

## Synthesis report on culturally responsive quality education for ethnic groups in the Greater Mekong Sub-region

# TERMS OF REFERENCE FOR AN INDIVIDUAL AUTHOR

**Location:** Home-based

**Duration:** Part-time from November 2018 – April 2019 (approximately 22 working days)

**Contract fee:** EUR 7,500

The UNESCO International Research and Training Centre for Rural Education (INRULED) and the UNESCO Institute for Lifelong Learning (UIL) is leading a research project, **Lifelong learning for ethnic groups in the Greater Mekong Sub-region: Towards culturally responsive development**, from 2018 to 2019 involving five UNESCO Member States in Asia. This project is expected to collect and disseminate effective policies and practices of government efforts to improve the participation of ethnic groups in education, the relevance and outcomes of education and learning from schools and non-formal education, and the intergenerational transfer of knowledge by ethnic groups.

In the framework of this project, the consultant shall write a comprehensive and analytical synthesis report on culturally responsive quality education for ethnic groups in five countries and carry out the following tasks in line with the research concept note (*Annex 1*):

1. Provide constructive feedback on improving draft country reports submitted by national research partners in Cambodia, China (Yunnan Province), Lao PDR, Thailand and Viet Nam (number of countries may change); see proposed outline of country report in 'Research Concept Note', *Annex 1*. Each country will submit practices for school and non-formal education in the area of culturally responsive quality education for ethnic groups.
2. Write a synthesis report, including culturally responsive education policies and strategies, good practices and lessons learned from participating countries (min. 8,000/ max. 12,000 words).
3. Use secondary literature, country reports and presentations available from UNESCO online sources (i.e. UNESCO Bangkok, UIL) and other sources to validate and complement information gaps in country reports and, where necessary, contact national researcher(s) for more information.
4. In line with UNESCO's gender equality guidelines for publications, raise specific issues related to women's empowerment and gender equality, and present sex-disaggregated data and statistics when feasible.
5. Follow UIL style when referencing (*Annex 2*).

## Deliverables

Written feedback to draft country reports (1–2 page per country)

Manuscript (min. 8,000/ max. 12,000 words)

## Timeframe

Late November 2018:	Signing of contract
Early December 2018:	Country partners submit full country reports. The consultant and UIL to provide feedback on the reports within 10 days of receipt and INRULED to consolidate the feedback and inform the country partners.
Early January 2019:	Consultant submits an annotated outline of synthesis report for feedback by INRULED and UIL.
Late January 2019:	Country partners submit final report.
Early February 2019:	Consultant submits draft synthesis report. UIL and INRULED provide feedback.
Late February 2019:	Consultant submits a revised manuscript.
March 2019:	UIL Editorial Board reviews the manuscript.
31 April 2016:	Consultant submits a final manuscript, if required by UIL.

An expert meeting with the authors of country reports may take place in early 2019. The consultant may have to travel to participate in the meeting and present a draft synthesis report for discussion. A lump sum for the most direct and economy-class airfare will be added to the contract fee. The organizers will cover costs for local accommodation and meals.

## Qualifications and requirements

In order to be considered for the position, the candidate should have:

- previously published texts on the education of ethnic minorities and culturally responsive education;
- familiarity with the complex issues of ethnic minority groups in South-East Asia and Yunnan Province, China;
- relevant work experience in promoting culturally relevant quality education for ethnic minorities;
- a critical understanding of education policy-making at national level and with a lifelong learning perspective;
- excellent knowledge of English and be an experienced writer able to produce concise, accessible text and provide constructive feedback to non-native writers;
- At least a master's degree in education or social sciences.



International Research and Training Centre for Rural Education  
19 Xijiekouwai Str., Beijing 100875, P.R.China  
Phone: +86 10 5880 2585; Fax: +86 10 5880 2585  
E-mail: [info@inriled.org](mailto:info@inriled.org); [www.inriled.org](http://www.inriled.org)



UNESCO Institute for Lifelong Learning  
Feldbrunnenstr. 58 | 20148 Hamburg | Germany  
Phone: +49 40 44 80 41-0 | Fax: +49 40 4 10 77 23  
Email: [uil@unesco.org](mailto:uil@unesco.org) | [www.uil.unesco.org](http://www.uil.unesco.org)

## Lifelong learning for ethnic groups in the Greater Mekong Sub-region: Towards culturally responsive development

### RESEARCH CONCEPT (as of 18/06/18)

#### 1. BASIC INFORMATION

---

##### 1.1 Main area of research project and vision:

- Review context-dependent and culturally responsive<sup>1</sup> education policies and strategies, and think about how to mobilize multi-sector, multi-level and multi-agent partnerships and resources to strengthen the capacities of ethnic groups<sup>2</sup> in the Greater Mekong Sub-region through lifelong learning.
- Provide practical ideas to guide the transition towards policies and interventions addressing lifelong learning and inclusive cultural development.

##### 1.2 Leading units:

- UNESCO International Research and Training Centre for Rural Education (INRULED)
- UNESCO Institute for Lifelong Learning (UIL)

##### 1.3 Participating countries:

The six countries along the Mekong River are invited to participate in this project: Cambodia, China (specifically Yunnan Province), Lao PDR, Myanmar, Thailand and Viet Nam.

The Greater Mekong Sub-region is an area of approximately 2.6 million square kilometres that are bound together by the Mekong River in Southeast Asia, which runs through the aforementioned countries.

---

<sup>1</sup>According to the guidebook [Action Research to Improve Youth and Adult Literacy](#) (UNESCO Institute for Lifelong Learning, 2015, Hamburg, UIL, p.17.), the concept of culture is defined as 'something that is complex, not closed, and that reflects both its historical development and influences from other cultures... When we speak of culture we do not mean only what is subsumed under "arts" or "folklore", we speak about the beliefs, values and practices that shape all relationships and areas of life, be they economic, spiritual, educational, or political'.

<sup>2</sup>In the Southeast Asian context, part of the meaning of 'ethnic groups' overlaps with 'indigenous people', where the peoples who (a) form non-dominant groups of society; (b) maintain distinct languages, cultures and beliefs; and (c) identify themselves and are recognized and accepted by their community as indigenous (Fact sheet N°326, *Health of indigenous peoples*, World Health Organization, published in October 2007). The United Nations has not yet adopted an official definition of 'indigenous people' due to the diversity of historical and socio-political backgrounds. This project takes into account the fact that the term 'indigenous' may raise some controversial socio-cultural issues in Southeast Asia, thereby the term 'ethnic groups' is used instead.

Among the total population of around 242 million,<sup>3</sup> there is great cultural and linguistic diversity in the Greater Mekong Sub-region. However, because of globalization, some ethnic group members become emotionally distant from their culture, tradition and identity. Some of the ethnic groups also live in deprived communities (remote, poverty-stricken or mountainous areas). This project will tackle these challenges by taking stock of national policies and education approaches that promote positive development of ethnic diversity and support indigenous knowledge transmission.

#### **1.4 Focal point institutions:**

The National Commissions for UNESCO in participating countries are requested to nominate a focal point institution to coordinate the research activities.

The criteria for selection of focal point institutions are:

- Active involvement in educational activities for ethnic groups.
- Being in a position to propose strategic recommendations to the Ministry of Education and contribute to national policy-making.
- Having the capacity to deploy researcher(s) to prepare country report in good quality and in English.

It is recommended that each country (a) establish a cross-sectoral and/or inter-departmental working group to carry out the research and write a country report; (b) identify a national committee/commission to which the working group could report its progress and findings; and (c) facilitate a broader stakeholder review and participation process, involving stakeholders from various government agencies, NGOs, research institutions, as well as those with experiential knowledge. Participation of representatives from ethnic groups in the research process is important in order to be in line with the UNESCO policy on engaging with indigenous peoples<sup>4</sup>.

In the case of China, INRULED will work as a national focal point.

## **2. SCOPE OF RESEARCH**

---

### **2.1 Justification:**

We are now at the starting point to spark transformational changes advocated by the Sustainable Development Agenda 2030, a plan of action for people, planet, prosperity, peace and partnership adopted by the United Nations in 2015 to end all forms of poverty, promote quality education and fight inequality, while ensuring that no one is left behind. Among the vulnerable groups worldwide, ethnic groups are among those most vulnerable to poverty, marginalization and cultural endangerment. The gaps that hinder their inclusive and equitable development process must be identified and addressed. In 2007, the UN Declaration on the Rights of Indigenous Peoples recognized that ‘respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment’. Additionally, the fourth Sustainable Development Goal (SDG 4) addresses the need to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. In this regard, development strategies will not bear healthy and dynamic fruit unless we consider the potential of ethnic groups.

UNESCO is working with countries to develop inclusive national education policies responding to the learning needs of everyone, including ethnic groups. Equitable access for ethnic groups

---

<sup>3</sup> Total Population. 2015. UNESCO Institute for Statistics database. <http://data.uis.unesco.org/#>, extracted on 17 May, 2017; Total Population. 2015. Yunnan Provincial Bureau of Statistics database. [http://www.stats.yn.gov.cn/TJJMH\\_Model/newsviw.aspx?id=4125442](http://www.stats.yn.gov.cn/TJJMH_Model/newsviw.aspx?id=4125442), extracted on 17 May, 2017.

Due to the diversity of China’s socio-cultural context, this project only considers the background information, such as population data, of Yunnan Province located in the Greater Mekong Sub-region.

<sup>4</sup> <http://unesdoc.unesco.org/images/0026/002627/262748e.pdf>

to quality lifelong learning opportunities is promoted through improving both conventional and innovative modes of delivery in schools and communities and improving the learning environments and infrastructure to fit with cultural practices and better use of information and communication technologies in education. In addition, experts from the Greater Mekong Sub-Region identified teachers and community engagement for ethnic groups' education and learning as key areas of research gaps in the 2017 International Seminar on Education for Rural Transformation, which was organized by INRULED in Kunming, China in December 2017.

This project is expected to collect and disseminate effective policies and practices of government efforts to improve the participation of ethnic groups in education, the relevance and outcomes of education and learning from schools and non-formal education, and the intergenerational transfer of knowledge by ethnic groups.

The six countries in the Greater Mekong Sub-region share borders with each other and many ethnic groups have the same or similar origins. Thus, a comparative analysis will also be conducted to find out the similarities and differences between those countries, with regard to their education and development policies and practices, and how they can become more responsive to cultural contexts in order to yield better, more inclusive and equitable sustainable development outcomes.

## **2.2 Overall objective:**

The overall goal of the project is to improve policies and practices of lifelong learning opportunities for ethnic groups in the Greater Mekong Sub-region.

Specific objectives are to:

- Provide a guide to action for policy makers based on the assessment of the relevance, efficiency and effectiveness of the government education and development policies and strategies at national and local levels, targeting the rights of ethnic groups to education; thereby encouraging policy makers to promote lifelong learning towards the sustainability of ethnic groups.
- Contribute to the improvement of quality education and culturally responsive development for ethnic groups by deriving inspiration from good practices.
- Reinforce networking on educational provision for ethnic groups among the Greater Mekong Sub-region and share knowledge on how to improve the quality of interventions and practices.

## **2.3 Stakeholders:**

The direct beneficiaries of the research are the decision-makers and practitioners who work in both formal and non-formal education systems.

The end beneficiaries of the research results are ethnic men and women of different age groups in the Greater Mekong Sub-region. Their opportunities for education and lifelong learning will be increased to realise their rights to education and sustainability, both individually and collectively.

The main researchers will be experts in the working group established by the participating countries. The organizers will ensure that the perspectives of the participants from the different ethnic groups will be included in the research.

Research participants will include local government officials, education and training providers, school pupils and learners in non-formal education programmes. Parents and village leaders, personnel of district education offices and community learning centres (where present) will participate as appropriate.

## 2.4 Expected outcomes:

- A synthesis report based on country reports and discussions on the state of lifelong learning for ethnic groups in the Greater Mekong Sub-region.
- Policies and practices to improve participation of unreached ethnic groups in education are introduced in participating countries based on the process and findings from this research in each country.
- A network of culturally responsive learning for all is set up for sharing of resources, experiences, and lessons learnt for mutual support and enrichment of common endeavours.
- Recommendations proposed by this research could be used to create an action plan to promote lifelong learning for the ethnic groups.

## 2.5 Country reports:

The focal point institutions are encouraged to prepare the reports in English. The overall length of the final country report should be around 15,000 words excluding annexes, in Times New Roman, 12 points, full justified, single-spaced. Please use A4 paper size setting.

The country reports shall be drafted in three steps.

- Step 1: Draft report covering Part I Country context and Part II Government intervention section 1. This will be shared in the first expert meeting (summer 2018) together with a plan for field research on on-ground implementation of policies and good practices.
- Step 2: Full draft (Part I to Part V). This will be shared in the second expert meeting (winter 2018). Feedback on the report will be provided by participants, including UNESCO experts.
- Step 3: Final comprehensive report for online publication. Multimedia documentation (photos and videos) is welcome, to complement the good practices report.

For provisional annotated outline, please see Annex 1.

## 2.6 Major milestones (2018):

June	Invitations sent to the five Mekong countries by INRULED and UIL
Late June/ Early July	Nomination of the focal point institution: each participating country is invited to <u>officially</u> nominate a national focal point to coordinate the preparation of their country report.
Early August	First Expert Meeting (2-3 days) in Vientiane, Lao PDR (details to be confirmed)  <i>Note:</i> The participants are expected to prepare (a) a country research plan and (b) a background information document following the instructions outlined in the country context and government intervention sections.  INRULED will cover the travel costs of one expert from each focal point institution and the experts from leading and partner units.
	Agreement between the leading units and the focal point institutions
Late September	Submission of draft country report: country context and government intervention section 1
	Feedback by INRULED and UIL
November	Submission of full report

December	Second Expert Meeting (venue to be confirmed) for peer-review of the country reports
January 2019	Submission of final report

### 3. RESEARCH APPROACH AND METHODOLOGY

The country report will build on two hypotheses about challenges and recommendations:

- Challenges:
  - a) Basic learning needs: ensuring literacy and basic skills learning outcomes through schooling for children and non-formal education for adults requires further resources.
  - b) Quality and equity: service delivery, management capacities, accountability and financial resources are challenges to lifelong learning in general and to culturally responsive education activities for ethnic groups.
  - c) Participation: how to encourage active participation of ethnic groups throughout educational provision, and whether these activities are needs-based.
- Recommendations:
  - a) Adapt existing legislation, policies and interventions to push forward the building of a learning community, especially for the ethnic communities, as a long-term investment.
  - b) The construction of a network in the Greater Mekong Sub-region as an information exchange platform on planning and advocacy for ethnic groups, teacher/trainer recruitment and allocation, training materials development, cultural heritage and promotion, and cooperation mechanisms.

#### Approach

The following approach will be taken to prepare the country report:

- Review of literature from official documents and research papers and use of official statistics.
- Visits to government agencies to study the current state of policy implementation and intervention.
- Visits to selected ethnic communities to study the relevance, effectiveness and efficiency of good practice interventions and implementation of policies and interventions at the grassroots level.
- Research on governance and financing mechanisms for policy implementation and identify strategic directions to improve interventions.
- Organization of meetings and focus group discussions among the stakeholders to include perspectives of ethnic groups and diverse education partners.

#### Methodology

A two-fold approach is proposed to address the objectives of the project:

Exploratory research	
Secondary research <ul style="list-style-type: none"> <li>• Various literature would be referenced to generate initial information on the theoretical background of education provision for ethnic groups, historical and current development of lifelong learning and education in the Greater Mekong Sub-region, and to identify whether the initiatives to help enhance the cultural</li> </ul>	Qualitative research <ul style="list-style-type: none"> <li>• In-depth interviews with stakeholders in different sectors and focused group discussion would provide information on the relevance, efficiency and effectiveness of the culturally-responsive programmes as well as the quality and adequacy of resources for education.</li> </ul>

identity of ethnic group members are the result of a specific policy and legal framework or follow a self-starting drive (i.e. the level of Government interactions).	
---	--

#### 4. PROJECT MANAGEMENT AND IMPLEMENTATION

---

INRULED and UIL will be the leading and coordination units in the implementation of the project. In this capacity, they will provide assistance to the national focal points as needed and upon request:

- Through the project, INRULED will provide funding and administrative support for the activities.
- With regard to technical guidance, advice and general oversight of report writing, INRULED and UIL will make available the services of its specialists in education to work with the national team.

#### 5. MONITORING AND EVALUATION

---

INRULED and UIL will:

- Conduct regular reviews of the country reports and information shared by the focal points.
- Ensure quality during the preparation of the documents as well as the compilation of national policies, interventions and good practices.
- Measure execution rates on a regular basis.

INRULED and UIL will be proactive and try to anticipate any issues or challenges and propose remedial actions or revision.

Focal point institutions will be the responsible bodies for the project in each country. Any adjustments that might be needed will be made as soon as they are needed and shall be consulted with the leading units.

The beneficiaries and other stakeholders will be involved in the monitoring exercises through:

- Information/knowledge sharing at the Ministry level or with the focal point.
- Review of country reports and participation in the discussion meeting.

#### 6. INFORMATION SHARING AND PLANNING FOR THE NEXT PHASE

---

Existing networks, national, regional and international platforms will be used for effective dissemination of lessons-learned and good practices. The dissemination will occur through various web-based media as well as printed copies, in particular taking advantage of activities organised during the 2019 International Year of Indigenous Languages.<sup>5</sup>

The lessons learnt throughout this process are expected to feed into the next potential phase for developing a collaborative framework for action to mobilize strong national and regional political commitment to lifelong learning for all, and ensure culturally responsive and participatory educational provision for individual and collective development of ethnic groups.

---

<sup>5</sup> <https://en.unesco.org/IY2019>



## 7. CONTACT

---

UNESCO International Research and Training Centre for Rural Education (INRULED)

Ms Ge Yi

Email: [geyi@inruled.org](mailto:geyi@inruled.org)

Address: 19 Xijiekouwai Str., Beijing 100875, P.R.China

UNESCO Institute for Lifelong Learning (UIL)

Ms Rika Yorozu

Email: [r.yorozu@unesco.org](mailto:r.yorozu@unesco.org)

Address: Feldbrunnenstrasse 58, 20148 Hamburg, Germany

**ANNEX 1****Proposed Outline of the Country Report**

This is a suggested outline for consultation and revision in the first expert meeting. Information in the report is not limited to this outline.

Contents	Word count
<b>Executive summary</b>	500
<b>PART I: The country context</b> <ol style="list-style-type: none"> <li>1. A brief examination of the country's historical, economic, demographic and socio-political context, including primary/official language(s).</li> <li>2. An overview of ethnic groups in the country: the number and population of ethnic groups, and their language(s) and settlement areas.</li> <li>3. A description of the country's education system (formal and non-formal) as well as access and participation of ethnic groups to education.</li> <li>4. Key issues for policy-making and main challenges arising from the country context.</li> </ol>	2,000
<b>PART II: Government intervention</b> <p>Identify successful policies and strategies that promote education and learning for ethnic groups.</p> <ol style="list-style-type: none"> <li>1. National vision, policies and strategies on lifelong learning for all (statements of intent, government priorities, written policies and legislation) in general, and those with a special focus on ethnic groups (around 3,000 words);</li> <li>2. On-ground implementation mechanism of policies (around 4,000 words).</li> </ol> <p>The promotion of culturally-responsive programmes for ethnic groups may be considered a nationwide endeavour to create opportunities of learning for all. Here the culture of an ethnic group is envisioned as a spiritual anchor that encourages its members to hold on to their specific social identity while realizing their potential as individuals and community members in a highly globalized world.</p> <p>Under II-1, the review of policies and legal frameworks covers the recognition of the right to education and the safeguarding of the rights of ethnic groups. If possible, please present the policies and legal frameworks that emphasize the relationship between education and cultural heritage.</p> <p>Under II-2, highlight implementation mechanism: quantitative and qualitative data on programmes, especially ethnic groups' access to and participation in education and training; curriculum development; service delivery; medium of instruction; financing; and culturally-responsive development plans and prospects; quality and efficiency of those programmes and the support provided.</p>	7,000
<b>PART III: Good practices</b>	4,000

<p>Select two examples of good practices implemented in the country. The examples may focus on an overall description of the project, main findings and key lessons learnt and implications for replication in other ethnic communities. It is recommended that one of the examples should focus on <u>basic education for children</u>, and the other on <u>adult learning and education</u>. Submission of photos and videos on good practices is highly welcome. They will be used in the project publications and presentations.</p> <p>Empirical evidence of practices taken by different stakeholders and with different approaches (top-down and bottom-up) in the Greater Mekong Sub-region can be a strong justification for the efforts to build rich learning environments and safeguard cultural heritage in real-life contexts. Therefore, this research aims to have a diverse range of good practices covering the following categories:</p> <ul style="list-style-type: none"> <li>• Target groups (the vulnerable and disadvantaged): <ul style="list-style-type: none"> <li>- out-of-school children and youth</li> <li>- adults living in poverty</li> <li>- the elderly</li> <li>- other marginalized people within ethnic groups</li> </ul> </li> <li>• Educational stages and forms: <ul style="list-style-type: none"> <li>- early childhood care and education</li> <li>- primary and secondary education</li> <li>- technical and vocational education and training</li> <li>- equivalency education / non-formal education</li> <li>- informal and intergenerational learning of culture</li> </ul> </li> <li>• Cross-cutting issues: <ul style="list-style-type: none"> <li>- language and literacy</li> <li>- ethnic cultural heritage</li> <li>- gender equity and women's empowerment</li> <li>- teacher education</li> <li>- ICT and mobile learning</li> </ul> </li> </ul>	<p>(2,000 for each case)</p>
<p><b>PART IV: Vignette</b></p> <p>An account by learners or educators from the ethnic groups expressing their attitudes and opinions towards the aforementioned practices.</p>	<p>1,000</p>
<p><b>PART V: Conclusion</b></p> <p>Key recommendations and ways ahead: key findings, remaining challenges (e.g. gaps in policies, interventions and local contexts), and implications for future development as well as national and regional cooperation.</p>	<p>1,000</p>
<p><b>Annex</b></p> <p>Research method</p> <p>List of figures</p> <p>List of tables</p> <p>References</p>	

## ANNEX 2

### Guide Questions for the First Expert Meeting

For the first expert meeting, please list policies analysed in the country report and select up to six good practices for possible inclusion in the country report. During the first expert meeting, two practices will be selected, giving consideration to diversity and balance among the practices that will be featured by participating countries. The criteria for selecting policies and good practices are:

#### - **Relevant policies**

1. Education policies to support lifelong learning for ethnic groups, such as in the fields of formal education, technical and vocational education and training, teacher education, and non-formal community education practices.
2. Policies concerning language and rural development, which have direct positive and negative impact on the lives of ethnic groups.

#### - **Good practice characteristics**

1. The intervention has been in use for at least two years.
2. The target group of learners is clearly defined (i.e. population, geographic coverage).
3. Objectives of the intervention are specific (learning for cultural inheritance; learning for income generating; learning for life/fulfilment) and actions taken to reach them are needs-based and consistent (process, output and impact).
4. The intervention is appropriately supported and resourced (partnership and networking), i.e. supervision and support by government agencies and/or other stakeholders.
5. Adequate financing is ensured, and budget requirements are in clear relation with committed tasks.
6. An evaluation process is designed including elements of effectiveness and equity, i.e. (a) improvements have been made in comparison to the starting point based on needs satisfied and challenges solved; and (b) the relevant dimensions of equity are adequately considered throughout the process of implementation, e.g. age, gender, socio-economic status, rural-urban areas, vulnerable groups.

#### - **Participation of ethnic groups**

1. The structure, organization, content and evaluation of the intervention are defined together with the target group of learners and relevant stakeholders, in particular, active participation of ethnic groups in decision-making processes and shared responsibilities.
2. Mechanisms are established to promote empowerment of the target group.
3. Curricula and teaching materials are developed to promote positive attitudes to ethnic languages and cultures among ethnic groups and non-ethnic populations.

- **Sustainability**

1. The intervention has institutional support, an organizational structure and stable human resources.
2. The continuation of the intervention is ensured through the ownership of relevant stakeholders and the medium/long-term planning of the practice.
3. Local curriculum and teaching materials are developed that consider a range of contextual factors, and mother-tongue based (bilingual or multilingual) teaching is adopted.
4. Capacity-building programmes are provided for teachers in terms of knowledge and approaches to ensure the quality of the teaching force, and incentives are also provided to keep them motivated.

## Guide to Harvard Style Referencing

Ctrl+Click on the categories to access more information and examples.

For References with missing details Ctrl+Click here.



## Guide to Harvard Style Referencing

### Books with one author

Use the title page, not the book cover, for the reference details. Only include the edition where it is not the first.

The required elements for a book reference are:

Author's name, Initials of first name. Year. *Title of book (in italic; Main Words Capitalized in English: subtitle not capitalized and separated by a colon)*. Edition. Place of publication (this must be a town, not a country), Publisher.

St. Clair, R. 2010. *Why Literacy Matters: understanding the effects of literacy education for adults*. Leicester, NIACE.

### Books with multiple authors

For books with multiple authors, **all** the names should be included in the order they appear in the document. Use **and** to add the last author.

Authors' names, Initials of their first name. Year. *Title of book*. Edition. Place of publication, Publisher.

Ryan, R., McDonald, H., Sutton, A. and Doyle, S. 2012. *Formative Evaluation of ITO Embedded Literacy and Numeracy Projects*. Wellington, Department of Labour, New Zealand Ministry of Business, Innovation and Employment.

### Edited books

If, instead of an Author, you have an **Editor**, write **ed.** or **eds.** (for multiple editors) after the name.

Editor(s) name, Initials of first name. ed or eds. Year. *Title of book*. Edition. Place of publication, Publisher.

Yang, J. and Valdes-Cotera, R. eds. 2011. *Conceptual Evolution and Policy Developments in Lifelong Learning*. Hamburg, UIL.

### Chapters of edited books

Chapter author(s) name, Initials of first name. Year of chapter. Title of chapter. In: Book Editor(s) first name Initials. Last Name(s). ed. or eds. Year of book. *Title of book*. Place of publication, Publisher. Chapter number or first and last page numbers.

Hinzen, H. 2011. Policy developments towards lifelong learning in the European Union. In: J. Yang and R. Valdes-Cotera. eds. 2011. *Conceptual Evolution and Policy Developments in Lifelong Learning*. Hamburg, UIL. pp. 98–109.

### Books with corporate author(s)

If the work is by one or many **recognized organization(s) and has no personal author** then it is usually cited under the body that commissioned the work. This applies to publications by associations, government departments etc.

UIL. 2013. *2nd Global Report on Adult Learning and Education: rethinking literacy*. Hamburg, UIL.

### Multiple works by the same author or corporate author in the same year

Where there are **several works by one author or corporate author and published in the same year**, they should be differentiated by adding a lower case letter after the date.

UIL. 2010a. *CONFINTEA VI: Belém Framework for Action: Harnessing the power and potential of adult learning and education for a viable future*. Hamburg, UIL.

UIL. 2010b. *Global Report on Adult Learning and Education*. Hamburg, UIL.

### Printed journal articles

Author(s) name, Initials of first name. Year. Title of article. *Full Title of Journal*, Volume number (Issue/Part number), Page number(s).

Balasubramanian, K. 2010. Using Mobile Phones to Promote Lifelong Learning among Rural Women in Southern India. *Distance Education*, 31(2), pp. 193–209.

## Journal articles freely accessible online

Author(s) name, Initials of first name. Year. Title of article. *Full Title of Journal*, [online] Available at: <URL for the article> [Accessed date].

Flecha, R. and Tellado, I. 2013. La Verneda: contributions from democratic adult education to lifelong learning. *Lifelong Learning in Europe*, [online] Available at: <http://www.iline.fi/en/article/research/432013/la-verneda-contributions-from-democratic-adult-education-to-lifelong-learning> [Accessed 27 November 2013].

## Journals accessed through a database

For journal articles accessed through a **password protected database** the required elements are:

Author(s) name, Initials of first name. Year. Title of article. *Full Title of Journal*, [type of medium] Volume number (Issue/Part number), Page number(s) if available. Available through: Website name <URL> [Accessed date].

Casey, C. 2013. Learning Organizations, Learning Workers: toward enhanced employment relations. *International Journal of Continuing Education & Lifelong Learning*, [e-journal] 5(2), pp. 121-137. Available through: UNESCO Library website <http://www.unesco.org/library/e-resDatabases2.html> [Accessed 27 November 2013].

## PDF documents

For a pdf version which is **freely available** the required elements for a reference are:

Authorship. Year. *Title of document*. [type of medium] Place of publication (if known), Publisher. Available at: <URL for the actual pdf> [Accessed date].

UNESCO. 2012. *The UNESCO General Education Quality Analysis/Diagnosis Framework (GEQAF)*. [pdf] Paris, UNESCO. Available at: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/GEQAF-English.pdf> [Accessed 27 November 2013].

For informal or in-house publications **not freely available online**, give all the information you can: Authorship. Year. *Title of document*. [type of medium] Place of publication (if known), Publisher.

## Websites

When citing material found on a website, you should identify the authorship of the website. This may be a corporate author, an organization or a company. The date of publication might be found at the bottom of a web page relating to copyright, or from a date headline. If the URL appears to be exceedingly long, provide routing details which enable the reader to access the particular page via the site's homepage.

*The required elements for a reference are:*

Authorship or Source. Year. *Title of web document or web page*. [type of medium] Available at: <URL> [Accessed date].

UIL. 2013. *Adult Learning and Education*. [online] Available at: <http://uil.unesco.org/home/programme-areas/adult-learning-and-education/> [Accessed 27 November 2013].

## References with missing details

If you can't find some details (place, publisher, date or authorship) in the document, you should replace them as follows. Where there is no obvious publication date, check the content and references to work out the earliest likely date.

<b>2013?</b>	probable year
<b>ca. 2013</b>	approximately 2013
<b>201-</b>	decade certain but not year
<b>201?</b>	probable decade
<b>Anon.</b>	author anonymous or not identifiable
<b>s.l.</b>	no place of publication (Latin: sine loco)
<b>s.n.</b>	no named publisher (Latin: sine nomine)
<b>n.d.</b>	no date

Information not found on the document, but traced from other sources, should be placed in square brackets.