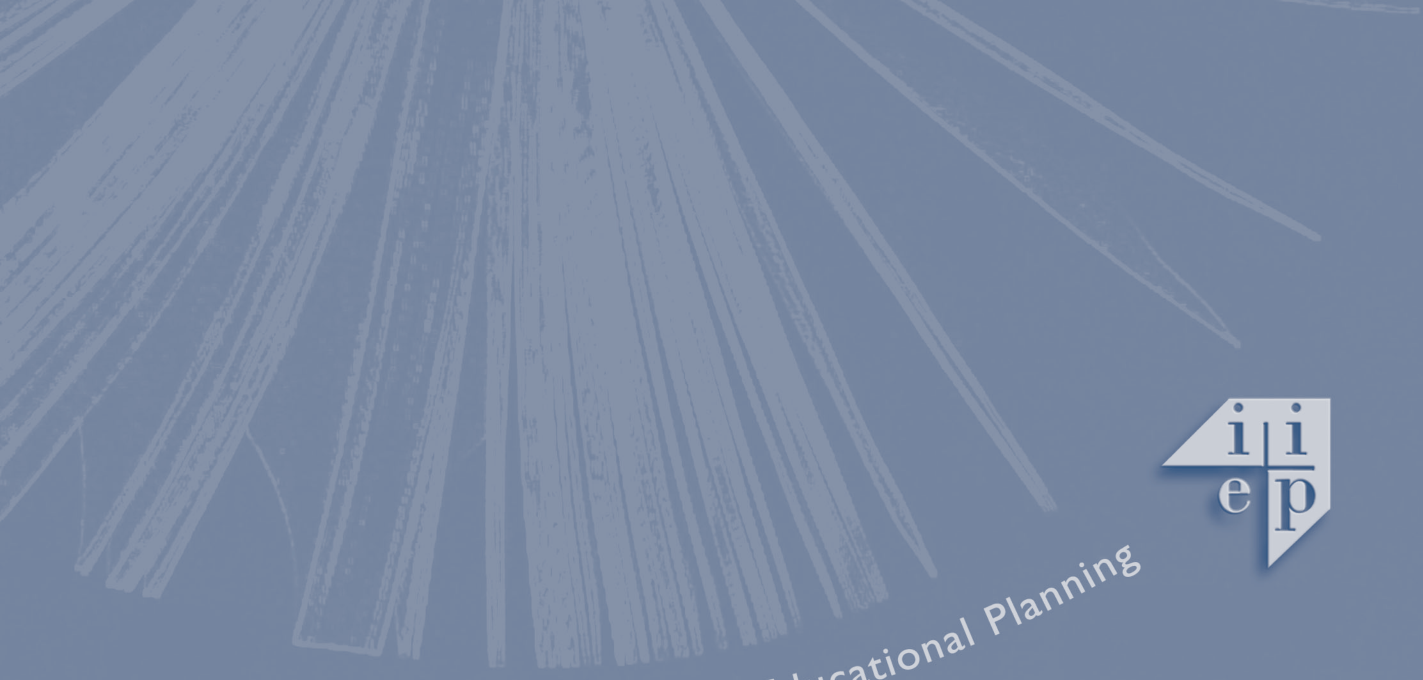
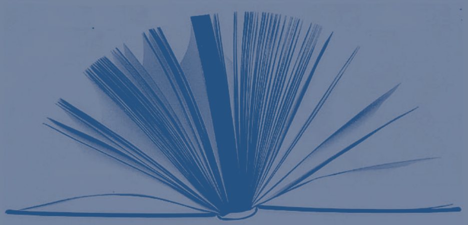


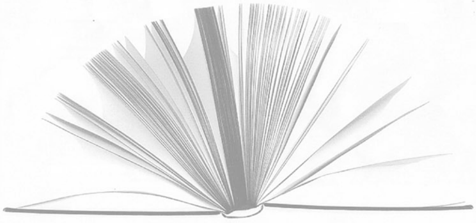
International Institute for Educational Planning



IIEP PUBLICATIONS STYLE SHEETS

2004 EDITION

International Institute for Educational Planning



IIEP PUBLICATIONS STYLE SHEETS

2004 EDITION

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INTRODUCTION

Publications are IIEP's primary means of disseminating and promoting its work. Our publishing standards should therefore be equal to those set by the major academic and commercial publishers.

Questions such as how to set out a proper list of references, where to use capitals, and how to use the tracking function in Word are important not only for quality, but also because they impact on the amount of time everyone spends on publication work. With the volume of IIEP's publications increasing each year, time is of the essence.

These style sheets provide technical advice and guidelines for the presentation of English-language manuscripts intended for publication by IIEP. They should help solve common difficulties, from spelling to the preparation of reference lists. They draw upon a number of different sources, and provide further references for those who want to go into more detail. They include an index, so that the answer to a specific question can be found easily. They also include a checklist, a key item to reinforce the standardization process and quality of IIEP publications.

The style sheets are designed to address the needs of IIEP team members and collaborators who are in charge of manuscripts and documents, and are hence responsible for checking them before submission to the Communication and Publications Unit. This involves:

- substantive editing: This may be necessary, and includes identifying structural problems, repetitions, inconsistencies and contradictions, and finding appropriate titles, headings and subheadings. Substantive editing must be done at an early stage of manuscript finalization, before the publication process starts. If requested, the Publications Unit may provide assistance at this early stage;
- checking the document for completeness: checking that all the required components are included, ensuring that the table of contents corresponds to the chapter titles, and checking various lists (tables, abbreviations, references etc.);
- checking for consistency: checking references to documents cited as well as tables and figures in the text, and checking for errors in the use of capitalization, abbreviations, spelling etc.;
- checking format and style of the manuscript.

The Communication and Publications Unit, in turn, is responsible for:

- an in-depth verification of all of the above;
- checking and correcting language (final copy-editing);
- layout, design and printing.

How to use the IIEP publications style sheets

These style sheets are intended as a step-by-step guide, dealing with problems encountered at different stages of work on manuscripts.

We encourage you to read them from cover to cover, but they are also designed for you to be able to consult them easily whenever you meet specific problems.

They also include:

- an index, to help you locate specific topics quickly;
- organizational aids, such as a checklist for submitting manuscripts, cross-references to other sections and further reading.

The Publications Unit considers these style sheets to be 'living documents' and will update them periodically. Please feel free to give us your comments, and inform us of any unmet needs.

For co-publication and copyright questions, please contact the Chief, Communication and Publications Unit, at an **early** stage of the manuscript preparation process.

These style sheets will be complemented at a later date by a concise booklet specifically addressing problems encountered by authors, with a focus on style and content. It will include questions such as writing about sensitive issues (e.g. choice of geographical names when referring to conflict zones), using gender-sensitive language, how to write an efficient introduction and how to design meaningful figures. In the meantime, we hope that this will be a useful tool for your work with manuscripts.

MANUSCRIPT PREPARATION AND SUBMISSION

What to do

■ Provide indispensable information:

- title of publication;
- author(s);
- series;
- number of words;
- date of submission;
- original language of document;
- language(s) to be translated into, if any;
- any software used for the document other than Word or Excel;
- an executive summary (600 words) of the book, in English.

■ Make sure the manuscript is complete

Document content **structure** should be **checked** and complete (see style sheet on 'Structure').

The document to be published should be submitted both:

- in **hard copy** (print-out); and
- by **e-mail**.

Please make sure that the electronic version and the hard copy are the same.

■ The document should be prepared as follows:

- Word format;
- spell-checked;
- formatted for PC;
- size A4 (21 × 29.7 cm);
- margins: 2.5 cm (left, right, top, bottom);
- double line spacing, with the first line of paragraphs indented (1.25 cm);
- font: Times New Roman, character size 12 point;

- as far as possible, in Word ‘Normal’ style format (see style sheet on ‘Tips on using Word and other software’);
- tables, figures etc. that are not originally created in Word – e.g. Excel tables, photos, maps and other documents with extensions such as .tif .jpg .gif and .eps – in **separate files** and in their **original format** (i.e. the source file and not a Word copy);
- information for the back cover – the 200- to 300-word presentation of the book (‘blurb’) and the biographical data on the author – in a **separate file** from the actual manuscript (see style sheet on ‘Structure’).

For more information

- Style sheets on ‘Structure’, ‘Information for covers’, ‘Tips on using Word and other software’.
- If any doubt arises, please consult the *Publication manual of the American Psychological Association* (2001).

STRUCTURE

What to do

■ Check that the global structure includes the following items, in order:

- title page (title, author(s), partner institutions, series if any);
- acknowledgements, if any;
- foreword and/or presentation of the series, if any;
- table of contents (detailed, with at least chapter and subchapter headings. Further subheadings may also be listed, where useful) – do not use the Word 'Table of contents' function;
- list of abbreviations (list spelling out all abbreviations used in the document including those used in the list of references);
- list of tables;
- list of figures (tables and figures should be numbered: 1.1, 1.2, then 2.1, 2.2 etc. on the basis of the chapters they are a part of);
- list of boxes (if numbered);
- executive summary, approximately 600 words long;
- preface, if any;
- the main body of the text, organized in chapters;
- list of references (following rules carefully, as this is a key item to enhance the quality of our publications);
- appendices, if any (always number appendices).

■ The following information should be provided for the cover:

- 100-word text on the author for the back cover;
- 200- to 300-word presentation of the book ('blurb') for the back cover.

These should be in a separate electronic file.

■ Chapters

- Contents must be organized, with chapters and subchapters.
- There should be a maximum of three levels of headings in the text (chapters, subchapters etc.).

- Levels of headings and subheadings should be indicated through numbering (this is to facilitate editing – numbering may be taken out in the final version), as well as typographically visible in layout.
- All documents should have an introduction and a conclusion.

For more information

- Style sheets on 'Tables, figures and boxes', 'Bibliographical references', 'Manuscript preparation and submission'.

INFORMATION FOR COVERS

What to do

■ Provide and check all information to appear on the cover:

- the **name(s) of the author(s)**, usually as follows: first name, middle initial (if any) followed by a period, last name. **Names must be checked with the authors**, given that some do not use their middle name, some cultures have different usages etc. Names should be double-checked for spelling mistakes, and follow the style rules for foreign languages;
- the **order of authors' names: usually alphabetical**. Authors should mention explicitly if they want a different order (e.g. according to order of importance);
- the **title of the publication**, checked for capitalization rules;
- if necessary, **information to complete the title**: place where the seminar or event was held, date etc.;
- **the title of the series**, if any: make sure it explicitly appears as the series title, so it is not confused with the title of the publication.

■ Provide information for the back cover

- **200- to 300-word presentation** ('blurb') on the book for the back cover;
- **biographical data** on the author (100 words);
- This information should be **in an electronic file separate from the manuscript**.

■ Plan to spend some time on cover issues

- If the manuscript is not to be published as part of a series, or if it is the first of a **new series**, more time will be needed for cover and layout issues, as the design will be created from scratch. **Cover design** should be initiated with the Publications Unit at an **early** stage, **before submitting the manuscript**.

- If the manuscript is to be published in an existing series, layout, colours, fonts etc. may have to be discussed with the Publications Unit after submitting the manuscript.

For more information

- Style sheets on ‘Tips on using Word and other software’, ‘Foreign words and names’.

TEXT PRESENTATION

What to do

■ Punctuation

- Use a full stop to end a complete sentence.
- The comma should be used only where clarity demands it.
- Inverted commas: Use single inverted commas ‘ ’ everywhere except when quoting text or dialogue, in which case use double inverted commas “ ”.
- Angle brackets « » should never be used in place of inverted commas in English.
- An ampersand (&) should be used only as in the following examples: Wiley & Sons Inc. (company name), R&D (no spacing). It should never be used when referring to authors.
- In a list, use full stops and capitals if listing complete sentences. In other cases, use a semi-colon and lower case.
- For other uses of punctuation, see sheets on: ‘Abbreviations’, ‘Numbers, time and dates’, ‘Bibliographical references’.

■ Italics

Use italics for:

- titles of publications;
- the introduction of a new technical or key term (italicized upon first occurrence only);
- foreign words and expressions, e.g. *et seq*., *inter alia*;
- mathematical variables;
- emphasis (as sparingly as possible).

■ Bullet points and lists

- Be consistent throughout the document, using the same types of bullet points and the same numerical and letter series for the same levels of information.
- If numbering a vertical list, use arabic numerals with a full stop, e.g. 1. .
- If sentences run over the line, align vertically with the text after the bullet point.

Pitfalls

- Do not use the comma after i.e. and e.g.
- Do not use the comma after street numbers and postal codes in addresses: 16 Kings Road, Manchester.
- Do not use the comma before opening parentheses: Usually (although not in this case) it is….
- Do not use the full stop after abbreviations of units of measurement: 15 mm, 16 kg.
- Names of programmes, institutions etc. should not be in italics (nor in inverted commas), but should only follow rules for capitalization.
- Do not include complete titles of books or other references in footnotes. These should only appear in the list of references.
- Do not use op. cit. and ibid. (see sheet on ‘Bibliographical references’).

- Use full stops and capitals if listing complete sentences.
- If items listed are part of one sentence, use a semi-colon at the end of each item and no initial capital. Use a full stop for the last item listed. If a complete sentence is included, it should be capitalized as any usual complete sentence, e.g.

  Activities planned for 2002 include:

  1) a new case study, focusing on formal and non-formal education. This study will survey educational opportunities in large cities;
  2) a review of the literature on poverty reduction strategies.

- For seriation within a paragraph or sentence, use arabic numerals with a bracket, separating listed items with commas, e.g. the three choices are 1) true, 2) false, and 3) don't know. Use semi-colons if there are commas within the items.

■ Dashes, slashes and hyphens

- Use a dash (with a space before and after) to indicate a sudden interruption in a sentence; to set off an element added to amplify or digress; or (with no space) between certain words of equal weight (e.g. Chicago–London flight).
- Use a slash to clarify a relationship in which a hyphenated compound is used (e.g. hits/false-alarm comparison); to indicate 'per' between units of measurement and values (e.g. 7 mg/kg); to present fractions in the line of text etc.
- Do not use a slash in place of a clearer word (e.g. they handed in the test to their teacher or advisor, not to their teacher/advisor).
- A period of time that is indicated as 2001-2003 (i.e. using a hyphen) or from 2002 to 2003 implies the whole period from the beginning of 2002 to the end of 2003 inclusive, i.e. 24 months. A slash denotes a more limited period of time, such as an academic or fiscal year, that encompasses parts of two separate calendar years, e.g. 2002/2003 (i.e. one crop or fiscal year of 12 months starting in 2002 and ending in 2003).
- Do not use a space before or after a hyphen or a slash.

■ Footnotes

- Footnotes should be avoided. If they are used, they should be concise. Lengthy complementary information should be included in appendices.
- Footnotes should be numbered consecutively and be well separated from the text.
- Use the automatic Word option for footnotes, which inserts the footnote number in the text slightly above the line. It should be

placed after any punctuation mark except the dash, and before any parentheses.

- Each note must be clearly separated from the others at the foot of the same page.
- Do not insert footnote numbers in headings.

What do I do if…

- My document is full of incorrect punctuation marks, e.g. double inverted commas? In Word format, the 'Search' function allows to find and replace terms or characters easily. This function is found under 'Edit' in your tool bar. It has a 'Replace' option which is fast and easy to use. You can also use this function to search for problem words.

Further reading

- For capitalization and punctuation, see sheet on 'Capitalization'.
- *Publication manual of the American Psychological Association* (2001: 202-204).

SPELLING

What to do

Pitfalls

- Do not hyphenate common fractions, e.g. one third of the participants, unless they are used as adjectives, e.g. two-thirds majority.
- Do not hyphenate compounds including an adverb ending in -ly, a comparative or superlative, foreign terms used as adjectives or adverbs, letters or numerals, e.g. widely used text, better written paper, a posterior test, Type II error.

■ Hyphens

- Aim for consistency in the use of hyphenation.
- Use the *Concise Oxford dictionary* to check common compound words.
- Adverbial or adjectival phrases often take hyphen(s) when used as an attributive adjective, e.g. out-of-school children (children who are out of school). A general rule is to hyphenate a compound that precedes what it modifies, e.g. role-playing technique, trial-by-trial analysis, middle-class families, 12th-grade students (but 12th grade), up-to-date information (but the information is up to date).
- Verb + adverb often becomes hyphenated when transformed into a noun, e.g. a drop-out (from to drop out).
- Hyphenate fractions used as adjectives: two-thirds, one and three-quarters.
- Use a hyphen for simple comparison e.g. test-retest reliability.
- Write most words beginning with prefixes as one word. Exceptions include:
  - when the meaning can be misinterpreted, e.g. re-form (form again);
  - when the prefix ends and the base word begins with a vowel, leading to phonetic confusion: pre-eminent, co-operate (but non-cooperation);
  - when the prefixes non-, ex- and self- are used to make a compound, e.g. non-contributory, ex-directory, self-discipline;
  - when the base word is capitalized, is a number, or is an abbreviation, e.g. pro-American, post-1970, pre-UCS trial.

■ Problem words

- In words ending in -ise/-ize, z should usually be used rather than s, Organization takes a z except in specific cases such as Organisation for Economic Co-operation and Development (OECD), and International Labour Organisation (ILO). When using an institution's name, always check the spelling with the institution and follow its style rules.

- Below is a list of a few common problem words and expressions. For other problem words, please see ‘For more information’ below.

  capacity building
  decision-maker
  focused
  in-session
  inter-agency
  interregional
  inter-sessional
  intra-industry
  Internet
  peace-keeping
  policy-maker
  pre-investment
  sectoral
  sub-entry
  sub-item
  subparagraph
  pre-session
  post-session
  web site
  World Wide Web

For more information

- Style sheets on ‘Capitalization’, ‘Abbreviations’, ‘Numbers, time and dates’, ‘Bibliographical references’, ‘Text presentation’, ‘Tips on using Word and other software’.
- *Problem words frequently found in United Nations documents with additional words incorporated by the IIEP Publications Unit* (IIEP internal document).
- *Publication manual of the American Psychological Association* (2001).
- *Concise Oxford dictionary*.
- *Appendix I* of this document, ‘List of countries’.
- *Appendix II* of this document, ‘A few common abbreviations’.

FOREIGN WORDS AND NAMES

What to do

■ Words and phrases

- Translated quotations: Give an exact reference to the source and if possible attach the original text. This may prevent poor further translation into another language. Exact details of the work and the chapter must be given.
- Avoid giving a quote or word directly in a foreign language. If it is absolutely necessary, make sure it is clear, giving translation in brackets and providing cultural explanations if necessary. Make sure the spelling, including accents and capitalization, respects the rules of the language concerned.
- Foreign words are normally in italics, e.g.: *bis, et al., idem, inter alia*.
- Words and abbreviations adopted in English are exceptions:

Ad hoc
a.i. (but *ad interim*)
attaché
chargé d'affaires
chef de cabinet
communiqué
curriculum vitae
détente
e.g. (but *exempli gratia*)
etc. (but *et cetera*)
forum (plural: forums)
honorarium (plural: honorariums)
i.e. (but *id est*)
interim
laissez-passer
liaison
note verbale (plural: notes verbales)
per annum
per capita
per diem
versus
via
vice versa

Pitfalls

- Do not translate or transliterate without checking official authorities and standards.
- Do not use your home translation of titles of publications, major events, organizations etc., unless you are sure that no other translation exists. If in doubt, check with the organization or publisher whether any official translation already exists.
- Do not translate names of diplomas (but you may indicate an equivalent in parentheses if relevant).

Organizations, titles…

- Use the official translation, if it exists, as given by the organization or institution itself, following its style rule.
- Pay particular attention to capitalization and specific marks such as accents.
- Use original titles of publications if they have not been translated. You may translate in brackets. In the list of references, any translation of titles should be given in square brackets.

Geographical names

- Spell according to the official usage in the country in roman characters;
- except where a well established English usage exists, e.g.:

Beirut
Belgrade
Brussels
Copenhagen
Damascus
Geneva
Latakia
Lisbon
Milan
Prague
Rome
Teheran
The Hague
Tokyo
Turin
Vienna
Warsaw
Zurich…

- Note: Marseille and Lyon (no s).
- Pay attention to sensitive political issues and be neutral. Use caution statements and disclaimers. Do not hesitate to contact the Chief, Communication and Publications Unit, about disclaimers. If there are conflicts about places names, try to give different possibilities and use maps that show the alternative usage.

Names of people

- Follow preferences of people on how to mention their names. For general rules on how to use authors' names, see style sheet on 'Bibliographical references'.
- Short forms: Authors should be referred to by the short form that is polite in their culture. Malay, Lao, and Thai names: usually the first (given) name; Vietnamese names: usually the last (given) name; Chinese names: usually the first (family) name; European names: usually the last (family) name; Cambodian names do not generally have short forms.

- Alphabetical lists: Alphabetize according to the short reference part of the name. Chinese and Vietnamese names: Alphabetize according to the first (family) name; Burmese names: Move the honorific (U, Naw, Saw, etc.) to the end before alphabetizing; Spanish compound surnames: Use both surnames, and alphabetize with the first one first, e.g. Angel Martinez Espinosa is indexed under Martinez Espinosa; Portuguese names: Words like Filho, Junior, Neto, Netto, Sobrinho should be treated as part of the surname, e.g. Paulino Ricardo do Rosario Gomes Filho, indexed as Gomes Filho.

Transliterating proper nouns

- Only translate and transliterate Cyrillic, Arabic or other alphabets into Latin characters when there is no existing official translation.
- If transliterating, follow international standards (see Internet links of the United Nations Group of Experts on Geographical Names).
- Any home-made transliteration or translation should be indicated as such and submitted in a separate file. If possible, show the original spelling of the name in parentheses.

For more information

- Style sheet on ‘Bibliographical references’, and on ‘Numbers, time and dates’ for currencies.
- *Appendix I* of this document, ‘List of countries’.
- The UNESCO reference for country names is available from the Sector for External Relations and Cooperation (ERC) at http://ercintranet.unesco.org/erc/erclists/erclists.asp.
- The United Nations Group of Experts on Geographical Names (UNGEGN) lists national authorities on geographical names. It links to some official national resources, with searchable databases: http://unstats.un.org/unsd/geoinfo/Websites-links.htm.
- UNGEGN also publishes online standards and tables for romanization of various alphabets: http://www.eki.ee/wgrs/. Alternately, the Library of Congress and the American Library Association have co-published online a complete set of romanization tables: http://www.loc.gov/catdir/cpso/roman.html.
- More details about indexing foreign authors’ names can be found in the *UNESCO guidelines for data entry using DB/Textworks for libraries*: http://ioc.unesco.org/oceanteacher/information/Course2/bibdes_guidenew.doc.

CAPITALIZATION

What to do

- The **first word** of a sentence should be capitalized.
- The **first word** after a **colon** should be capitalized only if it **introduces a sentence**, e.g. The book drew one main conclusion: Planners are not paying enough attention to quality, but The committee discussed two alternatives: to reduce spending or to request financial support.
- **Proper nouns** and **adjectives** and recognized geographical appellations take an initial capital. (See style sheet on 'Foreign words and names' for spelling of geographical names.)
- **Geographical and political** designations, as well as **official titles**, take initial capitals for specific titles, but not when the term is generic.
    - **Geographical designations:**

      e.g. Gulf Stream; Lake Superior; South-East Asia, but southern Africa; Western Europe (specific political), but western Europe (generic geographical).
    - **Political parties and religions**:

      e.g. the Conservative Party (but conservative measures).
    - **Official names and titles**:

      e.g. Many ministries of education around the world…, but The Ministry of Education of Spain…;
      e.g. It is specified in the Programme of Action adopted by the…, but They have elaborated a new programme of action.;
      e.g. He was elected Chairperson of the Administrative Committee, but The secretaries of the committees met…;
      e.g. The State of Kerala, but head of state;
      e.g. The Swedish Government, but When the government decided to resign….
- Use initial capitals for **historical eras**, declarations and conventions, e.g. the Universal Declaration of Human Rights.
- **Titles of publications** in English. Use initial capitals for the **first word only**.
- Initial capitals should be used for **brand** or **trade names**, e.g. Formica.

Pitfalls

- Initial capitals should be used **sparingly** and **consistently** within the same work.
- Functions that are not titles are usually not capitalized, e.g. an accountant (but the Director-General).
- Do not capitalize academic subjects, e.g. mathematics, history… (except languages, e.g. English, Japanese…).
- Do not capitalize the word grade, e.g. grade 5.
- Names of seasons are not capitalized.

- Nouns followed by **numerals** or **letters**: Volume, Number, Part, Chapter, Appendix, Figure, Table… and their abbreviations take an initial capital when followed by a figure (not when used in a general sense), e.g. Table 14 (but the table gives details…).
- **Tests: Capitalize complete titles**, e.g. Advanced Vocabulary Test (but the vocabulary tests…).
- **Organizations, committees, universities, laws, treaties** etc. take **initial capitals** when the full title is given, e.g. The International Biological Association… but not otherwise, e.g. The association decided that…. Exception: The Ministry decided that… (if referring to a specific ministry already mentioned).

For more information

- Style sheets on 'Foreign words and names', 'Text presentation'.
- If any doubt arises, please consult the *Publication manual of the American Psychological Association* (2001).
- *Appendix I* of this document, 'List of countries'.
- The UNESCO reference for country names is available from the Sector for External Relations and Cooperation (ERC) at http://ercintranet.unesco.org/erc/erclists/erclists.asp.

TABLES, FIGURES AND BOXES

What to do

■ Submit them properly

- A hard copy of all figures and tables should be included with the manuscript. The electronic versions should be in separate files on the manuscript diskette.
- The number, complete title and source(s) of each table or figure should be indicated in the text, at the preferred location for the table or figure.
- Tables should be in font size 11 point, and sources given in 10 point.

■ Use them properly

- Reference(s) to tables and figures must appear in the narrative, always numbered and in italics, e.g. As shown in *Figure 2…*
- If colours have been used in graphs, they must be clearly understood when printed in black and white.

■ Numbering

- Figures and tables are numbered sequentially within each chapter using arabic numerals. They each constitute a separate series. The first table in the first chapter is numbered Table 1.1, the second Table 1.2, the third Table 1.3, etc. The first figure is numbered Figure 1.1, etc. In the second chapter, the first table or figure is numbered 2.1, the second 2.2, etc.
- Boxes (if numbered) are numbered sequentially through the whole document: Box 1 for the first, then Box 2 etc.

■ Titles

- Titles are placed above tables, figures and boxes. They should include the relevant units of measure. Units of measure and symbols used in the title should be consistent with those used in the figure.
- The source(s) should be given below the table, figure or box, in font size 10 point.
- The source(s) of all tables and figures should be given as follows: *Source*: Author, year of publication. e.g. *Source*: Brown, 2000. (The

Pitfalls

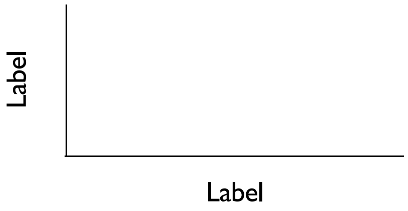
- Do not cite years using only the last two numbers, especially in titles: 93-96 must appear as: 1993-1996 (see sheet on 'Numbers, time and dates').
- Do not refer to a table or figure in an imprecise way in the text: it should be referred to by its number, not by the page on which it appears (page numbers may change).
- Do not use the word Number or its abbreviations (No., n°…) when numbering or referring to graphs and tables. Table 2.2 is correct (and not Table number 2.2).

word *Source* is always in italics.) The complete information on the source will then be given in the final list of references. Do not use parentheses.

- Titles and sources should be checked carefully when doing spell checks, translation or proofreading, as they are often forgotten.

Figures

- Figures include charts, graphs and photographs.
- Lettering and style of figures should be consistent throughout the document.
- Graphs: Label each axis with the quantity measured and the units used. Do not stack the letters so the label reads vertically; do not place a label perpendicular to the vertical axis unless it is very short. Each label should be parallel to the corresponding axis, as below.



Tables

- All row and column headings should be clearly presented.
- Tables should be double-spaced.
- Every column should have a column heading.
- Vertical line divisions should be eliminated.

Boxes

- Titles should be outside the box.
- Boxes are numbered sequentially through the whole document.

What do I do if…

- **I get an incomplete chart from an author (no title, no explanation of units…)?** There is no point publishing a table that will not be understood by all readers. You may choose to remove the table (making sure to remove any references to it in the text, as well as any mentions in the table of contents and list of references).

If not, publication will have to be delayed until the author provides the information.

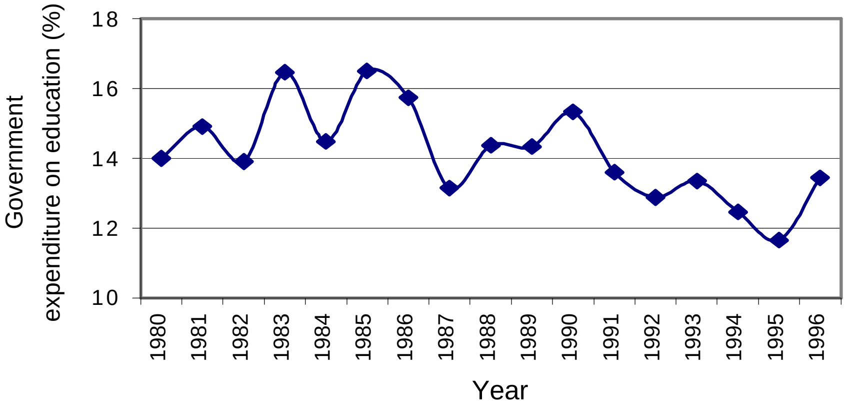
- **A graph runs over two or three pages?** Check with the author whether any data can be removed. If not, see whether content can be divided up into different figures.

For more information

- Style sheets on 'Numbers, time and dates', 'Structure', 'Abbreviations'.
- *Publication manual of the American Psychological Association* (2001), in particular the chapters on 'Tables' (pp. 147-175), and 'Figures' (pp. 176-201).

■ Sample line graph

Figure 4.6 Percentage of government expenditure on education by year



Source: Government of Zimbabwe, various years.

ABBREVIATIONS

What to do

Make sure that all abbreviations are clear

- Abbreviations should always be **defined in full** the **first time** they are used in a document, with the **abbreviation in brackets**, e.g. Education for All (EFA), and **thereafter just the abbreviation** (or the complete version if it is only mentioned a few times in the text). Certain abbreviations do not need to be spelt out. These include: standard abbreviations for units of measurement; very well known abbreviations, e.g. HIV/AIDS, IQ.
- Note that most abbreviations do not take full stops, e.g. FAO, not F.A.O.
- Some abbreviations do require full stops: e.g. initials of names, Latin abbreviations (such as i.e., e.g. etc.).
- Terms or expressions used only once or sparingly in a document should be written out in full (without their abbreviation) each time, unless they have very well known abbreviations.

List of abbreviations

- Abbreviations used in the text **should be given in a list** at the beginning of the document (see style sheet on ‘Structure’).
- They should be listed in **alphabetical order**.

Symbols, numbers, currencies and units

- **Avoid** the symbol % in the text; always use per cent (this does not apply to tables and graphs).
- Numbers **below 10** should be written **in full** (e.g. five instead of 5).
- At the **beginning of a sentence**, all numbers should be written **in full** (e.g. Fifty per cent…).
- Units: The space between the number and the unit should always be a **non-breaking space** (see style sheet on ‘Tips on using Word and other software’).
- Abbreviations and symbols for **monetary units**, if not absolutely clear, should be written in full at the first mention and abbreviated thereafter. They **precede the amount**, with **no space**: e.g. US$75.

Pitfalls

- Do not overuse abbreviations.
- Do not use abbreviations that are not known worldwide.
- Do not invent abbreviations.
- Do not use punctuation or letter spacing within measurements (e.g. °C not ° C).
- Do not use full stops with capital letter abbreviations.
- Do not use full stops with measurement abbreviations.
- Do not use the following designations: Mr, Mme, Ms, Dr. Persons should be referred to by their names, not their titles.

What do I do if…

- **The meaning of an abbreviation is not specified or is unclear?** Try an Internet search engine such as Google, or consult the Communication and Publications Unit.

For more information

- Style sheets on ‘Bibliographical references’, ‘Numbers, time and dates’, ‘Capitalization’.
- *Appendix II* of this document, ‘A few common abbreviations used at IIEP’.
- For abbreviations of units: *Publication manual of the American Psychological Association* (2001) or the International System of Units (SI).
- For currencies: the Makeda database (http://makeda.unesco.org). If you do not have the password, contact the Communication and Publications Unit.
- Some UNESCO abbreviations and their translations are given in the UNESCOTERM database: http://termweb.unesco.org/.
- The United Nations Multilingual Terminology Database (UNTERM) can be of use for United Nations terms and nomenclature: http://157.150.197.21/dgaacs/unterm.nsf.

NUMBERS, TIME AND DATES

What to do

■ Numbers

- Numbers **below 10** are usually written **in full** (e.g. five instead of 5). Exceptions: There are different rules for time, units and mathematics. Also note that numbers below and above 10 appear **in figures** (i.e. not spelt out) **when grouped for comparison**, e.g. between 2 and 12. References to page numbers and chapters also always appear in figures.
- At the **beginning of a sentence**, all numbers should be written in **full** (e.g. Fifty students).
- **Decimals** are shown by the use of a **point** (and not by a comma): e.g. 14.36. Use a zero before the decimal point for numbers smaller than 1, e.g. 0.23.
- Use **commas between groups of three digits** in most figures of four digits or more. Exceptions include: page numbers, binary numbers, serial numbers, degrees of temperature, numbers to the right of the decimal point.
- **Millions**: e.g. 2 million, 3.4 million and 3,424,000.
- The word **billion** is used differently in different countries. Note that in the usage of the United Nations, billion is the equivalent to a thousand million (not to a million million). Any use of this word should be explained the first time it occurs in a document.
- **Percentages** are always in **figures** (e.g. 2 per cent) as are ratios (a ratio of 1 to 9), results of voting, numbers with decimals or fractions, statistics, degrees, dimensions, weights and measures, and series of figures.
- Always use per cent rather than the % sign in the text, e.g. 40 per cent. The use of **% is acceptable in tables, figures and enumerations**, e.g. 16% (with **no space** between the number and the symbol).
- Write **common fractions** in the text **in words** rather than numbers: e.g. one third.
- A space after a number should be a **non-breaking space** (see style sheet on ‘Tips on using Word and other software’).

Time and dates

- The day, expressed in figures, is followed by the month and the year **without commas**, e.g. 2 December 1992.
- The **month** always starts with a **capital**.
- When the **day of the week** is specified, it should be as follows: Tuesday, 27 October 1998, with no comma between the month and the year.
- Periods of **two days** should appear as follows: the meeting was held on 16 and 17 March (not from 16 to 17). A **range of dates** is normally indicated as: 2001-2003 (i.e. using a hyphen) or from 2002 to 2003. This implies the whole period from the beginning of 2002 to the end of 2003 inclusive, i.e. 24 months. A **slash** denotes periods, such as academic and fiscal years, that encompass **parts of two separate calendar years**, e.g. 2002/2003 (i.e. one crop or fiscal year of 12 months starting in 2002 and ending in 2003).
- Periods **longer than two days** should appear as: from (date) to (date).
- Decades: **Do not use apostrophes for decades**, e.g. 1990s not 1990's.
- **Do not abbreviate years**. It should be 1990 (not 90).
- Use the **12-hour system**, with **full stops** as follows: 9 a.m. (not 9.00 a.m.), 9.05 p.m. (not 9.5 p.m.), noon, midnight.
- **Centuries** should not be designated by numbers (especially not roman numerals) but **spelt out**, e.g. the eighteenth century.

Currencies

- Abbreviations and symbols for monetary units should be clear. They should be written **in full at the first mention** if there is any ambiguity, and **abbreviated thereafter**, e.g. United States dollars (US$) etc.
- When the unit is written **in full**, it **follows** the amount, whereas **abbreviations/symbols precede** the amount, e.g. 500 yen, but ¥500.
- **No space** separates symbols and figures: e.g. US$75.
- When there is mention of monetary units, it is helpful, for cross-reference, to indicate the equivalent amount in United States dollars (using the UN rate, with the date of conversion).

Units

- Use abbreviations and symbols for units of measurement that are accompanied by numeric values, e.g. 5 km, 6 cm, 8 kg.

Pitfalls

- **Do not use roman numerals**. These should be avoided as they are more difficult to read. Exceptions: bibliographical references (see style sheet on 'Bibliographical references'); established terminology (e.g. Type II error).
- **Do not use ordinal numbers** (3rd, 4th, 5th etc.) for dates (e.g. write 3 December rather than 3rd December).

- Units of measurement are written out in full if not accompanied by numeric values, e.g. measured in kilometres.
- Do not use punctuation or letter spacing in measurements (e.g. cm, mm, g, ha, °C…).
- Do not use the plural for symbols/abbreviations of units.
- There should always be **a non-breaking space between the number and the unit**, e.g. 3 cm, 70 g, 37 °C (see style sheet on 'Tips on using Word and other software').

Statistical and mathematical copy

- Mathematical copy can be presented in the text itself, or as part of tables and figures (see style sheet on 'Tables, figures and boxes').
- Space mathematical copy **as you would space words**, but with non-breaking spaces, e.g. a + b = c.
- To present **fractions** in the line of text, use **a slash**, e.g. 17/37.
- Place **short equations** or operations **in the line of text**.
- To display **longer equations**, start them on **a new line** (**double-spaced** above and below).
- Some letters and symbols may be **ambiguous**. Make sure you **use the appropriate sign**: e.g. do not confuse the letter O with the numeral 0; do not confuse the letter x with the multiplication sign ×, or the variable x).
- **Symbols** used for variables, including Greek characters, should be **italicized**.

For more information

- Style sheets on 'Tables, figures and boxes', 'Structure', 'Bibliographical references', 'Foreign words and names', 'Abbreviations', 'Tips on using Word and other software'.
- *Appendix II* of this document, 'A few common abbreviations used at IIEP'.
- For internal IIEP and UNESCO users, currency abbreviations can be found in the Makeda database (http://makeda.unesco.org). If you do not have the password, contact the Communication and Publications Unit.
- The UN exchange rate can be found with the United Nations Treasury (http://www.un.org/Depts/treasury/).
- For more abbreviations of units: *Publication manual of the American Psychological Association* (2001) or the International System of Units (SI).

BIBLIOGRAPHICAL REFERENCES

What to do

■ Quotations and citations in the text

- References cited in the text must mention **the name of the author(s), and the year of publication in brackets**, e.g. Educational planning appears to be evolving (Brown, 2000).
- If the name of the author is part of the narrative, only the year appears in brackets, e.g. Brown (2000) maintains that educational planning is evolving.
- When references to specific page(s) of a publication are indicated (which they must be for direct quotes) use a colon and non-breaking space: e.g. According to Brown (2000: 338), “Educational planning is currently evolving faster than ever before.”.
- Referring to works by several authors:
  - Two: Always cite both names every time the reference occurs, using and (not &), e.g. Brown and Ryan (2001).
  - Three, four or five: Cite all authors the first time the reference occurs, subsequently only the first, followed by *et al.*, e.g. Grey, Smith and Soo (1999), and then Grey *et al.* (1999).
  - Six or more: Cite the first author followed by *et al.*.
- If the document has no author, it is referred to by its title, e.g. *World education report* (1995).

■ Bibliographical list of references

- This is a **detailed** and **checked** list of all references given in the text. Pay special attention to checking dates, exact titles and spelling of names of authors (you may need to use the Internet or contact the authors of the document for this).
- It is important that all references be **provided in full**, i.e. usually including author, year of publication, title, place of publication and publisher.
- The list is arranged **alphabetically** by authors’ last names (or title, when there is no author), and then **chronologically** by year of publication (from the earliest to the most recent). If there are two or more publications the same year by the same author, distinguish

Pitfalls

- Do not include complete titles of books or other references in footnotes. These should only appear in the list of references.
- When referring to an author in the text, do not use cf or see.
- Do not give full information when quoting references in the text: Only mention author, year and page number(s). Information will be given in full in the list of references.
- When quoting references in the text, never use both comma and parentheses; e.g. Brown, (2000) is incorrect.
- When quoting references in the text, do not mention the first name of the author.
- Do not underline the addresses of web sites, and please remove all hyperlinks.

them using *a, b, c* in italics e.g. 1999*a*, 1999*b* (do not forget to distinguish them in the text as well).

- There should be a space between the lines for each reference.
- **Page numbers** should be provided when the reference is to an **article** or an **edited chapter**.
- Use **italics** for titles of **books** and **periodicals**.
- For periodicals, the name of the periodical is followed by the number of the **volume** in **italics**, the number of the **issue** in **parentheses** immediately after, and then the **page numbers** (see below).

■ How to set out your references

Non-periodicals

- Author, A.A. YEAR. *Title of document.* Location: Publisher.

  e.g. Lang, D. 1988. *Tomorrow's schools: the reform of educational administration in New Zealand.* Wellington: Government Printers.

- Corporate author. YEAR. *Title of document.* Location: Publisher.

  e.g. OECD. 1998. *The battle against exclusion: social assistance in Australia, Finland, Sweden and the United Kingdom*. Paris: OECD.

Non-periodical, no author or editor

- *Title of document.* YEAR. Location: Publisher.

  e.g. *World education report.* 1995. Paris: UNESCO.

Article in a periodical

- Author, A.A.; Author, B.B. YEAR. "Title of article". In: *Title of Periodical*, *xx*(x), xxx-xxx.

  e.g. Rondinelli, D.A. 1983. "Government decentralisation in comparative perspective: theory and practice in developing countries". In: *International Review of Administrative Sciences*, *47*(2), 133-145.

Part of a non-periodical (e.g. book chapter)

- Author, A.A.; Author, B.B. YEAR. "Title of chapter". In: A. Editor, B. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.

  e.g. Lewin, K.M.; Mallawarachchi, S. 2001. "Financing secondary schools in Sri Lanka: high participation and low costs". In: K.M. Lewin, F. Caillods (Eds.), *Financing secondary education in developing countries: strategies for sustainable growth* (pp. 165-196). Paris: IIEP-UNESCO.

Online document

- Author, A.A. YEAR. *Title of work*. Retrieved day month year from source.

  e.g. Quality Assurance Agency for Higher Education. 1999. *Guidelines on the quality assurance of distance education*. Retrieved 25 January 2000 from http://www.qaa.ac.uk/public/dlg/append1.htm.

Reports, proceedings, briefs, etc.

Examples

Mazzeo, J.; Druesne, B.; Raffeld, P.C.; Checketts, K.T.; Muhlstein, A. 1991. *Comparability of computer and paper-and-pencil scores for two CLEP general examinations* (College Board Rep. No. 91-95). Princeton, NJ: Educational Testing Service.

Ross, K.N. (Ed.). 2000. *Translating educational assessment findings into educational policy and reform measures: lessons from the SACMEQ initiative in Africa*. Paper presented at the World Education Forum, Dakar, Senegal, 26-28 April, 2000.

Schneider, H. 1999. *Participatory governance: the missing link for poverty reduction* (Policy Brief No. 17). Paris: OECD Development Centre.

Srinivasan, T.N.; Bhagwati, J. 1999. *Outward-orientation and development: Are revisionists right?* (Discussion Paper No. 806). New Haven, CT: Yale University.

Unpublished documents

Example

John, B.T. 2003. *Quality and access in education*. Unpublished manuscript.

■ Be consistent

- All references in the text must appear in the list of references.
- References mentioned in the text should be consistent with those in the list of references (year of publication etc.).

■ Other references: mentioning a person, citing an interview

- Quotes from an interview appear between double inverted commas, in a distinct paragraph with an indent. There should be a line space at the end of the quote.
- Personal communications are not included in the list of references. Cite personal communications in text only, providing the initials as well as the surname of the communicator, and as exact a date as possible, e.g. (E. Jones, personal communication, 17 June 2003).

What do I do if…

- **A reference is incomplete?** To complete the missing information, consult either: the IIEP Documentation Centre database, an online library service such as the Library of Congress (http://catalog.loc.gov/) or the British Library (http://blpc.bl.uk/), or do a search on the Web using a search engine such as Google (http://www.google.com).
- **The author cannot remember the date of retrieval of an online source?** This makes for a less accurate reference, but it is possible just to quote the source.

For more information

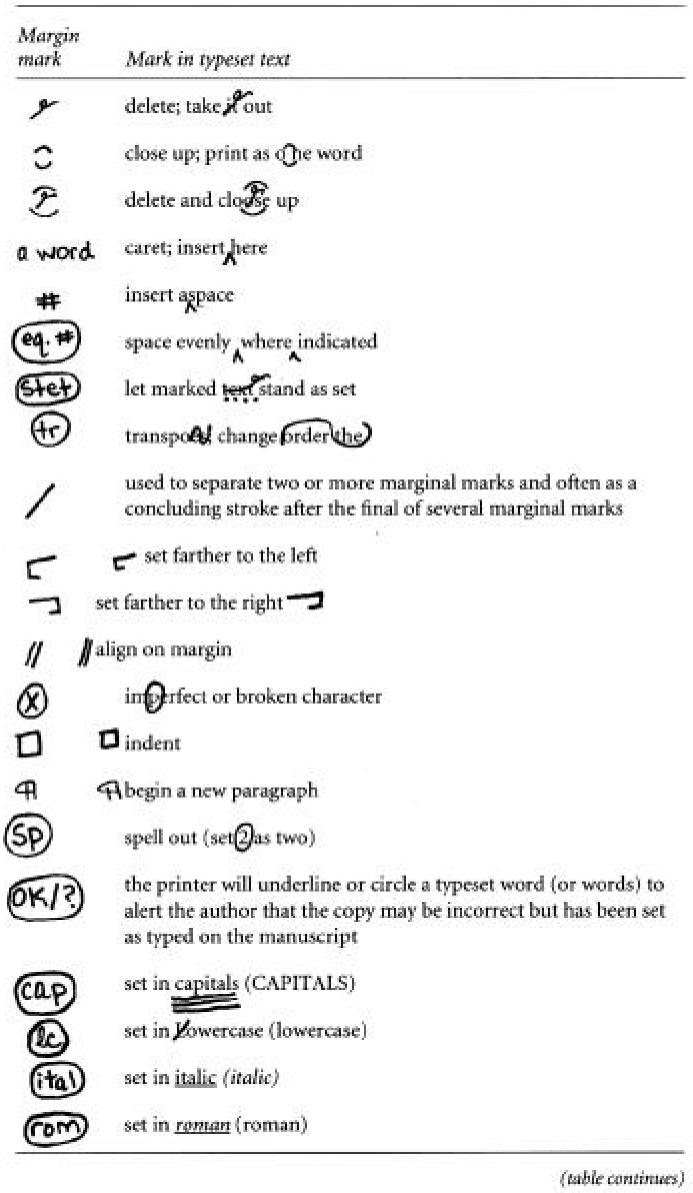
- Style sheets on ‘Text presentation’, ‘Capitalization’.
- *Publication manual of the American Psychological Association* (2001), in particular the chapters concerning references (pp. 215-282).

PROOFREADING MARKS

What to do

- Mark your corrections clearly.
- Use standard proofreading marks as below, as this will ensure that corrections are understood, both by the Publications Unit and external collaborators.

Proofreading marks

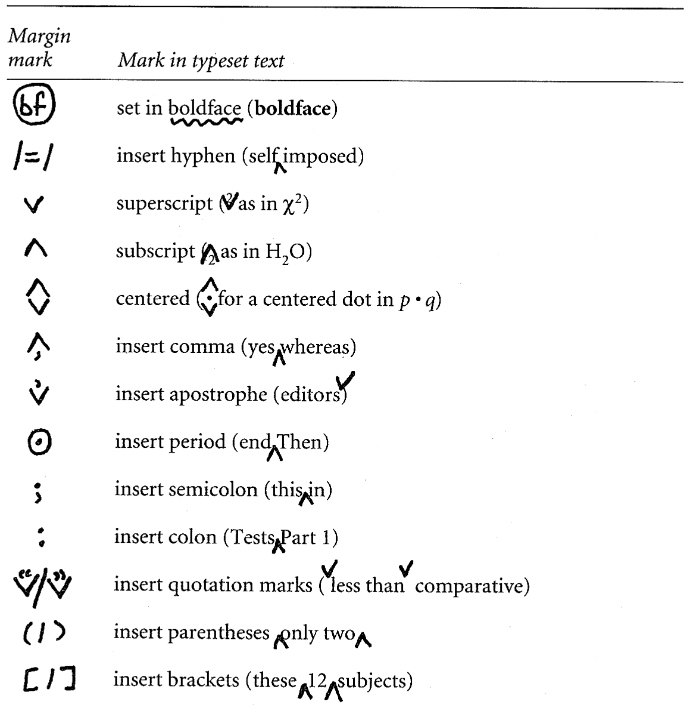


Margin mark	Mark in typeset text
	delete; take ~~it~~ out
	close up; print as one word
	delete and close up
a word	caret; insert here
#	insert a space
eq. #	space evenly where indicated
stet	let marked ~~text~~ stand as set
tr	transpose; change order the
/	used to separate two or more marginal marks and often as a concluding stroke after the final of several marginal marks
	set farther to the left
	set farther to the right
//	// align on margin
X	imperfect or broken character
□	□ indent
¶	¶ begin a new paragraph
sp	spell out (set 2 as two)
OK/?	the printer will underline or circle a typeset word (or words) to alert the author that the copy may be incorrect but has been set as typed on the manuscript
cap	set in capitals (CAPITALS)
lc	set in ~~L~~owercase (lowercase)
ital	set in italic (*italic*)
rom	set in *roman* (roman)

(table continues)

Pitfalls

- Do not mark up text in black pen.
- Do not use personal proofreading marks.



Margin mark	*Mark in typeset text*
bf	set in boldface (**boldface**)
/=/	insert hyphen (self∧imposed)
∨	superscript (∨as in χ^2)
∧	subscript (∧as in H_2O)
◇	centered (◇for a centered dot in $p \cdot q$)
∧,	insert comma (yes∧whereas)
’∨	insert apostrophe (editors∨)
⊙	insert period (end∧Then)
;	insert semicolon (this∧in)
:	insert colon (Tests∧Part 1)
“∨/”∨	insert quotation marks (∨less than∨ comparative)
(/)	insert parentheses ∧only two∧
[/]	insert brackets (these∧12∧subjects)

Source: American Psychological Association, 1994.

- Mark legibly both the text and margins. Changes and inserts must be given in the margin closest to the change.
- Mark corrections in red. If red has already been used on proof, use green.

For more information

- Style sheet on ‘Capitalization’.
- If any doubt arises, please consult the *Publication manual of the American Psychological Association* (2001).

TIPS ON USING WORD AND OTHER SOFTWARE

What to do

■ Fonts, spacing and text presentation

- Margins should measure 2.5 cm (left, right, top, bottom). This can be checked and changed if necessary in the 'File' menu: Click on 'Page setup', then 'Margins', and enter the correct values.
- Use double line spacing, with the first line of paragraphs indented (1.25 cm). This can be checked and changed if necessary in the 'Format' menu: Click on 'Paragraph' then enter the correct values for 'Indents' and 'Spacing'.
- Use Times New Roman, font size 12 point (except in tables where size of characters is 11 point, and in sources of tables and figures, where size of characters is 10 point).

■ Non-breaking spaces and hyphens

- Non-breaking spaces should be used: after numbers, between numbers and units, in mathematical copy.
- To insert a non-breaking space, press 'Ctrl'+'Shift'+'space' ('Ctrl'+'Shift'+'hyphen' for non-breaking hyphens). Alternately, in the 'Insert' menu, click on 'Symbol', then 'Special characters' and double click on the chosen non-breaking character.

■ Word statistics

When submitting a manuscript, you must provide the number of words or characters in the document: in the 'Tools' menu, click on 'Word count'.

■ Tracked changes

- The 'Track changes' option (in the 'Tools' menu) allows to view changes at different stages of a Word document.
- If the 'Track changes' option has been used, accept all changes in the manuscript before submitting for publication.
- To accept changes, in the 'Tools' menu, under 'Track changes', click on 'Accept or reject changes'. You may now select 'Accept all changes'. Alternately, click on 'Find' and deal with each change individually.

Pitfalls

- Do not capitalize all letters (i.e. use all caps), e.g. for titles, tables of contents etc.
- Do not underline text. If you want to enhance titles visually, choose bold or italics instead.
- Do not use the Word option for creating a table of contents (if absolutely necessary, please deactivate it before submitting the file). You do not need to insert page numbers in the table of contents as they will change.
- If you used bibliographical software to create your references, do not leave any links to the references in the text.

■ Importing text from other formats or software

- Make sure you take out any specific format codes. When importing HTML text, remove unnecessary line returns.
- When importing text from PDF documents, you can transform the PDF into Word if you have the full version of Acrobat software. If you only have Acrobat Reader, you can cut and paste the relevant section (to select text, click on the Text icon (𝕋 or T) in the tool bar, then copy as usual). This may cause changes in the text: Check the order of paragraphs and remove unnecessary line returns.

■ Preparing figures, tables and photographs

- Images should be in separate files from the manuscript, in a specific folder. Each file should be numbered and clearly labelled (see style sheet on 'Tables, figures and boxes').
- PowerPoint or Excel tables: Provide the original format.
- Photographs and scanned images: If possible, ask the author to provide these in TIFF format, the best available. If not, we may also publish images in JPEG format: This is a compressed format, which means images are low definition (and will not cramp your mail box or hard disk), but may be of poorer quality. If the authors can only provide images in JPEG format, ask them to make sure that the image is not overly compressed (minimum compression).
- Maps or figures created in professional layout software (such as Illustrator, Corel Draw etc.) should be provided in EPS format (file extension in .eps). Alternatively, .ai or .cdr extensions are accepted.
- Images for publications must be sharp. When enlarging the image to its final size, quality loss may occur, with a blurred (or *pixelized*) effect. Therefore, when checking the quality of an image, try to enlarge it (for the technically savvy, the standard is an image definition of 300 DPI in the final size). Also note that illustrations drawn from web sites are generally of too low technical quality to be used for publication.

Low quality map, improper for publication

RUSSIA
RUSSIA
Petropavlovsk
Qostanay
ASTANA
Pavlodar
Oral
Aqtöbe
Semey
Öskemen
Qaraghandy
Atyrau
Lake Balkhash
Baykonur Cosmodrome
Aral Sea
Aqtau
Qyzylorda
Almaty
Taraz
Caspian Sea
Shymkent
CHINA
UZBEKISTAN
KYRGYZSTAN
TURKMENISTAN

Source: US Central Intelligence Agency, 2003.

Acceptable quality for publication

RUSSIA
Volga
Petropavlovsk
Irtysh
Ob'
RUSSIA
Qostanay
(Kostanay)
Pavlodar
Ertis
Oral
(Ural'sk)
ASTANA
Aqtöbe
(Aktyubinsk)
Semey
(Semipalatinsk)
Öskemen
(Ust'-Kamenogorsk)
Qaraghandy
(Karaganda)
Atyraū
(Atyrau)
Lake Balkhash
Baykonur Cosmodrome
Aral Sea
Bayqongyr (Baykonyr)
Aqtaū
(Aktau)
Qyzylorda
(Kyzylorda)
CHINA
Caspian Sea
Almaty
Taraz
AZERBAIJAN
UZBEKISTAN
Shymkent
KYRGYZSTAN
TURKMENISTAN
0 125 250 km
0 125 250 mi

Source: US Central Intelligence Agency, 2003.

For more information

- Style sheets on 'Structure', 'Manuscript presentation'.
- If any doubt arises, please consult the *Publication manual of the American Psychological Association* (2001).

SPANISH MANUSCRIPTS

What to do

■ Executive summary

- When submitting the manuscript, the **executive summary** must be in **English** (see style sheet on 'Manuscript preparation and submission').

■ Tables and figures

- Do not use the word Número (number) or its abbreviations (No., n°…) when numbering or referring to graphs and tables, e.g. Cuadro 2.2 (not Cuadro n°2.2).
- Do not cite years using only the last two numbers, especially in titles: e.g. Tasa de promoción 1993-1996 (not 93-96). Do not use the word año (year), e.g. Inscritos por distrito. 1996-1998 (not Inscritos por distrito. Años 1996-1998) (see sheet on 'Numbers, time and dates').

■ List of references and quotes

- When referring to an author in the text, do not use cf or the word ver (see).
- Bibliographical list of references: Follow general rules for lists of references (see sheet on 'Bibliographical references'), but set out as below:

The list is arranged alphabetically by authors' names, with last names first, **then first name**.

Non-periodicals

- LAST NAME, First name. YEAR. *Title of document*, Volume and tome if relevant, edition (if not first), Location, Publisher.

  e.g. MARTÍNEZ de SOUSA, José. 2000. *Manual de estilo de la lengua española*, Madrid, Trea.
- If there are two to three authors, mention all authors.

  e.g. REINER, Arnts y Heribert PICHT. 1985. *Introducción a la terminología*, Madrid, Fundación Germán Sánchez Ruipérez.

- If there are more than three authors, mention only the first one, followed by *et al.*.

  e.g. SANTAMARÍA, Andrés *et al.* 1989. *Diccionario de incorrecciones, particularidades y curiosidades del lenguaje*, 5ª ed., Madrid, Paraninfo.

- If there is a corporate autor, the name of the institution appears as the author.

  e.g. REAL ACADEMIA ESPAÑOLA. 2001. *Diccionario de la lengua española*, 22ª ed., Madrid, Espasa.

Pitfalls

- Do not capitalize levels or types of education, e.g. educación básica, enseñanza técnico-profesional.

Part of a non-periodical (e.g. book chapter)

- LAST NAME, First name. YEAR. "Title of chapter", en: Editor, *Title of book,* Location, Publisher, pp. xxx-xxx.

  e.g. BONFIL BATALLA, Guillermo. 1984. "La nueva presencia política de los indios: un reto a la creatividad latinoamericana", en Pablo GONZÁLEZ CASANOVA (coord.), *Cultura y creación intelectual en América Latina*, México, Siglo XXI, pp. 141-158.

Article in a periodical

- LAST NAME, First name. YEAR. "Title of article", *Title of Periodical* (Location), Volume number, Issue number (month), pp. xxx-xxx.

  e.g. BIDEAUD, Jacqueline. 2001. "Constructivismo, desarrollo cognitivo y aprendizajes numéricos", *Perspectivas* (Ginebra), Vol. XXI, No. 2 (junio), pp. 185-196.
- Do not use the word en (in) for articles in periodicals.

■ Capitals

- In a vertical list capitalize each item, except when previous item ends with a semi-colon.

- Use capitals with full names of programmes, institutions, projects, **e.g.** Ministerio de Educación, Programa de Mejoramiento de la Calidad. Capitalize also when referring to a specific institution already mentioned. e.g. La intervención se realizó conjunto entre la Universidad de Chile y los municipios. La Universidad estuvo a cargo... (But: Las universidades chilenas están actualmente…).

- Capitalize academic subjects, e.g. Lengua, Matemática, Inglés.

■ Punctuation and spelling

- Pay special attention to accents. Use Alt 160 for á, Alt 161 for í, Alt 162 for ó, Alt 163 for ú, Alt 164 for ñ.

- When quoting, if inverted commas coincide with the final full stop of the quote, the period follows the inverted commas e.g. El PNUD explica que "el crecimiento ha venido fracasando en unos 100 países".

■ Numbers, percentages, time and dates

- **Decimals** are shown by the use of a comma (and not by a point): e.g. 3,5.
- **Always use** the % sign in the text rather than por ciento, e.g. 15%.
- In dates, years are written with 4 digits, e.g. en 1995 or en el año 1995 (not en el 95).

For more information

- *IIEP Hoja de estilo* (revised 2002).
- *Appendix I* of this document, 'List of countries'.
- *Appendix II* of this document, 'A few common abbreviations used at IIEP'.

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APPENDIX I

List of countries

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Algeria	Algérie	Argelia
Andorra	Andorre	Andorra
Angola	Angola	Angola
Antigua and Barbuda	Antigua-et-Barbuda	Antigua y Barbuda
Argentina	Argentine	Argentina
Armenia	Arménie	Armenia
Aruba	Aruba	Aruba
Australia	Australie	Australia
Austria	Autriche	Austria
Azerbaijan	Azerbaïdjan	Azerbaiyán
Bahamas	Bahamas	Bahamas
Bahrain	Bahreïn	Bahrein
Bangladesh	Bangladesh	Bangladesh
Barbados	Barbade	Barbados
Belarus	Bélarus	Belarrús
Belgium	Belgique	Bélgica
Belize	Belize	Belice
Benin	Bénin	Benin
Bhutan	Bhoutan	Bhután
Bolivia	Bolivie	Bolivia
Bosnia and Herzegovina	Bosnie-Herzégovine	Bosnia y Herzegovina
Botswana	Botswana	Botswana
Brazil	Brésil	Brasil
British Virgin Islands	îles Vierges britanniques	Islas Vírgenes Británicas
Bulgaria	Bulgarie	Bulgaria
Burkina Faso	Burkina Faso	Burkina Faso
Burundi	Burundi	Burundi
Cambodia	Cambodge	Camboya
Cameroon	Cameroun	Camerún
Canada	Canada	Canadá
Cape Verde	Cap-Vert	Cabo Verde
Cayman Islands	îles Caïmanes	Islas Caiman
Central African Republic	République centrafricaine	República Centroafricana
Chad	Tchad	Chad
Chile	Chili	Chile

English	Français	Español
China	Chine	China
Colombia	Colombie	Colombia
Comoros	Comores	Comoras
Congo	Congo	Congo
Cook Islands	îles Cook	Islas Cook
Costa Rica	Costa Rica	Costa Rica
Côte d'Ivoire	Côte d'Ivoire	Côte d'Ivoire
Croatia	Croatie	Croacia
Cuba	Cuba	Cuba
Cyprus	Chypre	Chipre
Czech Republic	République tchèque	República Checa
Democratic People's Republic of Korea	République populaire démocratique de Corée	República Popular Democrática de Corea
Democratic Republic of the Congo	République démocratique du Congo	República Democrática del Congo
Denmark	Danemark	Dinamarca
Djibouti	Djibouti	Djibuti
Dominica	Dominique	Dominica
Dominican Republic	République dominicaine	República Dominica
Ecuador	Équateur	Ecuador
Egypt	Égypte	Egipto
El Salvador	El Salvador	El Salvador
Equatorial Guinea	Guinée équatoriale	Guinea Ecuatorial
Eritrea	Érythrée	Eritrea
Estonia	Estonie	Estonia
Ethiopia	Éthiopie	Etiopía
Fiji	Fidji	Fiji
Finland	Finlande	Finlandia
France	France	Francia
Gabon	Gabon	Gabón
Gambia	Gambie	Gambia
Georgia	Géorgie	Georgia
Germany	Allemagne	Alemania
Ghana	Ghana	Ghana
Greece	Grèce	Grecia
Grenada	Grenade	Granada
Guatemala	Guatemala	Guatemala
Guinea	Guinée	Guinea
Guinea-Bissau	Guinée-Bissau	Guinea-Bissau
Guyana	Guyana	Guyana
Haiti	Haïti	Haití
Honduras	Honduras	Honduras
Hungary	Hongrie	Hungría
Iceland	Islande	Islandia
India	Inde	India
Indonesia	Indonésie	Indonesia

English	Français	Español
Iran (Islamic Republic of)	Iran (République islamique d')	Irán (República Islámica del)
Iraq	Iraq	Iraq
Ireland	Irlande	Irlanda
Israel	Israël	Israel
Italy	Italie	Italia
Jamaica	Jamaïque	Jamaica
Japan	Japon	Japón
Jordan	Jordanie	Jordania
Kazakhstan	Kazakhstan	Kazajstán
Kenya	Kenya	Kenya
Kiribati	Kiribati	Kiribati
Kuwait	Koweït	Kuwait
Kyrgyzstan	Kirghizistan	Kirguistán
Lao People's Democratic Republic (Lao PDR)	République démocratique populaire lao	República Democrática Popular Lao
Latvia	Lettonie	Letonia
Lebanon	Liban	Líbano
Lesotho	Lesotho	Lesotho
Liberia	Libéria	Liberia
Libyan Arab Jamahiriya	Jamahiriya arabe libyenne	Jamahiriya Arabe Libia
Lithuania	Lituanie	Lituania
Luxembourg	Luxembourg	Luxemburgo
Macao, China	Macao, Chine	Macao, China
Madagascar	Madagascar	Madagascar
Malawi	Malawi	Malawi
Malaysia	Malaisie	Malasia
Maldives	Maldives	Maldivas
Mali	Mali	Malí
Malta	Malte	Malta
Marshall Islands	îles Marshall	Islas Marshall
Mauritania	Mauritanie	Mauritania
Mauritius	Maurice	Mauricio
Mexico	Mexique	México
Micronesia (Federated States of)	Micronésie (États fédérés de)	Micronesia (Estados Federados de)
Monaco	Monaco	Mónaco
Mongolia	Mongolie	Mongolia
Morocco	Maroc	Marruecos
Mozambique	Mozambique	Mozambique
Myanmar	Myanmar	Myanmar
Namibia	Namibie	Namibia
Nauru	Nauru	Nauru
Nepal	Népal	Nepal
Netherlands	Pays-Bas	Países Bajos
Netherlands Antilles	Antilles néerlandaises	Antillas Neerlandesas
New Zealand	Nouvelle-Zélande	Nueva Zelandia

English	Français	Español
Nicaragua	Nicaragua	Nicaragua
Niger	Niger	Níger
Nigeria	Nigéria	Nigeria
Niue	Nioué	Niue
Norway	Norvège	Noruega
Oman	Oman	Omán
Pakistan	Pakistan	Pakistán
Palau	Palaos (les)	Palau
Panama	Panama	Panamá
Papua New Guinea	Papouasie-Nouvelle Guinée	Papua Nueva Guinea
Paraguay	Paraguay	Paraguay
Peru	Pérou	Perú
Philippines	Philippines	Filipinas
Poland	Pologne	Polonia
Portugal	Portugal	Portugal
Qatar	Qatar	Qatar
Republic of Korea	République de Corée	República de Corea
Republic of Moldova	République de Moldova	República de Moldova
Romania	Roumanie	Rumania
Russian Federation	Fédération de Russie	Federación de Rusia
Rwanda	Rwanda	Rwanda
Saint Kitts and Nevis	Saint-Kitts-et-Nevis	Saint Kitts y Nevis
Saint Lucia	Sainte-Lucie	Santa Lucía
Saint Vincent and the Grenadines	Saint-Vincent-et-les-Grenadines	San Vicente y las Granadinas
Samoa	Samoa	Samoa
San Marino	Saint-Marin	San Marino
Sao Tome and Principe	Sao Tomé-et-Principe	Santo Tomé y Príncipe
Saudi Arabia	Arabie saoudite	Arabia Saudita
Senegal	Sénégal	Senegal
Serbia and Montenegro	Serbie-et-Monténégro	Serbia y Montenegro
Seychelles	Seychelles	Seychelles
Sierra Leone	Sierra Leone	Sierra Leona
Slovakia	Slovaquie	Eslovaquia
Slovenia	Slovénie	Eslovenia
Solomon Islands	îles Salomon	Islas Salomón
Somalia	Somalie	Somalia
South Africa	Afrique du Sud	Sudáfrica
Spain	Espagne	España
Sri Lanka	Sri Lanka	Sri Lanka
Sudan	Soudan	Sudán
Suriname	Suriname	Suriname
Swaziland	Swaziland	Swazilandia
Sweden	Suède	Suecia
Switzerland	Suisse	Suiza

English	Français	Español
Syrian Arab Republic	République arabe syrienne	República Arabe Siria
Tajikistan	Tadjikistan	Tayikistán
Thailand	Thaïlande	Tailandia
The Former Yugoslav Republic of Macedonia	ex-République yougoslave de Macédoine	La ex República Yugoslava de Macedonia
Timor-Leste	Timor-Leste	Timor-Leste
Togo	Togo	Togo
Tokelau	Tokélaou	Tokelau
Tonga	Tonga	Tonga
Trinidad and Tobago	Trinité-et-Tobago	Trinidad y Tobago
Tunisia	Tunisie	Túnez
Turkey	Turquie	Turquía
Turkmenistan	Turkménistan	Turkmenistán
Tuvalu	Tuvalu	Tuvalu
Uganda	Ouganda	Uganda
Ukraine	Ukraine	Ucrania
United Arab Emirates	Émirats arabes unis	Emiratos Arabes Unidos
United Kingdom (of Great Britain and Northern Ireland)	Royaume-Uni (de Grande-Bretagne et d'Irlande du Nord)	Reino Unido (de Gran Bretaña e Irlanda del Norte)
United Republic of Tanzania	République-Unie de Tanzanie	República Unida de Tanzania
United States of America	États-Unis d'Amérique	Estados Unidos de América
Uruguay	Uruguay	Uruguay
Uzbekistan	Ouzbékistan	Uzbekistán
Vanuatu	Vanuatu	Vanuatu
Venezuela	Venezuela	Venezuela
Viet Nam	Viet Nam	Viet Nam
Yemen	Yémen	Yemen
Zambia	Zambie	Zambia
Zimbabwe	Zimbabwe	Zimbabwe

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APPENDIX II

A few common abbreviations used at IIEP

■ Acronyms

ADEA	Association for the Development of Education in Africa
AKF	Aga Khan Foundation
ANTRIEP	Asian Network of Training and Research Institutions in Educational Planning
ARCAM	Association of Universities of the Mercosur region
ATP	IIEP Advanced Training Programme in Educational planning and management
CIDA	Canadian International Development Agency
CODESRIA	Council for the Development of Economic and Social Research in Africa
DAC	Development Assistance Committee (OECD)
DANIDA	Danish International Development Agency
DFID	Department for International Development (United Kingdom)
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
EFA	Education for All
EMIS	Educational Management Information System
ERIC	Educational Resources Information Center
EU	European Union
FAO	Food and Agriculture Organization of the United Nations
GDP	gross domestic product
GER	gross enrolment rate
GNP	gross national product
HIPC	Heavily Indebted Poor Countries
HIV/AIDS	Human Immunodeficiency Virus /Acquired Immunodeficiency Syndrome
IATT	Inter Agency Task Team on Education
IBE	International Bureau of Education
IBRD	International Bank for Reconstruction and Development (World Bank)
ICSID	International Center for Settlement of Investment Disputes (World Bank)
ICT	information and communication technology
IDA	International Development Association (World Bank)
IDB	Inter-American Development Bank
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
ILO	International Labour Office

IMF	International Monetary Fund
INNOTECH	Regional Centre for Educational Innovation and Technology
ITC	Intensive Training Course (IIEP)
IWGE	International Working Group on Education
LDCs	least developed countries
Mercosur	Mercado Común del Sur
MOE	Ministry of Education
NAFTA	North American Free Trade Agreement
NGO	non-governmental organization
NIEPA	National Institute of Educational Planning and Administration (India)
NIT	new information technology
NORAD	Norwegian Agency for Development Cooperation
OECD	Organisation for Economic Co-operation and Development
OIS	Organisation of Ibero-American States for Education, Science and Culture
OREALC	UNESCO Regional Office for Education in Latin America and the Caribbean
OU	Open University
R&D	research and development
RIHED	Regional Center for Higher Education and Development
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
SEAMEO	Southeast Asian Ministers of Education Organization
Sida	Swedish International Development Co-operation Agency
SWAp	sector-wide approach
TABAS	Trainees' Association Bulletin (IIEP)
TVET	technical and vocational education and training
UIE	UNESCO Institute for Education (Germany)
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization
WTO	World Trade Organization

■ Units of measure

km	kilometre
cm	centimetre
°C	degree Celsius
°F	degree Fahrenheit
m	metre
mm	millimetre

■ Other abbreviations

a.m.	ante meridiem
cf.	compare
e.g.	for example
etc.	and so forth
i.e.	that is
p. 6	page 6
Ph.D.	Doctor of Philosophy, Doctorate of Philosophy
p.m.	post meridiem
US	United States (adjective, e.g. US government)
Vol.	Volume
vs.	versus

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