



# IUCN Style Manual



## Document History

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<b>Applicable to</b>	IUCN publications, reports and other documents
<b>Purpose</b>	To provide guidance on IUCN's house style and to ensure consistency in style across all IUCN publications, reports and other documents
<b>Related Policies, Procedures &amp; Guidelines</b>	IUCN Publishing Guidelines
<b>Source language</b>	English <i>(Note that the Style Manual is only available in English)</i>
<b>Contact</b>	<a href="mailto:publishing@iucn.org">publishing@iucn.org</a>

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## Frequently Asked Questions

- [Do I use British or American spellings?](#)
- [Do I use 's' or 'z'?](#)
- [Do I use single or double quotation marks?](#)
- [Which words should be capitalised?](#)
- [How do I punctuate references and bibliographies?](#)
- [Do I use endnotes or footnotes?](#)
- [How do I cite references in text?](#)
- [Do I hyphenate compass points?](#)
- [Should acronyms be punctuated?](#)
- [Which words or phrases should be italicised?](#)
- [How about gender-sensitive and politically-correct terminology?](#)
- [How do I credit illustrative material?](#)

## Introduction

The *IUCN Style Manual* has been prepared for all IUCN staff, writers, editors, designers and anyone else involved in the writing and production of an IUCN publication, both print and online, or any other written document in English. Since other languages have their own grammar and spelling rules, this Manual only discusses rules and conventions for the English language. However, Appendix 1 provides some additional information on a number of conventions specific to French and Spanish.

The *IUCN Style Manual* is the guide to the 'IUCN house style'. Its intended purpose is to ensure that the language used in IUCN publications is clear and correct and that abbreviations, grammar, spellings, scientific terminology, etc. are consistent and follow established norms.

Just as the IUCN brand helps to ensure that IUCN products are readily identified as belonging to IUCN, so a house style ensures consistency of language use across all IUCN content. Inconsistencies that have no specific purpose distract the reader. A house style helps the reader to concentrate on what a writer is saying.

The *Style Manual* is one of a range of guides developed by IUCN to assist in the production of IUCN publications and communications materials. It should therefore be used in conjunction with the [IUCN Brand Book](#), the [IUCN Publishing Guidelines](#), and the [Terminology for IUCN usage](#). These resources are also available on the IUCN website: <https://iucn.org/our-work/science-led-approach/publications-and-publishing/how-publish-iucn>

Every effort has been made to include the most useful information in these pages. However, if there are items you would like to see included, we would welcome your input and suggestions. Please send comments to the Publications Officer ([publishing@iucn.org](mailto:publishing@iucn.org)).

## What will you find in this manual?

Within these pages you will find a comprehensive guide to some of the most frequently asked questions during the writing process, including:

- [Abbreviations](#)
- [Acronyms](#)
- [Apostrophes](#)
- [Bibliographies](#)
- [Boxes, tables and figures](#)
- [Brackets](#)
- [Capitalisation](#)
- [Captions](#)
- [Chapter titles](#)
- [Citations](#)
- [Common spellings: 's' vs 'z'](#)
- [Compass points](#)
- [Contentious words/phrases](#)
- [Cross references](#)
- [Currencies](#)
- [Dashes: em dashes, en dashes, hyphens](#)
- [Dates](#)
- [Emphasis](#)
- [Fonts and typefaces](#)
- [Footnotes/endnotes](#)
- [Fractions](#)
- [Full stops](#)
- [Geographical information](#)
- [Grammar: active vs passive](#)
- [Headings](#)
- [Hyphenation](#)
- [Indexes](#)
- [Italics](#)
- [Jargon](#)
- [Legal texts](#)
- [Lists](#)
- [Notes and references](#)
- [Numbers](#)
- [Punctuation: apostrophes, commas, full stops, question marks, exclamations, quotation marks](#)
- [Quotations](#)
- [References](#)
- [Spacing](#)
- [Spelling](#)
- [Symbols/units of measurement](#)
- [Titles](#)
- [Writing](#)
- [Word division](#)



These items are divided into the following general categories:

- [Writing and grammar](#)
- [Spelling](#)
- [Punctuation](#)
- [Units of measure](#)
- [Abbreviations and acronyms](#)
- [Italics and emphasis](#)
- [Supporting matter: references, footnotes, endnotes, bibliographies, indexes, cross-referencing](#)
- [Quotes and quotation](#)
- [Visual content/illustrative material](#)

Appendices

- [Appendix 1: Translation](#)
- [Appendix 2: IUCN-specific spellings](#)
- [Appendix 3: Common spellings for IUCN usage](#)
- [Appendix 4: IUCN Statutory regions and country names](#)
- [Appendix 5: Other IUCN resources](#)

## Writing and grammar

The centre piece of any written document is and always will be the writing. Although the graphic presentation, layout, use of colour and images, and format, are all very important features of any written document, if the writing is not clear, the document will not stand up to scrutiny and ultimately will not achieve its aim. Indeed, a poorly written document can actually be counter-productive.

Before you begin writing: unless you are formatting the publication yourself ready for printing, keep formatting to a minimum. Your text, most commonly prepared as a Word document, will be imported into a design software programme which strips the original formatting. Particular attention is needed when italics are embedded; it may be necessary to go through the text and manually indicate the terms to be italicised.

Although writing is a skill, it needn't be done solely by experts. By following a few simple rules and language conventions, anyone can write clearly and competently.

### Keep it simple

- Spare a thought for the reader, write simply. To ensure that a publication captures and holds the attention of the reader, it is vital to write simply and remain focused.
- Avoid long, convoluted sentences with many asides. Try to include no more than two ideas in a sentence.
- When there are alternative words (synonyms) for the same idea, object, etc. try to use the simpler vocabulary and commonplace words that have passed into regular usage, rather than more complicated, and possibly more obscure, wording.
- This is particularly important in an organisation such as IUCN where written documents are often read by people for whom English is not their mother tongue.

### Active vs Passive tense

- Always try to use the active tense when writing. Text written in the active tense tends to be shorter, clearer and presents the important information up front.
- Using the active tense means that the subject is actually doing the action, e.g.

The dog bit the boy. He kicked the ball.

*Rather than*

The boy was bitten by the dog. The ball was kicked by the boy.

### Avoid jargon and ethno-centric phraseology

- Jargon does not often add to what is being written. Remember, you are trying to communicate a message, not demonstrate your knowledge of the language! See the list of commonly used jargon – to be avoided – in [Appendix 3](#).

- The same is true of ethno-centric phraseology. Again, this is important given that the audience for IUCN publications includes people who are not of English mother tongue. For example, phrases like ‘he could no longer see the wood for the trees’ might not mean anything to a Touareg living on the edge of a desert!
- Keep in mind also that if a publication is planned for translation, depending on the language, it may not even be possible to translate concepts such as the ‘wood for the trees.’

### **Contentious words and phrases**

- In an international and multicultural organisation like IUCN, it is very important to avoid contentious words and phrases as well as discriminatory and/or politically incorrect language that could cause offence. Wherever possible, use gender-neutral, non-discriminatory language and terminology.
- Sometimes, however, it is a little more difficult and/or cumbersome to use gender-neutral language, particularly when referring to individuals where the gender is not known, e.g.

The intern is responsible for his/her own accommodation.

- The inclusion of the his/her alternative is cumbersome, breaks the flow of the text and can detract from the reader’s attention. Wherever possible it should be avoided and sentences should be re-written using alternatives, e.g.

Interns are responsible for their own accommodation.

- Some commonly used terms refer to specific genders, e.g. Chairman, workman, foreman, policeman, fisherman, fireman, etc. However, as IUCN strives to advance and promote gender equality (as defined in its [policy](#)), these terms should be revised to ensure gender inclusivity is reflected in our language and communications.. Wherever possible alternative forms should be used, e.g.

Chairman	use	Chair/chairperson
Workman	use	Worker
Foreman	use	Supervisor
Policeman	use	Police Officer
Fisherman/men	use	Fisher/fishers/fisher folk
Fireman	use	Fire fighters

See also the [UN guidance](#) on gender-inclusive language.

For any questions, please contact [gender@iucn.org](mailto:gender@iucn.org)

### **Geographical information**

- Particular caution should be exercised when referring to country names, territories or national boundaries. Some of these are contentious. To avoid problems at a later date, remember to always include the geographical disclaimer in any document or publication produced by IUCN (see the IUCN Publishing Guidelines for the text of the disclaimer).

- The use of country names in IUCN has been defined by the Statutes (see Appendix 4 for a list of IUCN Statutory regions and country names) and is based on the United Nations list of countries, e.g.

Viet Nam *not* Vietnam

- Note that it has become common practice to use 'US' and 'UK' (no full stops) rather than their longer official names as included in the list of countries mentioned above.

### **Grammar**

- In English, there are specific conventions governing the use of grammar. For a written document to read well it is important to respect the basic rules of grammar.
- There are far too many conventions governing the use of English grammar to describe them all here. Any additional questions not contained in this Manual can be directed to the Publications Officer ([publishing@iucn.org](mailto:publishing@iucn.org)).

## Spelling

### English vs American spelling

- IUCN uses British English, as opposed to American English, as its preferred language for written materials. So, where alternative spelling exists for the same word, the British spelling should be used.
- For example, 'colour' should be written in preference to the American spelling 'color', and 'programme' in preference to 'program'.
- Some words have alternative spellings, e.g. focused and focussed. When in doubt, IUCN has chosen the Oxford English Dictionary as the guide to spelling. In this case, use the first spelling proposed in the dictionary.
- Tip: Make sure that the language setting for your Word document has been set to British English. When doing so, any alternate spellings will show as errors and/or will be corrected automatically.
- There are two exceptions to this. When transcribing a quoted text, always transcribe spellings as they appear in the original text (see section on Quotes and quotation, below). Or, when an organisation or institution uses American spelling in its original name, references to the organisation or institution should respect the official usage made by the organisation.

### '-S-' vs '-Z-'

- The most common British practice is to use 's' rather than 'z' in words ending in '-ise' and '-isation' (e.g. organise and organisation). Although the *Oxford English Dictionary* provides both spellings, the preference for IUCN documents is '-ise', e.g.

<i>use</i>	organise	not	organize
	liberalisation		liberalization
	globalise		globalize

- There is another set of words for which the Oxford English Dictionary proposes both the '-ise' and the '-ize' formula. For IUCN documents, the '-ise' form should be used, e.g.

<i>use</i>	recognise	not	recognize
	emphasised		emphasized
	criticise		criticize

- Words that are derived from Greek, e.g. 'analyse' or 'catalyse', always take an '-s-' and not a '-z-'.
- Words like 'devise', 'surprise', 'supervise', 'surmise', where the '-ise' sound is not a suffix but part of the root of the word, always use '-ise'.
- There are two exceptions to the 's' vs 'z' rule. The first is when quoting from text, spellings must always be transcribed as they appear in the original text. The second is when an organisation uses a 'z' rather than an 's' in the official spelling of its name, e.g. International Labour Organization. When in doubt, check the official spellings on the website of the organisation.

### Alternative spellings

- There are a number of words with alternative spellings. When in doubt about which to use, always use the British variant of the word, e.g.

<i>use</i>	acknowledgement	<i>not</i>	acknowledgment
	learnt		learned
	spilt		spilled

- Care should be taken when using the words ‘judgement’ and ‘judgment’, as both spellings exist in British English and should be used according to the desired definition. ‘Judgement’ refers to a moral, practical decision and ‘judgment’ (in the legal context) refers to a judge’s or court’s formal ruling.
- Note that there are several words which once took a hyphen in British English, e.g. ‘co-operate’ and ‘co-ordinate’, but which are now listed in the Oxford English Dictionary without the hyphen, e.g.

cooperate  
coordinate

### Hyphenation: compound terms, word splits

- Hyphens can be of two types: either to join together compound words or compound terms or to indicate a word split at the end of a line.

### Compound terms

- Compound terms can be *open*, where the terms are written as words separated by a space (e.g. ‘long term’); *hyphenated*, where the terms are separated by a hyphen (e.g. ‘long-term’); or *closed*, where the term is written as a single word (e.g. ‘multinational’).
- In the case of closed compound terms (the term written as a single word), new or innovative compound terms are often introduced to a language in their hyphenated form and as their use becomes commonplace, the hyphen is removed leaving them as closed compound terms, e.g.

multinational

- Note that when compound terms are used as adjectives rather than nouns, the words should be hyphenated, e.g.

	a long-term solution	This is not a good solution for the long term
	an up-to-date user guide	This user guide is not up to date
<i>or</i>	land-use-related	

- IUCN’s preference is for closed compound terms, once they have passed into everyday language and their use has become commonplace, e.g.

multinational  
salesman

- When this is not the case, IUCN prefers open compound terms, e.g. ‘long term’.

- Note that the word 'online' should be written as one word and not hyphenated.
- In some instances, hyphenation of compound words is necessary in order to clarify the true meaning of the phrase. In such cases, particular attention should be paid to where the hyphen is placed. Indeed, the position of the hyphen can change the meaning of the sentence or phrase. For example, 'a little-known species' is a species about which little is known, while a 'little known species' is a small but known species!
- Hyphens should also be used to avoid confusion, e.g. 're-creation' or 're-sign', or mispronunciation, for example when there are two or more vowels or consonants, e.g.

anti-environmental  
re-enter  
shell-like

- Hyphens can also be used to indicate the omission of a common element to avoid repetition, e.g.

long- and short-term

- Prefixes and combining forms that appear before a capitalised name, numeral or date should be hyphenated, e.g.

mid-August  
pre-2001  
anti-Darwinist

- Suffixes should be hyphenated or closed. They should never be separated from the word by a space. The suffixes -like and -less should be hyphenated if the preceding word contains two 'l's, e.g. 'shell-like'.
- Suffixes that have entered into common usage need not be hyphenated, e.g.

wildlife  
worldwide

- Double-barrelled names and their abbreviations should be hyphenated, e.g.

Jean-Jacques Rousseau  
J.-J. Rousseau

- Compound items where the first term cannot stand alone should also be hyphenated, e.g. 'Rolls-Royce'.

### Word splits

- The IUCN visual identity allows both justified and non-justified texts. Justified texts and narrow settings mean that it will sometimes be necessary to split single words at the end of a line. This split is denoted by a hyphen.
- Although hyphenation is sometimes necessary with justified text, the preference is for text not to be hyphenated. Hyphenation should never be used with non-justified text.

- Standard rules for hyphenation have been built into most typesetting and word processing programmes. However, care should be taken to ensure that this feature is set to English when using it, as hyphenation rules differ for all languages. It is suggested that a 'spot check' also be done to verify the accuracy of the automatic hyphenation.
- There are many rules that must be respected when splitting words with a hyphen<sup>1</sup> below are some of the more common ones:
  - Words should be divided between syllables
  - Single syllable words and words pronounced as one syllable should not be divided, e.g. here, there, helped, passed
  - Letters pronounced as one sound should not be divided, e.g. ph, gn
  - Word endings pronounced as one syllable should not be divided, e.g. -cious, -cion, -tion
  - Avoid dividing verbs ending in -ed, -ted, -er, e.g. wounded, hunted
  - Do not divide a word to leave a silent syllable, e.g. people
  - Never leave one letter and try not to leave fewer than three letters before or after a word division. If this is not possible, two letters should come before the word break rather than after, e.g. in-spire, de-fence
  - Divide hyphenated words at the existing hyphen, do not introduce new hyphens, e.g. counter-clockwise and not counter-clock-wise
  - Divide compound words according to etymology, e.g. tele-vision, station-master, except where it might lead to confusion, e.g. antipo-des not anti- podes
  - Divide most gerunds and present participles at -ing, e.g. carry-ing, tell-ing
  - If the final consonant before -ing is doubled, break the word between the consonants, e.g. occur-ring
  - If the division is not obvious, divide words after a vowel and carry over the consonant, e.g. preju-dice, insti-gate
  - Avoid division that may change the pronunciation or meaning of a word, e.g. exact-ing but not ex-acting, le-gend but not leg-end
  - Words that cannot be divided without an odd effect should be left, e.g. beauty, sluicing
- Do not end a column or a typeset page with a divided word.
- Other items that should not be split or carried over to the next line include abbreviations, acronyms and numbers.
- Wherever possible avoid splitting place names or personal names.
- For further specific information about word splits and hyphenation, consult a specialised dictionary.
- Other uses for hyphens will be dealt with in the relevant part of this manual, e.g. compass points, numbers, etc.

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<sup>1</sup> Note that different rules govern hyphenation depending on the language. The current section is relevant to hyphenation in English. For details of other languages please refer to the appropriate language reference books or sources.



### Dashes: ‘en’ dash

- In English there are two principal types of dash: the ‘en’ dash and the ‘em’ dash. The ‘en’ dash (or: ‘en’ rule), so called because it is the width of the printed ‘N’ character, is longer than a hyphen but shorter than an ‘em’ dash (see below). It is used to enclose a sentence or phrase within a sentence, e.g.

The presence of the new species – that scientists suspected existed – was confirmed last week.

- It provides greater emphasis than parentheses, e.g.

The presence of the new species (that scientists suspected existed) was confirmed last week.

- When an ‘en’ rule is used to enclose text within a sentence for emphasis, no punctuation should be used either immediately before or after the rule, save for an exclamation mark. The first letter of the phrase should not be capitalised unless it is a proper name.

*Note that in Spanish, the ‘en’ rule is used differently. Instead of a space on either side, there should only be a space before the ‘en’ rule at the beginning of the enclosed text and after it at the end of the text, e.g.*

*Esta publicación –el primer examen amplio de la literatura mundial– contiene todos los ...*

*For French, the ‘en’ rule should be used as in English. See [Appendix 1: Translation](#) for further clarification.*

- The ‘en’ dash is also used to join elements that form part of a range such as dates, years and numbers, e.g.

Monday–Friday  
2–22 February  
2019–2020  
pp. 56–61

*Note that in French and Spanish (see [Appendix 1](#)), a simple hyphen, and not the ‘en’ dash, is used to show a sequence of numbers, years, dates, e.g.*

*2-22 février and 2-22 febrero  
2019-2020  
pp. 56-61*

- It can be used to replace the words ‘to’ and ‘and’ between two elements of equal importance, between two elements that can be reversed, or when the first element cannot stand alone, e.g.

North–South divide

- It can be used to indicate two, or more, authors, e.g.

Brown–Jones

### Dashes: ‘em’ dash

- The ‘em’ dash (or: ‘em’ rule), so called because it is the width of the printed ‘M’ character, can be used to indicate an omission at the beginning of a quoted text, e.g.

‘—is not true’.

- It can be used to indicate the omission of part of a word, e.g.

The zoo in the northern city of S—

- It can be used in an index to indicate a repeated word.
- A double ‘em’ rule —— can be used in a bibliographic entry to indicate a repeated author’s name in successive bibliographic entries. See section on [Supporting matter](#).

### Compass points

- When written out in full, compass points should be lower case and hyphenated, unless they are part of a proper name, or written at the start of a sentence.

north	south	east	west
north-east	south-west	east-north-east	

- When used in their abbreviated form, e.g. N, S, E, W, NE, SW, etc. they should be upper case and should not be followed by a full stop.
- If they are part of a proper name, or when they denote a recognised geographical or political area, they must be capitalised and hyphenated where appropriate:

North America	northern US
South-East Asia*	
North Africa	the north of Africa
East Africa	east African
South Africa	southern Africa
West Africa	west African
North–South divide	<i>(note the use of the en rule)</i>
South America	
East Coast (of the USA)	east coast of Africa
West Coast (of the USA)	west coast of Africa East Indies
West Indies	

\*Southeast Asia is also acceptable and more common.

- Winds are written in lower case without hyphens:

southwester; northwester

### Capitalisation

- Do not use initial capitals for nouns. Only in specific cases the initial capital should be used; these are listed below.
- Initial capitals should be used to start sentences, e.g.

At the start of the second session of the day, ...

- Initial capitals should also be used for
 

Proper names	John Smith
Place, country names and nationalities	Kenya, Paris, Trafalgar Square, German, Bolivian
Mountains, rivers, oceans and islands	Himalaya Mountains, Mississippi River, Indian Ocean, <i>but</i> the ocean(s), the river Elbe
Recognised geographical, political, legendary or popular names	the City (London's financial district), Mexico City, <i>but</i> the city of London; the State of Texas, <i>but</i> 'state' in general references (the state of Brazil); the Blair Government, the UK Government, the Government of France <i>but</i> the local government
Days of the week, months, festivals	Monday, February, Easter, Christmas, Ramadan, Passover, New Year's Day (seasons, e.g. winter, summer, should only be capitalised when they are personified: <i>Winter spread his white coat across the hills</i> )
Compass points when they denote a recognised geographical or political area	South Africa, <i>but</i> southern Africa facing north, <i>but</i> North–South; North America, <i>but</i> northern USA
When the definite article is part of a name	The Hague, <i>but</i> the Rhone
Geological periods and events	Ice Age, <i>but</i> age of steam
Titles of meetings, conventions and declarations	the Second World War, the Convention on Biological Diversity, the UN Declaration on the Rights of Indigenous Peoples

### Capitalisation of headings and titles

- Titles of IUCN publications should be written in lower case, except for the first word of the title. Names and proper nouns should of course be capitalised. In titles with a sub-title, the sub-title should also be in lower case except for the first letter.

*Business and biodiversity*

*Conservation on private lands: The Australian experience*

- Within IUCN publications, chapter headings, paragraph headings, titles and sub-titles should also be written in lower case.
- Special attention is needed when using acronyms in titles. Do not use only an acronym as title (or sub-title) or in a title (or sub-title). See also [Acronyms](#).

### **IUCN-specific capitalisation**

- In addition to the above, IUCN also chooses to capitalise certain terms when used in a manner that is specific to IUCN, including (among others):
  - IUCN (World Conservation) Congress
  - IUCN Leaders Forum
  - IUCN Council
  - IUCN Member(s)
  - IUCN Bureau
  - (IUCN) Secretariat
  - IUCN Regional and Country Offices
  - IUCN National Committees
  - IUCN Commissions
  - IUCN Councillors
  - IUCN (Work) Programme
  - IUCN Red List (Categories and Criteria)
  - IUCN Green List
  - Nature-based Solutions
  - World Heritage
  - special task forces, panels, committees, e.g.: Biodiversity Task Force of South-East Europe (BDTF SEE), Western Gray Whale Advisory Panel (WGWAP), Rio Doce Panel, Resolutions Committee, etc.
  - (IUCN) knowledge tools and databases: Spatial Monitoring and Reporting Tool (SMART), Integrated Biodiversity Assessment Tool (IBAT), Global Standard for Nature-based Solutions™, World Database for Key Biodiversity Areas (WDKBA), Species Threat Abatement and Restoration (STAR) , etc.

See further [Appendix 2: IUCN-specific spellings](#) and the [Terminology for IUCN usage](#) on the IUCN website.

- Common species names should be written in lower case. See also [Latin words and species names](#).

### **Legal texts and capitalisation**

- Legal texts have their own conventions regarding capitalisation and italicisation, etc. However, for the purposes of the present document, note the use of capitalisation when referring to specific legal conventions and documents.

- The word ‘convention’ is capitalised when referring to a specific legal instrument, e.g.

The Convention on Biological Diversity (CBD) / The Convention states  
*But*  
Environmental conventions ...

- When referring to state parties, capitalisation depends on the specific contact, e.g.

State Parties to the Convention  
*But*  
Any state party to a convention must ratify the instrument.

## Punctuation

The mark of a clear, easy-to-read text is one that requires minimal punctuation. Avoid very long sentences. Do not include more than two ideas in a single sentence. Try to avoid the use of brackets, except where absolutely necessary. Avoid using asides enclosed in en rules (– text –) unless it is fundamental to an understanding of the text. Avoid sentences within sentences.

Punctuation includes full stops (.), commas (,), semi-colons (;), colons (:), apostrophes (’), question marks and exclamation marks (? and !), quotation marks (single ‘ and double “), brackets () and ellipses (...).

In a written document, punctuation is extremely important as it replaces the inflections, intonations and emphasis delivered orally when an individual is speaking. Misuse of punctuation can alter the sense of a sentence or phrase entirely.

### Full stops (also known as ‘periods’)

- Besides being used to indicate the end of a sentence or paragraph, full stops are used at the end of abbreviations, unless the abbreviation ends with the last letter of the word

for example	e.g.
that is (Latin <i>id est</i> )	i.e.
organisation	org.
abbreviation	abbr.
Associate Professor	Assoc. Prof.

Mister	Mr
Doctor	Dr
International	Intl or Int’l

### Commas (,)

- Commas are used to separate items that appear as a list within a sentence, e.g. The shopping list contained eggs, butter, bacon, salad and jam.
- In British English (as opposed to American English) it is not necessary to include a comma before the ‘and’, unless each item within the list contains multiple items in which it may be necessary to ensure clarity, e.g.

He ordered bacon and eggs, ham and cheese, and coffee for breakfast.

- After a dependent introductory clause, a comma is used to separate the introductory clause from the independent clause, e.g.

Because it was still raining, the concert in the park was postponed.

- But, when an introductory clause consists of only 3-4 words, the comma separating the introductory clause from the main clause may or may not be used, e.g.

Grabbing her umbrella (,) Kate ran out of the house.

- A comma can be used when an introductory dependent clause contains a date, e.g.

In 1948, IUCN, International Union for Conservation of Nature, was established.

In March, we celebrate my sister's birthday.

On Friday evening, we are going to a concert.

- Commas are also used to indicate a brief aside within a sentence, e.g.

The giant panda, which comes from China, is in danger of extinction.

- Commas can be used to indicate two ideas within a single sentence or a change of direction within a sentence, e.g.

Given that the panda's existence is so threatened, it is important to make every effort to save it.

### **Semi-colons (;)**

- A semi-colon is stronger than a comma and weaker than a full stop. Semi-colons are used to combine two or more main clauses within a sentence, when commas would not provide sufficient clarity and when using full stops would lead to too many disjointed sentences. They are also used when one clause explains another, e.g.

The habitat is being destroyed rapidly; the species' very survival is threatened.

- Semi-colons should also be used in sentences that are already divided by commas, to avoid confusion, e.g.

The species, which inhabits wet and humid regions, mates for life; its young are born at the beginning of spring, the traditional birthing season.

- Semi-colons should also be used when any of the elements of the sentence are divided by commas, to avoid confusion and clarify the hierarchy of elements, e.g.

Scientists explained that they had tried to re-create the animal's natural habitat, in itself an innovative step; that they had then moved the animals, along with their young, into the enclosure; and finally, they had taken up their posts for observation.

- However, semi-colons should not be used as an 'excuse' to write overly long sentences. Always keep sentences short and concise.
- Since it is always best to avoid beginning a new sentence with a symbol, a semi-colon can replace a full stop and avoid this, e.g.

Some 90% of the population live in abject poverty; 10% of the population are very affluent.

### Colons (:)

- A colon is used to indicate that the next part of the sentence follows on logically from what has been said previously: from cause to effect, from statement to conclusion, etc. E.g.

The giant panda, the black rhino and the Bengal tiger have one thing in common: they are all endangered.

- A colon is used to introduce a list, e.g.

To measure the fish population you will need the following: SCUBA equipment, an underwater lamp, a boat ...

- A colon can be used to introduce a bulleted or numbered list. It can also be used to introduce a direct quote (see section on Quotes and quotation, below).
- In British English the word immediately following the colon is not capitalised unless it is a proper name or noun, except in the case of sub-titles (see below).
- Colons can be used to introduce a sub-title in the title of a work, e.g.

*Linkages in the landscape: A review of their conservation value*

### Apostrophes (')

- Apostrophes are used to denote possession, e.g.

The panda's habitat

The animal's source of food

- They are used after plural nouns that do not end in an 's', e.g.

People's rightswomen's movement

- When the plural of a noun ends in an 's', the apostrophe should be placed at the end of the word to denote possession, e.g.

The pandas' habitat

The species' survival

The countries' environmental laws

- However, please note that when using the pronoun 'it' to denote possession there is no apostrophe, e.g.

Its habitat

- The use of 'it's' to denote possession is one of the most common errors in the English language! The word 'it' followed by an apostrophe 's' is a contraction of 'it is', e.g.

It's habitual for the animal to leave its habitat during the mating season.

- Apostrophes are used to denote omitted letters in contractions. The apostrophe should be placed where a letter or letters have been omitted, e.g.

Can't	Cannot
Doesn't	Does not
Hasn't	Has not

*Avoid using contractions in publications and other documents.*

- Apostrophe and 's' are generally used after names that end in an s, x or z sound, e.g.

Jones's dictionary

- However, it is common to use a single apostrophe after classical names ending in 's', e.g.

Mars' Venus'

- A single apostrophe and 's' can be used where two nouns are acting together, e.g.

IUCN and WWF's collaboration

Gilbert and Sullivan's musicals

- Two nouns that are placed together but are separate each require an apostrophe 's', e.g.

IUCN's and WWF's policies

- Single or multiple letters, hyphenated coinages, and numbers used as nouns form the plural by adding 's' alone (however, sometimes, for the sake of clarity it is acceptable to use an apostrophe 's'), e.g.

It may be necessary to dot the Is and cross the Ts.

In the early 1920s...; In the 80s and 90s ....

All MOUs were signed.

### **Question marks (?) and exclamation marks (!)**

- Question marks are placed at the end of a phrase or sentence to show that it is a question. In English, contrary to French for example, it is not necessary to insert a space between the last character and the question mark, e.g.

How has the species survived this long?

- Question marks can also be used to express uncertainty. For example, if the exact date of a publication is not known it can be written as

? 1976



- Exclamation marks are used at the end of a phrase or sentence to denote emphasis, surprise, an order and sometimes, humour, e.g.

Its very survival depends upon it!

Stop! He insisted.

- In serious scientific writing, exclamation marks should be used sparingly, if at all. As with the question mark, no space should be inserted between the final character and the exclamation mark.

### **Quotation marks (“”, “”)**

- Quotation marks are also known as inverted commas or speech marks. They are used to denote passages quoted from other works or words and thoughts of third parties that are reported in the text.
- Quotations are normally incorporated into running text. However, when a quoted passage is longer than three lines, the quotation should take the form of an indented paragraph, in the same size and font as the body of the text.
- There are two types of quotation marks: ‘single’ and “double”. In IUCN documents, ordinary quotations should be enclosed in double quotation marks. However, when there is quoted material within the quoted material, single quotation marks should be used to indicate this, e.g.

Isabelle Dubois, who works on the restoration project says: “It will take many years for the wetland to be fully restored, but my colleagues reassure me that ‘there are definite signs of recovery.’ So I am hopeful.”

- In the rare event that there is a second quote contained within the quoted material, you should revert to double quotation marks to indicate this.
- To emphasise a particular word or part of a sentence, or to indicate jargon or buzzwords, single quotation marks should be used, e.g.

The term ‘flower power’ was coined in the late 1960s and early 1970s.

In this case, quotation marks need only be used at the first occurrence of the word or phrase in a work; thereafter the word may be considered to be fully assimilated and quotation marks will no longer be needed.

### **Quotation marks and punctuation**

- There are two different practices for treating punctuation when using quotation marks, one for American English and one for British English.
- IUCN uses the American English practice whereby the punctuation is enclosed within the double quotation marks regardless of whether the punctuation actually belongs to the quoted matter or not, e.g.

“You need to count the number of species,” he said, “as they are rapidly declining.”

- An exception exists, however, for the question mark and the exclamation point, both of which should be placed within the quotation marks only when they are part of the quoted material, e.g.

The marine biologists asked, “What can we do to protect our oceans?”

*But*

Why did the marine biologists ask “what could be done to protect the oceans”?

The marine biologists cried out, “We need to protect our oceans!”

*But*

The marine biologists cried out that there is a “need to protect the oceans”!

- Note that when a quotation preceding the introductory element of a sentence is a question mark or exclamation point, there is no need for a comma to separate the two parts, e.g.

“Do you need to assess the management of this protected area?” he asked.

- When using single quotes to emphasise a word or term, the punctuation should be placed outside the single quotes, e.g.

The terms ‘flower power’, ‘information superhighway’ and ‘hippie’ were coined in the 1960s and 1970s.

- For further information on material to be enclosed in quotation marks, see section on [Quotes and quotation](#).

### **Brackets ( ), [ ]**

- Round brackets ( ), also known as parentheses, are used for digressions, asides, to explain secondary information and to enclose abbreviations and acronyms.

The World Health Organization (WHO) has issued the following statement.

*Or*

Scientists are locked in a race against time (and it’s running out fast) to save the giant panda.

- Round brackets can also be used to enclose references within texts (for more information, see section on References, below), e.g.

One recent theory (McNeely, 2012)

- Wherever possible, avoid repetition of brackets. Sometimes this will not be possible, in which case it is acceptable, e.g.

... (according to scientists (McNeely, 2012)).

- Square brackets [ ] are used for subsequent comments added by an author or editor or to indicate or explain omissions in quoted text, e.g.

The people [of Madagascar] are anxious to protect their environment ... In those days [the 1990s] ...

### Brackets and punctuation

- The rules governing punctuation with brackets are very similar to those governing quotation marks: if the brackets are used to enclose a complete sentence, end punctuation should be enclosed within the brackets, e.g.

(Scientists hope that they will succeed in saving the ecosystem.)

Or

(What else could they do about it?)

- If the brackets are used to enclose an aside within a sentence, punctuation should be placed outside the brackets, e.g.

The scientists packed up their equipment (until the next time).

- Wherever possible, avoid having punctuation inside and outside the brackets. Sometimes this will be inevitable, in which case it is acceptable, e.g.

The environmental pollution law was adopted by a slim majority (scientists were relieved!).

### Ellipsis (plural ellipses) ( ... )

- An ellipsis (plural ellipses) consists of three dots ( ... ), with a space at the beginning and the end. It is used to indicate an omission within a text or a quote, a sense of suspense, or to indicate the trailing off of a sentence or quote.
- If the omission occurs in the middle of a sentence, this is indicated by an ellipsis that is preceded and followed by a space, e.g.

Scientists could not fathom ... what had destroyed the habitat.

- If an ellipsis is used at the end of a sentence that peters out or to create a sense of suspense, the final full stop is not required, e.g.

The fishing community did not understand why the stocks were so low ...

- However, if a complete sentence has been omitted, the ellipsis must be preceded by a full stop and the sentence that follows must begin with a capital letter, e.g.

The fishing community did not understand why the stocks were so low. ...  
However, it had been an unusually dry season.

- If the ellipsis features in a phrase embedded in a full sentence, e.g. in a quote, a full stop must be placed at the end of the sentence, e.g.

He said, 'I can't come as I will be away ...'.

- For further details of ellipses in quoted material, see section on Quotes and quotation, below.

### Punctuation in vertical lists

- Vertical lists (i.e. where the items appear one beneath the other) can be marked by numbers or letters, bullet points or nothing. The choice of which is best will depend upon the context and is left to the discretion of the author. Always ensure that the chosen markers are consistent.

- The sentence or phrase that precedes and introduces the list should end either in a full stop or a colon.
- If the items listed are complete sentences, they should begin with a capital letter and end with a full stop. If they are not complete sentences, no full stop should be used.
- If the items listed are longish phrases with internal punctuation, they should begin with a capital letter and end with a semi-colon.
- If the items listed are longish phrases with no internal punctuation, they should begin with a capital letter and can end with a comma, though a semi-colon is also acceptable.
- In the two preceding cases, the final element should be followed by a full stop. The penultimate element should be followed by 'and' or 'or'.
- If the list is short and includes fragments of sentences, elements should be lower case. The final element should end with a full stop, e.g.

*To measure this indicator you will need:*

- *paper*
  - *pens*
  - *tape measures*
- If the list is marked by letters, e.g. a, b, c, etc., these may either be followed by a full stop or enclosed in brackets, e.g. (a), (b), etc.

### **Spacing and punctuation**

- Commas, full stops, colons and semi-colons should not be preceded by a space, but should all be followed by a single space, e.g.

People, animals, nature and industry

The cat sat on the mat. The cat was hungry.

Here is a list of what you will need: a torch, ...

The panda was bred in captivity; its birth followed years of unsuccessful attempts at captive breeding.

- There should be no space between an opening parenthesis and the first word in brackets, or between the last letter in the parenthesis and the closing brackets. The same applies to quotation marks. However, en rules should be preceded and followed by a space, e.g.

The house (an old Victorian terrace) and garden

“Stop!” he said.

During the celebrations the organisation – which was celebrating its 50th anniversary – hosted a conference.

### **Slashes**

- Avoid using forward slashes between words in running text as this can appear lazy or indecisive, e.g.

The scientists attended 11 meetings/workshops in a week.

She hoped that there would be a selection of cakes and/or biscuits at the meeting.

## Units of measure and numbers

Note that in French and Spanish, there are some differences in the writing of numbers. See also [Annex 1: Translations](#).

### Numbers

- Numbers from one to nine should be written in full unless they refer to units of measure (see below). Numbers above nine should be written as numerical figures, e.g. 10; 100.
- In informal phrases where the numbers do not refer to an exact figure, always write the numbers out in full, e.g.

The chances of it happening are one in a million.

- To ensure ease of reading, thousands should be separated by a comma (in English) and never by a space, e.g.

2,999	<i>not</i> 2999	<i>and never</i>	2 999
10,546	<i>not</i> 10546	<i>and never</i>	10 546

*Note that in Spanish, thousands should be separated by full stops beginning with five-digit numbers, e.g.*

2999	<i>not</i> 2.999
10.546	<i>not</i> 10546

*Note that in French, thousands should be separated by an ‘espace insécable’ (non-breaking space) beginning with five-digit numbers, e.g.*

10 546	<i>not</i> 10546
--------	------------------

*For four-digit numbers referring to a quantity – between 1 000 and 9 999 – you may choose whether or not to use a non-breaking space, e.g.*

*2 999 personnes or 2999 personnes*

*In a table or column with only four-digit numbers, you should not add non-breaking spaces. However, when the table or column contains a combination of four- and five-digit numbers, you should use a non-breaking space for both four- and five-digit numbers.*

- Dates (see below) are never separated by a comma, e.g.

1963  
2006

- Numbers at the start of sentences or paragraphs should always be written out in full and never as digits, e.g.

Fifteen grouse were spotted outside the reserve.

15 grouse were spotted outside the reserve.

- Sometimes, to ensure clarity, it may be necessary to mix words and figures, e.g.

Thirty 10-year-old children

### Ranges of numbers

- Sequences of numbers should be linked by an en dash, e.g.

21–30      45–54

*Note that in French and Spanish, the normal hyphen is used between numbers to indicate a sequence, e.g.*

21-30      45-54

- When referring to individual page numbers always write them as figures and separate them by a comma, e.g.

Pages 6, 7, 8, 9 and 10

- When referring to consecutive page numbers, for example in references or bibliographies, the ranges should be separated by an en dash and there should be a non-breaking space between the (second) p and the number, e.g.

pp. 65–74

*Note that in French and Spanish, the normal hyphen is used when referring to consecutive page numbers.*

### Dates

- Dates should always be written in figures in the day month year format. The year should never have a comma separating the thousands, e.g.

10 January 1976

- Do not include 'st' or 'th' after the number, e.g.

10th December 1950  
the 3<sup>rd</sup> of March 2020

- If the day is named, it should be followed by a comma, e.g.

Tuesday, 28 February 2016

The event takes place on Tuesday, 28 February 2016.

- Use figures for dates, years and centuries, e.g.

10 January 1848  
In 1927  
The 19th century

- When referring to decades or centuries, it is acceptable to write

The 1960s  
The 1820s  
The 1900s

In such instances, the numbers should be written in the plural without an apostrophe.

- When using date ranges, never mix *from* and *to* with the en rule ('from 1900–2006').

*Write either*

from 1900 to 2006

*Or*

1900–2006

*Note that in French and Spanish, instead of an en dash always use a hyphen.*

- In the same way, it is *the 1939–1945 war*, but *the war from 1939 to 1945*.
- It is acceptable, for example on a poster or brochure announcing a meeting or conference, to write that the event will take place from 27 February to 3 March using the en rule, e.g.

Conference on Alien Invasive Species Montreal, Canada  
27 February–3 March 2007

## Currencies

- Although it is acceptable to write currencies in words, it is preferable to write them by the relevant ISO [currency code](#). Exceptionally, the currency symbol may be used. Figures should be preceded by the currency code. There should always be a non-breaking space between the currency code and the figure, but no space when using the currency symbol, e.g.

Thirty thousand Swiss Francs	CHF 30,000
Two hundred Danish Krone	DKK 200
Forty Pounds Sterling	GBP 40
Seventy thousand Euros	EUR 70,000
Hundred Pounds Sterling	£100
Fifty Euros	€50

- In the case of dollars, it is important to specify whether they are US or other dollars, e.g. USD, AUD, NZD, etc. Exceptionally, a non-breaking space should be inserted after the currency symbol, e.g.

Twenty thousand US dollars	US\$ 20,000 (or USD)
Ninety Australian dollars	AU\$ 90 (or AUD)

- Never separate the currency code or symbol from the figure (to avoid this, add a non-breaking space).



- Where the figure is very high, for the sake of clarity it is better to write the number as words and figures, e.g.

£5 million or £5m (*note that there should not be a space between the figure and the abbreviation, and the abbreviation should be in lower case*)

### Fractions

- In running text simple fractions should be written out in full and hyphenated, e.g.

three-quarters two-thirds

*But*

one and a half two and three-quarters (*do not use a hyphen between a whole number and a fraction*)

- Wherever possible in scientific and statistical works, tables and graphs, write the fractions as figures, e.g.

$\frac{1}{2}$ ,  $1\frac{3}{4}$ , etc.

### Decimals

- Decimals may also be used. The decimal point must always be preceded by a 0, e.g.

0.5, 0.75, 1.25, etc.

*Note that in some languages, such as French and Spanish, the decimal point is replaced by a comma.*

3,4 or 178,47

### Units of measure, percentages, etc.

- Numbers that are accompanied by units of measure can be written as figures.
- Units of measure can either be written in full or in their abbreviated form., e.g.

metre	m
kilometres	km
centimetres	cm
litre	l
cubic centilitre	cc
tonnes	t
feet	ft
kilogrammes	kg
millilitre	ml
gramme	g
smaller than	< (e.g. <10 m) <i>avoid using this in text</i>
greater than	> (e.g. >10 m) <i>avoid using this in text</i>
kilovolt	kV
kilowatt	kW

- Do not add the letter 's' to units of measurement, e.g.

32 km *not* 32 kms.

- If written in their abbreviated form, units of measure should not be separated by full stops and in most instances should be written in lowercase, e.g.

km     *not* KM or k.m.  
*But*  
kW     *not* KW or k.w.

- When units of measure are used in their abbreviated form, numbers should be written numerically, regardless of whether they are less than or equal to nine. If numbers are written in full, the units of measure should also be written in full, e.g.

3 km    *or* three kilometres    *or* 3 kilometres    *but not* three km

- If you choose to write the number as a figure, you should insert a space between the number and the unit of measurement, e.g.

40,075 km     *not* 40,075km

- Whichever form you choose to use, always ensure that there is consistency within the text. Do not write for example:

There were 3 km of open road with fifty centimetres of hedge on each side.

*Write either*

There were 3 km of open road with 50 cm of hedge on each side.

*Or*

There were three kilometres of open road with fifty centimetres of hedge on each side.

### **Percentages and per cent (%)**

- There are different conventions for dealing with percentages and the term per cent/percent. IUCN uses the percentage symbol (%) in running text, and the term 'per cent'. When using one or the other in running text, be consistent throughout the document. The % symbol should also be used in graphs and other graphic presentations. Never separate the symbol from the figure.

*Note that in French there should be a non-breaking space between the % symbol and the figure.*

5 %

- When using the percentage sign, the number must always be written as a figure, e.g.

5%     *not*     five %

- Do not begin a sentence with the percentage symbol. It is preferable to rewrite the sentence so that the percentage is referred to further along in the sentence, e.g.

5% of the population is illiterate in some countries of the world.

*Rather*

In some countries of the world, 5% of the population is illiterate.

## Abbreviations and acronyms

Generally speaking, abbreviations fall into three categories: abbreviations, contractions and acronyms.

### Abbreviations

- Abbreviations are formed by omitting the end of a word, e.g.

Org.	Organisation
Misc.	Miscellaneous
Co.	Company

- Abbreviations formed in this way should carry a full stop to indicate that they are abbreviations.
- If an abbreviation ends a sentence, there is no need to include a second full stop. If the abbreviation does not end the sentence but is followed by punctuation, this should be inserted after the full stop, e.g.

The book was published by Littlehamptons & Co

*But*

Littlehamptons & Co., Smith & Co. and Jones & Co. all published editions of this work.

- When an abbreviation consists of a single capital letter, for example, an author's first name, it should be accompanied by a full stop, e.g.

Smith

- When there are two initial letters in a name, both initials are accompanied by a full stop and should not be separated by a space, e.g.

J.K. Rowling

- However, compass points that are abbreviated to their first letter should be capitalised and not accompanied by a full stop, e.g.

N, S, E, W

- The same is true of the abbreviation of District of Columbia in Washington, DC. The letters DC should be capitalised without punctuation. However, the DC should always be preceded by a comma, e.g.

Washington, DC, USA

- Equally, UK and USA should not be separated by full stops.

- Units of measure are often written in their abbreviated form. They should be written in lower case and not contain full stops, e.g.

kilometre	km
metre	m
ounce	oz
pound	lb
kilogramme	kg
gram	g
degrees Celsius	C°

### Contractions

- Contractions are formed by omitting the middle part of a word, e.g.

Dr	Doctor
Mr	Mister
Vs	Versus

- Contractions of this type can combine upper-case and lower-case characters. They do not need to carry a full stop.

### Acronyms

- Acronyms are formed from the initial letters of several words, e.g.

United Nations	UN
North Atlantic Treaty Organization	NATO
Convention on Biological Diversity	CBD

- Sometimes they are pronounced as words in their own right, e.g.

UNESCO

- Acronyms are usually capitalised, however, for those acronyms that are pronounced as words in their own right (as opposed to what are known as initialisms, e.g. BBC, IUCN, WWF), it is acceptable to capitalise the first letter and lower case the rest, e.g.

Unicef	Unesco
--------	--------

- There should be no full stops between the individual initials that make up an acronym.

UN	<i>not</i>	U.N.
NATO	<i>not</i>	N.A.T.O.
UK	<i>not</i>	U.K.
USA	<i>not</i>	U.S.A.

- Note that when using acronyms in running text, the first mention of the long form in the text should be accompanied by the acronym in brackets. Thereafter the acronym alone can be used e.g.

The World Food Programme (WFP) has decided ... WFP employees have found that ...

- Note that when using acronyms in a title (or sub-title), use first the long form followed by the acronym in brackets. Do not *only* use the acronym in a title (or sub-title). See also section [Capitalisation of headings and titles](#).
- In a work divided into chapters authored by different people, the first mention in each chapter should be in the long form accompanied by the acronym in brackets, thereafter the acronym will suffice.
- Some acronyms are so well known that it is acceptable to use only the short form throughout, without any mention of the long form, e.g.

The UN Security Council passed a motion ...

- In IUCN documents destined for an external readership, acronyms referring to internal structures should be avoided as much as possible. This includes but is not limited to regional office and programme acronyms. However, when it is desirable to use acronyms to avoid repeating long names, the convention described above should be followed.
- In the case of translations: before translating an acronym, it is necessary to check whether or not an official translation of the original acronym exists and – even more important – that this acronym is familiar to the target audience. If no official translation exists, the original acronym should be used (*see below*).

*Note that when using an original acronym in a French or Spanish translation for the first time, you should add an explanation after the acronym:*

... (*FLR, en anglais*)

... (*FLR, por sus siglas en inglés*)

- Note that if the original acronym is better known and (more frequently) used in the language into which you are translating, then you should use the original acronym. However, when possible, it is preferable to use a “translated” acronym.
- In the case of some rare and unusual acronyms: if a translation of the acronym would not be understood by the audience, it is better to use the long form rather than the acronym.
- When an acronym is only used once or twice in a text, then preference is given to using the long form and not the acronym.
- For frequently used acronyms, see also the [Terminology for IUCN usage](#) on the IUCN website.

**e.g., i.e., et al., pp., viz., etc.**

- The abbreviations e.g., et al., etc. (all derived from Latin) are treated slightly differently from other abbreviations and acronyms. They should be lower case and never in italic. Please note that e.g. and i.e. should be separated by full stops and should not be followed by a comma, but should be preceded by commas. Use of the abbreviations e.g. and i.e. should be avoided in running text, where they should be written in full (as ‘for example’; and ‘that is’ or ‘such as’). It is acceptable nonetheless to use them in notes and in parentheses. It is no longer necessary to italicise these terms as they are now frequently used.

- Note that the punctuation of the following Latin-derived abbreviations is treated slightly differently, e.g.

et al.  
pp.  
viz.  
etc.  
ca.

## Italics and emphasis

Italics are used to indicate emphasis or stress, foreign language words, headings and titles, and for cross-referencing. If using italics, be sure to verify that they appear in the final document, as most desktop publishing programmes strip formatting.

### Emphasis

- Use italics to indicate emphasis or stress, e.g.

This report discusses the *economic* reasons for success.

- Note that when a body of text is in italics, the words that would normally be italicised should become normal roman type, e.g.

*This report discusses the economic reasons for success.*

- Avoid being too liberal with italics for the purposes of emphasis as a text with a large number of italicised words is likely to distract the reader's attention.
- Colloquialisms should not be indicated by italics, but if they are likely to be unfamiliar to readers, they may be indicated by single quotation marks.
- Sometimes bold typeface can be used for emphasis, although this is less common. The use of bold for emphasis should be restricted to highlighting rather than emphasis, e.g.

To measure **Indicator 1** you will need ...

### Foreign language words

- Use italics to indicate the use of words in a foreign language, e.g.

He needed a *laissez-passer* to go through customs.

- Where a foreign language word, term or phrase has now passed into common usage, there is no need to italicise it, e.g.

He has great *savoir vivre*. She is full of *joie de vivre*.

- Different languages have different conventions governing the use of italics. For information about the use of italics in French or Spanish, please refer to reference texts in those languages.

### Latin words and species names

- Use italics to indicate species names in Latin, e.g.

The box jellyfish (*Chironex fleckeri*)

*Note the use of the lower case for the first letter of the common name.*

- Common names which include proper nouns or derivatives of proper nouns are written with just the proper noun capitalised, e.g.

Humboldt squid (*Dosidicus gigas*)

- When writing species names in running text, at the first mention, write the common or vulgar name first followed by the Latin name italicised and in brackets. Thereafter, if the species is mentioned again, the common name will suffice.
- If a species is only known by its Latin name and this has become common usage, there is no need to italicise this. In the same way, if a species is usually referred to only by its common name, there is no need to include the Latin.
- When writing species names in Latin, only the first letter needs to be capitalised, e.g.

The box jellyfish (*Chironex fleckeri*)

### Headings and titles

- The titles of books, magazines, newspapers and other periodicals included in bibliographies, citations, references and running text should always be italicised, e.g.

The class was reading Charlotte Bronte's *Jane Eyre* as its set piece.

- Likewise, the titles of paintings, sculptures and other works of art should be italicised, e.g.

Edvard Munch's *Scream*

Michelangelo's *David*

*But*

The sculpture of David by Michelangelo

- Titles of plays, films, CDs, DVDs, documentaries, and television series should also be italicised.
- In running text, chapter headings, titles of articles in periodicals, short poems, individual episodes of television series, song titles and individual conference/seminar/symposium titles should be enclosed in single quotation marks, e.g.

See 'The role of biodiversity', in *How to measure biodiversity loss*

'Planning for Computer Chaos at the Turn of the Millennium', a symposium held at Future City, Atlantis, February–March 1999.

*But*

the 2007 International Conference on Biodiversity



### Common-place quotations

- Certain frequently quoted lines and phrases have become common-place (in English, quotes from Shakespeare or even the Bible, or from films and literature that have achieved cult status) and there is no longer any need to acknowledge the source. Such quotes should be italicised (see section on Quotes and Quotation, below).

### Cross-references

- Cross-references, whereby you refer the reader to another part of a book, chapter, page, etc. should also be italicised, e.g.

See Chapter 3  
Image, *below*  
Facing *page*

### Punctuation and italics

- If the punctuation is an integral part of the italicised text, then this punctuation should also be italicised. If not, then it should be in standard Roman typeface, e.g.

Who has read *Jane Eyre*? (The question mark is not italicised)

*But*

The title of the best-selling Beatles' album was *Help!*. (The exclamation is italicised as it is part of the title.)

- If the italicised punctuation naturally concludes a sentence (as in the second example, above) there is no need to add further punctuation.

## **Supporting matter: references, footnotes, endnotes, bibliography, indexes and cross-referencing**

### **Supporting matter**

- In scientific publications there is often a need to provide more than simply the text and accompanying illustrations, photographs or graphics. Sometimes, pointers are needed to direct readers to other sections or parts of a text or book. Alternatively, readers can be directed to other relevant works and texts on a particular subject, possibly with a view to developing a subject further. It is also important to acknowledge sources of information, quotes and material that are not original.
- Sometimes it may be necessary to discuss or develop an argument or material further, without necessarily doing so in the main body of the work. This is achieved through the use of supporting matter which includes references, footnotes, endnotes and bibliographies.
- There is a huge variety of reference styles used both across and even within different disciplines, particularly scientific disciplines. IUCN uses author-date reference citations and has adopted the APA (American Psychological Association) style for references.

### **References and bibliography**

- The term 'References' refers only to a list of texts, citations or publications that have been cited within a text. This list is placed either at the end of the individual chapters or sections that make up a publication, or in a consolidated section at the end of a publication.
- The term 'Bibliography' refers to works and texts cited as well as works that have been consulted and can also include other related texts of general interest (further reading). It is placed at the end of a publication.

### **Reference sections**

- The Reference section only lists those texts, sources and publications that have been cited in the text.
- Reference lists are placed either at the end of a section or chapter (mostly done in edited volumes), or at the end of the book or publication.
- The correct order for references in a reference list is (all) author(s), date, title, place of publication (if known), publisher. The date is placed immediately after the (last) author's name so that the reader can easily relate it to the reference in the text.
- References in a reference list are placed in alphabetical order. When there are several publications by the same author, these should be listed chronologically from oldest to newest publication. If a reference has no (organisation or individual) author, list it alphabetically according to the title.
- If there are multiple authors of a single work these should be listed in the order in which they appear on the title page of the publication.

- Titles are sacrosanct and should always appear as they do in the citation pages of publications or as they appear in the original source materials. They should not be altered to fit in with the house style, i.e. spelling and punctuation should not be changed to reflect house style but should be left as they appear in the original.
- When a publication is translated into another of IUCN's official languages, the references in the reference list (or bibliography) should never be translated. This also concerns the cited references in the running text. The references should remain exactly as they were, even for the names of the organisation, publisher's name and the city of publication. This is because there is usually an official citation for every publication (found generally on the credits page) and bibliographies should respect these citations. That said,
  - If and when it is desirable to provide the reader with a "courtesy" translation of the title, this translation (in Roman font, not italic) should follow the original title and be enclosed in [ ].
  - References (in-text and reference lists) in non-Latin scripts such as Chinese, Arabic, Japanese etc. must be *transliterated*. Titles should be transliterated and translated into English, with the translated English title between [ ]. Names should be transliterated (not translated) and ordered by Last name in the reference list.
- The only instance when it is permitted to replace a reference in a reference list is when a publication has *officially* been published in the language in question.
- Make sure to include any persistent identifiers such as Digital Object Identifiers (DOIs) if the reference has one. This should be done while your manuscript is still in Microsoft Word so that the DOIs can be included in the final layout, and before it is sent to the designer.
- Crossref (the registration agency for IUCN DOIs) has a **free online DOI query service** that allows you to do a bulk search for DOIs. See <https://doi.crossref.org/simpleTextQuery>.
- For cited IUCN (co-) publications: If a publication does not have a DOI, add the library record URL (rather than the URL of the PDF itself, to avoid the risk of broken links).
- A designer can add the hyperlink to the DOI (without visible underlining) when laying out the publication. Do not put a full stop after the DOI or URL.
- To determine the format to use for a reference list entry, first determine the reference group (e.g. textual works, online media) and reference category (e.g. periodical, website), and then choose the appropriate reference type within the category (e.g. journal article, blog post) and follow the examples as outlined in the table with examples (next page).
  - Reference formats are based on the document type (e.g. journal article, report), *not* the retrieval method (e.g. online, in print).
  - Even if you retrieved a work online, determine what type of document it is. Only cite a work as a webpage or website if no other category fits.
- Order in-text citations (i.e. '(Smith, 2020)') by different authors alphabetically, separated by a semi-colon. Arrange two or more works by the same authors by year of publication; publications without publishing date first, followed by those with publishing date, and publications 'in press' last. If multiple sources are cited within the narrative of a sentence, they can appear in any order.

### Examples of common citations/reference style

(For more examples, see <https://www.scribbr.com/apa-examples/>)

Item	Reference list/Bibliography	In-text references: parental citation (Author, year) / narrative citation	Comment
<b>Book one author</b>	<p>Author, A. (year of publication). <i>Book title</i> (1<sup>st</sup> ed.). Place, Country: Name of publisher. DOI or URL</p> <p>Lethier, H. (2020). <i>World Heritage thematic study for Central Asia: Priority sites for World Heritage nomination under criteria (ix) and (x)</i>. Gland, Switzerland: IUCN. <a href="https://doi.org/10.2305/IUCN.CH.2020.02.en">https://doi.org/10.2305/IUCN.CH.2020.02.en</a></p>	<p>(Lethier, 2020)</p> <p>... Lethier (2020) ...</p>	<p>Preference is given to include place + country of publishing before the name of the publisher. (Be consistent)</p> <p><b>Short direct quotes:</b> Enclose in “...” and add page number(s), e.g. Lethier (2020) says that “...” (pp. 41–45).</p>
<b>Multiple books by the same author(s)</b>	<p>Author, A. (2020). <i>Book title</i>. Place, Country: Name of publisher.</p> <p>Author, A. (2022). <i>Book title</i>. Place, Country: Name of publisher.</p>	<p>(Author, 2020, 2022) (Author, n.d., 2022, in press)</p> <p>Author (2020, 2022) Author (n.d., 2022, in press)</p>	<p>If there is more than one reference from the same author, start with the oldest publication. Publications with n.d. come first, followed by publications with year, and publications in press come last. Separate them by adding a comma.</p> <p>n.d.: no date</p>
<b>Multiple books by the same author(s), with same publishing year</b>	<p>Author, A. (2022a). <i>Book title</i>. Place, Country: Name of publisher.</p> <p>Author, A. (2022b). <i>Book title</i>. Place, Country: Name of publisher.</p>	<p>(Author, 2022a, 2022b) (Author, n.d.-a, n.d.-b)</p> <p>Author (2022a, 2022b) Author (n.d.-a, n.d.-b)</p>	<p>If there are publications by the same author published in the same year, add a lowercase letter after the year. Separate them by adding a comma.</p> <p>n.d.: no date</p>

<p><b>Book two or three authors</b></p>	<p>Bouchet, J. &amp; Friot, D. (2017). <i>Primary microplastics in the oceans: a global evaluation of sources</i>. Gland, Switzerland: IUCN. <a href="https://doi.org/10.2305/IUCN.CH.2017.01.en">https://doi.org/10.2305/IUCN.CH.2017.01.en</a></p> <p>Abulhawa, T., Cummings, T. &amp; Kassem, S. (2021). <i>Tabe'a III: Nature–culture linkages, conflict, and climate change impacts on natural heritage in the Arab region</i>. Gland, Switzerland: IUCN; Manama, Bahrain: ARC-WH. <a href="https://portals.iucn.org/library/node/49845">https://portals.iucn.org/library/node/49845</a></p>	<p>(Bouchet &amp; Friot, 2017)</p> <p>Bouchet and Friot (2017)</p> <p>(Abulhawa, Cummings &amp; Kassem, 2021)</p> <p>Abulhawa, Cummings and Kassem (2021) ...</p>	<p><b>In parental citation:</b> to use ‘&amp;’ between author names.</p> <p><b>In narrative citation:</b> to use ‘and’ between author names. When <b>three authors:</b> use ‘&amp;’ before last author.</p> <p><b>Reference list:</b> use ‘&amp;’ between author names. When <b>three authors:</b> use ‘&amp;’ before last author.</p>
<p><b>Book 4 to 6 authors</b></p>	<p>Author, A., Author, B., Author, C., Author, D., Author, E., &amp; Author, F. (2022). <i>Book title</i>. Publisher.</p>	<p>(Author et al., 2022)</p> <p>Author et al. (2022) ...</p>	<p><b>In-text reference (parental and narrative citations):</b> use ‘et al.’ after the first author name.</p> <p><b>Reference list:</b> list all authors. Use “&amp;” before last author.</p>
<p><b>Book 6+ authors</b></p>	<p>Author, A., Author, B., Author, C., Author, D., Author, E., Author, F., ... Author, J. (2022). <i>Book title</i>. Publisher.</p>	<p>(Author et al., 2022)</p> <p>Author et al. (2022) ...</p>	<p><b>In-text reference (parental and narrative citations):</b> use ‘et al.’ after the first author name.</p> <p><b>Reference list:</b> when more than 6 authors, add ‘...’ between the 6<sup>th</sup> author and the last author.</p>
<p><b>Book more than 20 authors</b></p>	<p>Author, A., Author, B., Author, C., Author, D., Author, E., Author, F., Author, G., Author, H., Author, I., Author, J., Author, K., Author, L., Author, M., Author, N., Author, O., Author, P., Author, Q, Author, R., Author, S., ... Author, Z. (2022). <i>Book title</i>. Publisher.</p>	<p>(Author et al., 2022)</p> <p>Author et al. (2022) ...</p>	<p><b>You may include up to 20 authors in a reference list (APA 7).</b> (up to 15, APA 6)</p> <p><b>Reference list:</b> include the first 19 author names, and add ‘...’ between the 19<sup>th</sup> author and the last author.</p>

<p><b>Books with the same first (or second etc.) author</b></p>	<p>Smith, S. (2022). <i>Book title</i>. Publisher. Smith, S., Jones, J. (2022). <i>Book title</i>. Publisher. Smith, S., Jones, J., &amp; Baker, B. (2022). <i>Book title</i>. Publisher.</p>		<p>One-author works come before multiple-author works.</p> <p>If the first author is the same, but subsequent authors are different, order the references based on the second author's last name. If the second author is the same, then order on the third author, etc.</p>
<p><b>Books from authors with same last name – and same publishing year</b></p>	<p>Smith, S. (2022). <i>Book title</i>. Publisher. Smith, Z. (2022). <i>Book title</i>. Publisher.</p>	<p>(S. Smith, 2022; Z. Smith, 2022)</p> <p>S. Smith (2022) and Z. Smith (2022) ...</p>	<p><b>In-text reference (parental and narrative citations):</b> order references from different authors with the same last name based on their initials. Include initial(s) of each author, to clearly distinguish.</p> <p><b>Reference list:</b> order references from different authors with the same last name based on their initials.</p>
<p><b>Book with courtesy translation</b></p>	<p>Scherl, L. M., (2006). <i>As áreas protegidas podem contribuir para a redução da pobreza? Oportunidades e limitações</i> [Can protected areas contribute to poverty reduction? Opportunities and limitations]. Gland, Suíça e Cambridge, Reino Unido: UICN.</p>	<p>(Scherl, 2006)</p> <p>Scherl (2006) ...</p>	
<p><b>Book titles in non-Latin script</b></p>	<p>Hao, C. (1998). <i>Tang houqi wudai Songchu Dunhuang sengni de shehui shenghuo</i> [The social existence of monks and nuns in Dunhuang during the late Tang, Five Dynasties and early Song]. Beijing, China: Zhongguo shehui kexue chubanshe.</p>	<p>(Hao, 1998)</p> <p>Hao (1998) ...</p>	

<p><b>Book chapter</b></p>	<p>Smith, A. (2021). Title of the chapter. In B. B. Jones (Ed.) <i>Book title</i> (2<sup>nd</sup> ed., pp. 1–10). Publisher.</p>	<p>(Jones, 2021)</p> <p>Jones (2021) states that... (pp. 2–6).</p>	<p><b>In-text reference (parental and narrative citations):</b> the author of the chapter, year. Give page number for paraphrased quotes.</p> <p><b>Reference list:</b> the main entry in the reference list/bibliography is the author of the chapter. Include the page numbers of the chapter (use en dash for page range: 81–109). Use (eds.) if more than one editor.</p>
<p><b>Book volume from series</b></p>	<p>Foden, W. B., &amp; Young, B. E. (Eds.) (2016). <i>IUCN SSC guidelines for assessing species' vulnerability to climate change</i>. Occasional Paper of the IUCN Species Survival Commission No. 59. Gland, Switzerland: IUCN.</p>	<p>(Foden &amp; Young, 2016)</p> <p>... Foden and Young (2016) ...</p>	<p>Include the name of the series and volume number <i>after</i> the title of the volume. Put a full stop after the title of the volume.</p>
<p><b>Book with edition number</b></p>	<p>Author, A. (2022). <i>Title of the book</i> (2nd ed.). Publisher.</p>	<p>(Author, 2022)</p> <p>Author (2022) ...</p>	<p>Include the edition number in parentheses after the title but before the period. If a book has an edition number and volume number: show edition first and volume second, separated by a comma. Do not put a period between the title and the parenthetical information.</p>
<p><b>Book authored by an organisation</b></p>	<p>International Union for Conservation of Nature (IUCN) (2020). <i>IUCN Global Standard for Nature-based Solutions: a user-friendly framework for the verification, design and scaling up of NbS</i> (1<sup>st</sup> ed.). Gland, Switzerland: IUCN.</p> <p><b>And for all subsequent references of the</b></p>	<p>(IUCN, 2020)</p> <p>IUCN (2020) ...</p>	<p>Where no author is given, the organisation acting as the author should be cited as such. Note that the publisher should be cited even if the author and publisher are one and the same.</p>

	<p><b>same organisation:</b> IUCN (2021). <i>Book title</i>. Publisher.</p> <p>OR ___ (2021). <i>Book title</i>. Publisher.</p>		<p><b>Reference list:</b> when more than one reference from the same organisation – <u>First reference:</u> full name + acronym between parentheses. <u>Subsequent references:</u> only the acronym.</p>
<b>Brochure</b>	Name organisation (2022). <i>Title brochure</i> [Brochure]. Publisher. URL	(Name organisation, 2022)  Name organisation (2022) ...	
<b>Conference paper – presented, not published</b>	Author name, Initials. (Year, Month Day–Day). <i>Paper title</i> [Paper presentation]. Conference Name, City, State, Country. URL		
<b>Conference proceedings – published</b>	<p><b>1) Proceedings published in a journal:</b></p> <p>Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., &amp; Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. <i>Proceedings of the National Academy of Sciences, USA</i>, 116(47), 23499–23504. <a href="https://doi.org/10.1073/pnas.1910510116">https://doi.org/10.1073/pnas.1910510116</a></p>	(Duckworth et al., 2019)  Duckworth et al. (2019)	
	<p><b>2) Proceedings published as a whole book:</b></p> <p>Kushilevitz, E., &amp; Malkin, T. (Eds.). (2016). <i>Lecture notes in computer science: Vol. 9562. Theory of cryptography</i>. Springer. <a href="https://doi.org/10.1007/978-3-662-49096-9">https://doi.org/10.1007/978-3-662-49096-9</a></p>	(Kushilevitz & Malkin, 2016)  Kushilevitz and Malkin (2016) ...	
	<p><b>3) Proceedings published as a book chapter:</b></p> <p>Bedenel, A.-L., Jourdan, L., &amp; Biernacki, C.</p>	(Bedenel et al., 2019)	



	(2019). Probability estimation by an adapted genetic algorithm in web insurance. In R. Battiti, M. Brunato, I. Kotsireas, & P. Pardalos (Eds.), <i>Lecture notes in computer science: Vol. 11353. Learning and intelligent optimization</i> (pp. 225–240). Springer. <a href="https://doi.org/10.1007/978-3-030-05348-2_21">https://doi.org/10.1007/978-3-030-05348-2_21</a>	... Bedenel et al. (2019) ...	
<b>Dissertation, thesis</b>	Author, A. (2022). <i>Dissertation title</i> [Type of dissertation/thesis], University Name. URL		
<b>e-book</b>	Author, A. (2020). <i>Book title</i> . Publisher. DOI or URL  Burns, A. (2018). <i>Milkman</i> . Faber & Faber. <a href="https://amzn.to/2ObKrVf">https://amzn.to/2ObKrVf</a>	(Author, 2020)  ... Author (2020) ...	
<b>IUCN Resolution or Recommendation</b>	International Union for Conservation of Nature (IUCN), Members' Assembly (2016). Recommendation 6.012: <i>Protected areas and other areas important for biodiversity in relation to environmentally damaging industrial activities and infrastructure development</i> , WCC 2016 Rec 102. <a href="https://portals.iucn.org/library/node/46519">https://portals.iucn.org/library/node/46519</a>  <b>And for all subsequent references:</b>  IUCN, Members' Assembly (2016). Resolution 6.014: <i>Combating the illegal poisoning of wildlife</i> , WCC 2016 Res 014. <a href="https://portals.iucn.org/library/node/46431">https://portals.iucn.org/library/node/46431</a>		Use 'Members Assembly (instead of 'World Conservation Congress')'. This is required to making it more specific to which exact meeting the Resolution is related to, while 'World Conservation Congress' is the "umbrella" name of the general event.

<p><b>Journal article – published</b></p>	<p>Author, A., Author, B. &amp; Author, C. (year). Article title. <i>Journal title</i>, issue(volume), page no.–page no. DOI</p> <p>Chapman, C. A., Gillespie, T. R., &amp; Goldberg, T. L. (2005). Primates and the ecology of their infectious diseases: How will anthropogenic change affect host-parasite interactions? <i>Evolutionary Anthropology</i>, 14(4), 134–144. <a href="https://doi.org/10.1002/evan.20068">https://doi.org/10.1002/evan.20068</a></p>	<p>(Author, 2020)</p> <p>... Author (2020) ...</p>	<p>Year: publishing year of journal.</p>
<p><b>Journal article – unpublished</b></p>	<p>Author, A. (year). <i>Article title</i> [Unpublished manuscript].</p>	<p>(Author, 2020)</p> <p>... Author (2020) ...</p>	<p>Year: the year that the article has been finalised.</p> <p>If known, add name of Department/University of the author.</p>
<p><b>Journal article – submitted for publication but not yet accepted</b></p>	<p>Author, A. (year). <i>Article title</i> [Manuscript submitted for publication].</p>	<p>(Author, 2020)</p> <p>... Author (2020) ...</p>	<p>Year: the year that the article has been finalised.</p> <p>If known, add name of Department/University of the author.</p> <p>Do <i>not</i> include the name of the journal to which the article was submitted.</p>
<p><b>Journal article – in press</b></p>	<p>Author, A. (in press). Article title. <i>Name of journal</i>.</p>	<p>(Author, in press)</p> <p>.... Author (in press) ...</p>	<p>'In press': article submitted and accepted for publication in journal.</p>
<p><b>Law</b></p>	<p>Name of law, title number source and section number or Public law number (year). URL</p>		<p>Include an URL if available.</p>

<p><b>Magazine, newspaper article – appearing online and in print</b></p>	<p>Author, A. (Year, Month Day). Article title. <i>Name newspaper, magazine, Volume</i>(Issue), page no.–page no. URL of article</p>	<p>(Author, 2022)  Author (2022)</p>	<p><b>Reference list:</b> give the exact date of the article. Do not give retrieval date.  <b>Add the URL of the article if the <u>online</u> article is cited.</b> No URL when print version is cited.</p>
<p><b>Article online-only news site <i>Incl. blog articles</i></b></p>	<p>Author, A. (2022, April 1). <i>Article title</i>. Site/Blog name. URL</p>	<p>(Author, 2022)  Author (2022) ...</p>	<p><b>Reference list:</b> include the exact date of the article. Do not give an access/retrieval date.</p>
<p><b>Magazine, newspaper article online – no author</b></p>	<p>Name organisation (2022, April 1). <i>Article title</i>. Name newspaper or magazine. URL</p>	<p>(Name organisation, 2022)  Name organisation (2022)</p>	<p><b>No author:</b> alphabetise by first significant title word.  <b>In-text reference (parental and narrative citations):</b> use a short title, or part of a long title, enclose in quotes with a comma: (“...,” year)  <b>Reference list:</b> include the exact date of the article. Do not give an access/retrieval date. Give home page URL of the publication (not the article).</p>
<p><b>Personal communication</b> letters, emails, interviews, conversations, lecture notes</p>		<p>(S. Smith, personal communication, April 1, 2022)  ... Smith (personal communication, April 1, 2022)</p>	<p>Personal communication is cited in text only. Not included in reference list.</p>
<p><b>Report, paper</b></p>	<p>Author, A. (2022). <i>Report/Paper title: Subtitle</i> (Report No.). Publisher. URL</p>	<p>(Author, 2022)  Author (2022) ...</p>	

<b>Podcast</b>	Host last name, Initials. (Host). (Year, Month Day). Episode title (No. Episode number) [Audio podcast episode]. In <i>Podcast name</i> . Production Company. URL	(Host last name, year)	
<b>Video online</b>	Name of video maker (or Screen name). (Year, Month date). <i>Title video</i> [Video file]. Retrieved from URL	(Name video maker or Screen name, 2009)  Name video maker or screen name (2009) ...	<b>Reference list:</b> give exact date of online post, format [Video file], no date of retrieval.
<b>Website page, article – no date</b>	Author, A. (n.d.). <i>Web page or web article title</i> . Site name. Retrieved April 1, 2022 from URL	(Author, n.d.)  Author (n.d.) ...	When a web page or article does not list a publication or revision date, replace the date with “n.d.” (“no date”) in all citations.  <b>If the page is likely to change over time, add a retrieval date.</b>

## Footnotes

- Footnotes, as their name suggests, appear at the bottom of a page. In running text, they are usually identified through numbers (though sometimes they can be identified through symbols) in a smaller font size – and sometimes also a different typeface – than the body of the text and in superscript (i.e. placed slightly above the text). If they occur at the end of a sentence, they should be placed outside the final punctuation. If they occur in mid-sentence, they should be placed against the relevant word, e.g.

The footnote can appear at the end of the sentence.<sup>1</sup> A footnote can appear<sup>1</sup> mid-sentence.

- Footnotes can be used for references or for including other information that is relevant to the text but that the author or editor feels should not necessarily appear in the main body of the text.
- However, if there are two or more references to a work on a single page, it is not necessary to repeat the whole formula again. In this case, the following Latin terminology should be employed:

ibid. p. 250 [if the source is cited again immediately after the previous reference to the same author]

*Note that authors should wait with using ibid. until final editing has taken place; it can become very difficult to keep track of references if passages of text are restructured during editing.*

- The abbreviation op. cit. (meaning ‘in the work cited’) is an abbreviation which should be avoided, as it often requires the reader to look back through the text to locate the preceding citation.
- Footnotes should be numbered consecutively starting with the number 1. It is advisable to restart the numbering with each new chapter. This is because, firstly, if a book is very long and contains many footnotes, there is a risk that the footnotes can run to three digits. Secondly, any deletions or additions of footnotes could require re-numbering all the footnotes within a publication: a copy-editing nightmare!
- If footnotes are being used for reference purposes, the references should be formatted as described in [Examples of common citations/reference style](#).
- Wherever possible and for the sake of clarity, it is preferable to avoid combining the two systems (i.e. using footnotes and a reference section).
- If the information included in the footnotes is of immediate relevance to the reader, it is worth including these at the bottom of the page. However, if the information is not strictly of immediate relevance and the inclusion of footnotes at the bottom of the page is likely to either distract the reader or result in a page that is more footnote than text, it may be worth including them at the end of a chapter or publication as endnotes.

## Endnotes

- Endnotes, as their name suggests, appear either at the end of a chapter or they can be placed at the end of a book or publication.
- Like footnotes, they are identified by numbers in a smaller font size and in superscript and their placement relative to punctuation is the same.

- Like footnotes, endnotes can be used for reference purposes or for additional information or discussions that may be important though not of immediate relevance to the text.

### **Bibliography**

- The term 'Bibliography' refers to works and texts cited as well as works that have been consulted and can also include other related texts of general interest (further reading). It is placed at the end of a book or publication.
- Bibliographies can be of various types. A selected bibliography is one that includes only the resources cited or consulted in a text. This would be a select bibliography. (If it only contains information cited in the text, it would be more accurate to call it the list of references.)
- A list of resources that contains all the materials cited in the text, materials consulted for the text and other materials of general relevance to the subject matter is known as a Bibliography. If there is a lot of subsidiary matter, this can also be included in a list of Further Reading.
- If a bibliography is very large, it may be worth breaking it down into several sections. These could include Primary Matter: material and sources that are cited or formed the basis of a text; Secondary Matter: material consulted, though not necessarily cited directly in the text. Sometimes it is also worth dividing a bibliography into books, periodicals, articles, online resources, etc.
- Bibliography entries should be listed in alphabetical order. In works with multiple authors, these should be listed in the order in which they appear on the title page of the publication in question.
- The format of the bibliography is very similar to that of the referencing system described above:
  - Authors are listed alphabetically,
  - All the authors are listed, unless more than 10 authors (then use: [name first author] et al.),
  - Where there are multiple authors they are listed in the order in which they appear on the title page,
  - Multiple publications by a single author are listed chronologically by date of publication,
  - Multiple publications by a single author in the same year are listed alphabetically by title (ignoring the indefinite article) and a lower case a, b, c, etc. is added to the date to bring it in line with the references within the text, e.g. 2002a, 2002b, etc.

See further [Examples of common citations/reference style](#).

### **Indexes and cross-referencing**

- The index contains key concepts and subjects that are covered in a book and allows readers to locate relevant subjects or topics within the book with relative ease.
- Depending on the nature of the work, indexes can be long or short. They usually consist of a key word or subject followed by a series of sub-headings and accompanied by page numbers or ranges of page numbers where the information can be located.

- The key words or concepts are alphabetised and in turn the sub-headings that follow are alphabetised.
- A sample index could look something like this

Childhood diseases 45–70, 65, 72–87, 135  
    chicken pox 48  
    measles 65  
    mumps 72  
    rubella 86  
Cholera 134–137

- Indexing takes place at the end of the production process and should be carried out using final page proofs to minimise the number of changes required, particularly to page numbers.
- Indexes can also contain cross-references. Cross-references are used to deal with synonyms, words with different spellings (particularly in dictionaries), closely related terms, etc. There are two types of cross-references. The first, which is introduced by *see*, directs the reader to synonyms, e.g.

Chicken pox, *see* varicella

- In the above example, only the term ‘varicella’ would have a page reference, ‘chicken pox’ would not.
- The second variant, introduced by *see also*, directs the reader to a related topic, e.g.

Biological diversity 25, 34, 59–72  
*see also* diversity

- In this case, the term ‘Biological diversity’ has page references, but there are no specific entries for ‘diversity’. Any additional page references would be found under ‘diversity’.
- Note that proper names in indexes are inverted, e.g.

Smith, John (economist) 34, 45

## Quotes and quotation

Quoted material can be of two principal types. In its first form, direct speech is quoted and transcribed word for word in the form delivered by the speaker. Such text is usually, though not always (see *below*), enclosed in double quotations marks, also known as speech marks.

In its second form, quoted material can consist of written text or narrative that is transcribed word for word from another source. When original material from other sources is quoted verbatim, this must be acknowledged. To not do so is plagiarism, a serious offence in the scientific, academic and publishing worlds. In addition to citing the source of the material, this acknowledgement can also be made by enclosing the text in double quotation marks (see *below*) or in the case of long texts by offsetting it from the main body of the text.

A third form of quotation is where quoting certain lines and phrases has become so commonplace that there is no longer any need to acknowledge the source. In English, examples would be quotes from Shakespeare or the Bible, and from films and literature that have achieved cult status. Such quotes, unless they are block quotations (see *below*) must be included in running text but nonetheless italicised.

### Long quotations or block quotations

- Long quotations, also known as block quotations, i.e. over three lines long, are sometimes set off from the main text by the space of an em rule left and right. This is known as displayed text. It may be set in a smaller font size (usually one point size down) than the main text. It should not be italicised unless the original text includes italics and it should not be enclosed in quotation marks. The displayed text can be indicated by a colon:
- This text has been set off from the main body of the text by the space of one em rule both left and right and it is justified. The spacing between the paragraphs has been respected. The quoted block of text does not need to be enclosed in quotation marks and should not be italicised unless the original text contains italics.
- Any quotations within the block quotation will be enclosed by single quotation marks.
- When transcribing or quoting more than one paragraph as an excerpt, the original paragraphing should always be respected.
- If the transcribed or quoted text is not displayed, i.e. not set in a smaller font size, quotation marks are used at the start of each paragraph and at the end of the last one; intermediate paragraphs need not be enclosed by quotation marks at the end of the paragraph.
- The source of the material should be acknowledged using the Harvard style reference system (author–date) if that is the system adopted throughout the rest of the work, or using footnotes or endnotes, depending on the system adopted.
- When quoting large blocks of text in scientific or scholarly works, it is always preferable to retain the features of the original source. One should avoid making changes to capitalisation or changing American spellings to British spellings. If, however, this is necessary, these can be indicated by the use of [sic].



### **Short quotations**

- Short quotations should be run in the text and enclosed in double quotation marks. They should be indicated by a comma.
- All the material surrounding run-in quotes, i.e. immediately before and after, should fit in grammatically with the run-in quote. Although a few changes can be made to run-in quotes so that the quote fits in grammatically with the surrounding text, it is best to retain all the features of the quoted text and alter the surrounding material. Any changes made to quoted material should be indicated in square brackets. Again, run-in quotes should be cited using either the Harvard style or using endnotes/footnotes depending on the author or editor's preferred choice for the whole publication.
- Any omissions to quotes, either run-in or displayed, should be indicated by ellipses. Any editorial changes should be indicated by [square brackets].

## Visual content/illustrative material

- All manner of illustrative material such as photographs, line drawings, charts or infographics (data visualisation) can be used to enhance a text or publication. If they are used, they should be clearly labelled and the numbering or labelling system used should be clear and consistent.
- When using images such as photos, artwork, graphs or illustrations from other publications, always make sure to seek permission before the manuscript is completed. Sometimes it is already mentioned in the credits page of a publication that images can be used provided that the source/credits information is mentioned clearly. In other cases where this is not mentioned, you will need to seek permission from the author and/or publisher.
- **Always provide a credit or source information for illustrative material (photograph, figure, illustration, table, map, etc.).**
- **If the illustrative material has been adapted, always include the original credit/source and clearly mention that it has been adapted.**

See also the [IUCN Publishing Guidelines](#) (section on Sourcing illustrative material).

- If there are very few graphic presentations, the numbering system used can be sequential. However, if there are many and different varieties, i.e. boxes, tables and photographs, it is sometimes clearer to number them according to the chapter headings.
- Always label boxes (Box), tables (Table), graphs and pie charts (Figure), line drawings (Illustration or Figure if there are no graphs), maps (Map), and number them.
- If you choose only to illustrate a piece of work with graphics of the same type, it is fine to refer to them as Figures. It is acceptable to abbreviate Figure to Fig., although when doing so, ensure that throughout the work all references within the text also refer to Figures or Fig.
- When making references to the various graphic presentations within the text, avoid writing '(see image/table/map above)' for example, as the position of graphics, images, tables or maps may change with layout. It is always better and less confusing to write '(see Figure 1.4 or see Fig. 1.4)'. Unless necessary, avoid referring to graphic presentations by page number as these too may change with layout.
- If there are a large number of visual elements, these should be included in a list of illustrations, graphics, etc. When listing illustrations and graphics, use the same format employed within the text to label them. For example, if the label Fig. has been used in the text (in italics), use this same format within the list of illustrations. On the other hand, if figures have been labelled Figure (in bold), then this is how the label should appear in the list of illustrations. There are no rules about which is the best format to use for labels, except that once a format is chosen it should be used consistently throughout the text.

## Tables

- Tables should always be labelled as 'Table', and preferably not as 'Figure' although it is acceptable to do so if they are the only graphic presentations within a piece of work.
- The heading of the table should always be placed above the table. The heading does not require any end punctuation.
- Always include the source of the table. The source information and any notes should be placed *below* the table.
- If there are only a few tables in a text, they can be numbered sequentially. However, if there are many it is preferable to number them by chapter (e.g. Table 1.1, Table 1.2, Table 2.3, etc.).
- Numerical information in tables should always be presented as figures (as opposed to written out in full) and it is usual to use symbols, e.g. % rather than per cent.

## Boxes

- As the name suggests, a Box is used to enclose visual or narrative information that is relevant to the main text but that does not necessarily flow in the same way. For example, case studies can be enclosed in boxes. Boxes may or may not be shaded and can use different typefaces and fonts from the main body of the text.
- As with Tables, boxes can be numbered sequentially, or if there are many, they should be numbered by chapter.
- The title of the Box should always be enclosed within the box and placed above the main body of the boxed text. The heading does not require any end punctuation. The source of the material, if relevant, should be placed at the bottom and also enclosed within the box.

## Graphs and pie charts

- Graphs and pie charts should always be labelled as 'Figure'.
- The title (caption) of the graph/pie chart should always be placed below the figure. If the title is a full sentence, it should have sentence punctuation and end on a full stop. If not, there should be no end punctuation.
- Always include the credit/source information of the graph. This should come at the end of the graph (figure) caption.
- If there are only a few graphs/figures in a text, they can be numbered sequentially. However, if there are many it is preferable to number them by chapter (e.g. Figure 1.1, Figure 1.2, Figure 2.3, etc.).
- Both the x-axis (horizontal) and the y-axis (vertical) of a graph should always be labelled.
- Pie charts are often used to provide the reader with the same information as graphs. However, bear in mind that pie charts can be difficult to interpret if there are many 'slices' in the pie or if a document will be printed in black and white only.

### **Illustrations and line drawings**

- Illustrations and line drawings (as opposed to photographs) should be labelled as 'Figure'.
- If there are only a few illustrations in a text, they can be numbered sequentially. However, if there are many it is preferable to number them by chapter (e.g. Figure 1.1, Figure 1.2, Figure 2.3, etc.).
- As with graphs, the title of the illustration and the accompanying caption should be placed below the image.
- If the caption is a full sentence, it should be punctuated as such, i.e. with a final full stop. If not, there should be no end punctuation.
- Always include the credit/source information of the illustration. This should be included at the end of the caption. If, however, the caption is already very long, copyright information should be included in a list of illustrations.

### **Photographs**

- Photographs should always bear a credit.
- The photo credit and, if available, photo caption should always be placed beneath the photograph. The photo credit should come directly at the end of the caption. If the caption is a full sentence, it should be punctuated as such, i.e. with a final full stop. If not, there should be no end punctuation.
- With (half) page-large photographs, the credit should be placed in either the left or right bottom corner, in a small but clear font. For small photographs, the credit should come directly at the end of the caption.
- Photos do not carry the label 'Figure'. Only if reference is made in the running text to specific photos, it can be helpful to label the photos as 'Figure'.

### **Maps**

- Maps should be labelled as 'Map'. If there are very few maps (1 or 2) in a text, they can be labelled as 'Figure'.
- The title of the map should be placed below the map.
- The credit/source information of the map should come at the end of the title of the map.

## Appendix 1: Translation

IUCN publications are often translated into other languages. Although this Manual provides guidelines for English publications, there are a number of conventions that must be used when translating IUCN publications into our other statutory languages, French and Spanish. This Appendix provides additional information on some commonly used conventions.

### ‘En’ dash (or ‘en’ rule)

- The ‘en’ dash ( – ), so called because it is the width of the printed ‘N’ character, is longer than a hyphen but shorter than an ‘em’ dash (see below). It is used to enclose a sentence or phrase within a sentence, and it provides greater emphasis than parentheses.
- In Spanish, when an ‘en’ rule is used to enclose text within a sentence for emphasis, there should be a space before the ‘en’ rule at the beginning of the enclosed text and after it at the end of the text, e.g.

Esta publicación –el primer examen amplio de la literatura mundial– contiene todos los ...

- In French, there should be a space on both sides of the ‘en’ rule, as in English (see [Dashes: ‘en’ dash](#)), e.g.

Cette étude – la première de ce genre dans le monde – contient tous les ...

- When an ‘en’ rule is used to enclose text within a sentence for emphasis, no punctuation should be used either immediately before or after the rule, save for an exclamation mark. The first letter of the phrase should not be capitalised unless it is a proper name.
- Contrary to the English (to use the ‘en’ dash to join elements that form part of a range, e.g. dates, years and numbers), in French and Spanish a simple hyphen is used for a sequence of dates, years and numbers, e.g.

2-22 février and 2-22 febrero  
2019-2020  
pp. 56-61

- For further details on the ‘en’ dash and the ‘em’ dash, see section on [Spelling](#).

### Punctuation

- In French, colons, semi-colons, question marks and exclamation points should be preceded by a non-breaking space, e.g.

Quel progrès pour la science ! Quelles sont les prochaines démarches ? Cette espèce est menacée dans plusieurs pays : Brésil, Costa Rica ...

- To add an ‘inseparable space’ in a French text, place the cursor where the inseparable space should be and click simultaneously on Ctrl + Enter + the space bar.
- In Spanish, punctuation is used as in English (see section on [Punctuation](#)).

## Numbers

- To ensure ease of reading, numbers larger than 10,000 (five digits) are usually separated by punctuation or spaces, depending upon the language.
- In Spanish, thousands should be separated by full stops beginning with five-digit numbers, e.g.

2999            *not* 2.999  
10.546        *not* 10546

- In French, thousands should be separated by spaces beginning with five-digit numbers, e.g.

2999            *not* 2 999  
10 546        *not* 10546

For four-digit numbers referring to a quantity – between 1 000 and 9 999 – you may choose whether or not to use a non-breaking space, e.g.

2 999 personnes or 2999 personnes

- In a table or column with only four-digit numbers, you should not add non-breaking spaces. However, when the table or column contains a combination of four- and five-digit numbers, you should use a non-breaking space for both four- and five-digit numbers.
- in French and Spanish a simple hyphen is used for a sequence of numbers, e.g.

2019-2020  
pp. 56-61

- For further details on numbers, see section on [Units of measure and numbers](#).

## Decimals

- In French and Spanish, the decimal point is replaced by a comma, e.g.

0,75 or 1,25 or 178,47

## Names of organisations, events, etc. in running text

- When mention of a specific organisation is made in the running text of a publication, the name of the organisation should not be translated unless an official translation by the organisation itself can be found on their website, e.g.

Un de leurs partenaires est The Nature Conservancy.  
Un autre est le Programme des Nations Unies pour le développement.

Uno de sus asociados es el Asian Development Bank. Otro es la Unión Europea.

- The same rule applies to the names of conferences, publications or other official names. However, to give the reader a better understanding of the text, an approximate translation may be followed in brackets.

### Supporting matter: citations, references and bibliography

- When publications are translated into another of IUCN's official languages, there are specific conventions to follow in order to make the citations, references and reference list (or bibliography) coherent and understandable to the reader. For further details, see section on [Supporting matter](#).

### Citation of the translated work

- When citing a translation in running text, the citation should include the title of the translated work (preferably) with the name of the translator) and with the original title included in square brackets, e.g.

Adams, W.M. and Jeanrenaud, J.S. (2008). *Le passage à la durabilité : vers un monde humain et divers*. Gland, Switzerland: UICN. [Trans. Amalia de Klemm. Transition to Sustainability: Towards a Humane and Diverse World (Gland, Switzerland: IUCN, 2008).]

### Translation of references and bibliography

- When preparing the references for a translated publication, the citation of a book should only be translated if the book has actually been published in the language in question. This applies to the entire citation, including the name of the publisher and city/country of publication.
- On the other hand, if the book being cited has not been published in the language in question, the translator may help the reader by adding an approximate translation *between square brackets* following the title. The other parts of the citation should remain in the original language, e.g.

Hart, Sharelle (ed.) (2008). *Shared Resources: Issues of Governance* [Ressources partagées : Questions sur la gouvernance]. Gland, Switzerland: IUCN.

- For the citation of articles, the same rules as above apply. If the periodical is published in both languages, the translated title may be given. If not, the original title of the article, followed in brackets by a translation, must be retained.
- Footnotes and references within running text should match their entries in the bibliography, thereby clearly linking the two. In other words, if a citation in the bibliography has been translated (because the book or article has been published in the language of the new translation) then the reference or footnote corresponding to that citation should be translated in the running text.

### Translator's notes

- When a publication is being translated and reference is made to a source that has since been published in a more recent edition, the translator should translate the text as it stands and add Translator notes to the bottom of the page, informing the reader of the newer version of the book, e.g.

<sup>2</sup> Note that a new version was published in 2014. Trans.

Or

<sup>2</sup> [Note that a new version was published in 2014. Trans.]

- Translator notes should be inserted where appropriate among the other footnotes and should follow the original numbering. Footnote 1 might be followed by a Translator's note which would become Footnote 2. The numbering would continue with Footnote 3.

## Appendix 2: IUCN-specific spellings

### Our name

IUCN is the name by which we would like to be known. However, when addressing audiences that might be unfamiliar with our name, there are two ways to use it, e.g.

A report published by IUCN, International Union for Conservation of Nature, has stated that ...

Or

A report published by IUCN (International Union for Conservation of Nature) has stated that ...

Note that ‘the’ should never be used before ‘IUCN’ when using *only* the acronym. But when the acronym is used in combination with a noun, ‘the’ can be used, e.g. ‘the IUCN family’.

See further the *IUCN Brand book (for staff)* <https://portals.iucn.org/union/node/5004>.

### Terminology for IUCN usage

<https://www.iucn.org/our-work/science-led-approach/publications-and-publishing/how-publish-iucn/terminology-iucn-usage>

The Terminology for IUCN usage includes terms in IUCN’s three statutory languages that should be used in IUCN documents. The purpose is to ensure consistency in spelling, including use of capitals and lower case, across all IUCN documents.

### The IUCN Red List of Threatened Species™

[www.iucnredlist.org](http://www.iucnredlist.org)

The IUCN Red List of Threatened Species™ is one of IUCN’s flagship products. Care should be taken to refer to it correctly.

The first mention of the IUCN Red List of Threatened Species™ should be written in full with ‘The’ (note the capital T) and the trademark symbol ‘™’; thereafter it is acceptable to refer to it as “the IUCN Red List” or “the Red List”.

When referring to IUCN Red List Categories and Criteria, a capital letter should be used for each of the categories, e.g. Endangered, Extinct in the Wild, Vulnerable. Capital letters should also be used for their abbreviations, e.g. EN, EW, etc. Take care to make a distinction between the category and other parts of speech. Capital letters should also be used for the terms ‘Categories’ and ‘Criteria’ when used in combination with ‘IUCN Red List’, e.g.

*But*           The black rhino is threatened with extinction. (used as a verb)

                  The American bison is listed as Near Threatened in the IUCN Red List. (used as the category)



## Appendix 3: Common spellings for IUCN usage

### Some common spellings (and hyphenated words)

Aboriginal  
above-mentioned  
advertising/advertise  
adviser/advisor  
analysed  
benefit-sharing  
biodiversity  
broad-leaf forest  
by-catch  
by-product  
camera trapped  
capacity-building  
catalyse  
characterised  
coexist  
colour  
colouration  
cooperation  
cooperative  
coordinate  
criticising  
cross-cutting (*adjective*)  
decision-maker (*noun*)  
decision-making process (*adjective*)  
depredation  
Earth (the planet)  
earth (soil, ground)  
email  
emphasised  
ex situ  
Facebook  
favour  
field work (*2 words*)  
foothills  
forum/forums  
fresh water (*noun*)  
freshwater (*adjective*)  
fundraise, fundraising  
handmade  
headquarters  
home-made  
home range (*noun*)  
home-range (*adjective*)  
indigenous (*adjective, not used in combination with 'peoples', e.g. indigenous species*)  
Indigenous peoples; Indigenous knowledge  
Indigenous peoples' organisations (IPO)  
Indigenous Peoples' (Organisations) Members (in reference to IUCN Members)  
in situ  
internet (but 'Internet Explorer')  
landowner  
long-term (*adjective*)

macroeconomic  
microeconomic  
micro-organisms  
mid-day  
mission (IUCN)  
multi-stakeholder  
native peoples  
ongoing  
online  
organisation, organise  
overdeveloped  
overestimate  
overexploit  
overpopulate  
per cent  
policymaker (*noun*)  
policymaking (*adjective*)  
poorly known  
predation  
radio-collared  
radio-tracked  
rainforest (*1 word*)  
rechecked (*no hyphen*)  
recognise  
re-cover (*to cover again*)  
re-entered  
re-establish  
regroup  
reintroduction  
self-confident  
semi-arid  
socio-economic  
short-term (*adjective*)  
subadult  
sub-aquatic  
subgroup  
sub-national  
sub-Saharan  
subsamples  
subspecies  
sub-title  
summarise  
travelling  
tree-line  
Twitter  
underestimate  
an up-to-date fact  
vision (IUCN)  
website  
well-being  
a well-known fact  
Wi-Fi  
wildlife  
worldwide  
YouTube

## Common errors

Do not capitalise *Nature* outside of proper nouns.

'Data' is plural: Data are available on ... Outside of Barcelona

*Rather:* Outside Barcelona

The change in climate impacted the species' migration patterns.

*Rather:* The change in climate had an impact on ...

The book comprises of several chapters written by experts. *Rather:* The book comprises several chapters written by experts. Or: The book is comprised of several chapters.

This year's inflation rate has been comparatively high.

*Rather:* This year's inflation rate was 20% in France, but was comparatively low in Switzerland.

The IUCN office in Gland is closed from 22–25 April.

*Rather:* The IUCN office in Gland is closed 22–25 April.

The IUCN office in Gland is closed between 22 and 25 April (ambiguous).

*Rather:* The IUCN office in Gland is closed from 22 through 25 April.

This conference will attract a large amount of scientists.

*Rather:* This conference will attract a large number of scientists.

One of the **principle** reasons for the extinction crisis is loss of habitat.

*Rather:* One of the **principal** reasons for the extinction crisis is loss of habitat.

The Director General wrote the **Forward** to the book.

*Rather:* The Director General wrote the **Foreword** to the book.

Farther (physical distance) / further (additional degree, time or quantity)

The study showed that the jaguar ran farther than the impala, but a further study is needed to confirm this.

Discreet (careful, circumspect) / discrete (individual, separate)

We can rely on our colleagues in Human Resources to be discreet. / The study was broken down into eight discrete modules.

Practice (noun) / practise (verb)

The practice of leaving a field fallow for a number of years is widely practised.

Advice (noun) / advise (verb)

The scientist's advice is worth listening to; he advises caution when handling invasive species.

Dependant (noun) / dependent (verb)

I declared my son as a dependant on my tax form, but this was dependent upon the legislation at the time.

Licence (noun) / license (verb)

His hunting licence had expired; the city authorities are the only ones who can license this practice.

## **Jargon**

Much of IUCN's work is technical or scientific. This information should be translated into language that is easily understood by a broad audience. The Communications Unit has produced the guidance [Writing for the IUCN website](#), which contains a list of jargon that should be avoided or explained.

## Appendix 4: IUCN statutory regions and country names

The list is regularly updated in function of the membership of the United Nations, of its Specialized Agencies, of the International Atomic Energy Agency or the parties to the Statute of the International Court of Justice and with the names as published on the respective websites of these institutions. For any questions or more information, please send an email to ([publishing@iucn.org](mailto:publishing@iucn.org)).

### **AFRICA**

Algeria  
Angola  
Benin  
Botswana  
Burkina Faso  
Burundi  
Cabo Verde  
Cameroon  
Central African Republic  
Chad  
Comoros  
Congo  
Côte d'Ivoire  
Democratic Republic of the Congo  
Djibouti  
Egypt  
Equatorial Guinea  
Eritrea  
Eswatini  
Ethiopia  
Gabon  
Gambia  
Ghana  
Guinea  
Guinea Bissau  
Kenya  
Lesotho  
Liberia  
Libya (State of)  
Madagascar  
Malawi  
Mali  
Mauritania  
Mauritius  
Morocco  
Mozambique  
Namibia  
Niger  
Nigeria  
Rwanda  
Sao Tome and Principe  
Senegal  
Seychelles  
Sierra Leone  
Somalia

South Africa  
South Sudan  
Sudan  
Togo  
Tunisia  
Uganda  
United Republic of Tanzania  
Zambia  
Zimbabwe

#### **MESO AND SOUTH AMERICA**

Argentina  
Belize  
Bolivia (Plurinational State of)  
Brazil  
Chile  
Colombia  
Costa Rica  
Ecuador  
El Salvador  
Guatemala  
Guyana  
Honduras  
Mexico  
Nicaragua  
Panama  
Paraguay  
Peru  
Suriname  
Uruguay  
Venezuela (Bolivarian Republic of)

#### **NORTH AMERICA AND THE CARIBBEAN**

Antigua and Barbuda  
Bahamas  
Barbados  
Canada  
Cuba  
Dominica  
Dominican Republic  
Grenada  
Haiti  
Jamaica  
Saint Kitts and Nevis  
Saint Lucia  
Saint Vincent and the Grenadines  
Trinidad and Tobago  
United States of America

## **SOUTH AND EAST ASIA**

Bangladesh  
Bhutan  
Brunei Darussalam  
Cambodia  
China  
Democratic People's Republic of Korea  
India  
Indonesia  
Japan  
Lao People's Democratic Republic  
Malaysia  
Maldives  
Mongolia  
Mongolia  
Myanmar  
Nepal  
Pakistan  
Philippines  
Republic of Korea  
Singapore  
Sri Lanka  
Thailand  
Timor-Leste  
Viet Nam

## **WEST ASIA**

Afghanistan  
Bahrain  
Iran (Islamic Republic of)  
Iraq  
Jordan  
Kuwait  
Lebanon  
Oman  
Palestine  
Qatar  
Saudi Arabia  
Syrian Arab Republic  
United Arab Emirates  
Yemen

## **OCEANIA**

Australia  
Cook Islands  
Fiji  
Kiribati  
Marshall Islands  
Micronesia (Federated States of)  
Nauru  
New Zealand  
Niue  
Palau  
Papua New Guinea

Samoa  
Solomon Islands  
Tonga  
Tuvalu  
Vanuatu

**EAST EUROPE, NORTH AND CENTRAL ASIA**

Albania  
Armenia  
Azerbaijan  
Belarus  
Bosnia and Herzegovina  
Bulgaria  
Croatia  
Czech Republic  
Estonia  
Georgia  
Hungary  
Kazakhstan  
Kosovo  
Kyrgyzstan  
Latvia  
Lithuania  
Montenegro  
North Macedonia  
Poland  
Republic of Moldova  
Romania  
Russian Federation  
Serbia  
Slovakia  
Slovenia  
Tajikistan  
Turkmenistan  
Ukraine  
Uzbekistan

**WEST EUROPE**

Andorra  
Austria  
Belgium  
Cyprus  
Denmark  
Finland  
France  
Germany  
Greece  
Holy See  
Iceland  
Ireland  
Israel  
Italy  
Liechtenstein  
Luxembourg  
Malta



Monaco  
Netherlands  
Norway  
Portugal  
San Marino  
Spain  
Sweden  
Switzerland  
Türkiye  
United Kingdom of Great Britain and Northern Ireland

## Appendix 5: Other IUCN resources

There are several other tools available for reference when preparing an IUCN document for publication. These tools are available on the IUCN Union Portal and or IUCN website.

### **IUCN Publishing Guidelines**

The Publishing Guidelines provide comprehensive information on IUCN's publishing standards. They explain the various stages of producing a publication and provide a checklist of practical items to make the publishing process as efficient and simple as possible.

See:

<https://portals.iucn.org/union/node/5006> or <https://iucn.org/our-work/science-led-approach/publications-and-publishing/how-publish-iucn>

### **IUCN Brand Book and Design guidelines/templates**

The IUCN Brand Book and Design guidelines/templates help IUCN to express itself and its work in a way that clearly supports the Union's positioning and the messages it communicates. The simple but strict rules contained in the guidelines lay out how we express our Union and our work visually. They guide the logo rules, layout, colour, and typeface for all materials produced by IUCN.

See:

<https://portals.iucn.org/union/anglist/groupdocuments/686/4907> or <https://iucn.org/our-work/science-led-approach/publications-and-publishing/how-publish-iucn>

### **Terminology for IUCN usage – English, French and Spanish**

The Terminology for IUCN usage provides terms related to conservation that are frequently used in IUCN documents, in the three statutory languages. All IUCN Secretariat staff and Commissions but also external partners who are translating IUCN publications, should point out the Terminology page to their translators before translation begins. This ensures consistency of terminology across IUCN, even in translated documents.

See:

<https://www.iucn.org/our-work/science-led-approach/publications-and-publishing/how-publish-iucn/terminology-iucn-usage>

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