



Online Alert ²¹

ALADIN Online Alert 21
June 2018

Dear ALADIN community,

In this ALADIN Online Alert, I would like to highlight various articles exploring prior learning assessment.

Topics include:

- recognition of non-formal education in [higher education](#);
- [making learning visible](#) (a UNESCO position paper);
- recognizing the competencies of [Syrian refugees](#);
- recognition, validation and accreditation as [a foundation of lifelong learning](#);
- documenting informal learning to support [job mobility](#).

I wish you enjoyable reading,
Lisa Krolak, ALADIN coordinator



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Adult Learning

International

[The financial skills of adults across the world: New estimates from PIAAC](#)

Bhutoria, Aditi; Jerrim, John; Vignoles, Anna
Source: Cambridge University and University College London, 03/2018

[The recognition of non-formal education in higher education: Where are we now, and are we learning from experience?](#)

Harris, Judy; Wihak, Christine
Source: International Journal of E-Learning & Distance Education, vol. 33, no 1, 05/2018

Europe and North America

[Do Methods Matter? PLA, Portfolio Assessment, and the Road to Completion and Persistence](#)

Klein-Collins, Rebecca; Hudson, Sean
Source: Council for Adult and Experiential Learning (CAEL), 03/2018

[Engaging with LGBT and migrant equalities: Activities for the ESOL classroom](#)

Stella, Francesca; MacDougall, Jennifer; Liinpää, Minna; Speirs, Jenny
Source: Intimate Migrations, 01/2018

[Intersectionality and adult education](#)

Source: RELA, European Journal for Research on the Education and Learning of Adults, vol. 9, no 1, 04/2018

[Migrant education](#)

Source: EPALE, 05/2018

[Negotiation and Officialisation: how commissions and task forces contribute to adult education policy in Italy and Denmark](#)

Milana, Marcella; Rasmussen, Palle
Source: RELA, European Journal for Research on the Education and Learning of Adults, 04/2018

[Les universités populaires en France - Un état des lieux à la lumière de trois expériences européennes : Allemagne, Italie et Suède | Injep/](#)

Richez, Jean-Claude
Source: Institut national de la jeunesse et de l'éducation populaire (INJEP), 01/2018
Lang: FRE

Adult Literacy

Europe and North America

[Développement de l'alphabétisme et des compétences essentielles \(DACE\) dans les communautés de langue officielle en situation minoritaire \(CLOSM\) : une analyse de besoins](#) / Johnson, Marc L.

Source: Chaire de recherche sur la francophonie et les politiques publiques, 04/2018
Lang: FRE

[Développer les compétences de base des salariés, des solutions existent : édition pour les acteurs de l'entreprise](#)

Source: ANLCI, 06/2018
Lang: FRE

[Hamburg's Family Literacy project \(FLY\) in the context of international trends and recent evaluation findings](#) / Rabkin,

Gabriele; Geffers, Stefanie; Hanemann, Ulrike; Heckt, Meike; Pietsch, Marcus
Source: International Review of Education (IRE), 05/2018

[« Simplement Mieux ! » en faveur des compétences de base : rapport final sur la phase pilote](#)

Source: Fédération suisse Lire et Ecrire, 04/2018
Lang: FRE

[Vers une société numérique pleinement inclusive : personnes ne maîtrisant pas l'écrit en langue française](#)

Source: Agence nouvelle des solidarités actives, 04/2018
Lang: FRE

Lifelong Learning

International

[Building entrepreneurship in sustainable learning cities](#) / Kearns, Peter

Source: PASCAL International Observatory, 04/2018 Lang: ENG, CHI, KOR

[Discussion paper: making learning visible: representing skills, competencies and qualifications](#)

Source: UNESCO, 05/2018

[A lifeline to learning: leveraging technology to support education for refugees](#)

[Pathways to empowerment: recognizing the competences of Syrian refugees in Egypt, Iraq, Jordan, Lebanon and Turkey](#)

Singh, Madhu
Source: UIL, 06/2018

[Recognition, validation and accreditation of youth and adult basic education as a foundation of lifelong learning](#)

Source: UIL, 05/2018

Source: UNESCO, 03/2018

Africa

[Promoting lifelong learning for all: the experiences of Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania](#)

Vieira do Nascimento, Daniele; Valdés-Cotera, Raúl

Source: UIL, 05/2018

Europe and North America

[MILE Guide to documenting prior learning experiences for European job mobility](#)

Dossou, Koffi M.; Klein, Gabriella B.; Loce-Mandes, Fabrizio; Rafail, Ilias-Michael; Ravenda, Andrea F.; Schejbal, Aleksander

Source: MILE: My Informal Learning Experience, 05/2018

[University Lifelong Learning and the labour market in Europe: the contribution of continuing education and vocational education to the challenges of changing work and qualification requirements](#)

Source: eucen Studies, eJournal of University Lifelong Learning, vol. 1, no 1, 05/2018

[Perspectives européennes : enjeux du volontariat pour l'éducation et la formation tout au long de la vie](#) / Lopez, David

Source: EPALE, 04/2018

Lang: FRE

Technical and Vocational Education and Training

International

[Funding skills development: the private sector contribution](#)

Source: UNESCO, 05/2018

Africa

[Du continuum éducation-formation au continuum éducation-formation-travail : perspectives d'évolution à partir de l'analyse de dispositifs dans 18 pays](#) / Walther, Richard; Carton, Michel; Mellet, Aude
Source: PQIP/DCTP, 12/2017
Lang: FRE, ENG

[Report of the Southern Africa Regional Workshop on Work-based Learning, 1-2 March 2018, Gaborone, Botswana](#)
Source: UNESCO Office Harare, 05/2018

Europe and North America

[From long-term unemployment to a matching job: the role of vocational training in sustainable return to work](#)
Source: CEDEFOP, 06/2018

[Guide to policy analysis](#)
Source: European Training Foundation (ETF), 04/2018

[Skills Strategy Implementation Guidance for Portugal](#)
Source: OECD, 05/2018

[Work Based Basic Skills: Challenges for Trainers in Europe](#) / Fenech, Christianne; Azzopardi, Jennifer; Mifsud, Mandy
Source: Profi-Train, 04/2018

Latin America

[Getting Skills Right: Chile](#)
Source: OECD, 04/2018

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