

UNESCO Institute for Lifelong Learning

# Publications Catalogue

Spring 2008

08



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Lifelong Learning

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Publications Catalogue  
Spring 2008

The UNESCO Institute for Lifelong Learning (UIL) is a policy-driven international research, training, information and documentation centre of UNESCO (United Nations Educational, Scientific and Cultural Organization).

Active in all regions of the world, it focuses on adult and continuing education, literacy and non-formal basic education in the perspective of lifelong learning. Its publications are a valuable resource for educational researchers, planners, policy-makers and practitioners.

In 2006 UIL became the successor to the UNESCO Institute for Education (UIE). This list includes all available publications that have already appeared under the imprint of UIE.



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## RECENT PUBLICATIONS

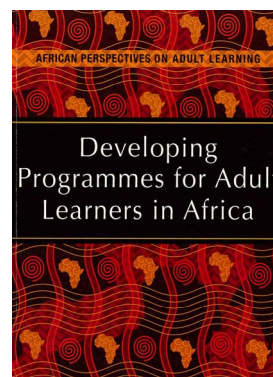
### **African Perspectives on Adult Learning Developing Programmes for Adult Learners in Africa**

by Mathew Gboku and Rebecca Nthogo Lekoko

UIE and Pearson Education South Africa, 2007

202 pp. – ISBN 978-9282-011201

€ 20.00



This book critically analyses the principles, theories and models of adult learning programmes in the African context. It promotes an approach to programmes development that makes African ways of thinking and learning, beliefs and value systems integral aspects of the planning process. The chapters provide an introduction to programme development and address the following issues: approaches to programme development; the planning process; identifying and assessing learning needs; determining goals, objectives and content; identifying and selecting materials; advocacy and marketing; participation in development; implementation; and evaluation.

### **Literacy, Knowledge and Development**

#### **South-South Policy Dialogue on Quality Education for Adults and Young People**

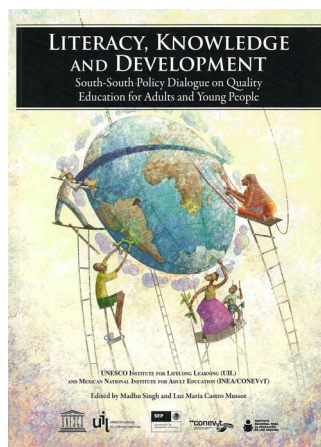
Eds.: Madhu Singh and Luz María Castro Mussot

UNESCO Institute for Lifelong Learning (UIL) and Mexican National Institute for Adult Education

(INEA/CONEVyT), 2007

597 pp. – ISBN 978-92-820-1151-5

€ 20.00



This publication contains the result of the conference *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 represented their national programmes from the governmental perspective, which were reflected in the literacy policies, but there were also important contributions on basic education and competence recognition. Dialogue was a very relevant forum for developing countries to exchange experiences on successful policies and educational problems. Accent was put on the experiences of four countries that were considered as locomotives of development in the field: Brazil, India, South Africa and Mexico. Nevertheless, dialogue was also enriched by information provided by other African, Asian and Latin American countries: Angola, Mozambique, Namibia, Tanzania, Bangladesh, Thailand, China; Guatemala, Nicaragua and the Arab States as a whole.

## **Gemeinsam in der Sprache baden:**

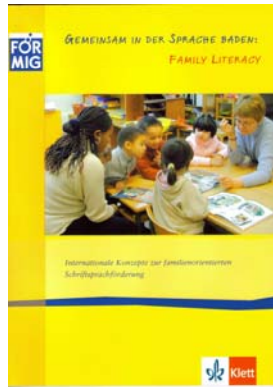
### **Family Literacy**

Eds.: Maren Elfert und Gabriele Rabkin

Ernst Klett Sprachen GmbH, Landesinstitut für Lehrerbildung und Schulentwicklung (LI) und UIL, 2007

140 pp.– ISBN 978-3-12-555111-4

€ 14,80



Der Band enthält Artikel über Family Literacy-Arbeit in England (Greg Brooks, Peter Hannon, Viv Bird), Malta (Juan Camilleri, Sandro Spiteri), Türkei (Sevda Bekman), Südafrika (Snoeks Desmond) und über das HIPPY-Projekt (Miriam Westheimer). Weitere Artikel zur Entwicklung des Ansatzes in Deutschland kommen von Sven Nickel, Hedi Colberg-Schrader, Imke Lange, Maren Elfert und Gabriele Rabkin sowie Peter May und Andrea Eickmeyer. Dieser Band bietet einen Überblick über internationale „Family Literacy“-Projekte sowie über Entwicklungen in Deutschland. Die Erfahrungen aus den hier vorgestellten Programmen zeigen, dass „Family Literacy“ nicht nur für Kinder, sondern auch für viele Erwachsene der (Wieder-) Einstieg ins Lernen ist.

## **Gemeinsam in der Sprache baden**

### **Family Literacy, Materialheft**

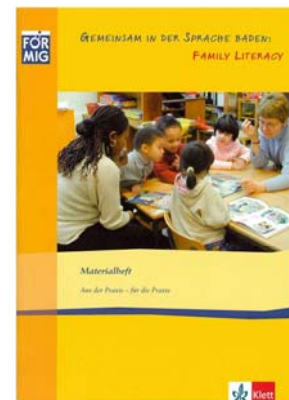
Eds.: Gabriele Rabkin

Ernst Klett Sprachen GmbH, Landesinstitut für Lehrerbildung und Schulentwicklung (LI) und UIL, 2007

50 pp. – ISBN 978-3-12-555112-1

*kostenlos*

Das Materialheft „Family Literacy“ enthält fünfzig in der Praxis erprobte Kopiervorlagen unter anderem zu den Bereichen Vorlesen, Schreiben, Sprechen/Erzählen, Anregungen zur Förderung der phonologischen Bewusstheit sowie Unterlagen zur Selbstevaluation der „Family Literacy“-Arbeit. Sie entstanden im Rahmen des Projekts „Family Literacy“, einem Kooperationsprojekt zwischen dem Landesinstitut für Lehrerbildung und Schulentwicklung, Hamburg und dem UNESCO-Institut für Lebenslanges Lernen, Hamburg. „Family Literacy“ bietet Eltern Anregungen, mit denen sie zu Hause mit ihren Kindern spielerisch weiterarbeiten können. Entsprechende Fördermaterialien, Kinderbücher und Spiele werden empfohlen



## **Also available in English:**

### **Family Literacy**

#### **Enjoying Language Together**

Practical materials for parents with preschool children

by Gabriele Rabkin

Landesinstitut für Lehrerbildung und Schulentwicklung (LI) and UIL

FORTHCOMING

French version of the book

**Signposts to Literacy for Sustainable Development**

Complementary studies by

Harbans S. Bholra and Sofía Valdivielso Gómez, joint winners of the 2004-2005 International Award for Literacy Research

(See page 15)

**Family Literacy**

**Experiences from Africa and around the world**

Eds.: Snoeks Desmond and Maren Elfert

UNESCO Institute for Lifelong Learning (UIL), dvv international and Family Literacy Project

**“Renewing Literacy to Face African and International Challenges”**

Final Report of the African Regional Conference in Support of Global Literacy, which took place in Bamako (Mali) from 10 to 12 September 2007

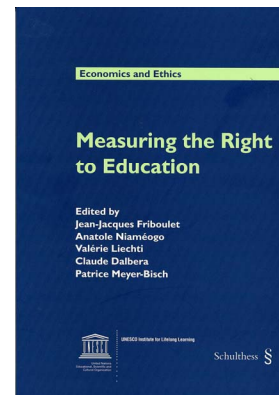
**Final Report of the African Regional LIFE Meeting, which took place in Maputo (Mozambique) from 29 to 31 January 2008**

## GENERAL PUBLICATIONS

### Measuring the Right to Education

by Jean-Jacques Friboulet, Anatole Niaméogo, Valérie Liechti, Claude Dalbera and Patrice Meyer-Bisch  
UIL, the Interdisciplinary Institute for Ethics and Human Rights, and Schulthess publishers, 2006  
153 pp. – ISBN 92-820-1150-x  
ISBN 978-3-7255-5252-8 (Schulthess)  
€ 30.00

At a time when hundreds of millions of people in the world lack education, it is of little use to proclaim the right to education unless one can measure the implementation of the right and identify the factors that affect its fulfillment. A precise methodology for this purpose, carefully tested in Burkina Faso, is made available in this book, which marks a new departure in the global effort to promote the universal right to education.



### Beating the Drums for Attention

Eds.: Bettina Bochynek, Francisca Martinez, Inga Hlín Pálsdóttir  
UNESCO Institute for Lifelong Learning, 2007  
47pp. – free of charge



The present publication is the final product of the collective work of IntALWinE, giving 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 of good practice collected by the IntALWinE partners for the improvement of learning festivals and structured in five categories around events and activities, promotional material awards, cooperation and evaluation. Two sets of policy recommendations are also presented in this publication: one produced by the network partners and the other one drafted by the adult learners involved in the network activities. This publication is also available in French under the title *Battre le tambour pour se faire entendre* and in German under the title *Die Trommeln schlagen um gehört und gesehen zu werden*



## Die Trommeln schlagen um gehört und gesehen zu werden

Eds.: Bettina Bochynek, Francisca Martinez, Inga Hlín Pálsdóttir

UNESCO Institute for Lifelong Learning, 2007

47pp.– *kostenlos*

Die vorliegende Publikation ist das Ergebnis der gemeinsamen Arbeit des IntALWinE und schildert die im Rahmen des Socrates/Grundtvig Netzwerks durchgeführten Aktivitäten und erzielten Ergebnisse. Im Anschluss an diese Einführung enthält die Publikation Vorschläge und Beispiele erfolgreicher Implementierungsmodelle, die die Netzwerkpartner aus ihrem eigenen Erfahrungshintergrund zusammengestellt haben. Sie sind in fünf Kategorien aufgeteilt: Lernfest-Veranstaltungen und Aktivitäten, Werbematerial, Auszeichnungen und Preise für Lerner und Anbieter, Kooperationsmöglichkeiten und Evaluierungsmethoden. Empfehlungen für die Verbesserung politischer Rahmenbedingungen werden auch präsentiert: zunächst die vonseiten der Netzwerkpartner, dann die von den im Netzwerk engagierten erwachsenen Lernern verfassten Vorschläge



## Battre le tambour pour se faire entendre

Eds.: Bettina Bochynek, Francisca Martinez, Inga Hlín Pálsdóttir

UNESCO Institute for Lifelong Learning, 2007

47pp. – *gratuit*



La présente publication est le fruit du travail collectif des partenaires de l'IntALWinE. Elle offre un bilan des activités menées et des résultats obtenus dans le cadre du programme Socrates/Grundtvig. Le lecteur y trouvera une liste de suggestions et de bonnes pratiques recueillies par les partenaires de l'IntALWinE et permettant de peaufiner les fêtes de l'apprentissage. Elles sont réparties en cinq catégories : manifestations et activités, matériels de promotion, prix, coopération et évaluation. Deux séries de recommandations politiques sont également présentées, la première préparée par les partenaires du réseau, la seconde par des apprenants adultes qui ont participé aux activités.

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

Ed.: Francisca Martinez

National Institute of Adult Continuing Education (NIACE) and UIE, 2005

48 pp.– *Free of charge*

Encouraging adults to take part in learning activities has become a unanimous principle in inter-national policy discourse. Often, the only measurable indicators for assessing adult learning are based on how well these adults have upgraded their skills and adapted to changing labour markets. But a much broader picture can be gained from listening directly to how learners have benefited from their learning experience. The insights gained in this way can help design policies and good quality learning provision, tailored to the needs and aspirations of learners. This collection of stories from adult learners in 14 countries, inspiring and revealing, is the outcome of an International Adult Learners' Week project supported by the European Commission. It is intended for use as an advocacy tool for policy-makers, programme designers, educators and adult learners.

## **I Did It My Way** **Les Voyages de l'apprentissage en Europe**

Ed.: Francisca Martinez

National Institute of Adult Continuing Education (NIACE) et UIE, 2005

48 pp. – *gratuit*

Encourager les adultes à apprendre est devenu un postulat unanime de la politique internationale. Améliorer ses compétences et s'adapter aux mutations rapides du marché du travail: voici l'argumentation généralement avancée comme seul indicateur mesurable pour évaluer les résultats des apprenants adultes. Pourtant écouter les apprenants eux-mêmes et découvrir comment l'apprentissage a transformé leurs vies permet de se faire une idée plus précise du sujet. L'écoute de ces apprenants peut aider à ébaucher des politiques et à promouvoir une offre de formation de meilleure qualité, qui soient alors basées sur les besoins et les aspirations des apprenants. Cette collection à la fois inspiratrice et révélatrice d'histoires d'apprenants adultes originaires de 14 pays différents est le résultat d'un projet réalisé dans le cadre d'une Semaine des Apprenants Adultes et soutenu par la Commission Européenne. En tant que puissant outil de recommandations, il se met à la disposition des décideurs politiques, des planificateurs, des éducateurs et des apprenants adultes eux-mêmes.



## **I Did It My Way** **Lernwege und Lernerfahrungen in Europa**

Ed.: Francisca Martinez

National Institute of Adult Continuing Education (NIACE) und UIP, 2006

48 pp. – *kostenlos*

Erwachsene zum Wahrnehmen von Lernangeboten zu ermutigen gehört mittlerweile international ganz selbstverständlich zum politischen Diskurs. In der Regel beschränken sich die Argumente für das lebenslange Lernen jedoch darauf hinzuweisen, dass Lernen im Erwachsenenalter berufliche und soziale Kompetenzen erweitern hilft - mit besonderem Blick auf die veränderte Arbeitswelt. Hört man dagegen von den erwachsenen Lernern selbst, wie Lernerfahrungen ihr Leben positiv und umfassend beeinflusst haben, erweitert sich der Blick. Die dadurch gewonnenen Erkenntnisse können helfen, bildungspolitische Richtlinien an den Bedürfnissen und Zielen erwachsener Lerner auszurichten und qualitativ hochwertige Lernangebote zu gestalten, die diesen

Bedürfnissen und Zielen entsprechen. Die vorliegende Dokumentation der Lernwege von erwachsenen Lernern aus 14 Ländern möchte dazu beitragen; sie ist das Ergebnis eines von der Europäischen Kommission unterstützten Netzwerks von Lernfesten in Europa. Die Publikation soll helfen, politische Entscheidungsträger, Gestalter von Bildungsprogrammen, Erwachsenenbildner und erwachsene Lerner für lebenslanges Lernen zu begeistern und zu mobilisieren.

### **Widening Access to Education as Social Justice**

#### **Essays in Honor of Michael Omolewa**

Eds.: Akpovire Oduaran, Harbans S. Bholá

UIE and Springer Science + Business Media, 2006

510 pp. – ISBN 10 1-4020-4323-6

€ 26.70

Overcoming oppression and exclusion through measures of equity, resolving conflict without violence, and establishing the conditions for mutual recognition of our individuality and cultural diversity are fundamental ambitions of justice everywhere. The ultimate goal is the promotion of human dignity and freedom, social harmony, and respect for the environment.

To the extent that genuine empowerment, reconciliation, and tolerance rely on knowledge for making informed decisions and taking appropriate action, justice is an affair of education. The conviction guiding this book is that increasing the availability of educational opportunities and ensuring the ability to take advantage of them is a fundamental component of any equitable community.

This book pays tribute to the work of Michael Omolewa, President of the 32nd UNESCO General Conference and Permanent Delegate of Nigeria to UNESCO, attesting to the fact that lifelong learning in all modes of education contributes substantially to empowerment, reconciliation and tolerance and in this way fosters social justice.

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### **Why Literacy in Europe?**

#### **Enhancing competencies of citizens in the 21st century**

Eds.: Cynthia Banzon-Bautista, Carolyn Medel-Añonuevo

UIE, 2005 – 24 pp. – ISBN 92-820-1146-1

*free of charge*

Contrary to the commonly held assumption that illiteracy in Europe affects only marginalised groups, many people throughout the general population have never learned to read and write or retained their literacy skills beyond school. Even today, many European countries do not have a national strategy for systematically dealing with this problem.

In this context, the UNESCO Institute for Education, the Agence Nationale de Lutte Contre L'Illettrisme (ANLCI) and the UNESCO French National Commission organised a meeting on "Literacy and the Promotion of Citizenship: The Challenge of Learning" in Lyon, France in April 2005, which brought together 145 representatives of government, research institutes and universities, NGOs and public and private providers of literacy education from 38 countries in the European region.

This booklet gives an overview of the meeting and the issues it dealt with – concepts, research and measurement systems, training provision, networking and partnerships – and it provides summaries of workshops held during the meeting and their outcomes.

### **Pourquoi l’alphabétisation en Europe :**

#### **Améliorer les compétences des citoyens des sociétés du savoir du XXI<sup>e</sup> siècle**

Eds.: Cynthia Banzon-Bautista, Carolyn Medel-Añonuevo

IUE, 2005

28 pp. – ISBN 92-820-1146-1

*gratuit*

Bien que l’analphabétisme soit généralement considéré comme un phénomène affectant essentiellement les pays en voie de développement, force est de constater qu’il est loin d’épargner la région européenne telle que définie par l’UNESCO (Europe, Canada, Israël et Etats-Unis). Des enquêtes internationales ont révélé que des millions de personnes en Europe ne possédaient pas les compétences de base nécessaires pour faire face aux défis de la vie quotidienne (lecture, écriture, calcul de base).

Dans ce contexte, un colloque international a été organisé par l’IUL, l’Agence Nationale de Lutte contre l’Illettrisme (ANLCI) et la Commission Nationale Française de l’UNESCO, rassemblant des experts de 38 pays d’Europe à Lyon en avril 2005.

Cette publication présente leurs réflexions, propose l’élaboration d’un plan d’action et se veut être un instrument de sensibilisation à l’urgence d’un effort commun dans la lutte contre l’analphabétisme.

### **¿Por qué la alfabetización en europa?**

#### **El desarrollo de competencias de los ciudadanos y ciudadanas en las sociedades del conocimiento del siglo xxi**

Eds.: Cynthia Banzon-Bautista, Carolyn Medel-Añonuevo

UIE, 2005

28 pp. – ISBN 92-820-3069-5

*gratis*

Contrario a la creencia que el analfabetismo solo afecta a los grupos minoritarios en Europa, existe un número creciente de personas entre la población joven y adulta que nunca han aprendido a leer ni escribir, o que no han mantenido sus destrezas adquiridas en los colegios. Para muchos países europeos, aún no existe ninguna estrategia nacional que trate este problema de una manera sistemática.

Con estos antecedentes, el Instituto de la UNESCO para la Educación (UIE), la Agencia Nacional de Lucha contra el Analfabetismo (L’Agence Nationale de Lutte Contre l’Illettrisme, ANLCI), y la Comisión Nacional Francesa de la UNESCO, organizaron una reunión sobre “La Alfabetización y la Promoción de la Ciudadanía: El Desafío del Aprendizaje” que tuvo lugar en Lión, Francia en Abril 2005 y que reunió a 145 participantes representantes de distintos gobiernos, institutos de investigación y universidades, organizaciones no gubernamentales y proveedores públicos y privados de alfabetización procedentes de 38 países de la región europea.

Esta publicación se concentra en los asuntos claves que surgieron durante dicho encuentro – la conceptualización de la alfabetización, los sistemas de investigación y evaluación, la formación de formadores y formadoras, la conexión de redes alianzas y arreglos institucionales – y ofrece un resumen de los talleres que tuvieron lugar durante la reunión.

## **Warum Alphabetisierung in Europa?**

### **Bürgerkompetenz im 21. Jahrhundert stärken**

Eds.: Cynthia Banzon-Bautista, Carolyn Medel-Añonuevo

IUE, 2006 – ca. 28 pp. – ISBN 92-820-1146-1

*kostenlos*

Entgegen der allgemeinen Annahme, Analphabetismus betreffe in Europa nur Randgruppen, gibt es in der europäischen Bevölkerung eine wachsende Anzahl von Menschen, die das Lesen und Schreiben nur unzureichend erworben haben oder ihre Kenntnisse nach der Schulzeit mangels Anwendung wieder verlieren.

In vielen europäischen Ländern fehlt eine nationale Strategie, um diesem Problem entgegenzuwirken. Vor diesem Hintergrund organisierten das UNESCO-Institut für Pädagogik (UIP), die „Agence Nationale de Lutte Contre l’Illettrisme“ (ANLCI) und die französische UNESCO-Kommission vom 2.-5. April 2005 eine europäische Konferenz zum Thema „Alphabetisierung und die Stärkung aktiver Bürgerschaft: Die Herausforderung des Lernens“ in Lyon (Frankreich). An dieser Konferenz nahmen 145 Vertreter von Regierungen, Forschungsinstituten, Universitäten, Nichtregierungsorganisationen und öffentlichen wie privaten Alphabetisierungsanbietern aus 38 Ländern der Region „Europa und Nordamerika“ teil.

Diese Broschüre verschafft einen Überblick über die Konferenz und deren Inhalte – Konzepte, Erhebungen und Forschungen, Lehrerfortbildung, Netzwerke und Partnerschaften – und enthält Zusammenfassungen der einzelnen Workshops und ihrer Ergebnisse.

## **Du Multilinguisme à la Société du savoir**

### **Quelles stratégies ?**

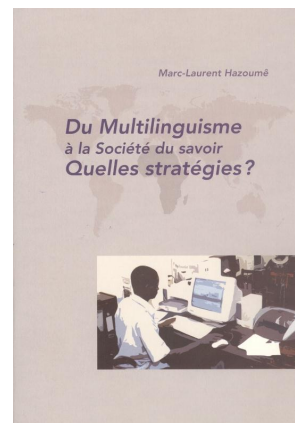
par Marc-Laurent Hazoumê

IUE, 2005

48 pp. – ISBN 92-820-2087-8

€ 6.00

L’analphabétisme devient de plus en plus pesant en Afrique à travers des taux qui ne cessent de croître dans l’ensemble des pays. Or l’éradication de ce fléau signifie aussi promotion du développement. Mais malheureusement les entraves, ou du moins ce que l’on croit l’être, à un tel processus sont nombreuses, dont le multilinguisme. Contexte linguistique essentiel sur ce continent, il peut constituer un atout important dans l’émergence de sociétés du savoir s’il est organisé et balisé. Tel est l’objet du présent essai à travers lequel l’auteur a recherché et proposé des solutions scientifiques qui peuvent mener à un tel résultat.



## **Alphabétisation, développement culturel et mondialisation**

### **Quel statut pour les langues locales africaines ?**

par Marc-Laurent Hazoumê

IUE, 2005 – 45 pp. – ISBN 92-820-2088-6

€ 6.00

Le multilinguisme est une réalité linguistique de l’Afrique, dans sa majeure partie. Autant cette situation peut être « une source d’enrichissement » du continent autant fait elle naître tant d’interprétations, souvent négatives qui inhibent l’action de tous ceux-là qui sont chargés de construire l’avenir de cette partie du monde dont le lot aujourd’hui est le taux anormalement élevé d’analphabétisme. La présente réflexion tente de montrer que l’hétérogénéité linguistique, source supposée de difficultés, n’est qu’apparente et que tout est possible. Mais à condition que nous le voulions.

**Jede Vierte, jeder Sechste**

**Analphabetismus und Alphabetisierung in Entwicklungs- und Industrieländern**

von Ursula Giere

UIP und Ernst Klett Sprachen, 2005

ca. 40 pp. – ISBN 3-12-555151-X

€ 5.00

Dieser Band, der sich in erster Linie an Schulen richtet, gibt einen für Kinder und Jugendliche verständlichen Überblick über Analphabetismus in Entwicklungs- und Industrieländern.

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**Meeting Basic Learning Needs in the Informal Sector:**

**Integrating Education and Skills Development for Decent Work, Empowerment and Citizenship in the Informal Sector**

Ed.: Madhu Singh

UIE and Springer Science + Business Media, 2005

250 pp. – ISBN 1-4020-3426-1

€ 117.65

The informal sector is an important segment of the economies and the civil society of developing countries. But there is only limited information on the extent and type of programs in education and training within this sector. This volume documents studies sponsored by the UNESCO Institute for Education and the International Labour Office on education, training and skills-formation for decent work in the informal sector. It examines interesting cases of skills-transfer combining social and technical learning processes and draws lessons pertinent for the design and implementation of education policies and programs.

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**Enhancing Adult Basic Learning: Training Educators and Unlocking the Potential of Distance and Open Learning**

Eds.: Madhu Singh, Veronica McKay

UIE and UNISA, 2004

397 pp. – ISBN 92-820-1135-6

€ 38.00

This volume opens up new perspectives on improving the quality of adult basic learning and literacy by focusing on the training of adult educators and grassroots workers. It is based on a five-country study carried out in Bangladesh, India, Nigeria, South Africa and Tanzania.

☞ **Special order information:**

Please order directly from UNISA via email:

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### **Urban Literacy:**

#### **Communication, Identity and Learning in Development Contexts**

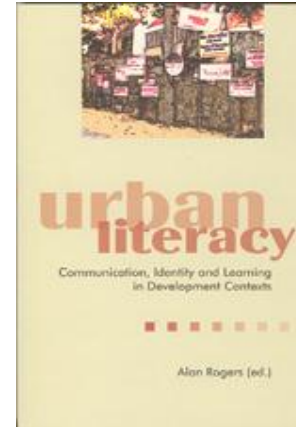
Ed.: Alan Rogers

UIE, 2005

ca. 300 pp. – ISBN 92-820-1145-3

€ 49.00

Views on development have long focused on the status of the rural poor living in villages dominated by traditional economic, political and social patterns. Recent discussions of poverty reduction, however, have succeeded in drawing attention to the role played by the inhabitants of cities and towns in the dynamics of development. This volume advances these discussions by broaching the issue of the relation of urbanisation and literacy, literacy practices in urban settings, and literacy and livelihoods. The fruit of a two-year research project, this collection presents case studies from varieties of countries complemented by analyses which aim at developing a more refined understanding of what literacy can mean in urban settings. This work should command the attention of researchers, policy-makers and practitioners concerned with adult literacy and adult education and their manifold and subtle interconnections with pressing issues of economic, political and social development.



### **Citizenship, Democracy and Lifelong Learning**

Ed.: Carolyn Medel-Añonuevo

UIE, 2003

190 pp. – ISBN 92-820-1128-3

€ 12.00

This book is an outcome of an international seminar organized by UIE in partnership with the Faculty of Education of the University of Hamburg in June 2002 entitled “Strengthening Democracy and Critical Citizenship through Lifelong Learning”. The papers selected reflect key issues addressed during the seminar and aim to highlight questions not often raised contributing to a deeper understanding of the relationship between democracy and education in the context of lifelong learning.

### **Towards a Multilingual Culture of Education**

From the French: *Vers une Culture Multilingue de l'Éducation*

Ed.: Adama Ouane

UIE, 2003

490 pp. – ISBN 92-820-1131-3

€ 12.00

Demonstrating the normality of multilingualism and questioning those teaching systems grounded on the principle of monolingualism are the objectives of this study which is both theoretical and empirical in scope. Experiences in 30 African, Asian and Latin American countries bear witness to the sometimes striking failure of linguistic policies inherited from the colonial era. It underlines the advantages of multilingual learning: preservation of identity, cultural richness and plurality.

### **Lifelong Learning Discourses in Europe**

Ed.: Carolyn Medel-Añonuevo  
UIE, 2003  
216 pp. – ISBN 92-820-1130-5  
€ 10.00

This book contains a selection of papers presented during the Regional Conference of Lifelong Learning in Europe: Moving towards EFA Goals and CONFINTEA V Agenda held in Sofia, Bulgaria, in November 2002. It was the first meeting held at the regional level which covered the three areas of Lifelong Learning, Education for All and Adult Education.

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

Ed.: Madhu Singh  
UIE, 2002  
121 pp. – ISBN 92-820-1127-5  
€ 10.00

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

### **Integrating Lifelong Learning Perspectives**

Ed.: Carolyn Medel-Añonuevo  
UIE, 2002  
306 pp. – ISBN 92-820-1115-1  
€ 10.00

This publication contains the major papers presented during the International Conference on Lifelong Learning: Global Perspectives in Education held in Beijing in July 2001. Almost 200 participants from government agencies, academic institutions, research organizations, multilateral agencies and non-governmental organizations from 40 countries shared their policies and practices on lifelong learning in their respective contexts.

### **Analyse transnationale des politiques d'éducation et de formation des adultes : La libération difficile des forces créatrices**

par Paul Bélanger, Paolo Federighi  
IUE, 2000  
339 pp. – ISBN 92-820-2081-9  
€ 18.00

Sur tous les continents, pour survivre et pour vivre avec qualité, les femmes et les hommes cherchent à se donner les moyens d'accroître leur capacité d'agir et d'interpréter ce qui se passe. Mais si l'éducation des adultes est devenue d'importance stratégique, on ne peut saisir la signification des tendances récentes sans adopter une vision élargie de ce champ. L'éducation des adultes, ainsi redéfinie, est devenue un des lieux nouveaux où se jouent certains des grands paris des sociétés actuelles. C'est cette libération des forces créatrices qui constitue l'objet de cet ouvrage.



### **Adult Learning and the Future of Work**

Ed.: Madhu Singh

UIE, 1999

236 pp. – ISBN 92-820-1090-1

€ 11.00

This book raises important theoretical, ideological and pedagogical issues in the relationship between work and learning. It lists the challenges that national policy-makers, the research community, funding agencies and international organisations are facing in rethinking the relationship between work and education from the perspective of lifelong learning.

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

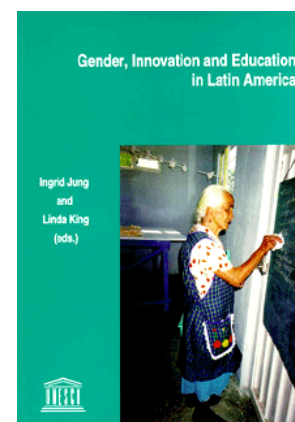
Eds.: Ingrid Jung, Linda King

UIE and DSE, 1999

242 pp. – ISBN 92-820-1093-7

€ 11.00

This book examines the theoretical framework and social contexts of women's non-formal education in Latin America. It documents, in the words of women educators in the region, the varied political and social contexts which have given rise to innovative experiences in the educational sector: the legacy of the civil wars of Central America, the exclusion experienced by indigenous communities, gender violence and the daily struggle for survival in societies where female-headed households reflect the feminization of poverty levels.



### **L'Afrique et le défi démocratique. Essai sur l'éducation des adultes pour la démocratie et la culture de la paix**

par Marc-Laurent Hazoumê

IUE, 1999

72 pp. – ISBN 92-820-2078-9

€ 7.00

Réfléchir sur les moyens de promouvoir la démocratie et la culture de la paix en Afrique devient un impératif auquel chaque Africain doit s'attacher aujourd'hui face aux nombreux conflits qui ravagent certaines parties de ce continent. L'auteur du présent essai voudrait essayer, au regard de ses précédents écrits sur la question, d'approfondir le concept dans la perspective de la mise en place d'éléments pouvant entrer dans un programme d'éducation des adultes viable et salvateur.

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

Ed.: Linda King

UIE, 1999

206 pp. – ISBN 92-820-1095-3

€ 11.00

This book, based on selected papers presented at an international expert group meeting on Adult Education and Population, examines key areas in the population field in relation to education. Sexuality, reproductive rights and health, masculinity, violence, adolescence, fertility, ageing, gender relations and AIDS education are some of the themes explored in the contributions.

### **Sharpening our Tools.**

#### **Improving Evaluation in Adult and Nonformal Education**

by Peter A. Easton

UIE, 1997

323 pp. – ISBN 92-860-1068-6

€ 18.00

The capacity to evaluate education programs and draw lessons from their successes and failures is an essential component of educational development. This study is an important contribution to this vital area. Addressed to evaluators of adult and non-formal education programs who already possess the basic skills of that profession, it takes a range of tools for evaluation and hones them to a fine edge.

**INTERNATIONAL AWARD  
FOR LITERACY RESEARCH**

**Signposts to Literacy for Sustainable Development**

Complementary studies by

Harbans S. Bhola and Sofía Valdivielso Gómez, joint winners of the 2004-2005 International Award for Literacy Research

Prof. Bhola's text systematically explores how the adult literacy drive and the promotion of sustainable development can be brought together, while Dr. Valdivielso Gómez argues for an integral approach to literacy and sustainable development, informed by the ideas of the philosopher Ken Wilber. Both provide valuable signposts for researchers, policy-makers and practitioners in the field.

*Spanish version:*

**Hitos de la Alfabetización para el Desarrollo Sostenible**

Estudios complementarios de Harbans S. Bhola y Sofía Valdivielso Gómez, Ganadores *ex aequo* del Premio Internacional de Investigación en Alfabetización 2004-2005

El texto del profesor Bhola explora sistemáticamente cómo se pueden conjugar el fomento de la alfabetización y la promoción del desarrollo sostenible, mientras que el de la Dra. Valdivielso Gómez aboga por un enfoque integral de la alfabetización y el desarrollo sostenible informado por las ideas del filósofo Ken Wilber. Ambos constituyen valiosos hitos para investigadores, responsables de la formulación de política y practicantes sobre el terreno.

**À la découverte de l'alphabétisation:**

**Voies d'accès vers la culture de l'écrit pour un groupe de femmes vivant au Mexique**

par Judith Kalman

IUE, 2006

171pp. - ISBN 92-820-2084-3

*Lauréat du Prix International de recherche en alphabétisation de 2002*

€ 28.00

La lauréate du Prix international de recherche en alphabétisation de 2002 examine les nombreuses voies empruntées par un groupe de femmes mexicaines vivant dans une petite ville à la lisière du Mexique, pour accéder pleinement à la culture de l'écrit. Dans ce livre, l'«alphabétisation» est comprise comme étant le développement d'un savoir et comme l'usage du langage écrit en milieu communautaire, ainsi que durant des manifestations culturelles. En présentant le succès qu'un groupe d'étude s'organisant lui-même peut avoir, pour peu qu'on lui offre un appui taillé sur mesure, Judith Kalman en tire une série de conclusions essentielles quant à la portée, pour l'éducation des adultes, de l'alphabétisation et de découverte dans son contexte local.

**Discovering Literacy:**

**Access Routes to Written Culture for a Group of Women in Mexico**

by Judy Kalman

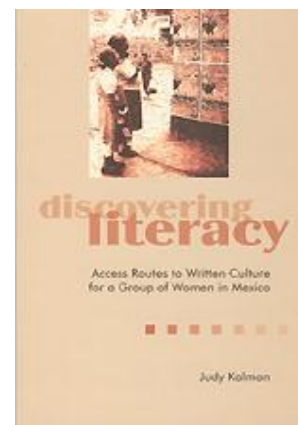
UIE, 2005

ca. 160 pp. – ISBN 92-820-1137-2

*Winner of the 2002 International Award for Literacy Research*

€ 28.00

This winner of the prestigious UIE International Award for Literacy Research examines the many routes which a group of Mexican women living in a small town on the edge of Mexico City has taken to full participation in written culture. The work is full of insights into the daily use of literacy as these women live their lives in their community. It draws a number of important conclusions regarding the significance of literacy in its local context for adult education.



### **Saber lo que es la letra:**

#### **Una experiencia de lectoescritura con mujeres de Mixquic**

por Judy Kalman

UIE, 2004

190 pp. – ISBN 970-741-424-3

*Obra ganadora del Premio Internacional a la Investigación en Alfabetización de 2002 gratis*

La autora revisa actividades de los últimos 40 años mediante encuestas y entrevistas a mujeres de cuatro generaciones con el fin de explicar la expansión de la cultura escrita a partir del surgimiento y desarrollo de espacios comunitarios para la lectura y escritura. Además, considera la alfabetización también como un proceso de aprendizaje y de uso de la lengua escrita, pues alfabetizarse representa algo más que leer y escribir. Implica construir prácticas comunicativas en contextos mediante procesos sociales, relaciones con el conocimiento y conexiones con otros lectores y escritores.

### **Why Eat Green Cucumber at the Time of Dying?**

#### **Women's Literacy and Development in Nepal**

by Anna Robinson-Pant

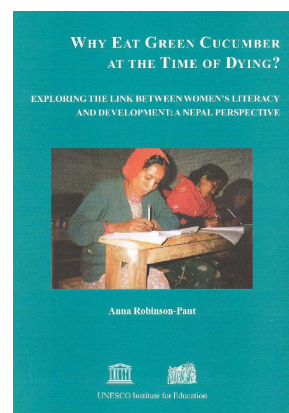
UIE, 2000

198 pp. – ISBN 92-820-1107-0

*Winner of the 1998 International Award for Literacy Research*

**€ 11.00**

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 rich ethnographic data from two contrasting literacy programmes in Nepal, the author examines what kind of literacy and what kind of development is being promoted by international agencies.



### **Pourquoi manger des concombres verts juste avant de mourir ?**

#### **Étude de la relation entre l'alphabétisation des femmes et le développement : la perspective du Népal**

par Anna Robinson-Pant

IUE, 2003

200 pp. – ISBN 92-820-2083-5

*Lauréat du Prix international de recherche en alphabétisation de 1998*

**€ 11.00**

*out of print*

Ce livre met en question l'hypothèse selon laquelle le taux d'alphabétisation des femmes peut se mesurer et être corrélé aux indicateurs statistiques de développement. En ayant recours aux nombreuses données ethnographiques empruntées à deux programmes d'alphabétisation différents réalisés au Népal, l'auteur examine les types d'alphabétisation et de développement promus actuellement par les organisations internationales.

### **¿Por qué comer pepino verde cuando se está moribundo?**

**Explorando la relación entre la alfabetización de las mujeres y el desarrollo: Una perspectiva**

**nepalesa**

por Anna Robinson-Pant

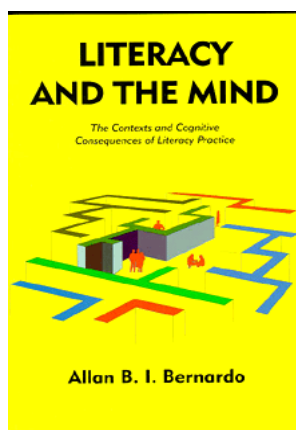
UIE, 2004

189 pp. – ISBN 92-820-3068-7

*Obra ganadora del Premio Internacional a la Investigación en Alfabetización de 1998*

€ 11.00

Este libro desafía la suposición de que las tasas de alfabetización de las mujeres se pueden medir y relacionar con indicadores de desarrollo estadísticos, tales como mortalidad infantil o tasas de fertilidad. Sobre la base de valiosos y amplios datos etnográficos y partiendo de dos programas de alfabetización contrastantes de Nepal, la autora examina qué clase de alfabetización y qué clase de desarrollo están promoviendo las instituciones de ayuda internacionales.



### **Literacy and the Mind –**

**The Contexts and Cognitive Consequences of Literacy Practice**

by Allan B. I. Bernardo

UIE, 1999

176 pp. – ISBN 92-820-1087-2

*Winner of the 1996 International Award for Literacy Research*

€ 18.00

Does literacy lead automatically to global transformations in thought towards more abstract thinking processes? Or are the effects of literacy specific to literacy practices and activities? In his study, Allan Bernardo demonstrates the importance of the context in which literacy practices take place and generates a new perspective on the acquisition of basic learning skills.

### **L'Alphabétisation et la pensée –**

**Contextes et effets cognitifs de l'alphabétisme**

par Allan B. I. Bernardo

IUE et l'Harmattan, 1999

176 pp. – ISBN 2-7384-8051-9

*Lauréat du Prix international de recherche en alphabétisation de 1996*

€ 18.00

L'alphabétisation conduit-elle automatiquement à une transformation globale de la réflexion en développant la pensée abstraite ? Ou bien ses effets sont-ils différents selon les pratiques et activités exercées dans ce domaine ? Dans son étude, l'auteur démontre l'importance du contexte dans lequel a lieu l'alphabétisation et ouvre une nouvelle perspective sur l'acquisition des compétences de base.

## SPECIAL SERIES

### LIFE

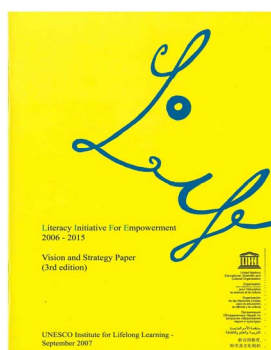
#### LIFE

##### **Literacy Initiative For Empowerment**

Vision and Strategy Paper

3rd edition, UIL, 2007

44 pp. – *free of charge*



In addition to leading and coordinating the United Nations Literacy Decade (UNLD) at the international level, UNESCO has continued to support the important work already being undertaken in many countries. However, it became apparent that existing literacy efforts would not be enough to achieve a 50 per cent improvement in levels of adult literacy by 2015, which is one of the goals agreed by the international community at the World Education Forum on Education for All (EFA) in Dakar, Senegal, in April 2000. To address this situation, UNESCO has created a ten-year framework of collaborative action – the Literacy Initiative for Empowerment (LIFE). This 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 population without literacy competencies live today.

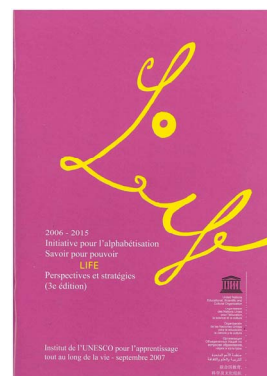
#### LIFE

##### **Initiative pour l’Alphabétisation : Savoir pour pouvoir**

3<sup>e</sup> édition, UIL, 2007

pp. 54 – *gratuit*

En plus de mener et de coordonner la Décennie des Nations Unies pour l’Alphabétisation (DNUA) au niveau international, l’UNESCO a continué de soutenir le travail important déjà entrepris dans de nombreux pays. Néanmoins, il est apparu clairement que les efforts existants en faveur de l’alphabétisation ne suffiraient pas pour permettre une amélioration de 50% du taux d’alphabétisme des adultes d’ici 2015 – pourtant un des objectifs définis et acceptés par la communauté internationale lors du Forum mondial sur l’éducation pour tous (EPT) qui s’est tenu à Dakar (Sénégal) en avril 2000. Aussi, pour faire face à cette situation, l’UNESCO a créé un cadre décennal pour une action concertée – l’Initiative pour l’alphabétisation : Savoir pour pouvoir (LIFE). Cette initiative a été conçue pour être à la fois un cadre stratégique et un mécanisme opérationnel clé pour atteindre les buts et objectifs de la DNUA. En priorité, LIFE se focalise plus particulièrement sur 35 pays parmi les plus concernés au monde, qui abritent actuellement 85% de la population analphabète mondiale.



## REGIONAL CONFERENCES IN SUPPORT OF GLOBAL LITERACY

A series of publications, which UIL produced for the African Regional Conference in Support of Global Literacy entitled « Renewing Literacy to Face African and International Challenges » and which took place in Bamako, Mali from 10 to 12 September 2007

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

UIL, 2007

pp. 45 – *free of charge*

This publication is highlighting several good practices that have worked in Africa, not only as a way of paying tribute to the bravery of these programmes, but also as a means of sharing their precious lessons. These good practices in the areas of family literacy, health promotion and HIV prevention, economic self-sufficiency, language and ICTs demonstrate that while the challenge is huge, there are many who have dared to respond. It is clear that they have made a difference to many people's lives and their stories illustrate just how and why literacy matters.

### **Faire la différence – Pratiques efficaces d'alphabétisation en Afrique**

UIL, 2007

pp. 45 – *free of charge*

Cette publication met en lumière plusieurs pratiques efficaces qui ont fait leur preuve en Afrique. Ceci est non seulement un moyen de rendre hommage au courage des ces programmes mais aussi de diffuser et de faire partager au lecteur les précieuses leçons à en tirer. Ces bonnes pratiques dans les domaines de l'alphabétisation familiale, de la promotion de la santé et de la prévention du SIDA, de l'auto-suffisance économique, des langues et des TIC montrent que le défi est certes immense. Cependant, beaucoup ont osé y faire face. Il est clair qu'ils ont fait une différence dans la vie de beaucoup de gens et leurs histoires sont la meilleure illustration du fait que l'alphabétisation, ça compte !

## LITERACY MATTERS

By launching this series UIL would like to highlight key issues of literacy and make the results of its research accessible thereby enabling better-informed decision-making with regard to literacy

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

UIL, 2007

pp. 16 – ISBN 978-92-820-1152-2

free of charge

This issue looks at the relationship between literacy and HIV prevention education. It is the result of the Institute's work on examining the contribution of non-formal education (NFE) to HIV prevention, carried out in collaboration with the Association for the Development of Education in Africa (ADEA) Working Group on Non-formal Education. It would like to demonstrate how literacy (one of the key areas of non-formal education) is making a difference in HIV prevention through innovative approaches, where community participation and involvement of people living with HIV/AIDS are the main underlying program principles.

## **Faire les connexions : L'importance de l'alphabétisation pour la prévention du VIH**

UIL, 2007

pp. 45 – ISBN 978-92-820-2089-0

Ce numéro examine le lien entre l'alphabétisation et l'éducation à la prévention du VIH. Il est le résultat des travaux de l'Institut sur la contribution de l'éducation non formelle (ENF) à la prévention du VIH, réalisés en collaboration avec le Groupe de travail sur l'ENF de l'Association pour le Développement de l'Éducation en Afrique (ADEA): Il démontre dans quelle mesure l'alphabétisation (un des points-clés de l'éducation non formelle) fait la différence dans la prévention du VIH grâce à des approches innovatrices où la participation et l'engagement de la communauté et des personnes vivant avec le VIH/SIDA constituent les piliers du programme.

## **AFRICAN PERSPECTIVES ON ADULT LEARNING (APAL)**

This groundbreaking series puts the African context at the centre of adult education topics; foregrounds the importance of African philosophies, indigenous knowledge systems, traditions and cultures; accounts for the impact of colonialism, liberation struggles, neo-colonialism and globalisation; and examines the policies and practices that characterise adult education across the continent

### **African Perspectives on Adult Learning**

#### **Developing Programmes for Adult Learners in Africa**

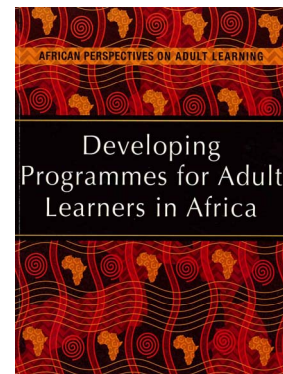
by Mathew Gboku and Rebecca Nthogo Lekoko

UIE and Pearson Education South Africa, 2007

202 pp. – ISBN 978-9282-011201

€ 20.00

The book identifies quantitative, qualitative and multi-method approaches, and is based upon existing research methods teaching in Africa. It is grounded in African adult education contexts and draws on material and experiences from research courses taught in African universities. It emphasizes the importance of combining quantitative methods with qualitative research that is embedded in adult education contexts and that builds on indigenous knowledge. Examples of the contexts addressed in the book include: village communities, agriculture development workers, literacy and income generation projects, community policing strategies, brigades, vocational training centres, mass health awareness campaigns such as HIV/AIDS, work-based education and training, management development, needs analyses, and the training of adult education trainers





### **The Social Context of Adult Learning in Africa**

by Sabo Indabawa with Stanley Mpofo  
UIE and Pearson Education South Africa, 2005  
192 pp. – ISBN 92-820-1119-4  
€ 20.00

This book examines how adult education is influenced by and has an influence on the society in which it takes place. 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. The chapters in this book address the following issues as they impact on adult education: development; social change; community; race, ethnicity and religion; social class and gender; empowerment; democracy; health and HIV/AIDS; poverty and debt; globalisation; and the environment

### **Research Methods for Adult Educators in Africa**

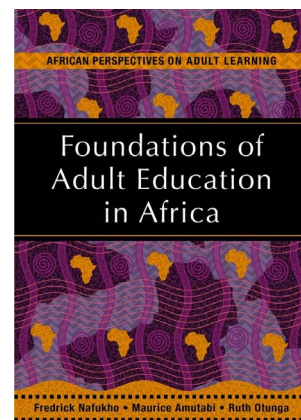
by Bagele Chilisa, Julia Preece  
UIE and Pearson Education South Africa, 2005  
287 pp. – ISBN 92-820-1118-6  
€ 20.00

This book explores existing research paradigms, presents African counter-arguments and examples, and proposes methodologies more appropriate for African contexts. The emphasis is on African realities, values and ways of knowing. The chapters address contexts for adult education research in Africa; philosophical and theoretical perspectives and their implications for research; doing a literature review; getting started with a research proposal; quantitative research designs and carrying out surveys; analysing data; the nature of qualitative research; carrying out qualitative studies; combining qualitative and quantitative methods; research ethics; action research; feminist research; and writing up and disseminating research.

### **Foundations of Adult Education in Africa**

by Fredrick Nafukho, Maurice Amutabi, Ruth Otunga  
UIE and Pearson Education South Africa, 2005  
182 pp. – ISBN 92-820-1121-6  
€ 20.00

This book presents key concepts, information and principles that should underlie the practice of adult education in African contexts. It assumes that adult educators should have a historical perspective on the current educational context, understand how the colonial experience has impacted on indigenous traditions and be aware of the philosophical underpinnings of adult education activities. The chapters introduce the foundations and the history of adult education in Africa; philosophy and adult education; socio-cultural, political and economic environments; opportunities and access for adult learners; gender and development in adult education; adult education as a developing profession; information and communication technology; globalization and adult education; policies and structures of lifelong learning.



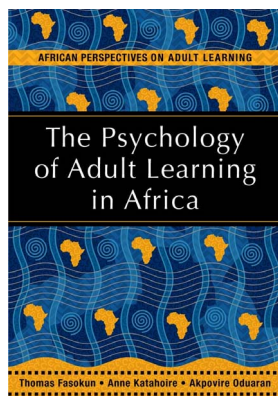
## **The Psychology of Adult Learning in Africa**

by Thomas Fasokun, Anne Katahoire, Akpovire Oduaran

UIE and Pearson Education South Africa, 2005

172 pp. – ISBN 92-820-1117-8

€ 20.00



Presenting psychology as an applied discipline that can help adult educators 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. The chapters provide an introduction to the psychology of adult learning and address the following: characteristics of adult learning; life span development; human motivation and participation; learning styles; facilitating adult learning; and guidance and counselling of adult learners.

## **IRE LIBRARY**

The *International Review of Education*, co-published by UIL and Springer Science and Business Media, is the longest-running international journal on the comparative theory and practice of formal and non-formal education.

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## **Education, Equity and Transformation**

Eds.: Crain Soudien, Peter Kallaway, with Mignonne Breier

Kluwer Academic Publisher and UIE, 1999

260 pp. – ISBN 978-0-7923-6157-2

€ 67.36 - out of print

This volume consists of selected papers from the 10th Congress of the World Council of Comparative Education Societies. An Editorial Introduction, giving an overview of the contents, is followed by 14 contributions from different parts of the world. The papers examine the themes of equity and transformation in relation to many educational issues including gender equity, globalisation, the erosion of state provision, the growth of free-market approaches, the weakening of theoretical perspectives, the post-colonial heritage and the emancipatory potential of lifelong learning

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

Ed.: Sérgio Haddad

Kluwer Academic Publisher and UIE, 1997

196 pp. – ISBN 978-0-7923-4685-6

€ 96.25

The studies contained in this volume present a sampling of policy and legislation relating to adult learning in various parts of the world. They were produced in the context of a more complete survey, under the auspices of the UNESCO Institute for Education in cooperation with the University of Florence, which sought to identify tendencies in this field over the past few years. The contributions presented here reflect a wide geographical spectrum as well as an extensive range of policy models. The present volume provides a broad window onto the diverse field of adult education for planners, policy-makers, researchers and practitioners.

### **Tradition, Modernity and Post-Modernity in Comparative Education**

Eds.: Vandra Masemann, Anthony Welch

Kluwer Academic Publisher and UIE, 1997

260 pp. – ISBN 978-0-7923-4959-4

€ 45.96

This book contains papers on education conceived from an international perspective. The introduction examines this theme, drawing largely upon the literature in Comparative Education. Succeeding chapters illustrate that traditional, modern and even post-modern elements, or tensions between them, often exist within the same educational system. Cases are drawn from many parts of the world, and add up to a fascinating insight into the dynamic world of education

### **Lifelong Education**

Eds.: Paul Bélanger, Ettore Gelpi

Kluwer Academic Publisher and UIE, 1994

220 pp. – ISBN 978-0-7923-3510-4

€ 32.05

Education is in undergoing radical changes internationally. It is developing into a lifelong process in which people do most of their learning after they have left school. At a time when technology is advancing fast and the demand for education is on the rise, the importance of lifelong learning is greater than ever before.

These changes are the focus of Lifelong Education, which brings together 17 articles from a range of countries that deal with issues as diverse as the relationship between education and social structures, the transformation of the employment market, and the role played by education in individuals' life stories.

The work is aimed at educational practitioners, researchers and planners. It offers the reader an insight into the changes currently taking place in the field of lifelong education and raises a number of related key questions.

## ALPHA: RESEARCH IN LITERACY

### **Alpha 2000 – Ecological Education in Everyday Life**

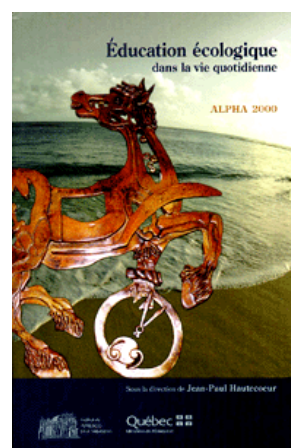
Ed.: Jean-Paul Hauteceur  
UIE and Canadian Commission for UNESCO, 2002  
263 pp. – ISBN 0-8020-3668-6 / 0-8020-8496-6  
€ 20.00

ALPHA 2000 explores the links between ecology and community education in the everyday context as well as the links between adult basic education and sustainable living.

### **Alpha 2000 – Éducation écologique dans la vie quotidienne**

Ed.: Jean-Paul Hauteceur  
IUE et Ministère de l'Éducation du Québec, 2000  
349 pp. – ISBN 92-820-2080-0  
€ 20.00

Publication réalisée en collaboration avec le Ministère de l'Éducation du Québec. Les demandes émanant du Canada sont à adresser au Ministère de l'Éducation du Québec; disponible pour les autres pays auprès des Publications de l'UNESCO. ALPHA 2000 a emprunté à l'Agenda pour l'avenir de la 5<sup>e</sup> Conférence internationale sur l'éducation des adultes cette notion d'approche écologique, pour chercher à mieux l'observer et la documenter à partir d'expériences locales de développement durable. L'environnement n'y est pas considéré comme un objet de science et d'éducation spéciale, mais comme le lieu de nos vies où interagissent nature, culture et organisation sociale.



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

Ed.: Jean-Paul Hauteceur  
UIE and Culture Concepts Inc., 1997  
372 pp. – ISBN 0-92-1472-30-7  
€ 20.00

In the present volume, specialists from Central and Eastern Europe, the European Community and North America try to widen the field of adult education, focusing on the institutional environment, that is the structures of public organisations, their staff, traditions and bureaucratic cultures and the way they communicate with the outside world.

### **Alpha 97 – Formation de base et environnement institutionnel**

Ed.: Jean-Paul Hauteceur  
IUE et Ministère de l'Éducation du Québec, 1997  
409 pp. – ISBN 92-820-2070-7 / 2-550-310446  
€ 20.00

Dans ce volume, les auteurs tentent d'élargir le champ de l'éducation de base des adultes en prêtant attention à l'environnement institutionnel. Dans quels cas cet environnement est-il favorable au succès des actions locales ? Quels sont les lieux possibles de coopération ? Qui décide, qui juge de la qualité des résultats ? L'ouvrage réunit des contributions d'Europe centrale et de l'Est, de l'Union européenne et d'Amérique du Nord. Une dernière partie tente une synthèse des principales propositions contenues dans l'ouvrage et dans les précédentes publications de la collection Alpha.

### **Alpha 96 – Basic Education and Work**

Ed.: Jean-Paul Hautecoeur

UIE and Culture Concepts Inc., 1996

348 pp. . – ISBN 92-820-1075-9 / ISBN 0 921472-14-5

€ 20,00

This volume deals with essential questions regarding the workplace: are literacy and basic education just terms to isolate reading and writing from other human practices and communications ? Are basic education training programs empowering workers to increase their skills and provide transferable knowledge....or to increase corporate profits ?

### **Alpha 94 – Literacy and Cultural Development Strategies in Rural Areas**

Ed.: Jean-Paul Hautecoeur

UIE and Culture Concepts Inc., 1994

348 pp. – ISBN 92-820-1067-8 / 0-921472-12-9

Read how communities have shaken off oppressive regional policies, predictions of demise, forced impoverishment and neglect by authoritarian dictatorships, and gradually taken their place in the communities of the world. This is being accomplished not through external interventions, external funding or external provision of technologies, but through their own determination to preserve their cultural heritage and traditions and to learn together how to accomplish a daily life where pride and dignity reigns.

### **Alpha 94 – Stratégies d’alphabétisation et de développement culturel en milieu rural**

Ed.: Jean-Paul Hautecoeur

IUE et Ministère de l’Éducation du Québec, 1997

Ce volume cherche à découvrir comment des groupes, des collectivités locales et des organisations affrontent les graves crises qui ébranlent les collectivités rurales dans de nombreuses régions des pays industrialisés.

### **Alpha 92 – Current Research in Literacy**

Ed.: Jean-Paul Hautecoeur

UIE and Ministry of Education of Quebec, 1992

472 pp. – ISBN 92-820-1061-9

€ 19.00

Reports from Western Europe and North America give a composite picture of the development and current situation of community-based, non-governmental agencies engaged in literacy promotion. The 17 contributions to this book address questions of social marginalisation, preservation of minority cultures, and relationships with public services.

### **Alpha 92 – Recherches en Alphabétisation**

Ed.: Jean-Paul Hautecoeur

IUE et Ministère de l’Éducation du Québec, 1992

478 pp. – ISBN 92-820-2061-4

€ 19.00

Ces rapports sur l’Europe occidentale et l’Amérique du Nord donnent une vue d’ensemble du développement et de l’état actuel des organismes associatifs engagés dans l’alphabétisation. Les 17 contributions portent sur des questions telles que la marginalisation sociale, la préservation des cultures minoritaires ainsi que des relations avec les services publics.

## ALADIN

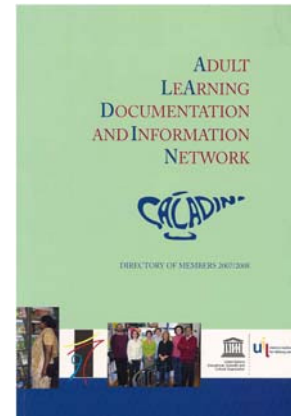
**Adult Learning Documentation and Information Network (ALADIN):  
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UIE, 2007

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## CONFINTEA

### **Adult Education for Indigenous Peoples and Minorities : A Thematic Review**



Report on the Workshop Held at the CONFINTEA V Midterm Review Conference, Bangkok, Thailand, September 2003

Compiled by Luis Enrique López and Ulrike Hanemann

UIL, 2006

35 pp. – ISBN 92-820-1149-6

€ 10,00

This publication, based on a workshop held in the context of the CONFINTEA V Midterm Review Conference, addresses the issue of adult education for the estimated 300 million people in the world belonging to indigenous population groups. It includes an overall survey, reports and good practice models from many different

countries, and a list of the final recommendations made by the workshop.

### **Adult Learning and Institutions of Higher Education**

#### **Report on the Workshop Held at the CONFINTEA V Midterm Review Meeting, Bangkok, September 2003**

Ed.: Werner Mauch

UIE, 2005

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### **Adult Learning and Poverty Reduction**

#### **Report on the Workshop Held at the CONFINTEA V Midterm Review Meeting, Bangkok, September 2003**

Eds.: Julia Preece, Madhu Singh

UIE, 2005

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### **Adult Learning and the Changing World of Work. Report on the Workshop Held at the CONFINTEA V Midterm Review Meeting, Bangkok, September 2003**

Eds.: Rupert Maclean, Madhu Singh

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by Lisa Krolak

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Ed.: Werner Mauch

UIE, 2005

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**Strengthening the Training of Adult Educators: Learning from an Inter-regional Exchange of Experience. Report on the Workshop Held at the CONFINTEA V Midterm Review Meeting, Bangkok, September 2003**

Eds.: Madhu Singh, Frank Youngman

UIE, 2005

ca. 50 pp. – ISBN 92-820-1138-0

€ 10.00

**International Adult Learners Week: Six Years after CONFINTEA V**

Ed.: Bettina Bochynek

UIE, 2003

25 pp.

*free of charge*

Grasping the breadth of learning festivals around the world poses a real challenge. This alone is a good sign because it indicates that the scope and wealth of activities carried out globally to celebrate and motivate learners are immense. International Adult Learners Week embraces them all, whether they take place at local, national or sub-regional level. They constitute an international network and movement to mobilise for learning and active participation.



**Renouveler l'engagement pour l'éducation et la formation des adultes**  
**Rapport de synthèse du bilan de mi-parcours CONFINTEA V. 6-11 septembre 2003, Bangkok, Thaïlande**  
UIE, 2003  
23 pp. – *gratuit*

Ce rapport de synthèse du bilan de mi-parcours CONFINTEA V consistait à retracer les objectifs atteints et les obstacles rencontrés au cours des six dernières années dans la réalisation de l'Agenda CONFINTEA V. Synthèse des débats, ce rapport expose brièvement les questions centrales soulevées et les recommandations clés émises au cours des six jours de réunion.

*Also available in Spanish under the title:*

**La renovación del compromiso con la educación y el aprendizaje de adultos**  
**Informe en síntesis sobre el Balance Intermedio, CONFINTEA . 6-11 de septiembre 2003, Bangkok, Tailandia**

**Women Moving CONFINTEA V: A Mid-Term Review**

Ed.: Carolyn Medel-Añonuevo  
UIE, 2003  
67 pp. – ISBN 92-820-1134-8  
*free of charge*

The last decade of the 20th century was marked by a series of UN conferences seeking to address the broad range of development issues and in which women remarkably organised themselves to lobby, to network and to transform development discourses. This publication is a tribute to the efforts of these women who have made a powerful statement of the possibilities of transforming decades of marginalisation and exclusion to becoming active agents for change and empowered citizens in their countries.

**Politiques d'éducation et de formation des adultes**  
**Séminaire international de Québec 29 novembre – 2 décembre 1999**

Ed.: Jean-Paul Hauteceur  
IUE, 2000  
332 pp. – ISBN 2-550-36017-6  
*gratuit*

Après la conférence internationale de Hambourg sur l'éducation des adultes en 1997 l'Institut de l'UNESCO pour l'Éducation a poursuivi au Québec les débats sur les politiques d'éducation et de formation des adultes dans les pays industrialisés. Cet ouvrage présente les résultats écrits du séminaire international accueilli par le Ministère de l'Éducation du Québec à l'automne 1999.

**CONFINTEA – HAMBURG 1997**  
**Adult Learning and the Challenge of the 21st century**

UIE, 1999  
ISBN 92-820-1089-9  
**€ 16.00**

A series of 29 booklets documenting workshops held at the Fifth International Conference on Adult Education. –  
*Also available in French and Spanish.*

**Consultative Forum on the Follow-up to Confintea.  
Statement of the Participants, Manila, 25 – 27 September 1999**  
UIE, 1999 - leaflet  
*free of charge*

**Adult Education – The Hamburg Declaration – The Agenda for the Future**  
UIE, 1997  
55 pp. – *free of charge*

The Hamburg Declaration and the Agenda for the Future are the major policy-related documents which resulted from CONFINTEA V.

**Éducation des Adultes – La Déclaration de Hambourg –  
L'Agenda pour l'Avenir**  
IUE, 1997  
55 pp. – *gratuit*

**Hamburger Deklaration zum Lernen im Erwachsenenalter –  
Agenda für die Zukunft**  
UIE, 1997  
38 pp. – *kostenlos*

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**Saber lo que es la letra:**

**Una experiencia de lectoescritura con mujeres de Mixquic**

by Judy Kalman

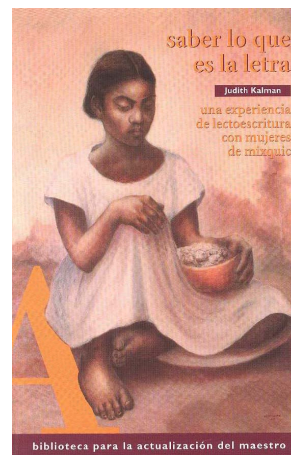
UIE and Ministry of Education, Mexico together with Siglo XXI Editores.

*Winner of the 2002 International Award for Literacy Research*

UIE, 2004

190 pp. – ISBN 970-741-424-3

*gratis*



La autora revisa actividades de los últimos 40 años mediante encuestas y entrevistas a mujeres de cuatro generaciones con el fin de explicar la expansión de la cultura escrita a partir del surgimiento y desarrollo de espacios comunitarios para la lectura y escritura. Además, considera la alfabetización también como un proceso de aprendizaje y de uso de la lengua escrita, pues alfabetizarse representa algo más que leer y escribir. Implica construir prácticas comunicativas en contextos mediante procesos sociales, relaciones con el conocimiento y conexiones con otros lectores y escritores.

**Addressing Gender Relations in HIV Preventive Education**

Ed.: Carolyn Medel-Añonuevo

UIE, 2002

43 pp. – ISBN 92-820-1114-3

*free of charge*

This publication is one of the outcomes of UIE's project on "Developing Empowering Educational Strategies and Gender-Sensitive IEC Materials for HIV Prevention". It aims at working out a gender perspective on HIV-preventive education, reviewing existing educational strategies and IEC materials in the light of this perspective and developing empowering educational strategies and gender-sensitive IEC materials.

**Gender and HIV/AIDS – A Report of the International Workshop on the Development of Empowering Educational HIV/AIDS Prevention Strategies and Gender Sensitive Materials, Nairobi, Kenya, 9–13 July 2001**

Eds.: Nigel Hall, Werner Mauch

UIE and SAfAIDS, 2002

37 pp. – *free of charge*

In 2000 the UNESCO Institute for Education started a project on "Empowering Educational Strategies and Gender-sensitive Materials". Two regional workshops took place, one in Changmai for Asia and one in Nairobi for Africa, from which this report results. The basic objective was to analyse existing prevention practices in different countries and to elaborate corresponding guidelines for designing gender-sensitive materials.

## **Repenser l'éducation tout au long de la vie pour le 21e siècle**

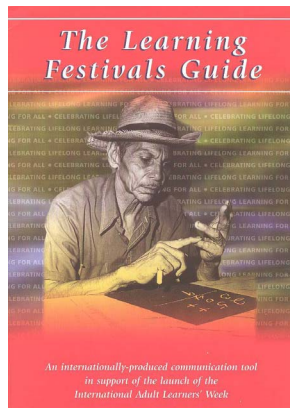
par Carolyn Medel-Añonuevo, Toshio Ohsako, Werner Mauch  
IUE, 2002  
40 pp. – *gratuit*

Au moment où le débat sur l'éducation tout au long de la vie suscite beaucoup d'intérêt de par le monde, il est évident qu'il s'impose de discuter davantage encore la manière dont cette idée sera mise en pratique. Il doit y avoir une parfaite adéquation entre la rhétorique de l'éducation tout au long de la vie et la manière dont celle-ci fonctionne et doit contribuer à l'édification de sociétés plus humaines. Ce livret est la contribution de l'IUE à ce débat.

## **Practicing Lifelong Learning in Asia in the 21st Century**

by Carolyn Medel-Añonuevo  
UIE, 2001  
21 pp. – ISBN 92-820-1113-5  
*free of charge*

This publication resulting from a three-day expert meeting organised in Chiangmai in December 2000 attempts to capture the diverse discourses and practices of lifelong learning in Asian countries. Organised in the form of a primer, it summarizes in a readily accessible form the many questions and issues raised vis-à-vis lifelong learning.



## **The Learning Festival Guides**

UIE, 2000  
26 pp. – *free of charge*  
A brochure for the International Adult Learners Week  
*also available in French, Spanish and German.*

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

Ed.: Paolo Federighi  
UIE/EAEA (European Association for Education of Adults), 1999  
127 pp. – ISBN 92-820-1103-8  
*free of charge*

The subject of adult learning is rapidly evolving and its dynamics difficult to keep up with. This glossary explains the most important terms of this topic.

## **Glossaire de l'éducation des adultes en Europe**

Ed.: Paolo Federighi

IUE/EAEA (Association Européenne pour l'Éducation des Adultes), 1999

127 pp. – ISBN 92-820-2082-7

*gratuit*

Le thème de l'éducation des adultes se développe très rapidement et il est difficile de rester informé. Ce glossaire explique la terminologie de base de ce secteur et fournit un manuel des pratiques d'éducation des adultes les plus significatives dans toute l'Europe.

## **Rapid Educational Response in Complex Emergencies**

A discussion Document

By Pilar Aguilar, Gonzalo Retamal

BIE/.HCR/.IUE, 1998

49 pp. – *free of charge*

This brochure represents an effort to consolidate a systematic response to the special needs of children from the outset of the crisis until they can attend regular basic education. Attempts are made to ensure that at least minimum teaching standards have been met. The document is organized into four parts. Part one summarizes the basic policy instruments that advocate education as a child's right. Part two analyses and illustrates the different phases of emergency response using recent examples of humanitarian educational interventions, including displaced, refugee, and returnee situations. Examples of actual field experiences are included. Further information and readings are suggested in footnotes. Part three shows how the basic core of non-formal education may be expanded to cover threats facing populations every day. Part four presents suggestions for the provision of temporary classrooms. Informative charts, diagrams, visual illustrations or demonstrations, and a selected bibliography are provided.

## **Intervention Éducative Rapide en Situation d'Urgence – Document de discussion**

par Pilar Aguilar, Gonzalo Retamal

BIE / HCR / IUE, 1999

47 pp. – *gratuit*

L'objectif de cet ouvrage sur les interventions éducatives rapides en situations de crises est de fournir un outil pratique, d'expliquer et d'illustrer chaque étape d'une intervention d'urgence conformément aux principes directeurs du UNHCR.

## **Respuesta Educativa Rápida en Emergencias Complejas: Document de Debate**

por Pilar Aguilar, Gonzalo Retamal

OIE / OPEM / IU, 1999

47 pp. – *gratis*

El objetivo principal de este documento sobre una respuesta educativa rápida es ofrecer una herramienta práctica, y también explicar e ilustrar cada una de las fases de una respuesta de emergencia de acuerdo con las Directrices de ACNUR.

**Learning by Talking about our Own Lives – Training in Women’s Literacy Education. The FAM Project: Portugal 1991–1994**

Eds.: Adelina Gouveia, Gracy Carreto, Isabel Guerra

UIE, 1997

69 pp. – ISBN 92-920-1072-4

*free of charge*

This book describes a remarkable women’s literacy education project carried out in four municipalities near Lisbon between 1991 and 1994. Adopting a highly participatory approach, the project actively involved the learners themselves, their individualities and their existing knowledge. This is a story of women, told by women, the creators of their own learning and their own voices.

## INFORMATION MATERIAL

### **UIE Annual Report 2007**

*Bilingual edition English/French*

UIE, 2008

ca. 80 pp. – *free of charge*

(reports of prior years also partially available)

### **Report on the External Evaluation of UIE**

UIE, 2007

60 pp. – *free of charge*

### **Institut de L'UNESCO pour L'Éducation**

#### **Enrichir le trésor – Vision et stratégie 2002-2007**

UIE, 2003

29 pp. – *gratuit*

### **Towards an Open Learning World. UIE anniversary book**

*in English, French and German*

Ed.: Maren Elfert

UIE, 2002

102 pp. – *free of charge*

### **50th Anniversary Celebrations – 14 June 2002,**

UIE, 2002

19 pp. – *free of charge*

– a follow-up brochure to UIE's anniversary celebrations

☛ UIE also publishes a quarterly electronic newsletter,  
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