

Publications Catalogue 2016



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UNESCO Institute
for Lifelong Learning

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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 and Kaitlyn A.M. Bolongaro.

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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

- 2 Forthcoming Publications
- 3 Flagship Publications
- 6 Publications 2015
- 12 Publications 2010–2014
- 29 Selected Older Publications
(2000–2009)
- 39 Back Catalogue of Key Publications
(1956–1999)
- 43 Order Form for Print Publications

Forthcoming Publications

3rd Global Report on Adult Learning and Education: Wider Benefits of Adult Learning and Education

UIL, 2016

Drawing on data gathered from 139 countries, the third *Global Report on Adult Learning and Education (GRALE III)* 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. *GRALE III* contains reliable data collected through a survey of Member States on the condition of adult learning and education in their countries.

This third Global Report has as its special theme the intersection of learning with three areas: health and well-being, community and society, and employment and the labour market. The report will be prepared by high-level research experts and UIL staff, with support from senior experts and international institutional partners.

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, revised 2016

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.

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.)
UIL, revised 2016

This collection of twenty-four case studies covers successful programmes directly targeting women in eighteen countries in Africa, the Arab States, Asia and the Pacific, Latin America and the Caribbean, 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.

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

Final report of the IDEAL (Impact of Distance Education on Adult Learning) project

Angela Owusu-Boampong and Carl Holmberg
UIL, 2016

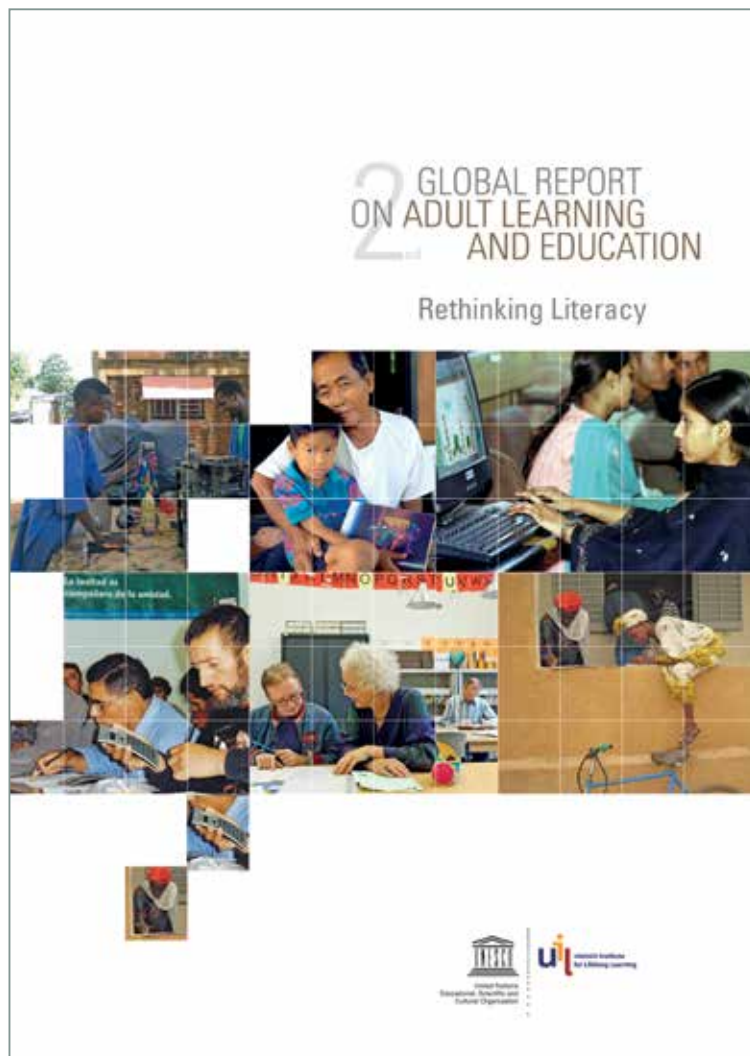
The final report of the Impact of Distance Education on Adult Learning (IDEAL) project will collate the results of this two-year research project. Funded by the European Union's Lifelong Learning Programme, IDEAL has generated new data on the interrelations between the content of open and distance learning (ODL) offers in European countries and the social profiles of adult learners. The use of innovative research tools enabled an analysis of the match between needs and offers. This report will enhance the ability of higher education institutions to remove barriers and improve the quality of their offerings. (See also IDEAL Reports 1–3.)

Self and Social Transformation: Lifelong, Lifewide and Lifedep Learning

Paul Bélanger
UIL, 2016

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 active and reflexive citizenship that enables social 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 would be an inspired 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.)

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'. UNESCO hopes that this will help to position literacy as 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](#)



Summary and recommendations:

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

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 CONFINTEA 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](#) [French](#) [Spanish](#) [Portuguese](#)

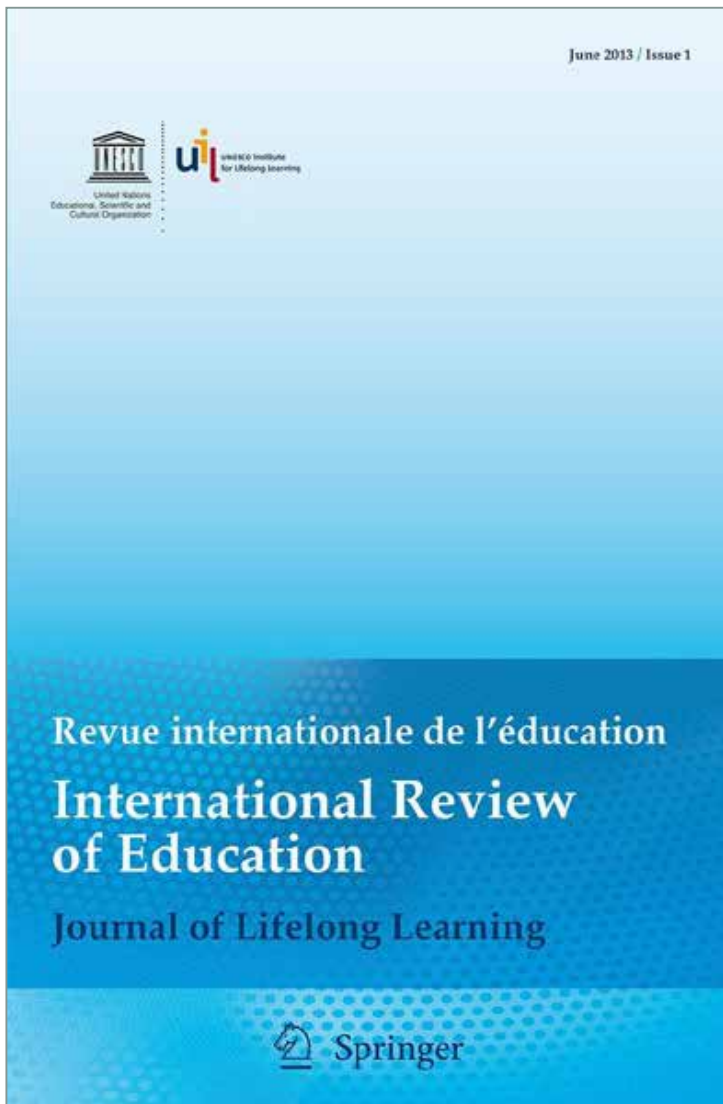
English out of print



Executive summary:

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

English out of print



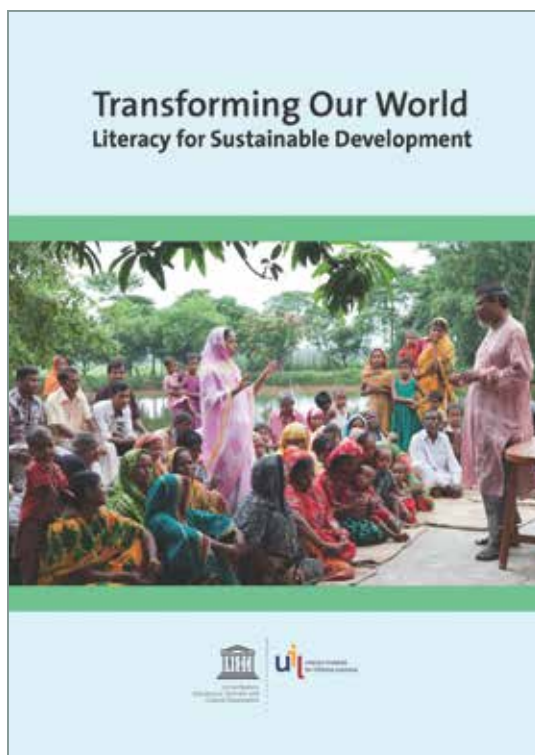
International Review of Education – Journal of Lifelong Learning

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, the 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 research journal which seeks to disseminate research, in 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, in relation to the new *2030 Agenda for Sustainable Development* and its goal on ensuring inclusive and equitable quality education and lifelong learning opportunities for all.

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

Publications 2015



Transforming our World: Literacy for Sustainable Development

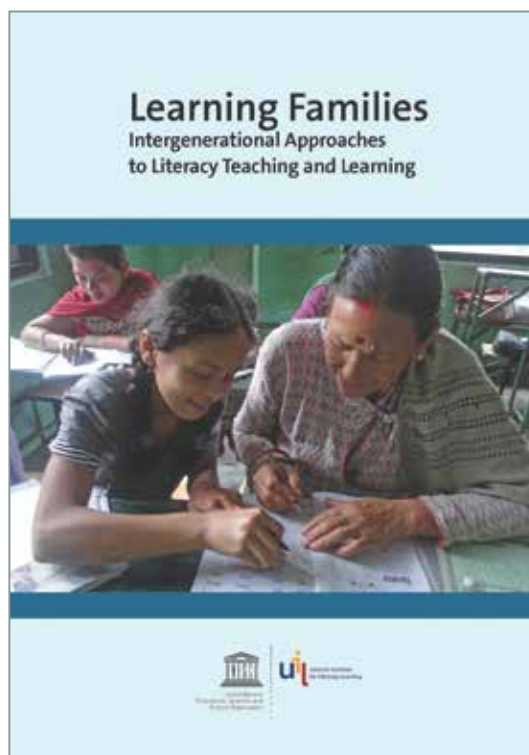
Ulrike Hanemann (Ed.)
UIL, revised 2015, 112 pages
ISBN 978-92-820-1200-0

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](#) [Spanish](#)
(forthcoming)



Learning Families: Intergenerational Approach to Literacy Teaching and Learning

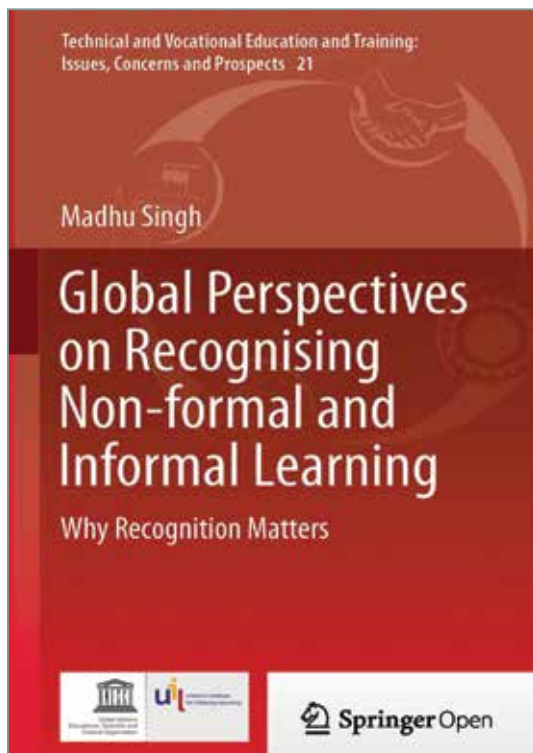
Ulrike Hanemann (Ed.)
UIL, Revised 2015, 127 pages
ISBN 978-92-820-1199-7

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 twenty-two 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](#) [Spanish](#)
(forthcoming)

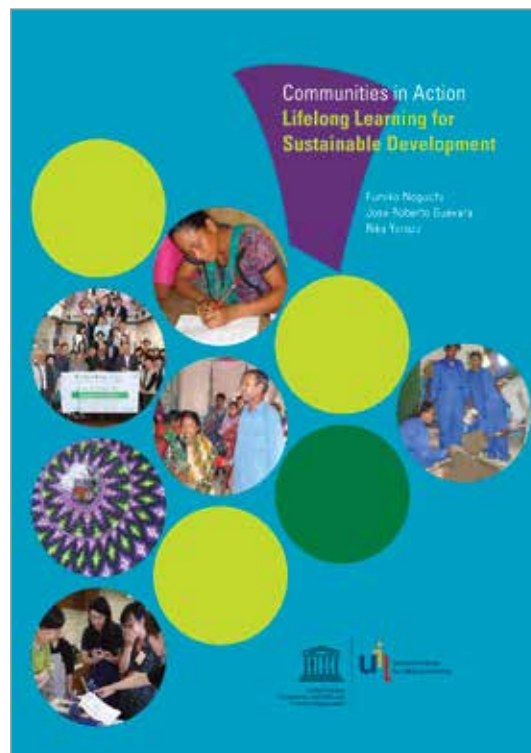


Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters

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](#)



Communities in Action: Lifelong Learning for Sustainable Development

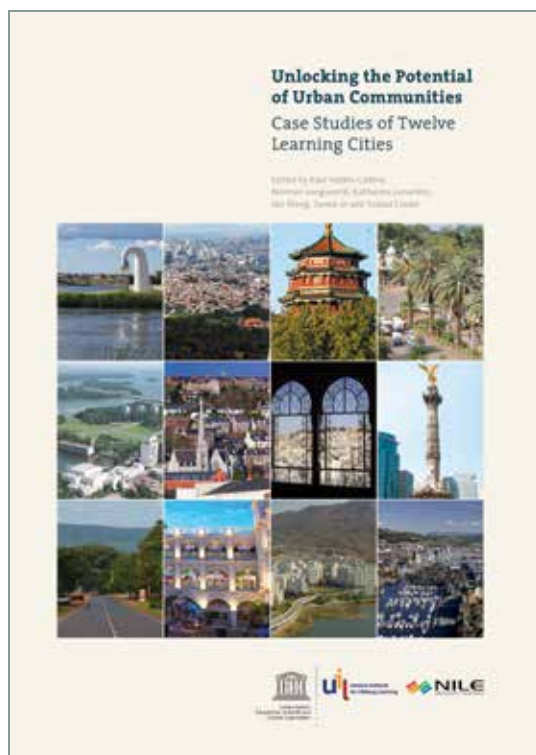
Fumiko Noguchi, Jose Roberto Guevara and Rika Yorozu
 UIL, 2015, 56 pages
 ISBN 978-92-820-1197-3

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](#)

Publications 2015



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

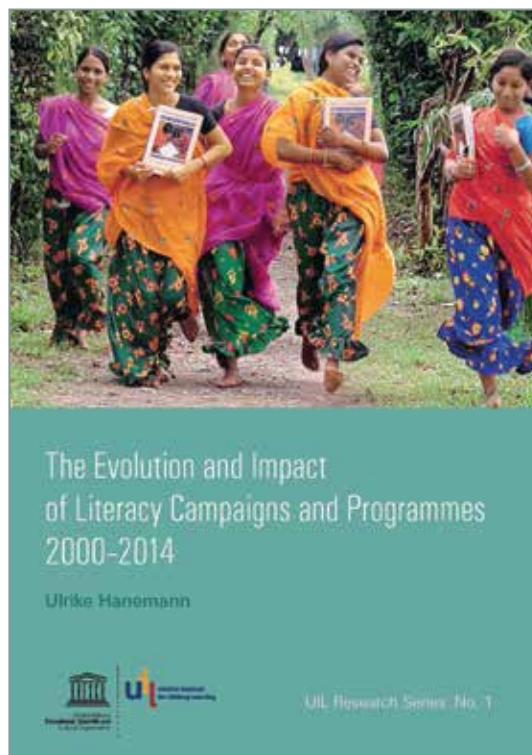
Raúl Valdés-Cotera, Norman Longworth, Katharina Lunardon, Mo Wang, Sunok Jo, and Sinéad Crowe (Eds.)
UIL, 2015, 164 pages
ISBN 978-92-820-1195-9

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 Ybycuí, 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](#)

[Spanish](#)



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

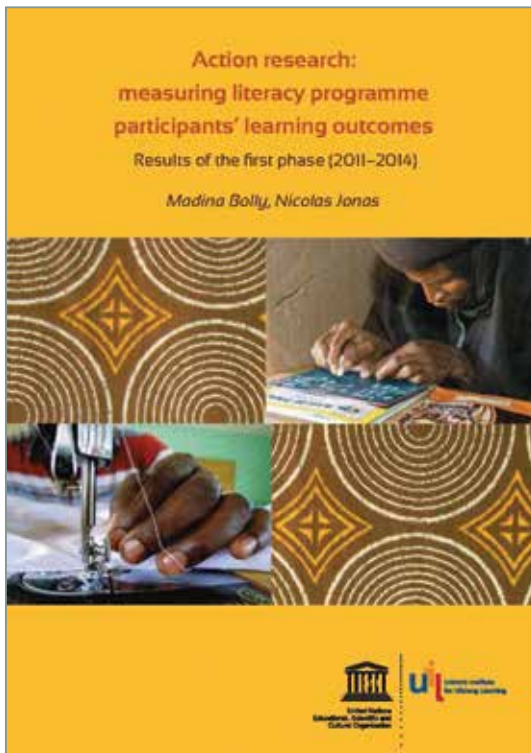
UIL Research Series No. 1

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)

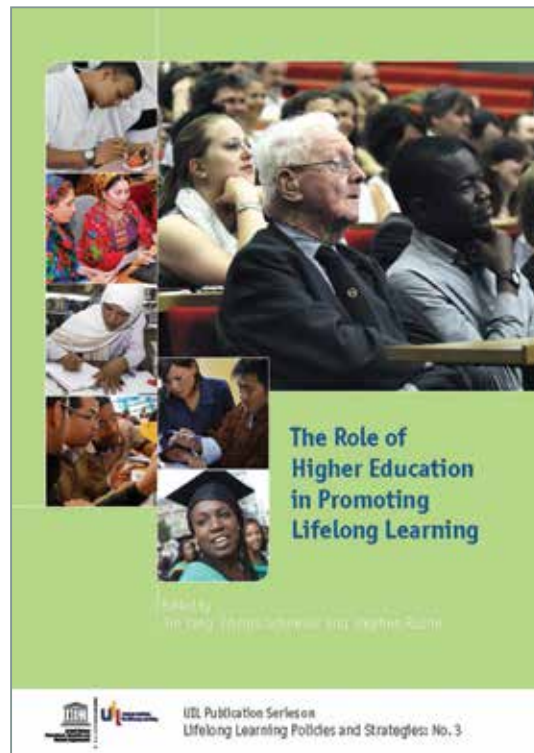
Madina Bolly, Nicolas Jonas
 UIL, 2015, 85 pages
 ISBN 978-92-820-1202-4

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](#)



The Role of Higher Education in Promoting Lifelong Learning

UIL Series on Lifelong Learning Policies and Strategies No. 3

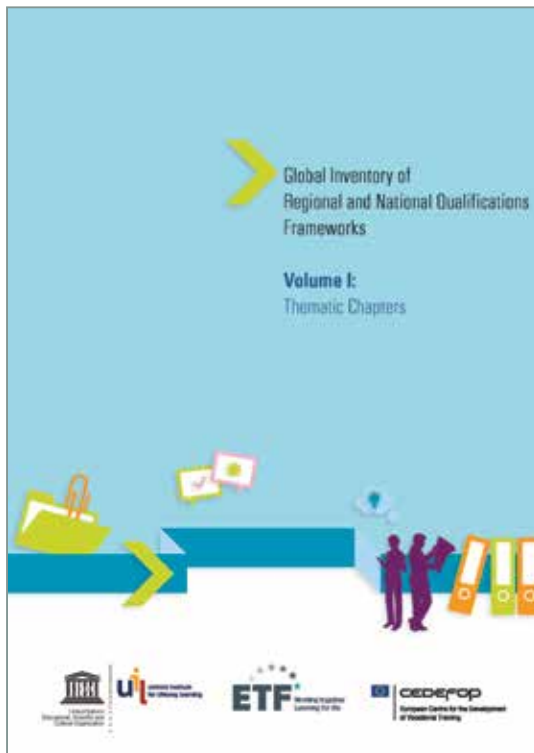
Jin Yang, Chripa Schneller and Stephen Roche (Eds.)
 UIL, 2015, 199 pages
 ISBN 978-92-820-1194-2

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](#)

Publications 2015



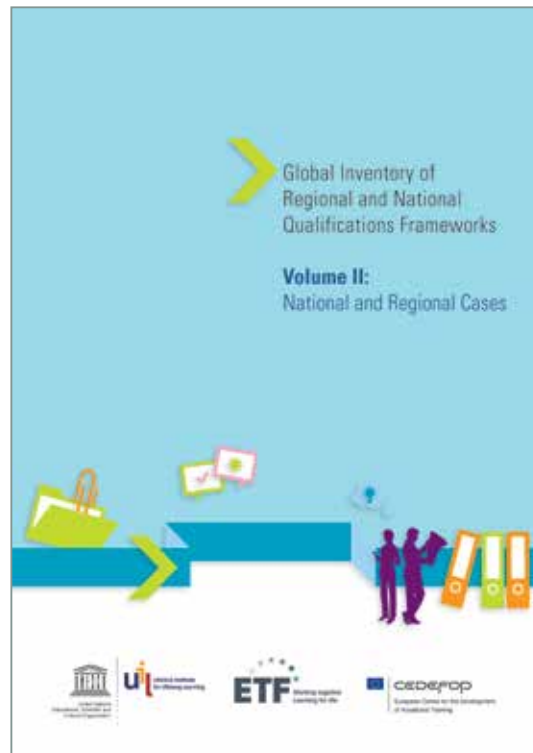
Global Inventory of Regional and National Qualifications Frameworks, Volume I: Thematic Chapters

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

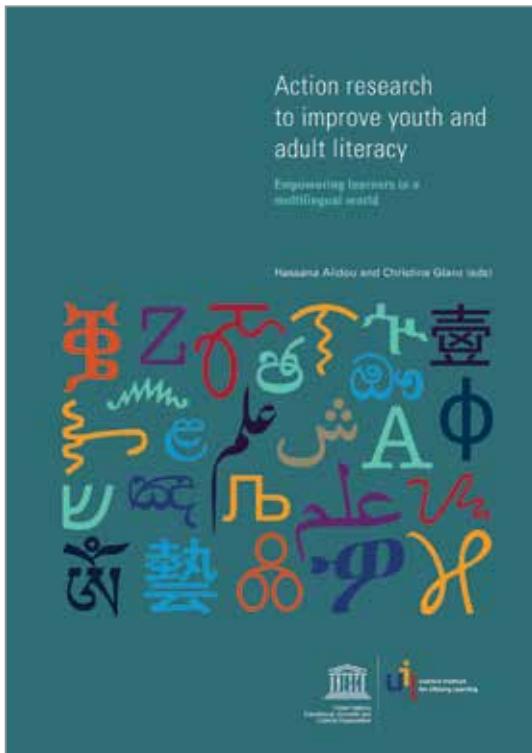
UIL, ETF, CEDEFOP, 2015, 439 pages
ISBN 978-92-820-1201-7

This second volume of the *Global Inventory of Regional and National Qualifications Frameworks* focuses on national and regional cases of national qualifications frameworks for eighty-six 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](#)

Online publication only



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

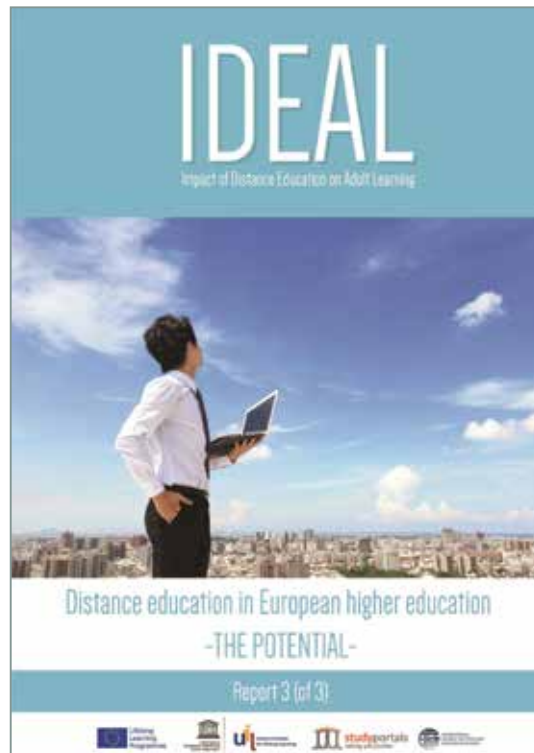
Hassana Alidou and Christine Glanz (Eds.)
 UIL, 2015, 220 pages
 ISBN 978-92-820-1192-8

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

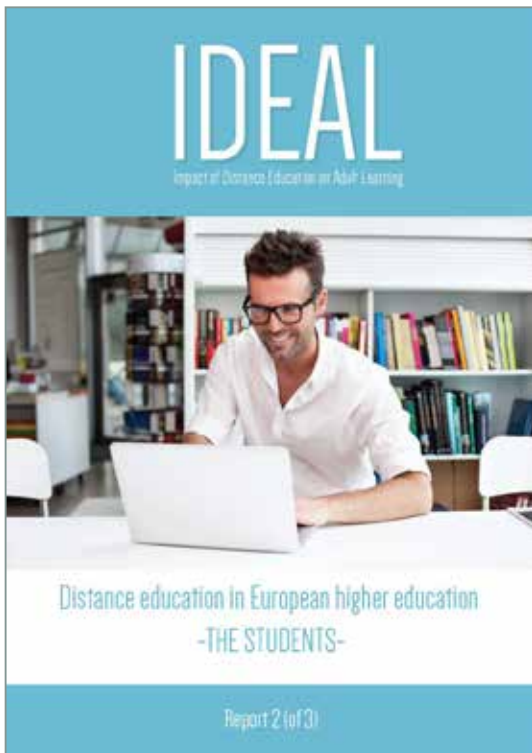
Angela Owusu-Boampong and Carl Holmberg
 UIL, 2015, 72 pages

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](#)

Publications 2010-2014



Impact of Distance Education in European Higher Education – the Students

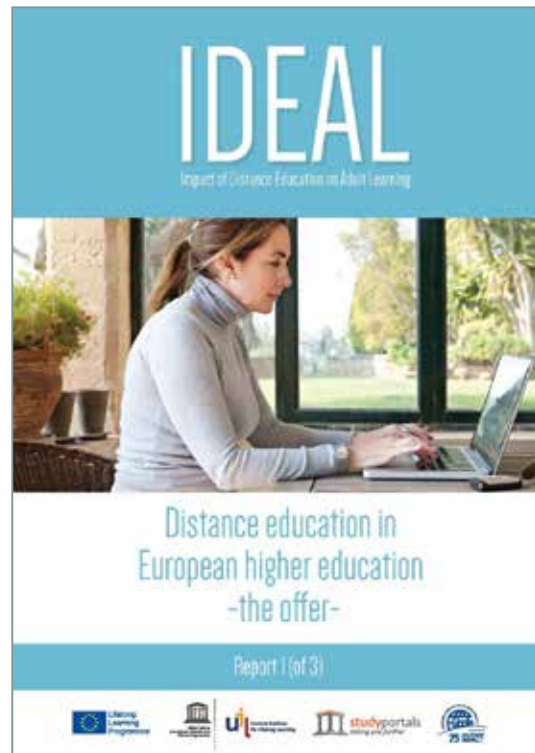
Report 2 (of 3) of the IDEAL (Impact of Distance Education on Adult Learning) project

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](#)



Impact of Distance Education in European Higher Education – the Offer

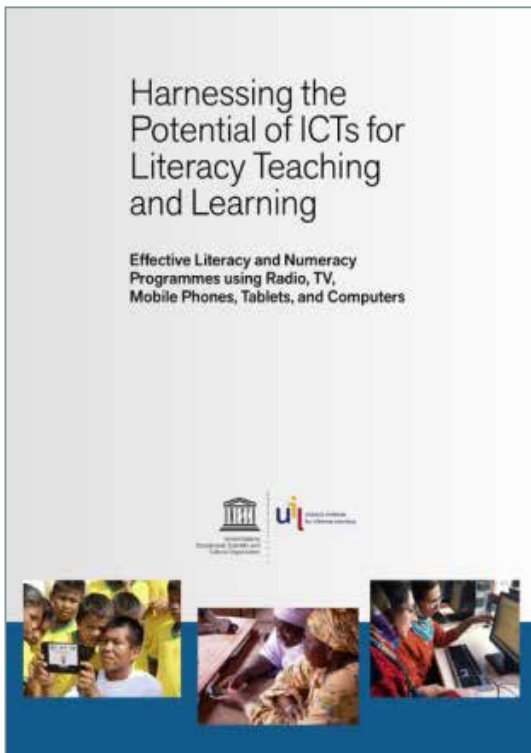
Report 1 (of 3) of the IDEAL (Impact of Distance Education on Adult Learning) project

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 are analysed and a survey is carried out among distance education providers.



[English](#)



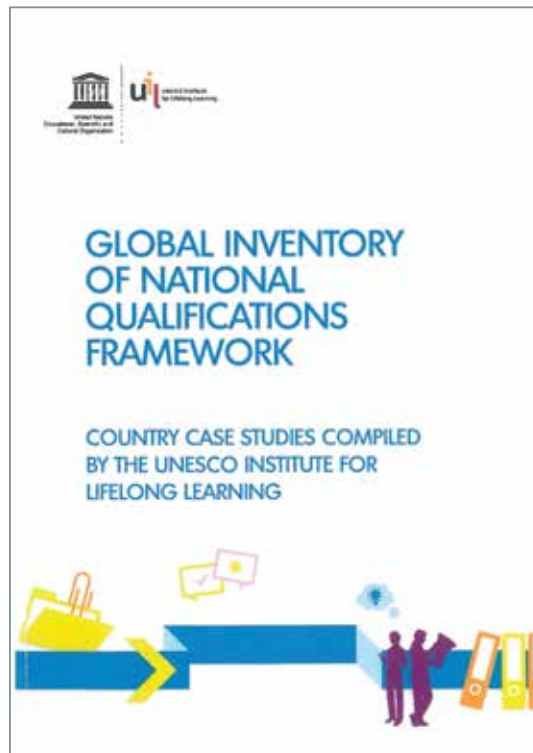
Harnessing the Potential of ICTs for Literacy Teaching and Learning: Effective Literacy and Numeracy Programmes using Radio, TV, Mobile Phones, Tablets and Computers

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](#) [French](#)



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

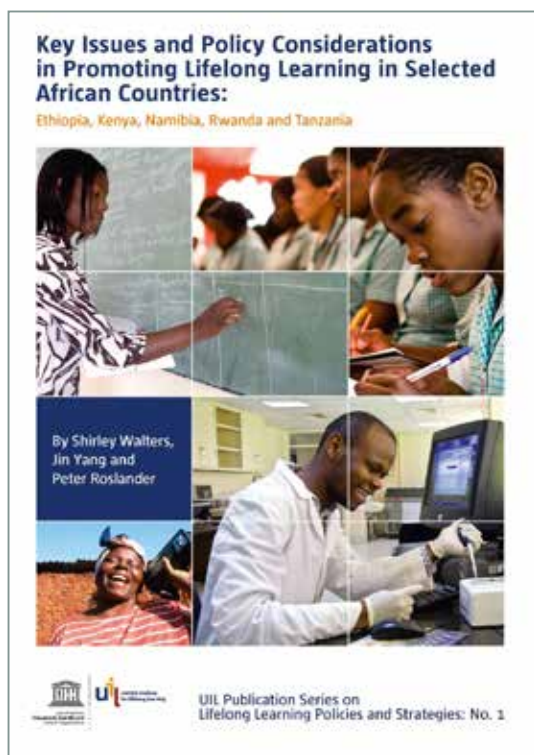
UIL, 2014, 201 pages

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

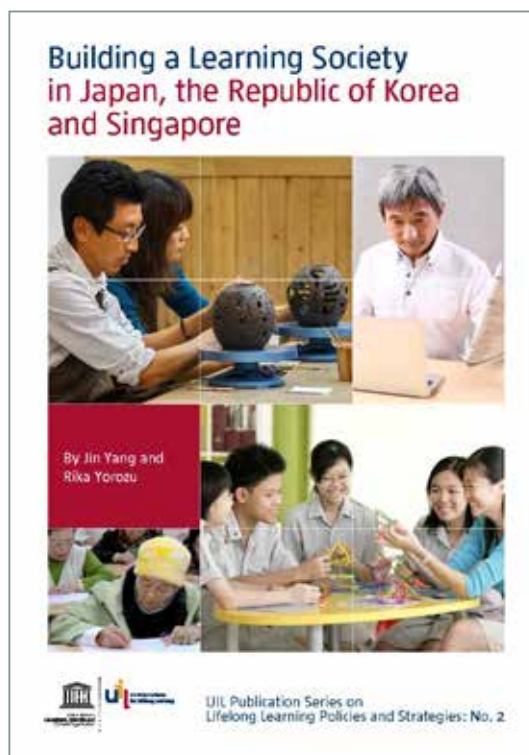
UIL Series on Lifelong Learning Policies and Strategies No. 1

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](#)



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, 2014, 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](#)



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

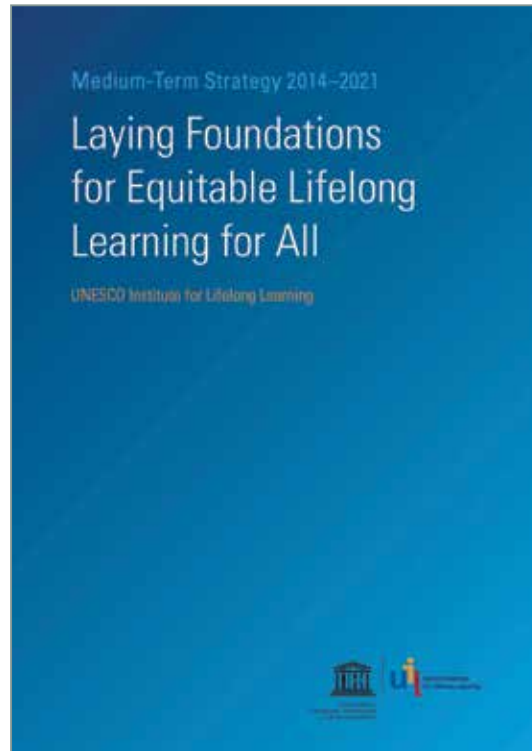
UIL Series on Lifelong Learning Policies and Strategies No. 4

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](#)



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 re-structuring its dissemination and outreach modalities.



[English](#)

[French](#)

[Spanish](#)

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](#)



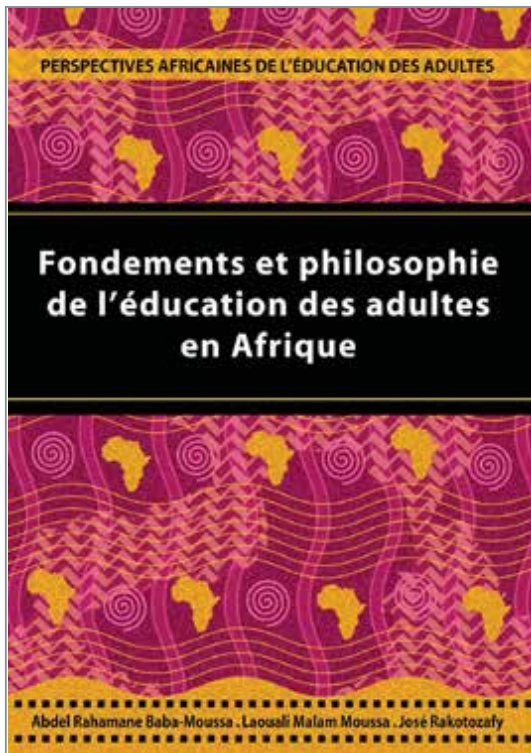
Learning to Fly: Family-oriented Literacy Education in Schools

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](#)



Fondements et philosophie de l'éducation des adultes en Afrique

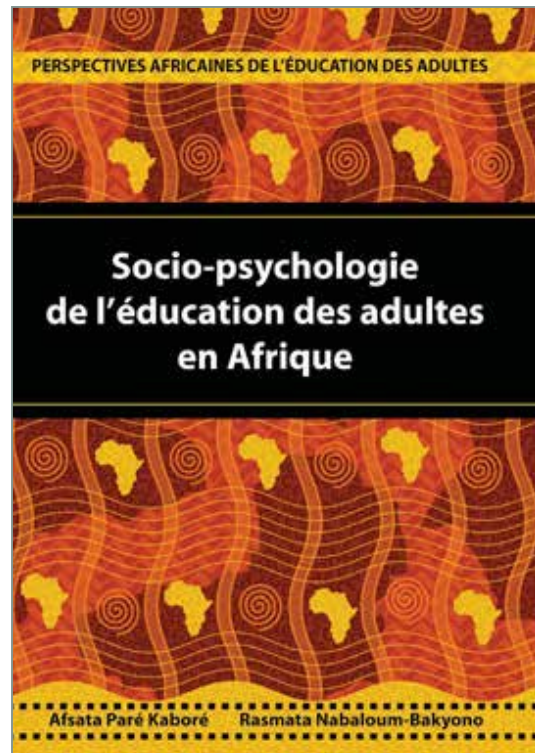
African Perspectives on Adult Learning
Perspectives africaines de l'éducation des adultes

Abdel Rahamane Baba-Moussa, Louali Malam Moussa and José Rakotozafy
UIL, Presses Universitaires d'Afrique and dvv international, 2014, 289 pages
ISBN 978-92-820-2111-9

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](#)



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](#)

Publications 2010-2014



Report on the 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.

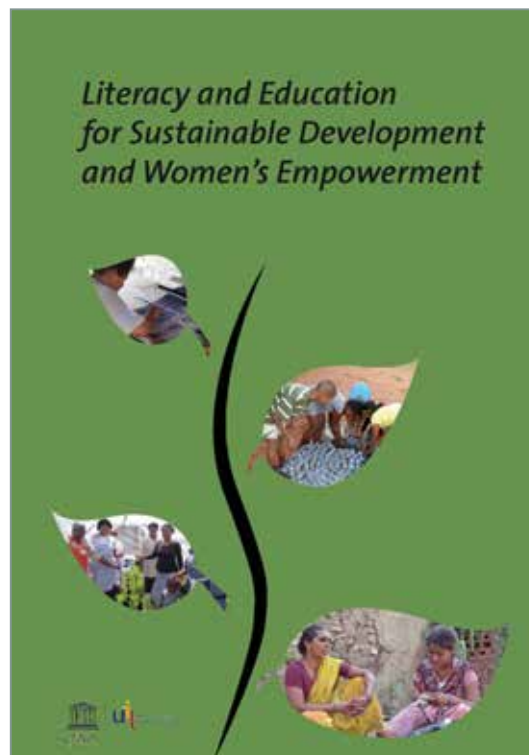


[English](#)

English out of print

[French](#)

Online publication only



Literacy and Education for Sustainable Development and Women's Empowerment

Anna Robinson-Pant
UIL, 2014
33 pages

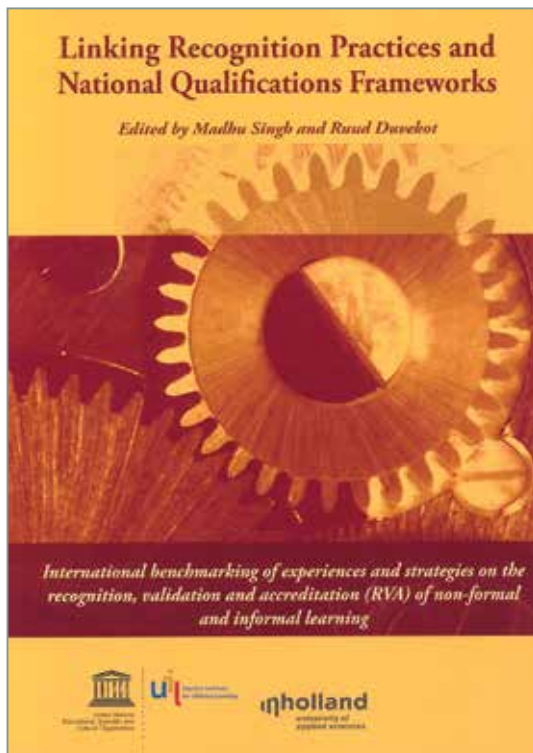
This study explores how and why literacy programmes can contribute to sustainable development and processes of women's empowerment. The paper argues that only by looking in depth at literacy learning and development practices can we begin to address the challenge of narrowing the gender gap in literacy 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](#)

[French](#)

[Spanish](#)



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](#)



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,
 María Magarida Machado and Gabriela Walder (Eds.)
 UIL and Organización de Estados Iberoamericanos (OEI),
 2013, 210 pages

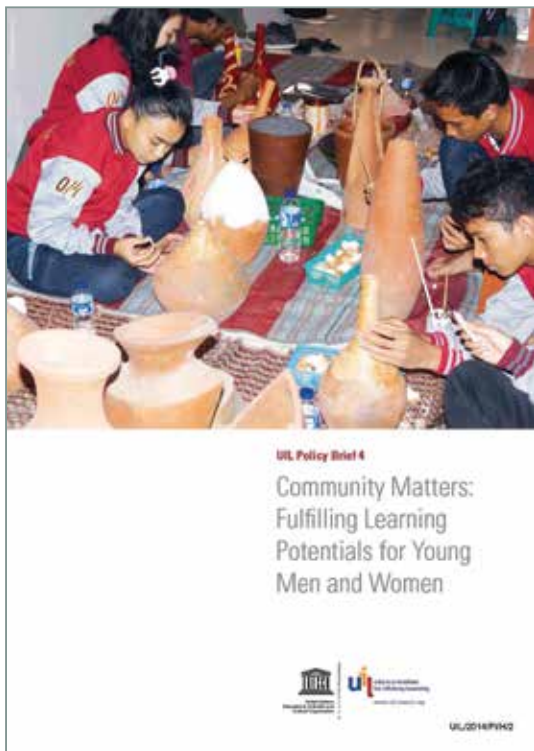
In view of the increasing number of concepts in the field of education for young people and adults, policymakers and educators need a guide that summarizes all the major debates in the field. The diversity of concepts in learning and adult education hinders the collection of comparable data, as well 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](#) [Portuguese](#)

Out of print

Publications 2010-2014



Community Matters: Fulfilling Learning Potentials for Young Men and Women

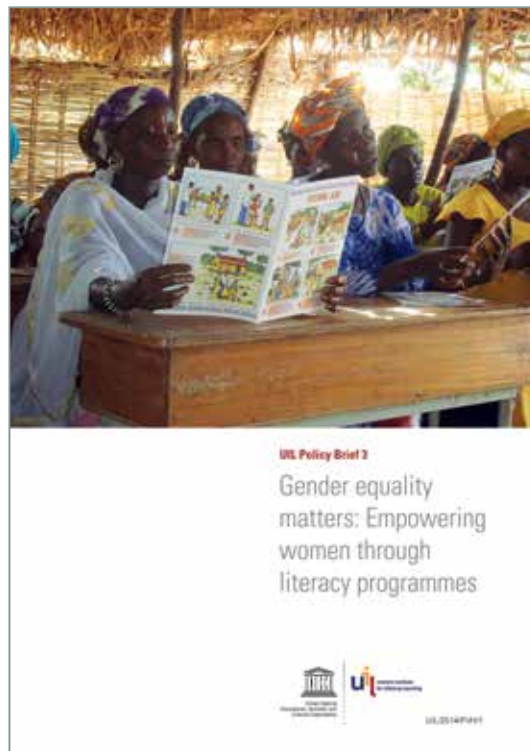
UIL Policy Brief 4

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



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



UIL Policy Brief 2
Youth matters:
Equipping vulnerable
young people with
literacy and life skills



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](#)



UIL Policy Brief 1
Quality matters:
Improving the Status
of Literacy Teaching
Personnel



Quality Matters: Improving the Status of Literacy Teaching Personnel

UIL Policy Brief 1

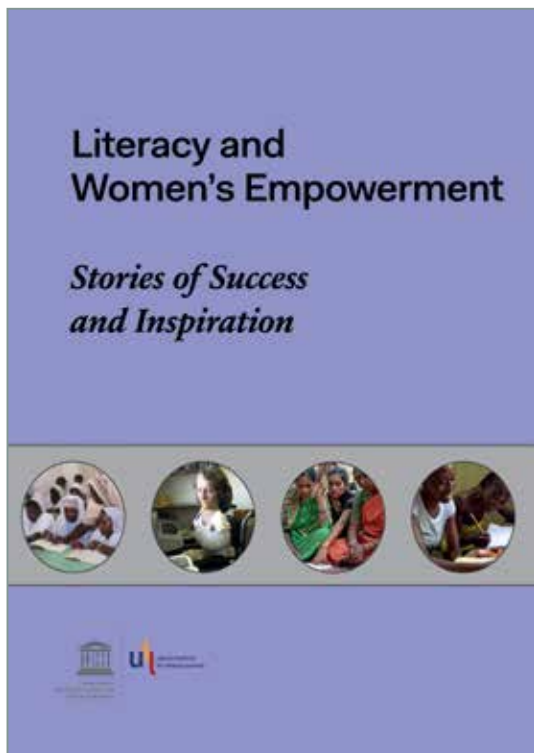
UIL, 2013, 4 pages

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](#) [Spanish](#)

Publications 2010-2014



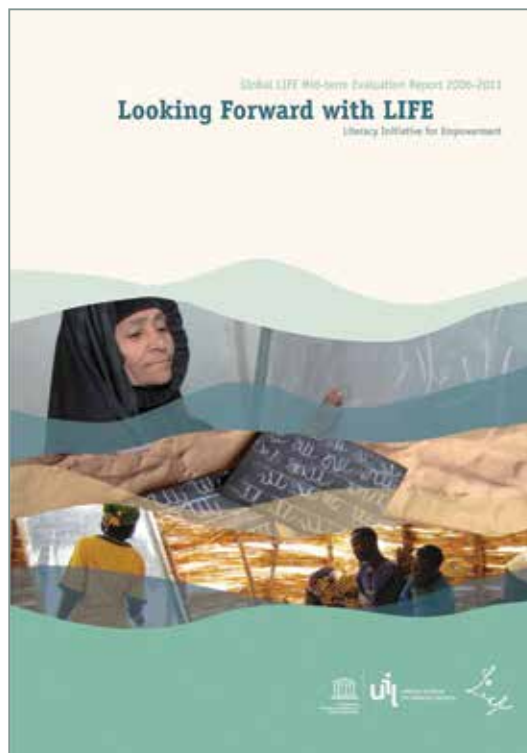
Literacy and Women's Empowerment: Stories of Success and Inspiration

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



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

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

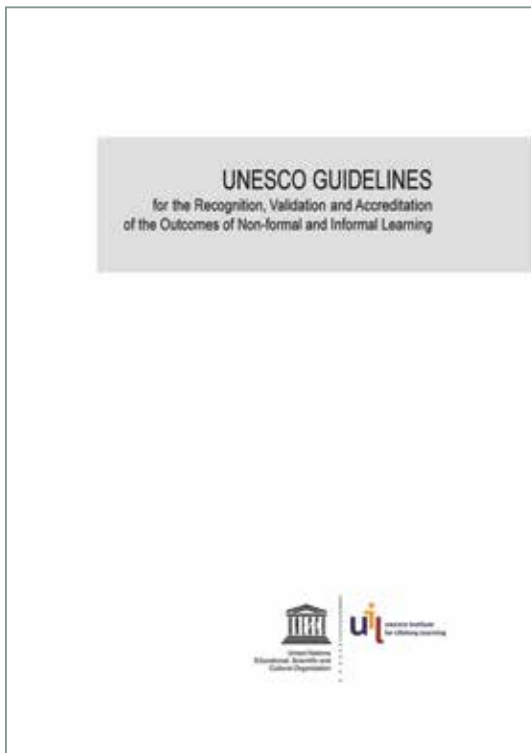
This report on UNESCO's Literacy Initiative for Empowerment (LIFE, 2006-2015), produced by UIL on the basis of national and regional mid-term evaluation processes and reports, seeks to contribute to the effective implementation of the initiative through to 2015. The evaluation confirms the relevance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



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



Summary:
[English](#) [French](#) [Portuguese](#) [Arabic](#)
Online publication only



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

Online publication 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

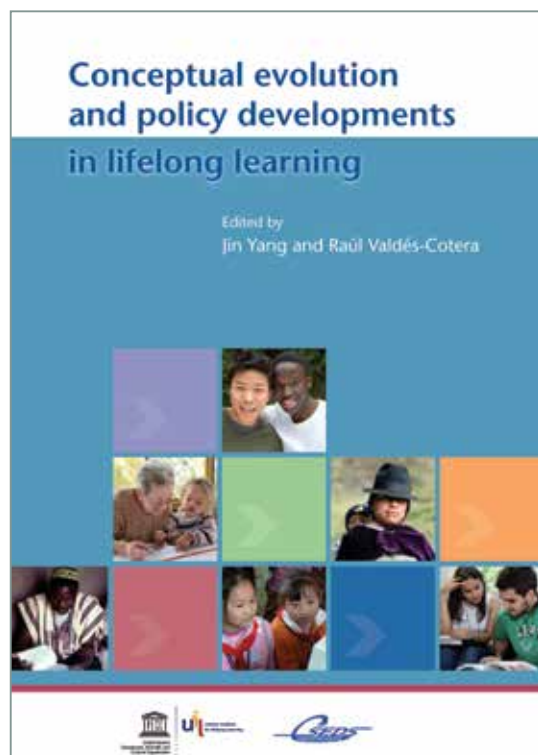
This publication presents the results of comprehensive research that assesses the experiences of mother-tongue and bilingual education programmes in 25 sub-Saharan African countries in recent years. The role of language in education and learning in this context is addressed with regard to policy and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



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

English out of print

Publications 2010-2014



Conceptual Evolution and Policy Developments in Lifelong Learning

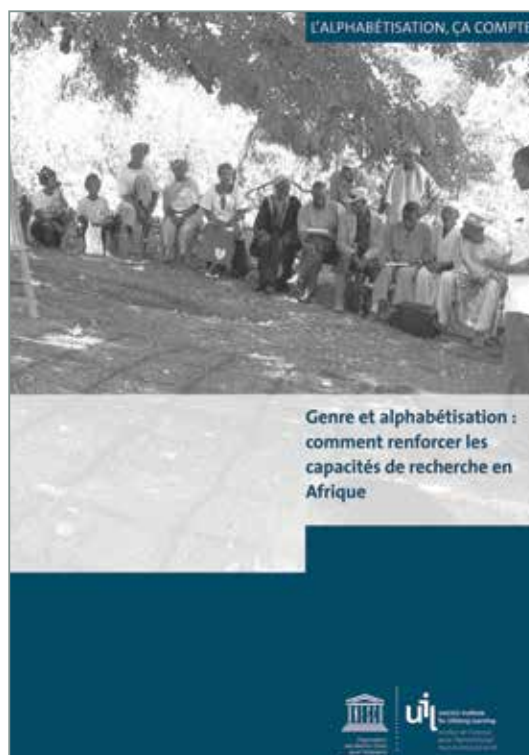
Jin Yang and Raúl Valdés-Cotera (Eds.)
UIL, 2011
264 pages
ISBN 978-92-820-1172-0

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



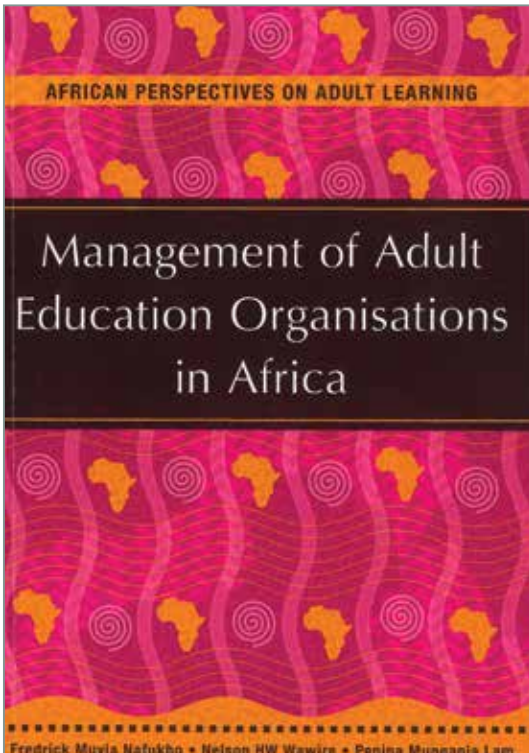
Genre et alphabétisation : comment renforcer les capacités de recherche en Afrique

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

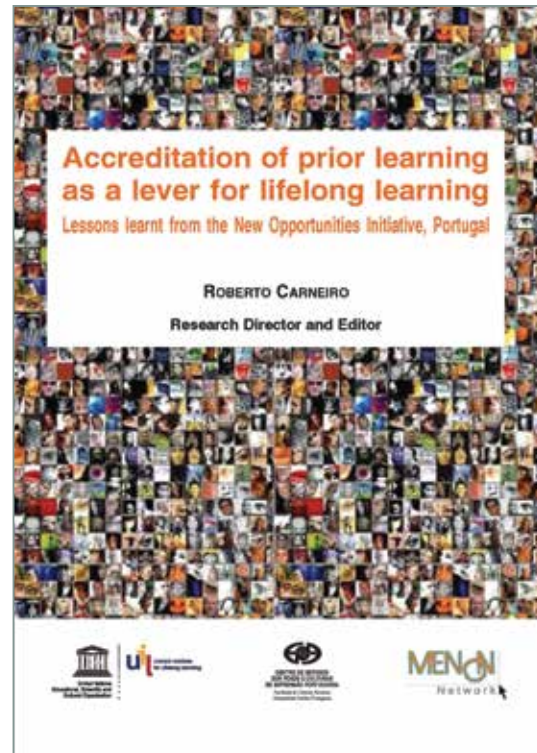
African Perspectives on Adult Learning

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](#)



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

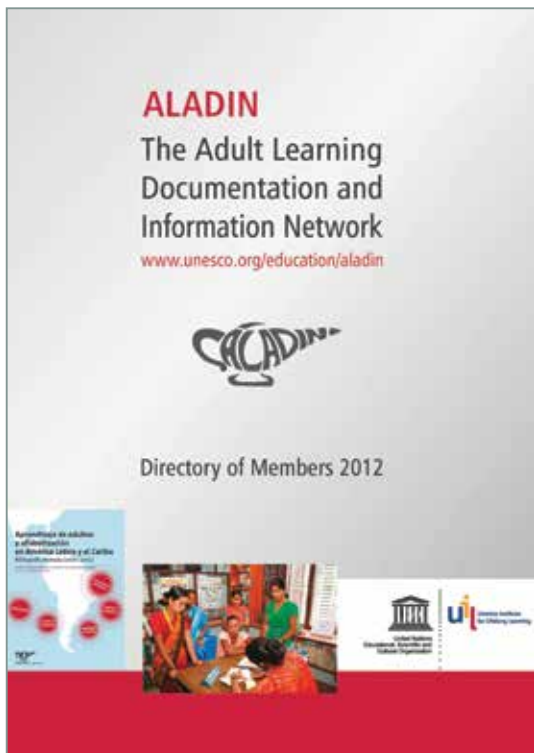
This book gives an account of the research conducted in the independent evaluation of the New Opportunities Initiative (NOI), one of the largest Portuguese governmental programmes in recent decades to upgrade qualifications. The NOI demonstrates that the recognition of non-formal and informal learning 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

Publications 2010-2014



ALADIN: The Adult Learning Documentation and Information Network

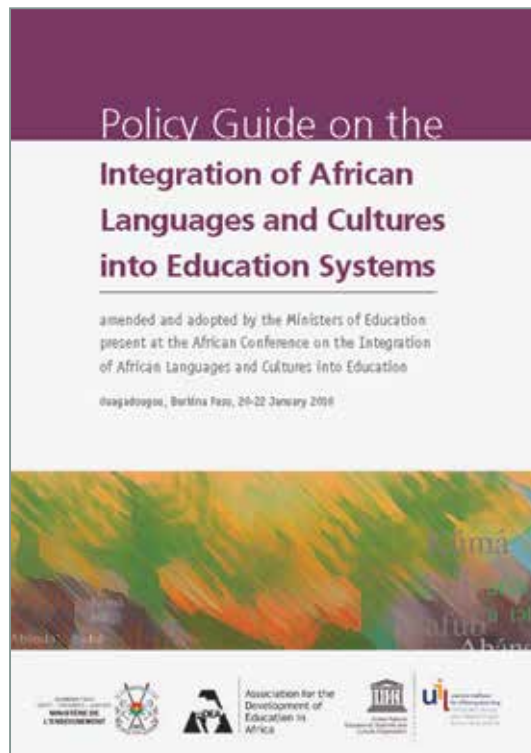
UIL, 2011
126 pages
ISBN 978-92-820-1174-4

ALADIN, the Adult Learning Documentation and Information Network, is a well-developed, well-defined and lasting follow-up initiative of CONFITEA V (Fifth International Conference on Adult Education), which was held in 1997. This global network was brought to life by UIL and the efforts of many adult learning documentation and information centres. Its main concern is to facilitate access to adult learning resources.



[English](#)

Out of print



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

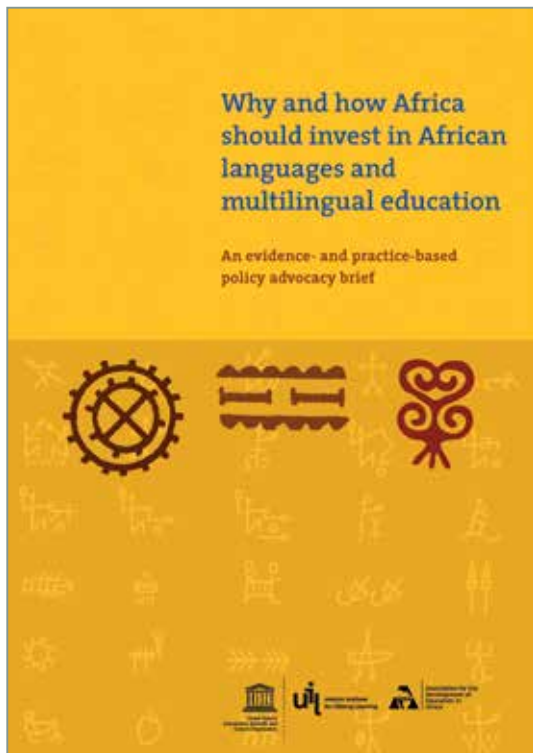
UIL, Association for the Development of Education in Africa (ADEA) and Burkina Faso Ministry of Basic Education and Literacy, 2010
11 pages
ISBN 978-92-9178-101-0

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](#) [French](#)

English 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](#)



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](#)

Publications 2010-2014



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

UIL and Brazil Ministry of Education, 2010
124 pages

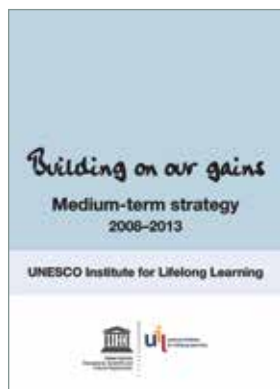
The Sixth International Conference on Adult Education (CONFINTEA VI) was held in Belém do Pará, Brazil, from 1 to 4 December 2009. Organized on behalf of UNESCO by UIL, the overarching goal of CONFINTEA VI was to harmonize adult learning and education with other international education and development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



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

English out of print

Selected Older Publications (2000–2009)



Building on our Gains: Medium-term Strategy 2008–2013

UIL, 2009
30 pages

This report presents strategic objectives based on an analysis of the challenges in a globalized world and feedback from stakeholders. It explains UIL's mandate to encourage and support lifelong learning initiatives in Member States.



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



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 CONFITEA 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](#)
Online publication only



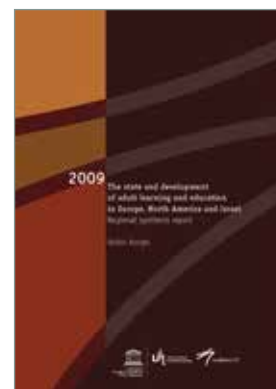
The State and Development of Adult Learning and Education in the Arab States

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

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



[English](#) [Arabic](#) [French](#)
Online publication 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](#)
Online publication only

Selected Older Publications (2000–2009)



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](#)

Online publication only



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



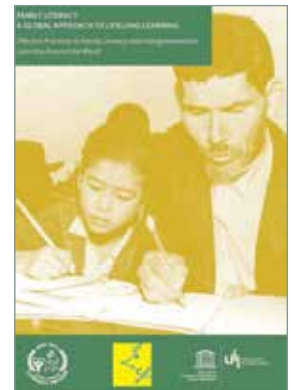
Advancing Literacy: A Review of LIFE 2006–2009

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](#) [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](#)

French out of print



Signposts to Literacy for Sustainable Development

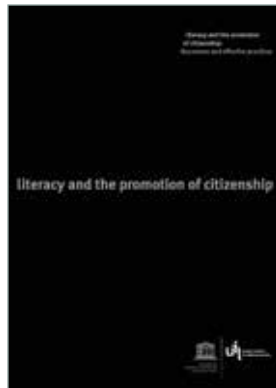
Complementary studies by Harbans S. Bhola and Sofía Valdivielso Gómez

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](#)
French out of print



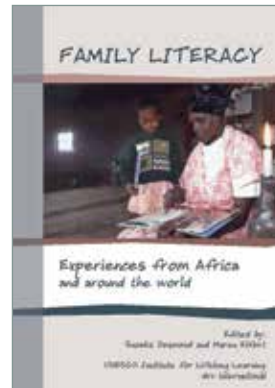
Literacy and the Promotion of Citizenship: Discourses and Effective Practices

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



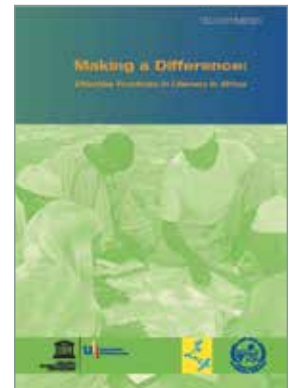
Family Literacy: Experiences from Africa and around the World

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

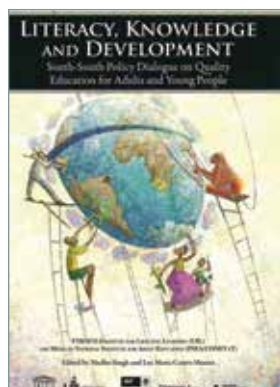
Carolyn Medel-Añonuevo
UIL, 2007
45 pages

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](#) [French](#)
Out of print

Selected Older Publications (2000–2009)



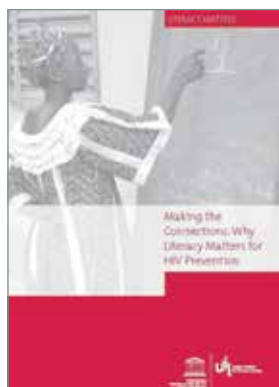
Literacy, Knowledge and Development: South-South Policy Dialogue on Quality Education for Adults and Young People

Madhu Singh and Luz María Castro Mussot (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](#) [Spanish](#)
Out of print



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](#)
Out of print



Beating the Drums for Attention

Bettina Bochynek, Francisca Martínez 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](#)



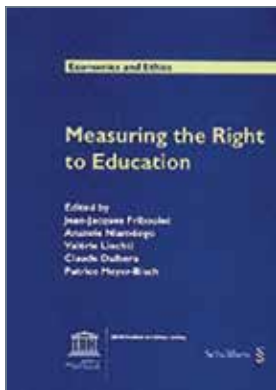
LIFE – Literacy Initiative for Empowerment: Vision and Strategy Paper, 2006–2015

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](#)



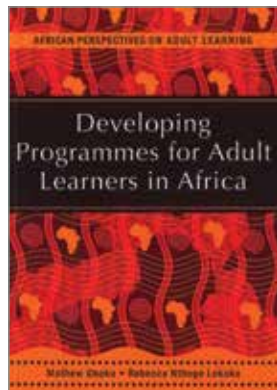
Measuring the Right to Education

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



Developing Programmes for Adult Learners in Africa

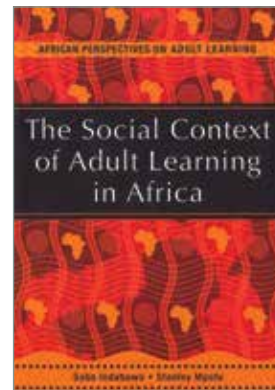
[African Perspectives on Adult Learning](#)

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

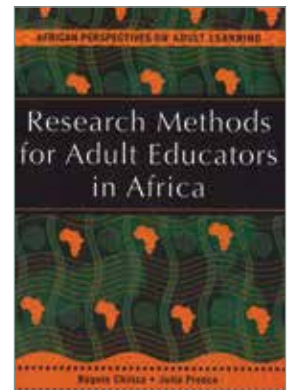
[African Perspectives on Adult Learning](#)

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](#)

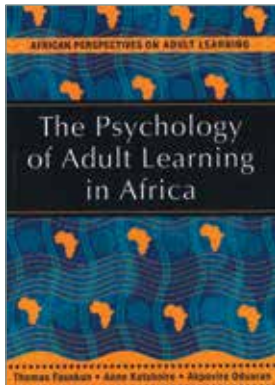
Bagele Chilisa and Julia Preece
UIE and Pearson Education South Africa, 2005
287 pages
ISBN 92-829-1118-6

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

Selected Older Publications (2000–2009)



The Psychology of Adult Learning in Africa

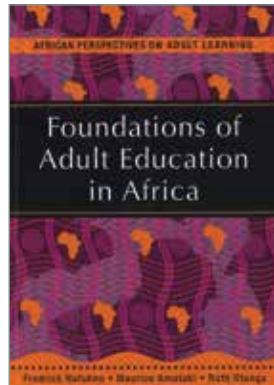
African Perspectives on Adult Learning

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](#)



Foundations of Adult Education in Africa

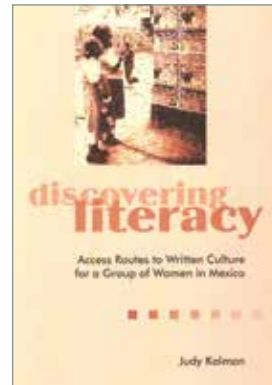
African Perspectives on Adult Learning

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](#)



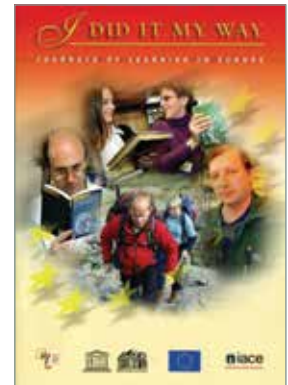
Discovering Literacy: Access Routes to Written Culture for a Group of Women in Mexico

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](#)



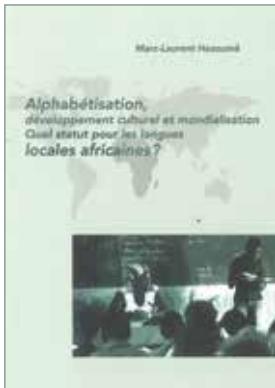
I Did It My Way: Journeys of Learning in Europe

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](#)
 English and French out of print



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

Marc-Laurent Hazoumè
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



Du multilinguisme à la société du savoir : quelles stratégies?

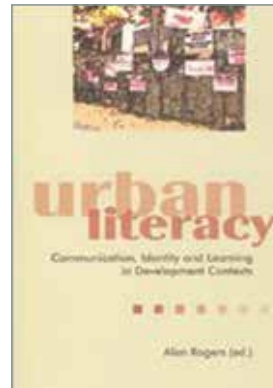
Marc Laurent Hazoumè
UIE, 2005
44 pages
ISBN 92-820-2087-8

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



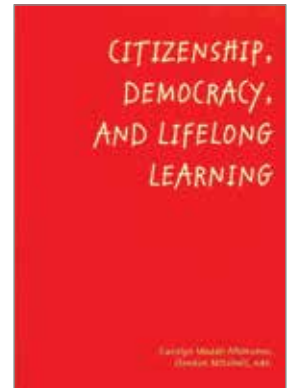
Urban Literacy: Communication, Identity and Learning in Development Contexts

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

Selected Older Publications (2000-2009)



Lifelong Learning Discourses in Europe

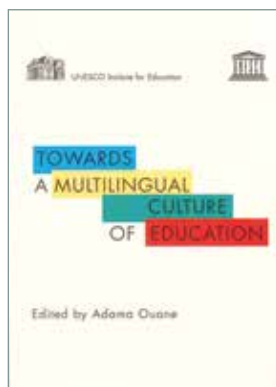
Carolyn Medel-Añonuevo (Ed.)
UIE, 2003
216 pages
ISBN 92-820-1130-5

This book contains a selection of papers presented during the Regional Conference of Lifelong Learning in Europe: Moving towards EFA Goals and the CONFINTEA 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



Towards a Multilingual Culture of Education

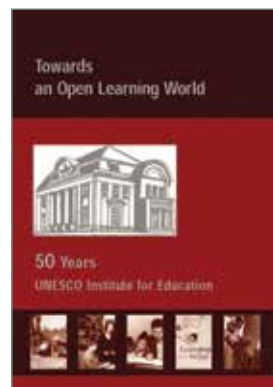
Adama Ouane (Ed.)
UIE, 2003
469 pages
ISBN 92-820-1131-3

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](#)

French out of print



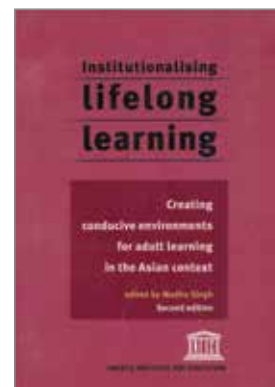
Towards an Open Learning World: 50 Years UNESCO Institute for Education

Maren Elfert (Ed.)
UIE, 2002
103 pages

This publication highlights 50 years of UIL'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



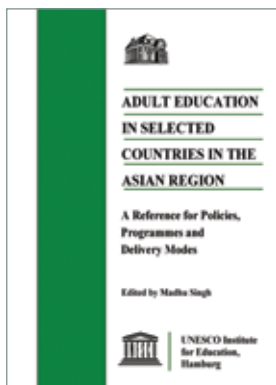
Addressing Gender Relations in HIV Preventive Education

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



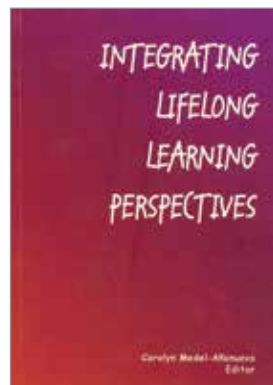
Adult Education in Selected Countries in the Asian Region: A Reference for Policies, Programmes and Delivery Modes

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](#)



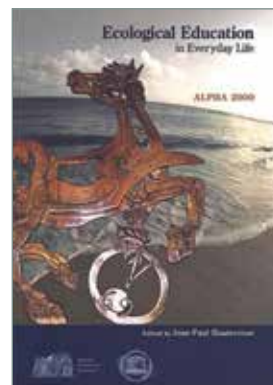
Integrating Lifelong Learning Perspectives

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

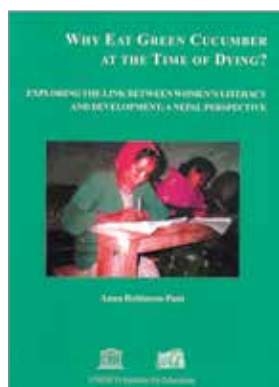
Jean-Paul Hautecoeur
 UIE, Canadian Commission for UNESCO and University of Toronto Press, 2002
 263 pages
 ISBN 0-8020-8496-6

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](#) [French](#)
 Out of print

Selected Older Publications (2000–2009)



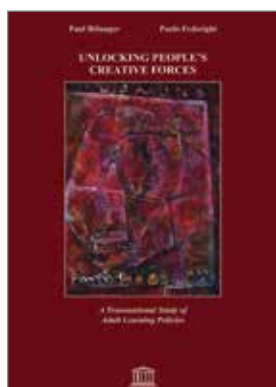
Why Eat Green Cucumber at the Time of Dying? Exploring the Link between Women's Literacy and Development: A Nepal Perspective

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



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

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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](#)

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Alain Verhaagen

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Carolyn Medel-Añonuevo (Ed.)

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

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Alain Verhaagen

UIE, 1999, 340 pages

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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

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ISBN 92-820-1089-9

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Carolyn Medel-Añonuevo (Ed.)

UIE, 1999, 92 pages

ISBN 92-820-1094-5

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Madhu Singh (Ed.)

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