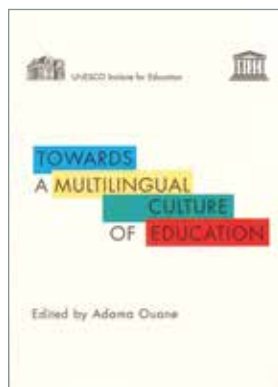
This book contains a selection of papers presented during the Regional Conference of Lifelong Learning in Europe: Moving towards EFA Goals and the CONFITEA V Agenda. This was the first conference held at the regional level which covered the three areas of lifelong learning, education for all and adult education.



[English](#) (out of print)



# Selected Older Publications (2000–2009)



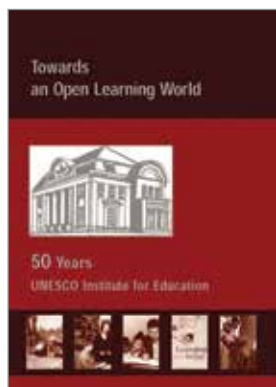
## Towards a Multilingual Culture of Education

Adama Ouane (Ed.)  
UIE, 2003  
469 pages  
ISBN 92-820-1131-3

Demonstrating the normality of multilingualism and questioning those teaching systems grounded in monolingualism are the objectives of this study. The data comes from 30 African, Asian and Latin American countries. The study underlines the advantages of multilingual learning: preservation of identity, cultural richness and plurality.



[English](#)  
[French](#) (out of print)



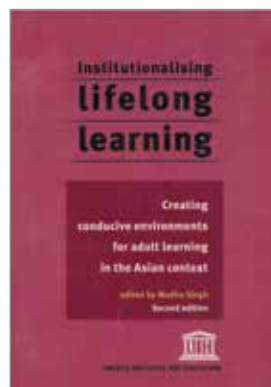
## Towards an Open Learning World: 50 Years UNESCO Institute for Education

Maren Elfert (Ed.)  
UIE, 2002  
103 pages

This publication highlights 50 years of UIE's work in the education sector and its transformation over the years. It traces the history of the organization from the early years to modern times and introduces the structure and mandates of the Institute.



[English](#)  
[French](#)  
[German](#)



## Institutionalising Lifelong Learning: Creating Conducive Environments for Adult Learning in the Asian Context

Madhu Singh (Ed.)  
UIE, 2002  
341 pages  
ISBN 92-820-1126-9

This book is a collection of papers presented at a Policy Dialogue on Adult and Lifelong Learning in the Asian context. It discusses the policy and institutional environment of adult learning, promoting quality learning outcomes and ensuring a tangible impact on people's lives.



[English](#) (out of print)



## Addressing Gender Relations in HIV Preventive Education

Carolyn Medel-Añonuevo (Ed.)  
UIE, 2002  
43 pages  
ISBN 92-820-1114-3

This publication aims to provide a gender perspective on HIV-preventative education. It reviews existing educational strategies and IEC materials from this perspective, discussing how to develop empowering educational strategies and gender-sensitive IEC materials.



[English](#) (out of print)

# Selected Older Publications (2000–2009)



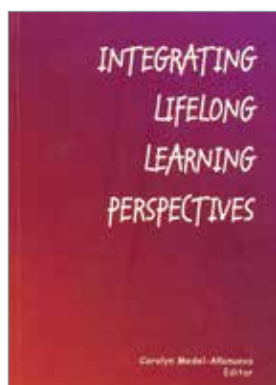
## Adult Education in Selected Countries in the Asian Region: A Reference for Policies, Programmes and Delivery Modes

Madhu Singh (Ed.)  
UIE, 2002  
122 pages  
ISBN 978-92-820-1127-0

This reference guide details some of the institutions and delivery modes in the administration and coordination of adult learning policies and programmes. It represents a starting point for discussion on best practices, future directions, challenges and achievements in adult learning in the Asian context.



[English](#)



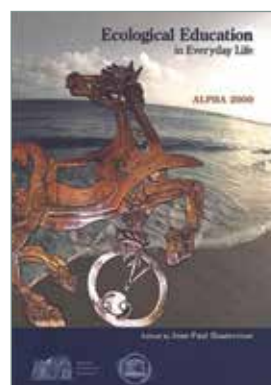
## Integrating Lifelong Learning Perspectives

Carolyn Medel-Añonuevo (Ed.)  
UIE, 2002  
305 pages  
ISBN 92-820-1115-1

This publication contains the major papers presented during the International Conference on Lifelong Learning: Global Perspectives in Education. Almost 200 participants from 40 countries shared their policies and practices on lifelong learning in their respective contexts.



[English](#) (out of print)



## Ecological Education in Everyday Life: ALPHA 2000

Jean-Paul Hautecoeur  
UIE, Canadian Commission for UNESCO and University of Toronto Press, 2002  
263 pages  
ISBN 0-8020-8496-6

This interdisciplinary work is a follow-up to preceding works of research on literacy published in the ALPHA series in Quebec and at UNESCO. In their humanist, ecological vision of the world, the contributors aim to provide alternatives to neo-capitalist thinking with the potential to improve lives and justice for all people on earth.



[English](#) (out of print)  
[French](#)



## Why Eat Green Cucumber at the Time of Dying? Exploring the Link between Women's Literacy and Development: A Nepal Perspective

Anna Robinson-Pant  
UIE, 2001  
198 pages  
ISBN 978-92-820-1107-2

This book challenges the assumption that women's literacy rates can be measured and correlated with statistical indicators of development such as child mortality or fertility rates. Using data from Nepal, the author examines what kind of literacy and development is being promoted by international agencies.



[English](#)  
[French](#) (out of print)  
[Spanish](#)

# Selected Older Publications (2000-2009)



## Unlocking People's Creative Forces: A Transnational Study of Adult Learning Policies

Paul Bélanger and  
Paolo Federighi  
UIE, 2000  
274 pages  
ISBN 92-820-1104-6

This study aims to present the strategic importance of adult learning for economic actors. The goal is to provide analytical and operational reference points for the various actors involved in developing and implementing new adult learning policies.



[English](#) (out of print)



## The Financing of Adult Learning in Civil Society: A European Exploratory Study

Paul Bélanger,  
Bettina Bochynek and  
Kai Oliver Farr  
UIE, 2000  
147 pages  
ISBN 92-820-1109-7

This publication reviews the findings of a study on the financing of adult learning in Europe. It presents the different patterns of public financial support to NGOs in Europe and exposes current policies for supporting financially the participation of individuals in organized adult learning.



[English](#) (out of print)

# Back Catalogue of Key Publications (1956–1999)

## **Africa and the Democratic Challenge: An Essay on Adult Education for Democracy and the Culture of Peace**

**Marc Laurent Hazoumê**

UIE, 1999, 77 pages

ISBN 92-820-2078-9

[English](#) [French](#)

## **The Economics and Financing of Adult Education: Report of CONFINTEA V**

**Madhu Singh (Ed.)**

UIE, 1999, 132 pages

ISBN 92-82-0-1101-1

[English](#)

## **Alphabétisation 1919–1999: mais que sont devenues nos campagnes?**

**Alain Verhaagen**

UIE, 1999, UIE studies; 9b, 223 pages

ISBN 92-820-2080-0

[French](#)

## **Questions of Intimacy: Rethinking Population Education**

**Linda King (Ed.)**

UIE, 1999, 206 pages

ISBN 92-820-1095-3

[English](#)

## **Gender, Innovation and Education in Latin America**

**Ingrid Jung and Linda King (Eds.)**

UIE, 1999, 242 pages

ISBN 92-820-1093-7

[English](#)

## **Breaking Through: Engendering Monitoring and Evaluation in Adult Education**

**Carolyn Medel-Añonuevo (Ed.)**

UIE, 1999, 167 pages

ISBN 978-92-820-1096-9

[English](#)

## **Glossary of Adult Learning in Europe**

**Paolo Federighi, Willem Bax and Lucien Bosselaers (Eds.)**

UIE, 1999, 340 pages

ISBN 92-820-1103-8

[English](#) [French](#)

## **Alphabétisation durable, défi au non-développement: le cas de l'Afrique subsaharienne**

**Alain Verhaagen**

UIE, 1999, 340 pages

ISBN 92-820-2079-7

[French](#)

## **Adult Learning and the Challenges of the 21st Century: A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education; 1997 CONFINTEA Documentation**

UIE, 1999, 436 pages

ISBN 92-820-1089-9

[English](#) [French](#) [Spanish](#)

## **Learning Gender Justice through Women's Discourses**

**Carolyn Medel-Añonuevo (Ed.)**

UIE, 1999, 92 pages

ISBN 92-820-1094-5

[English](#)

## **Adult Learning and the Changing World of Work**

**Madhu Singh (Ed.)**

UIE, 1998, 123 pages

[English](#)

## **Literacy and the Mind: The Contexts and Cognitive Consequences of Literacy Practice**

**Allan B.I. Bernardo**

UIE, 1998, 146 pages

ISBN 92-820-1087-2

[English](#) [French](#) [Spanish](#)

(electronic version not available)

## **Literacy, Tradition and Progress: Enrolment and Retention in an African Rural Literacy Programme**

**Michael Omolewa, Olukemi**

**Anthony Adeola, Gbolagade**

**Adekanmbi, Michael B.M. Avoseh,**

**Dele Braimoh**

UIE, 1998, 91 pages

ISBN 92-820-1088-0

[English](#)

## **Reflecting Visions: New Perspectives on Adult Education for Indigenous Peoples**

**Linda King (Ed.)**

UIE, 1998, 224 pages

ISBN 92-820-1086-4

[English](#) [Spanish](#)

(Spanish electronic version not available)

## **Hamburg Declaration on Adult Learning and the Agenda for the Future**

UIE, 1997, 30 pages

[English](#) [French](#) [Spanish](#)

[German](#) [Portuguese](#)

## **Negotiating and Creating Spaces of Power: Women's Educational Practices amidst Crisis**

**Carolyn Medel-Añonuevo (Ed.)**

UIE studies; 7

UIE, 1997, 172 pages

ISBN 92-820-1081-3

[English](#)

## **Sharpening Our Tools: Improving Evaluation in Adult and Non-formal Education**

**Peter A. Easton**

UIE Studies; 4

UIE, 1997, 323 pages

ISBN 978-92-820-1068-6

[English](#)

# Back Catalogue of Key Publications (1956–1999)

## **Our Body: A Living Museum of the Emergence of Humankind**

UIE, 1997, 74 pages

[English](#) [French](#) [German](#)

## **Making a Difference: Innovations in Adult Education**

Werner Mauch and Uta Papen (Eds.)

UIE, 1997, 216 pages

ISBN 92-820-1073-2

[English](#) [Spanish](#)

(Spanish electronic version not available)

## **Alpha 97: Basic Education and Institutional Environments**

Jean Paul Hautecoeur (Ed.)

UIE, 1997, 372 pages

ISBN 92-829-1071-6

[English](#) [French](#)

(English electronic version not available)

## **Adult Education: The Legislative and Policy Environment**

Sérgio Haddad

UIE, 1997, 186 pages

ISBN 92-820-1074-0

[English](#)

## **Education, Democracy and Development: An International Perspective**

Raymond Ryba

UIE, 1997, 118 pages

ISBN 92-820-0009-5

[French](#)

## **ALPHA 96: Basic Education and Work**

Jean Paul Hautecoeur (Ed.)

UIE, 1996, 348 pages

ISBN 92-820-1075-9

[English](#) [French](#)

(French electronic version not available)

## **Women Reading the World: Policies and Practices of Literacy in Asia**

Carolyn Medel-Añonuevo (Ed.)

UIE, 1996, 134 pages

ISBN 92-920-820-1069-4

[English](#)

## **Landscapes of Literacy: An Ethnographic Study of Functional Literacy in Marginal Philippine Communities**

Maria Luisa Canieso-Doronila

UIE, 1996, 206 pages

ISBN 92-820-1013-9

[English](#) [French](#) [Spanish](#)

(French and Spanish electronic versions not available)

## **Women, Education and Empowerment: Pathways towards Autonomy**

Carolyn Medel-Añonuevo (Ed.)

UIE, 1995, 68 pages

ISBN 92-820-1013-9

[English](#) [French](#)

## **Basic Education in Prisons**

UIE studies

UIE, 1995, 204 pages

ISBN 92-1-130-164-5

[English](#)

## **ALPHA 94: Literacy and Cultural Development Strategies in Rural Areas**

Jean-Paul Hautecoeur (Ed.)

UIE, 1994, 347 pages

ISBN 978-92-820-1067-9

[English](#) [French](#)

(French electronic version not available)

## **Literacy, Socialisation and Employment**

Catherine Stercq

UIE, 1993, 124 pages

ISBN 1-85302-209-8

[English](#) [French](#) [Spanish](#)

## **Education permanente en profondeur**

Bogdan Suchodolski

UIE studies; 2

UIE, 1993, 190 pages

ISBN 92-820-2063-0

[French](#)

## **Analphabétismes et alphabétisations (au pluriel)**

Marcel de Clerck

UIE Studies; 1

UIE, 1993, 201 pages

ISBN 92-820-2065-7

[French](#)

## **Adult Education for International Understanding, Human Rights and Peace**

UIE reports; 11

UIE, 1992, 78 pages

ISBN 1014-9880

[English](#) [French](#)

## **Stratégies d'alphabétisation dans le mouvement associatif**

Jean Paul Hautecoeur,

Françoise David, Françoise Delfosse,

Pierre Georis (Eds.)

UIE reports; 10

UIE, 1992, 118 pages

ISBN 1014-9880

[French](#)

## **The Future of Literacy and the Literacy of the Future**

UIE reports; 9

UIE, 1992, 87 pages

ISBN 1014-9880

[English](#)

## **Adult Education and Work**

UIE reports; 8

UIE, 1992, 72 pages

[English](#) [French](#)

## **ALPHA 92: Current Research in Literacy; Literacy Strategies in the Community Movement; Literacy Strategies in the Community Movement; Stratégies d'alphabétisation dans le mouvement associative**

Jean Paul Hautecoeur (Ed.)

UIE, 1992, 476 pages

ISBN 92-820-1061-9

[English](#) [French](#)

# Back Catalogue of Key Publications (1956-1999)

## Standardization of National Languages

Ekkehard Wolff and Utta von Gleich (Ed.)

UIE reports; 5

UIE, 1991, 127 pages

[English](#)

## Evaluating "Literacy for Development" Projects, Programmes and Campaigns: Evaluation Planning, Design and Implementation, and Utilization of Evaluation Results

H.S. Bhola

UIE, 1990, 306 pages

ISBN 978-92-820-1059-4

[English](#) [French](#) [Spanish](#)

## Functional Illiteracy in Belgium

Sylvie Anne Goffinet and Dirk van Damme

UIE, 1990, 182 pages

ISBN 92-820-1058-9

[English](#) [French](#) [Dutch](#)

## Functional Illiteracy and Adult Basic Education in the Netherlands

Kees Hamminck

UIE, 1990, 144 pages

ISBN 92-820-1057-0

[English](#) [French](#)

## Functional Literacy in Eastern and Western Europe

UIE reports; 4

UIE, 1990, 103 pages

[English](#)

## A Selective Bibliography on Literacy in Industrialised Countries; Une bibliographie sélective sur l'alphabétisation dans les pays industrialisés

Ursula Giere and

Jean Paul Hauteceur

UIE reports; 3

UIE, 1990, 38 pages

[English](#) [French](#)

## Handbook on Training for Post-literacy and Basic Education

Adama Ouane, Mercy Abreu de Armengol and D.V. Sharma

UIE, 1990, 208 pages

ISBN 92-820-1054-6

[English](#) [French](#)

(English electronic version not available)

## Researching Literacy in Industrialised Countries: Trends and Prospects

David Barton and Mary E. Hamilton

UIE reports; 2

UIE, 1990, 60 pages

[English](#)

## Relevance, Balance and Integration of the Content of General Education: Achievement, Trends and Issues

Mahinda A. Ranawear

UIE reports; 1

UIE, 1990, 80 pages

[English](#)

## ALPHA 90: Current Research in Literacy

Jean Paul Hauteceur (Ed.)

UIE, 1990, 461 pages

ISBN 92-820-1060-0

[English](#)

## Adult Learning and the Future of Work

Madhu Singh (ed.)

UIE, 1990, 236 pages

ISBN 92 820 1090-1

[English](#)

## Handbook on Learning Strategies for Post-literacy and Continuing Education

Adama Ouane (Ed.)

UIE studies on post-literacy and continuing education; 7

UIE, 1989, 455 pages

ISBN 92-820-1053-8

[English](#) [French](#) [Arabic](#)

## Vocational Education in Transition: A Seven-Country Study of Curricula for Lifelong Vocational Learning

Gert Loose

UIE case studies; 8

UIE, 1988, 447 pages

ISBN 9-2820-1051-1

[English](#)

## Learning Strategies for Post-literacy and Continuing Education: A Cross-national Perspective

Ravindrakumar H. Dave,

Adama Ouane, D.A. Perera,

Anil Bordia, H.S. Bhola

UIE studies on post-literacy and continuing education; 1

UIE, 1988, 329 pages

ISBN 92-820-1052-x

[English](#) [French](#)

## A New Look at the Relationship between School Education and Work: Educational Research in Europe

Dino M. Carelli

International studies in education; 37

UIE, 1980, 164 pages

ISBN 90-265-0355-5

[English](#)

(electronic version not available)

## Lifelong Education and the Training of Teachers: Developing a Curriculum for Teacher Education on the Basis of the Principles of Lifelong Education

Arthur J. Cropley and

Ravindrakumar H. Dave

Advances in lifelong education; 5

UIE, 1978, 269 pages

ISBN 92-820-1015-5

[English](#)

(electronic version not available)

## Lifelong Education: A Psychological Analysis

Arthur J. Cropley

UIE, 1977, 196 pages

ISBN 0-08-021814-8

[English](#)

(electronic version not available)

# Back Catalogue of Key Publications (1956-1999)

## **Foundations of Lifelong Education**

**Ravindrakumar Dave and  
Arthur J. Cropley**

UIE, 1976, 382 pages

[English](#)

(electronic version not available)

## **Mother Tongue Practice in the Schools: Conditions, Views, Experiments**

**Kurt Opitz (Ed.)**

**Educational research and  
practice; 2**

UIE, 1972, 316 pages

[English](#)

## **Deprivation and Disadvantage: Nature and Manifestations**

**Harry A. Passow**

**International studies in  
education; 21**

UIE, 1970, 296 pages

[English](#)

## **Mathematics in Primary Education: Learning of Mathematics by Young Children**

**Zoltan P. Dienes (Ed.)**

UIE, 1966

164 pages

[English](#)

## **Educational Achievements of Thirteen-Year-Olds in Twelve Countries; Results of an International Research Project, 1959-1961**

**A. Forshay, R. Thorndike, F. Hotyat,  
D. Pidgeon and D. Walker**

UIE, 1962, 68 pages

[English](#) [French](#)

## **Education for International Understanding under Conditions of Tension**

**Hugo Serden (Ed.)**

UIE, 1962, 117 pages

[English](#)

## **Parent Education: An International Survey**

**Hans Heinrich Stern**

UIE, 1960, 163 pages

[English](#) [French](#)

## **Psychological Services for Schools**

**William Douglas Wall (Ed.)**

UIE, 1956, 150 pages

[English](#) [French](#)

# Order Form for Print Publications

Consistent with UNESCO's Open Access policy, all UIL publications and co-publications (except those subject to contractual restrictions) are available free of charge. Normally, shipping costs are borne by the recipient. However, some or all of the shipping costs may be borne by UIL, provided the recipient is prepared to further distribute the publications. UIL prefers to send its publications to organizations such as libraries and research institutes which can make them available to a wider readership. Delivery is subject to availability. Please complete the following form and send it by email to [uil-pub@unesco.org](mailto:uil-pub@unesco.org) or by fax to +49 40 4107723. UIL will reply with details of availability and shipping costs.

Please indicate desired number of copies in each available language (grey dot indicates availability)

Title	English	French	Spanish	German
3rd Global Report on Adult Learning and Education: The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life, 2016	●	●		
3rd Global Report on Adult Learning and Education Key Messages and Executive Summary	●	●	●	
2nd Global Report on Adult Learning and Education, UIL, 2013	●	●		
2nd Global Report on Adult Learning and Education: Rethinking Literacy - Summary and Recommendations		●	●	
Action Research to Improve Youth and Literacy. UIL, 2015	●	●		
Action Research: Measuring Literacy Programme Participants' Learning Outcomes Results of the First Phases (2011-2014) (RAMAA), UIL, 2015	●	●		
Advancing Literacy: A Review of LIFE 2006–2009. UIL, 2009		●		
Alphabétisation, développement culturel et mondialisation. Quel statut pour les langues locales africaines ? IUE, 2005		●		
APAL – Developing Programmes for Adult Learners in Africa. UIL and Pearson Education South Africa, 2007	●			
APAL – Management of Adult Education Organisations in Africa. UIL and Pearson Education South Africa, 2011	●			
APAL – Research Methods for Adult Educators in Africa. UIE and Pearson Education South Africa, 2005	●			
APAL – The Foundations of Adult Education in Africa. UIE and Pearson Education South Africa, 2005	●			
APAL – The Psychology of Adult Learning in Africa. UIE and Pearson Education South Africa, 2005	●			
APAL – The Social Context of Adult Learning in Africa. UIE and Pearson Education South Africa, 2005	●			
Beating the Drums for Attention. UIL, 2007	●	●		●
Building a Learning Society in Japan, the Republic of Korea and Singapore. UIL, 2014	●			
Communities in Action: Lifelong Learning for Sustainable Development, UIL, 2015	●			
CONFINTEA VI – Belém Framework for Action – Cadre d'action de Belém – Marco de acción de Belém. UIL, 2010	●	●	●	



# Order Form for Print Publications

Please indicate desired number of copies in each available language (grey dot indicates availability)

Title	English	French	Spanish	German
CONFINTEA VI, Sixth International Conference on Adult Education: Final Report. UIL, 2010		●		
Conference Report - 2nd International Conference on Learning Cities - Mexico City. UIL, 2016	●			
Discovering Literacy: Access Routes to Written Culture for a Group of Women in Mexico. UIE, 2005	●	●	●	
Family Literacy: A Global Approach to Lifelong Learning. UIL, 2008	●			
Family Literacy Experiences from Africa and around the World. UIL and dvv international, 2008	●			
Genre et alphabétisation : comment renforcer les capacités de recherche en Afrique. UIL, 2011		●		
Global Inventory of Regional and National Qualifications Frameworks. Volume I, 2015	●			
Global Inventory of National Qualifications Frameworks: Country Case Studies compiled by the UNESCO Institute for Lifelong Learning	●			
Global LIFE Mid-Term Evaluation Report 2006-2011. UIL, 2012	●	●		
Global Perspectives on Recognising Non-Formal and Informal Learning: Why Recognition Matters, Springer and UIL, 2015	●			
Global Report on Adult Learning and Education (GRALE). UIL, 2010		●	●	
Global Report on Adult Learning and Education (GRALE), Executive Summary. UIL, 2010		●	●	
Harnessing the Potential of ICTs: Literacy and Numeracy Programmes Using Radio, TV, Mobile Phones, Tablets and Computers. UIL, 2016	●			
I Did It My Way: Journeys of Learning in Europe. UIE, 2005	●	●		●
Jóvenes participando en la educación comunitaria: Testimonios de empoderamiento desde América Latina. UIL, 2016			●	
Learning Families: Intergenerational Approach to Literacy Teaching and Learning, UIL, 2015	●			
Learning to Fly. UIL and LI, 2014	●			●
LIFE Vision and Strategy Paper (3rd edition). UIL, 2007	●	●		
Literacy in multilingual and multicultural contexts: Effective Approaches to Adult Learning and Education. UIL, 2016	●			
Linking Recognition Practices and National Qualifications Frameworks. UIL, 2013	●			
Literacy Programmes with a Focus on Women to Reduce Gender Disparities. UIL, 2013		●		

# Order Form for Print Publications

Please indicate desired number of copies in each available language (grey dot indicates availability)

Title	English	French	Spanish	German
Making the Connections: Why Literacy Matters for HIV Prevention	●	●		
Measuring the Right to Education. UIL and Schulthess, 2006	●			
Narrowing the Gender Gap: Empowering Women through Literacy Programmes Revision of <i>Literacy Programmes with a Focus on Women to Reduce Gender Disparities</i> . UIL, 2016	●	●		
Optimising Learning, Education and Publishing in Africa: The Language Factor. UIL, 2011		●		
Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States. UIL, 2015	●			
Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA) - Pourquoi la RAMAA est importante pour le secteur de l'alphabétisation : témoignages des pays. UIL, 2016		●		
Self-construction and Social Transformation: Lifelong, Lifewide and Life-deep Learning, UIL, 2016	●			
Signposts to Literacy for Sustainable Development. UIL, 2008	●	●	●	
The Evolution and Impact of Literacy Campaigns and Programmes 2000-2014. UIL, 2015	●			
The Role of Higher Education in Promoting Lifelong Learning. UIL, 2015	●			
Transforming our World: Literacy for Sustainable Development, UIL, 2015	●			
UIL Biennium Report 2014-2015. UIL, 2016	●			
UIL Medium Term Strategy (2014-2021). Laying Foundations for Equitable Lifelong Learning for All, UIL, 2014.	●	●		
UIL Policy Brief n°1 – Quality Matters: Improving the Status of Literacy Teaching Personnel. UIL, 2013	●			
UIL Policy Brief n°2 – Youth Matters: Equipping Vulnerable Young People with Literacy and Life Skills. UIL, 2013	●	●	●	
UNESCO Recommendation on Adult Learning and Education, 2015	●	●	●	
Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities, UIL, 2015	●	●		
Urban Literacy: Communication, Identity and Learning in Development Contexts. UIE, 2005	●			
Why and How Africa should Invest in African Languages and Multilingual Education. UIL, 2010	●	●	●	
Youth Driving Community Education: Testimonies of Empowerment from Asia and the Pacific. UIL and ASPBAE, 2014	●			



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Lifelong Learning

Feldbrunnenstr. 58  
20148 Hamburg  
Germany  
Tel.: +49 (0) 40 44 80 41-0  
Fax: +49 (0) 40 410 77 23  
[uil-pub@unesco.org](mailto:uil-pub@unesco.org)  
[www.unesco.org/uil](http://www.unesco.org/uil)