

# UIL Nexus

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Welcome to the new issue of UIL Nexus, the electronic newsletter of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg. UIL Nexus appears quarterly and contains concise, up-to-date news items about UIL's work. It complements the longer-term information cycles of the UIL website (<http://www.unesco.org/uil>) and the Annual Report.

If you would like to unsubscribe from UIL Nexus, please inform us by sending an e-mail to [m.elfert@unesco.org](mailto:m.elfert@unesco.org).

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# **1. Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States**

UNESCO advocates lifelong learning as the essential organising principle to achieve the goals of Education for All (EFA), as it covers provision for learning at all ages, and extends beyond formal education to non-formal and informal learning. In order to increase the capacity of policy-makers and leading researchers to develop national policy and strategies that will establish lifelong learning systems and make lifelong learning for all a reality, the UNESCO Institute for Lifelong Learning (UIL) is organising a “Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems in UNESCO Member States”, scheduled to take place in Hamburg, Germany, from 22 November to 3 December 2010.

About 20 policy-makers and researchers from ten UNESCO Member States in Africa (Ethiopia, Kenya, Namibia, Rwanda and Tanzania) and Asia (Cambodia, Laos, Malaysia, Thailand and Vietnam) have been invited to participate in this workshop. The major objectives of the workshop are: a) to promote a sound conceptual understanding of lifelong learning among leading policy-makers and to advocate the integration of a lifelong learning perspective into educational policy; b) to generate key elements of policy and strategy for establishing lifelong learning systems in UNESCO Member States; and c) to develop a contingent of core change agents for policy-making and policy research in lifelong learning, and to build exchange networks among them.

The pilot workshop are organised to be interactive and participative and will combine leading presentations, group-work and discussions. It will include field visits and case studies in Denmark, Finland, Germany and the European Commission. In group-work and discussions, participants will be asked to reflect on key issues raised in the presentations. At the end of the workshop, participants will prepare and present a draft proposal for a policy and strategic framework to promote lifelong learning in their country.

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# **2. Online Consultation on Monitoring the Implementation of the Belém Framework for Action**

One year after CONFINTEA VI, UIL invited interested stakeholders, partners and experts to take part in a collective consultation on issues related to the design, feasibility and procedures of monitoring the implementation of the *Belém Framework for Action*. As mandated in the *Belém Framework*, UIL, in partnership with the UNESCO Institute of Statistics (UIS), will coordinate the monitoring process at global level to take stock and report periodically on progress in adult literacy and adult education. Conscious of the fact that to be successful this global monitoring process requires consultation with key stakeholders including representatives from governments, civil society and experts, UIL is organising an online consultation forum from 29 October to 18 November 2010.

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### 3. Capacity Development in UNESCO Member States

Capacity Development for EFA (CapEFA) was launched by UNESCO in 2008 as a multi-donor fund to accelerate progress towards achieving Education for All by developing the capacities of Member States to enhance delivery of learning programmes. The UNESCO Institute for Lifelong Learning is involved in this initiative, providing technical assistance to different Member States:

*Cambodia:* The two-year CapEFA project in Cambodia, which was approved in April 2010, aims to contribute to the development of a balanced and comprehensive education sector to achieve the national EFA goals by 2015 through strengthening non-formal education (NFE), with a focus on literacy, within the context of sector-wide planning. Cambodia currently experiences low completion rates in primary education, low participation rates at secondary level and low adult literacy rates.

UNESCO staff from Phnom Penh, Bangkok, Paris and UIL went on a fact-finding mission in July 2010 in order to identify relevant partners and existing programmes, ensure common understanding among project partners on the project objectives, interventions and results, and clarify roles of partners in the development of the project. A capacity assessment of NFE providers will be carried out next, followed by the development of an action plan to strengthen capacities of NFE providers.

Contact: Ms Carol Medel-Añonuevo (c.medel-anonuevo@unesco.org)

*Tanzania:* After significant improvements in literacy rates between the early 1960s and the mid-1980s, both primary school enrolment ratio and adult literacy rates strongly decreased in the 1990s. Currently 31% of the adult population in Tanzania lacks basic reading, writing and numeracy skills and 1.5 million children are out of school.

To improve the quality of literacy provision, the government of Tanzania developed a five-year national Strategy for Adult Education and Non-Formal Education, which was implemented from 2003 to 2008. Two main programmes were given high priority in the action plan. They include the Integrated Community Based Adult Education (ICBAE) and the Complementary Basic Education in Tanzania (COBET). Through ICBAE youth and adults acquire literacy, vocational and life skills in order to improve their living standards, whereas COBET was developed to respond to the learning needs of out-of-school children and youth.

The goal of the CapEFA project is to strengthen capacities for planning, management and monitoring of effective literacy programme for enhanced literacy achievements in Tanzania. The project falls within the framework of the Joint Programme on Education in the context of One UN.

UIL is expected to provide technical assistance with regard to the evaluation of the 2003-2007 Medium Term Strategy for Adult Education and Non-Formal Education.

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*Papua New Guinea:* UIL provides technical assistance within the extra-budgetary funded project “Accelerating National Efforts in Papua New Guinea to Achieve EFA through LIFE”, which is coordinated by UNESCO Apia Office. In August 2010, within the “UNESCO family approach”, UIL participated in a three-day workshop to support

UNESCO Apia with facilitation and to provide substantial input on the training needs and the components of a national strategy for capacity development and training of literacy and non-formal education (NFE) personnel.

With around 20 participants from the National Literacy Task Force, a common understanding was built on the scope, objectives, process and expected outcomes of the planned activities. The workshop, which was covered by local media, represents an important stepping-stone in Papua New Guinea's efforts to upgrade national capacities in order to better meet current and future learning needs of youth and adults without the required level of education for (self-) employment or improvement of their livelihood.

Contact: Ms Ulrike Hanemann (u.hanemann@unesco.org)

*Togo:* Capacity-building for EFA in Togo was launched at a seminar in Lomé on 27 September. The objectives of the seminar were 1) to develop a shared understanding of the concept of capacity-building in the areas of literacy and non-formal education and 2) to formulate recommendations. Organised by the field office in Accra in close collaboration with UIL, the Regional Bureau for Education in Africa (BREDA) and the National Commission for UNESCO in Togo, the workshop brought together the Ministry of Primary and Secondary Education and Literacy, as well as further ministries involved in literacy and non-formal education, NGOs and associations. The next step will be to carry out a situation analysis for literacy in Togo. A validation workshop is planned for December 2010.

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## **4. Research Project on Tools for the Measurement of Literacy Acquisition**

Following the launch of the research project on tools for more accurate measurement of literacy acquisition in June 2008, UIL organised the first national coordinators' meeting from 27 to 28 October 2010 in Hamburg.

Since the launch in 2008, a series of preparatory activities has been developed and achieved including the signature of the Memorandum of Understanding by the respective countries (Burkina Faso, Mali, Morocco, Niger and Senegal), the nomination of the national coordinators and national teams and the development of the research plan. In this context, the national coordinators' workshop aimed to develop a common understanding of the terms of reference of the project, validating research protocol, defining working procedures and discussing logistical aspects. Subsequent activities will encompass the launch of the project at national level including elaboration of national capacity-building plans, development of the project's action plan and review of national and international literature research.

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## **5. Workshop on GRALE organised by the German National Commission for UNESCO**

On 21 September, a workshop was organised by the German National Commission for UNESCO in Bonn to disseminate and discuss the *Global Report on Adult Learning and Education (GRALE)* among German stakeholders involved in national and international adult education, including representatives of the Federal Ministry for Education and Research (BMBF), the Ministry for International Cooperation and Development (BMZ), DVV International, InWEnt, the German Institute for Adult Education (DIE), and the Federal Institute for Vocational Education (BIBB).

The workshop provided an excellent opportunity for obtaining feedback on the strengths and weaknesses of *GRALE*, helping to understand the meaning of *GRALE* for the expert community and for planning the future post-CONFINTEA editions of *GRALE*. Participants suggested creating a more defined profile for future *GRALEs*, by building in more data, analytical and research components (special studies) and international benchmarking and indicators. It was also suggested to choose a thematic focus for the next editions.

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## **6. Ensuring Early Acquisition of Literacy: Study on Parental Support**

UIL is a partner in the EU-funded research project *Ensuring Early Acquisition of Literacy: Study on Parental Support*, which is coordinated by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), Institute of Education, University of London. Other project partners are the National Institute of Adult Continuing Education (NIACE, also from the UK); the Mother-Child Education Foundation (ACEV), Turkey; and the Romanian educational research and programme consultancy Learn & Vision. The overall objectives are to support the work of the European Commission and Member States by providing policy advice and information on early literacy development, and by highlighting examples of good practice. The project started in December 2009 and will end in February 2011.

On 16 and 17 September 2010, an expert seminar in London analysed good practice from Germany, Malta, Netherlands, Norway, Romania, Turkey and the UK and made policy recommendations that will feed into the ongoing research study.

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## **7. UIL Capacity-Building Strategy for Africa**

In the context of its current medium-term strategy (2008-2013), UIL is giving priority to Africa. Building on its research and advocacy work, UIL has developed a strategy for strengthening the capacities of governments and civil society to attain EFA and lifelong learning in Africa. The thematic foci of capacity development are policy, governance

structure and institutional capacity, financing, quality and monitoring and evaluation. To plan and implement this strategy, UIL is consulting with the UNESCO family in the region and with regional and sub-regional networks such as the Association for the Development of Education in Africa (ADEA), the Regional Council for Education and Literacy in Africa (CREAA) and the African Platform for Adult Education.

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## **8. The Fifth International Conference of the Frankfurt Book Fair Literacy Campaign (LitCam) 2010**

From 4 to 5 October 2010, UIL was again a cooperating partner of the Frankfurt LitCam Conference and Workshop. The 2010 theme was “Literacy and Human Rights”. The key note speakers were the Argentinian Minister of Education, Mr Alberto Sileoni, and Vernor Muñoz Villalobos, the former UN Special Rapporteur on the Right to Education, whose speech had to be read to the around 80 participants by the moderator, because he could not make it to Frankfurt. As in previous years, there was a number of presentations by international guests on inspiring and innovative experiences in literacy. These presentations were further discussed during the LitCam Workshop. The event was also an excellent opportunity to exchange information on effective practice and for guests and organisations to network.

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## **9. UIL/CIDA Workshop on Programming for Youth Literacy and Basic Life Skills**

UIL held a workshop with the Canadian International Development Agency (CIDA) on Programming for Youth Literacy and Basic Life Skills at UIL from 27 September to 1 October 2010. The overall aim of the workshop was to develop a joint research framework on youth literacy and basic life skills, to arrive at a common understanding of specific concepts and to develop a methodology for the research. The outcome of this research project will support and inform both CIDA’s implementation of its Children and Youth strategy as well as UIL’s efforts in promoting quality literacy and life skills and learning and training opportunities in UNESCO Member States.

Contact: Carol Medel-Añonuevo (c.medel-anonuevo@unesco.org)

## **10. In Brief**

### **International Workshop on Good Practices for the Capacity Development of Non-formal Education Teaching Personnel in Asia and Africa**

UIL was invited by UNESCO Dhaka to participate in an International Workshop on Good Practices in Capacity Development of Non-formal Education (NFE) Teaching Personnel in Asia and Africa, which took place in Dhaka, Bangladesh from 19 to 21 July. The

workshop, which was attended by 34 participants from Bangladesh, Ethiopia, India, Indonesia and Thailand, resulted in a series of recommendations on strategies and approaches for a common capacity development framework for NFE teaching personnel based on analysis of the findings of four country reports. UIL also provided technical support during meetings with implementing partners to discuss the mid-term evaluation report of the Capacity Development for EFA Bangladesh project.

## **ADEA Technical Workshop**

UIL participated in a Technical Workshop organised by the Association for the Development of Education in Africa (ADEA) in Tunis from 6 to 9 September to discuss and plan next year's ADEA Triennial, which will take place in December 2011 in Ouagadougou, Burkina Faso: The theme of the Triennial is "Promoting critical knowledge, skills and qualifications for sustainable development in Africa: how to design and implement an effective response by education and training systems." In a previous consultation process, three sub-themes and 12 cross-cutting themes have been defined, which are intended to promote coordinated thinking across all sub-themes – basic education, technical and vocational education and training (TVET) and higher education. The workshop was attended by 129 participants, including the thematic coordinators, the working group coordinators, representatives of African Ministries of Education and Training, agencies, individual experts, regional organisations, civil society, non-governmental organisations and the private sector.

## **Capacity-Building Seminar on Educational Policy and Planning**

An internal capacity-building seminar on educational policy, planning and financing was organised at UIL from 13 to 14 September 2010. The seminar was the third in a series of internal UIL seminars aiming at developing the capacity of UIL colleagues in different areas related to the mandate of the Institute. The seminar was designed and conducted by Ms Le Thu Huong, UNESCO Bangkok. The major objectives were to: 1) improve the understanding of the basic concepts, processes and issues related to education policy, 2) understand key concepts and processes related to education planning and budgeting from both national and international perspectives, and 3) become familiar with applying the basic principles of education policy, planning and budgeting in UIL's areas of work. Colleagues were provided with a wide panorama of the current trends in educational policy, planning and financing, including an overview of the current international debate related to the *Paris Declaration on Aid Effectiveness* and the *Accra Agenda for Action*.

## **In-house Seminar on Introduction to Statistics**

In response to the increasing need to do quantitative analysis and provide evidence in UIL's field of work, a half-day seminar on statistics was organised for UIL staff on 20 September 2010. The seminar was presented by George Orwa, who was doing an internship at UIL as an InWEnt fellow. He guided a session for staff members on basic principles of statistics.

## All UNESCO Publications Online

In August 2010, a long-term retrospective cataloguing project came to an end. Now all UNESCO publications that are available in the UIL Documentation Centre and Library are accessible via the online catalogue, most of them full-text. Apart from all UNESCO publications, the online catalogue gives access to more than 30,000 international documents in adult education, lifelong learning and literacy at <http://www.unesco.org/uil/en/docums/catalogue.htm>

## 11. Forthcoming Events

### Regional Workshop on Mid-term Evaluation of LIFE in the Asia-Pacific Region

This workshop will be held from 13 to 15 December by the Regional UNESCO Bureau for Education in Bangkok for countries as a regional platform for information exchange and planning for the future. The objectives of the workshop are to review and assess the impact of activities carried out in the framework of the Literacy Initiative for Empowerment (LIFE); to share and analyse innovative approaches and lessons learned, to develop a strategy for the remaining five years of the initiative and to plan the next steps. The outcomes of the workshop will be incorporated into a final regional synthesis report of LIFE's mid-term evaluation.

## 12. Visitors

On 5 August, Ms Ewokolo Jeme from Internationale Weiterbildung und Entwicklung GmbH (InWEnt), Bonn, visited UIL to discuss cooperation between InWEnt and UIL in the context of InWEnt's International Leadership Training Programme.

On 15 September, Mr Ulrich Winzer, project-co-ordinator of the newly-established Archiv und Dokumentationszentrum für Alphabetisierung und Grundbildung (ADAG) at the German Bundesverband Alphabetisierung (German Federal Literacy Association), visited the UIL Documentation Centre and Library to discuss areas of collaboration.

On 21 September, a delegation from Shanghai TV University visited UIL to get to know UIL and explore possible areas of collaboration. The delegation was composed of Ms Zhang Daoling, Director of the President's Office, Shanghai TV University; Mr Luo Weigang, Deputy Dean of the International Exchange College, Shanghai TV University; Mr Xu Donglin, Director of the Publications Department, Shanghai TV University; Mr Guo Taiqian, President of Fengxian Branch, Shanghai TV University; Ms Zheng Guorui, Deputy Dean of Continuing Education College, Shanghai TV University; and Mr Shuai Liangyu, Deputy Director of the Lifelong Learning Division, Shanghai Municipal Education Commission. During their stay in Hamburg, the delegation also visited some local educational institutions.

On 28 September, Ms Regina Claussen, Federal Ministry of Family Affairs, Senior Citizens, Women and Youth, visited UIL to learn about UIL's activities and discuss possible areas of cooperation.

From 27 September to 1 October 2010, Guy Bessette, Senior Education Advisor, Canadian International Development Agency (CIDA), and two consultants, Mr Mahamadou Cheick Diarra from the Malian NGO Jeunesse et Développement and Ms Vimala Ramachandran, Director of Educational Resource Unit in India, spent time at UIL to undertake research in the "Basic Life Skills for Youth" project, on which UIL is cooperating with CIDA.

On 21 October, a delegation from Finland visited the Institute to meet with UIL's programme staff and receive an update on UIL's activities and priorities. The delegation was composed of Ms Eeva-Inkeri Sirelius, Secretary-General, Finnish Adult Education Association (FAEA); Member of the UIL Governing Board; Mr Reijo Aholainen, Education Counsellor, Ministry of Education and Culture, alternate Member on the UIL Board; Mr Jussi Karakoski, Education Counsellor, Ministry for Foreign Affairs/International Development Cooperation, and Ms Zabrina Holmström, Secretary-General, Finnish National Commission for UNESCO.

On 22 October Mr Matthias Rürup from Helmut-Schmidt-University in Hamburg visited UIL with a group of education students.

From 25 to 29 October Ms Mihaela Rusitoru visited the Institute to work in the documentation centre and library. Ms Rusitoru is writing her thesis at the Universities of Strasbourg (France) and Cluj-Napoca (Romania) on LLL Policies in the European Union and their Relevance for Economic and Social Development.

### **13. Staff Matters**

Hannah Mowat left UIL in September, after four years' service. We wish her all the best on her return to university to undertake an MPhil. The work she did for the Institute's *International Review of Education* has been taken up by two colleagues working on a part-time basis: Roselyne Höner is *IRE's* Secretary (since mid-October), and Maya Kiesselbach is *IRE's* Assistant Editor (since early November).

UIL would like to thank the following interns for their contributions to the Institute's work: Ms Rose Wiseman, UK (13 September to 1 October); Mr Joe Bartlett-Marques, Australia (26 July to 20 August); Ms Jasmine Man, UK (21 June to 11 July), Ms Junghwa Yoo, Republic of Korea (13 September to 12 March), Mr Thomas Mitchell, Germany (20 September to 1 October), and Ms Fabienne M. Köhler, Germany (19 July to 9 September).

From 1 to 3 November, a special session of the UIL Governing Board was held to select UIL's future director. The Board shortlisted three candidates to be submitted to UNESCO's Director-General for final decision. On 4 November, UIL staff were invited to a reception given by Ms Suzy Halimi, Chairperson of Board, to celebrate the forthcoming conferment upon her of the title of *Commandeur dans l'Ordre National de la Légion d'Honneur*. Professor Halimi is Honorary President of the New Sorbonne University III, Paris.

## Fellowships at UIL

The UNESCO Institute for Lifelong Learning UIL offers short-term fellowships in its areas of expertise to senior specialists from developing countries to enable them to undertake research at UIL.

The Fellowship Programme has three inter-related objectives:

- to assist capacity-building in lifelong learning in Member States, especially developing and least-developed countries;
- to complement and support UIL's research and development activities. Fellows are selected according to their potential to contribute to ongoing projects (see "programme areas" in the left-hand menu);
- to strengthen cooperation and networking with research centres and universities worldwide

Fellowships are tenable for a period from two up to six months, during which fellows are invited to pursue a research interest which broadly aligns with UIL's own research and development agenda.

UIL offers a fully-equipped and networked workplace and the resources of its unique documentation centre and library. With 63,000 books, documents, non-print media and periodicals in adult education, literacy, non-formal education and lifelong learning, it is one of the most comprehensive collections of its kind in the world. Started in 1952 by the UNESCO Institute for Education, it comprises English language materials (some 60% of the collection), as well as publications in German, French, Spanish and a variety of other languages.

UIL maintains effective working relations with the University of Hamburg (see <http://www.uni-hamburg.de>), which is within walking distance. Its supportive infrastructure, such as its library and dining facilities, are open to fellows, as (in principle) are other research institutes in UIL's research environment such as the German Institute of Global and Area Studies, GIGA (see <http://www.giga-hamburg.de/>).

Only candidates from developing countries are eligible to receive financial support to cover their cost of living during the tenure of a UIL Fellowship. However, travel costs are not included in the Fellowship Programme and must be provided by other sources. Fellows are invited to UIL on an individual basis and should be prepared to work under their own initiative for a good deal of time. They will be expected to produce a report on the research they undertake at UIL and present it for discussion at a concluding seminar.

### Selection criteria for candidates

- Prospective Fellows should have good experience in literacy, non-formal education, adult or lifelong learning, from government, civil society or research contexts.
- Research proposals should clearly state: justification, objectives and expected results of the research; implications and applicability of the results for policy/decision-making and practice in both his/her country and at regional/international level; explanation for the need to use UIL's knowledge base and resources; linkages between the proposed research and UIL's programmes; methods and resources

- needed to execute the research; and a time-plan..
- Candidates should speak English as a common language of the Institute; knowledge of another official UN/UNESCO language would be an asset.

Geographical (regional and national) and gender balance of candidates will be sought for the Fellowship Programme as a whole.

### Application

Applications are welcome from candidates for a period of two to six months. Fellows will be provided with full use of UIL facilities, including its Documentation Centre and Library, computer facilities and limited secretarial support.

Interested candidates should submit a written research proposal to UIL, **through their National Commission for UNESCO**. Proposals should carefully consider the criteria outlined above.

Applications are granted with respect to meeting the selection criteria and availability of funds.

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## **14. Recent Publications**

### ***International Review of Education*** **Vol. 56, No. 4**

#### **The edition includes the following articles:**

Editorial: Accounting for what counts / *Virman Man*

Educational intervention targeted at minors in situations of grave social vulnerability, and their families / *Isabel Bartau Rojas and Mariangeles de la Caba Collado*

Corporal Punishment in Tanzania's Schools / *Sheryl Feinstein and Lucas Mwachombela*

Lost in Translation? Rethinking First Nation Education via LUCID Insights / *Thomas William Nielsen*

Using Data for Decision-Making: Perspectives from 16 Principals in Michigan, USA / *Jianping Shen, Van Cooley, Patricia Reeves, Walter Burt, Lisa Ryan, J. Mark Rainey and Wenhui Yuan*

Towards a Sight Word List in Arabic / *Ahmad Oweini and Katia Hazoury*

Book Reviews



## **El Informe mundial sobre el aprendizaje y la educación de adultos (GRALE)**

*El Informe mundial sobre el aprendizaje y la educación de adultos (GRALE) acaba de ser publicado en español. GRALE es el primer informe de este tipo y se basa en 154 Informes nacionales sobre la situación del aprendizaje y la educación de adultos presentados por los Estados Miembros de la UNESCO, cinco Informes regionales sintéticos y literatura secundaria. Su propósito es ofrecer una visión panorámica de las tendencias en el aprendizaje y la educación de adultos, así como identificar retos clave.*

Las copias impresas del *GRALE* se pueden pedir al departamento de publicaciones del UIL en la siguiente dirección electrónica: [c.sebastiani@unesco.org](mailto:c.sebastiani@unesco.org)

Descargar:

[http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/grale\\_sp.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/grale_sp.pdf)

## **Forthcoming publications**

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

Eds.: Carolyn Medel-Añonuevo, Madina Bolly  
UIL; 2010

Cette publication résulte d'une session de formation recommandée par la Biennale 2003 de l'ADEA et dont l'objectif consistait à renforcer les capacités en genre et alphabétisation. Cinq pays d'Afrique de l'Ouest affichant un taux d'alphabétisation très faible, en particulier auprès de la population féminine, y ont participé : le Burkina Faso, la Guinée, le Mali, le Niger et le Sénégal. Cet ouvrage documente la méthodologie appliquée dans le cadre de cette formation, énumère les recommandations émises, analyse les résultats de recherche par pays et engage une réflexion sur le développement des capacités en genre et alphabétisation en Afrique.