# GPE EDITORIAL STYLE GUIDE

January 2026

GPE Transforming Education

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# Introduction

The *GPE Editorial Style Guide* is intended to help GPE staff and consultants present English-language material in a manner that is clear, consistent, grammatically correct and in line with GPE branding. The guide draws from *The Chicago Manual of Style* and the *World Bank Editorial Style Guide*, while making certain exceptions, and states style and language preferences on issues specific to GPE.

This style guide covers the fundamentals of good writing and addresses issues of GPE style and formatting, including important GPE terms and how to use them. The guide also offers pointers on grammar, punctuation and spelling. For certain internal communications (such as Board papers and technical guidance for grant processes), some exceptions to terminology and style may apply.

Check the style guide intermittently during your writing process. Sections 1 and 2 offer essential guidelines to know up front; use the remaining sections for targeted searches on topics of interest to you (for example, search *capitalization* if you're unsure about general capitalization trends, or *local education group* if you're wondering whether to capitalize or abbreviate this term). Do a spell-check before submitting your document, always checking this guide—in particular the quick reference word list in section 7—for instances that may differ.

For the latest version of this guide, please visit https://www.globalpartnership.org/content/gpe-editorial-style-guide.

# Contact

Feel free to direct any style-related queries to the Communications Team. Note that documents that do not adhere to the fundamentals of the guide may be sent back for further review/polishing. Should you spot any errors in this guide, please let us know.

# Key

- ! Exception
- Important
- Navigate this guide
- Tip

# 1. GPE Fundamentals of Good Writing

The following are considered good style and are expected of our authors.

1. Clear thinking is the key to clear writing. Always ask yourself: What am I trying to say? Who am I saying it to? How can I make it clearer? Could I express it more succinctly?

2. Avoid abbreviations or acronyms unless absolutely necessary, including for common GPE terms. See section 6 for more detail.

3. If it's possible to cut out a word, do so. If it's possible to shorten a sentence, shorten it.

4. Never use a complex word, technical term or jargon if you can think of an everyday equivalent. For example, *use* is preferable to *utilize*, *implement* to *operationalize*. Avoid terms like *in the field* (which has a militaristic background) and vague words like *output* to describe documents (be specific—use *report*, *survey*, *tool* or whatever is applicable). Only use high-level or academic language if writing exclusively for an academic audience.

5. In most cases an active voice is more effective than a passive voice. For example, *More than 200 children attend the school* has a greater impact than *The school is attended by more than 200 children*.

6. Avoid metaphors (for example, *a melting pot of cultures*) and clichés (*giving voice to the voiceless*).

7. Humanize your writing and focus on those who are being served. For example, instead of *GPE works to transform education systems and improve access, equity and quality of learning*, write *GPE works to transform education systems so that every girl and boy can go to school and receive a quality education*.

8. When discussing results, acknowledge GPE's contribution while elevating country ownership and agency. For example, instead of *More than 50,000 children benefited from additional textbooks as a result of the GPE-funded Education Sector Improvement Project*, write *Thanks to GPE's support through the Education Sector Improvement Project, more than 50,000 children received new textbooks*. Instead of *The GPE-funded program enabled 500 new schools to be built in Sudan*, write *With GPE funds, the government of Sudan built 500 new schools*.

9. Be conscious not to reinforce or create power imbalances: always refer to people in a dignified way and avoid language that marginalizes, stereotypes, dehumanizes or degrades a person or group(s) of people, victimizes them or renders them passive. Terms to avoid include *beneficiaries*, *minorities* and *victims*. Similarly, instead of *handicapped*, use *people living with disabilities*.

10. When referring to partner countries, avoid using the terms *developing* and *poor* whenever possible. If a country's income is relevant to the point you are making, use the country's income classification (*low income*, *lower middle income*, *middle income* and so on). Never use the terms *third world*, *undeveloped* or *underdeveloped*. For more on how to refer to different GPE partners, see section 2.

! However, *poor* can be used when describing people marginalized by poverty, for example, *The poorest girls face the greatest barriers to learning*, or *Girls from poor households face the highest risks of early marriage*.

# 2. How We Talk About GPE

Consistency in how we present ourselves as an organization is crucial. The following section covers rules on how we refer to GPE.

**Use Global Partnership for Education (GPE) in the first instance it is used in a document; thereafter use the abbreviation (*never* the GPE, the Global Partnership or the Partnership).**

! However, you may use *the partnership* (lowercase) to vary the language and avoid overly repeating the acronym: *GPE now has 90 partner countries, with Jordan and Lebanon being the latest to join the partnership*. You may also use *the partnership* (lowercase) to emphasize the partnership aspect of GPE's work: *In 2019, GPE adopted an "accountability matrix" to clarify what is expected from different partners to enable the partnership to achieve its vision and goals*.

› Note that GPE capitalizes *the Secretariat*, *the Fund* and *the Board*.

› The acronym can be used as an adjective, for example, *GPE-funded program* or *GPE grant*.

› As GPE is hosted by the World Bank, please also consult latest guidance on referring to the World Bank. For all communications products, *the World Bank* is used to refer to *the World Bank Group*. If referring to the individual institutions is needed, please use their respective names (IBRD, IFC, IDA, MIGA and ICSID).

For example:

- IBRD, a member of the World Bank.

**In general, use GPE regardless of whether you are referring to the partnership, the Secretariat, the Fund or the Board. The Foundation for GPE is a separate entity, working to support GPE's mission. It should be referred to as the Foundation for GPE and not the GPE Foundation.**

For example:

- GPE disbursed nearly US$1 billion in 2020, *not* The GPE Fund disbursed nearly US$1 billion.
- GPE undertook research to determine the strengths and weaknesses of existing education sector workforce diagnostic tools, *not* The GPE Secretariat undertook research to determine the strengths and weaknesses of existing education sector workforce diagnostic tools.
- GPE adopted a new strategic plan, *not* The Board approved a new strategic plan.

! However, it may sometimes be useful to distinguish between the partnership, Secretariat and Fund functions of GPE in order to emphasize different elements of GPE's work (particularly in Board papers), illustrate comparative advantages or build a greater sense of belonging among GPE's many partners.

For example:

- The Secretariat carries out the day-to-day business of GPE, serving the interests of the partnership as a whole.
- GPE is the largest global fund dedicated to improving education for the most marginalized children.
- As a partnership, GPE convenes stakeholders to focus on best practices and innovation.

- In addition, it is often important to highlight the roles, responsibilities and contributions of different partners, such as country-level partners (especially government ministries and grant agents) or specific constituency groups (such as civil society organizations, teachers associations or private sector partners)—for example, *GPE partners including the ministry of education, UNICEF and civil society worked together to quickly find a solution*.

**GPE refers to countries that receive technical and financial support from GPE as partner countries (*not* as developing country partners). Use donor partners to refer to countries, foundations, private sector organizations and others that contribute funds to GPE.**

- ! However, the use of *developing country partners* is acceptable in Board documents and related communications, where it remains the official term for this constituency.
- Do not use the possessive sense when referring to GPE partners. Do not write *our partner countries* or *GPE's partner countries*. Instead, use *GPE partner countries* or, when referring to stakeholders at the country level, *country-level partners*.
- Be careful not to imply that GPE is the Secretariat. For example, do not write *GPE and its partners* or *GPE and our partners*.
- GPE refers to *partner countries affected by fragility and conflict*—do not describe these as *fragile and conflict-affected countries*.
- Do not use *country* or *partner country* when you are referring to a government, or vice versa. For example, GPE provides capacity building support to governments (not countries), but supports countries to improve learning.
- GPE uses *state* for a federal state and *country*—not *State* or *state*—for a nation state.
- 👉 GPE offers *support* to partner countries—not *help* or *assistance*.
- Both countries and territories can be eligible for GPE support. When writing broadly about eligibility, use *countries and territories eligible for GPE support*.

# 3. Style and Formatting

The following guidelines ensure consistency across GPE publications as well as in how we communicate both internally and externally. This section covers some important general guidelines (section 3.1) followed by an alphabetized list of specific style- and formatting-related points (section 3.2).

See also the quick reference word list in section 7.

## 3.1. Style and Formatting: Key Guidelines

**GPE follows American English spelling conventions. GPE also prefers the forms *–ize*, *–ization* and *–yze* to *–ise*, *–isation* and *–yse*.**

For example:

- among, *not* amongst
- analyze, *not* analyse
- center, *not* centre
- labor, *not* labour
- mobilize, *not* mobilise
- organization, *not* organisation
- program, *not* programme
- toward, *not* towards

! However, do not change existing/established titles that use alternate spelling, such as World Food Programme, United Nations Environment Programme (UNEP) and Organisation for Economic Co-operation and Development (OECD).

! Certain verbs always take *–ise*, including the following: advertise, advise, apprise, arise, comprise, compromise, demise, devise, disguise, enterprise, excise, exercise, franchise, improvise, incise, reprise, revise, supervise, surmise, surprise and televise.

**GPE does not use the serial comma (also known as the Oxford comma). In other words, do not use a comma before a conjunction (for example, *and*, *or*) when it joins the last two elements in a series of three or more in a sentence. The correct approach, for example, is *GPE works to improve equity, efficiency and learning in education.***

! However, a comma is used before the conjunction when one of the items or phrases includes the same conjunction: *The education ministry prioritized interventions in the areas of infrastructure, water and sanitation, and health*. A comma is also used before the conjunction when it helps to clarify discrete items or phrases: *GPE is the largest global fund solely dedicated to transforming education in lower-income countries, and a unique, multi-stakeholder partnership*.

**GPE prefers not to overuse abbreviations and acronyms. Please see section 6 for a detailed discussion as well as a list of permitted GPE-relevant abbreviations and acronyms.**

- Introduce an abbreviation/acronym only if the term appears **at least three times**. If an abbreviation has not appeared for more than five pages, consider using the full term again to remind your reader.
- In longer documents or those with several (well-considered) abbreviations, a list of abbreviations/acronyms used can be included up front.

**For citations and references, GPE prefers the Chicago notes and bibliography style of referencing, with occasional discretionary exceptions. In other words, GPE generally uses footnotes for citations rather than author-date citations (parentheses) within the text. See section 9 for comprehensive guidelines on referencing, including examples.**

- ! In technical papers and working papers, the Chicago author-date style of referencing may be required.
- It is good practice to keep a working reference list—containing both your background reading and the sources used in your text—as you research and write your document.
- Correct referencing of all sources, including for boxes, figures and tables, is expected.
- All citations and references should follow the preferred style, as outlined in section 9.

## GPE's fiscal year runs from July 1 of the previous year to June 30 of the current year. For example, *fiscal year 2024* is July 1, 2023, to June 30, 2024.

- Consider defining the time period of the fiscal year (as above) on first mention in external publications (for example, in a footnote).
- If indicating the fiscal year numerically, use a slash (not a hyphen) to indicate the last part of one year and the first part of the next: fiscal year 2023/24, *not* fiscal year 2023/24 or fiscal year 2023-24.
- GPE uses the abbreviation FY to mean "fiscal year" (*not* "financial year"). However, please use this sparingly.
- In figures and tables, the abbreviation FY can be used, as in, for example, FY2024 or FY24—be consistent with the style you choose.

## Spell out numbers one through nine (use numerals for numbers 10 and higher) in your text, bearing in mind the points below.

- It is acceptable to use numerals in data-heavy texts (such as an annual report or results report): *By December 2019, 38 implementation grants (3 in 2015, 5 in 2016, 5 in 2017, 16 in 2018 and 9 in 2019) had been awarded under the funding model adopted by the GPE Board in May 2014.*
- Use numerals for all percentages. Use the symbol % (for example, 4%) for online texts (blogs, website text, X) and factsheets, and spell out *percent* (for example, 4 percent) not per cent for print and key texts (articles, reports, briefing notes).
- Use numerals for physical quantities (for example, 6 miles), ratios (for example, a pupil-teacher ratio of 40 to 1), statistical expressions (1 textbook per 1,000 pupils) and monetary amounts when accompanied by a currency symbol (US$200,000).

See also *currencies* in section 3.2.

- Always use the numeral to convey an age of a person or noun, as in *the child is 4 or the book is 7 years old.*
- Use numerals when describing a number in the millions or more, as in *4 million people* or *5.2 billion children*.
- Use commas within any number over 999 (for example, 1,375 and 200,400).
- Include zero and a decimal point as part of any number less than one (for example, 0.25).
- Numbers should be spelled out at the beginning of a sentence: *Eleven years ago, she became CEO of the organization*. However, avoid numbers here entirely, if possible: *She became CEO of the organization 11 years ago.*

**The GPE Branding Guide describes acceptable use of the GPE logo and has various versions in Arabic, English, French, Spanish and Portuguese.**

## List countries in alphabetical order, except if there is some other organizing principle that is stated explicitly, such as a ranking.

- In countries with additional descriptions such as *Democratic, Federated States* and *Republic*, alphabetize according to the main name, as in this run-in list: for example: Albania, Burundi, Democratic Republic of Congo, Republic of Congo, The Gambia, Mali, Federal States of Micronesia.
- In tables and vertical lists, alphabetize according to the principle above but reverse the name so that the main name appears first.

  For example:

  - Albania
  - Burundi
  - Congo, Democratic Republic of
  - Congo, Republic of
  - Gambia, The
  - Mali
  - Micronesia, Federated States of
- For country provinces, regions or states that receive unique or independent grants, please use the country name with the province or state in round brackets (parentheses).

  For example:

  - Somalia (Puntland)
  - Somalia (Somaliland)
  - Tanzania (Mainland)
  - Tanzania (Zanzibar)
  - Pakistan (Sindh)
- Table 3.1 offers a full list of GPE partner country names and territories as well as their correct usage.

- Table 3.1 covers official names of GPE partner countries and territories, including eligible countries and territories, as well as abbreviations GPE considers acceptable for figures and tables. (For a regularly updated list of partner countries, see here. Please note that country names may appear different on the website due to space constraints.) For country and territory names not listed here, refer to appendix C in the *World Bank Editorial Style Guide*.[1]

- Please do not use abbreviated forms other than those stated in table 3.1. It is important to remain consistent across GPE publications.

**TABLE 3.1. COUNTRY NAME GUIDE**

| Name of partner country or territory | Acceptable variations/abbreviations |
|---|---|
| Afghanistan | |
| Albania | |
| Algeria [eligible] | |
| Angola | |
| Bangladesh | |
| Belize | |
| Benin | |
| Bhutan | |
| Bolivia, Plurinational State of | Use full term in publication and document titles. *Bolivia* is acceptable in running text, figures/tables and on the GPE website. |
| Burkina Faso | |
| Burundi | |
| Cabo Verde | *not* Cape Verde |
| Cambodia | |
| Cameroon | |
| Central African Republic | Avoid CAR, even in figures/tables. |
| Chad | |
| Comoros, the | Use *the Comoros* in text. *Comoros* is acceptable in figures/tables. |
| Congo, Democratic Republic of | Avoid DRC. Use the *Democratic Republic of Congo* in text (*never* Democratic Republic of the Congo). *Congo, Dem. Rep.* or *Congo, DR* is acceptable in figures/tables—be consistent. |
| Congo, Republic of | *Congo, Rep.* is acceptable in figures/tables. |
| Côte d'Ivoire | *not* Ivory Coast; note the diacritic |

1. World Bank Group, *World Bank Group Publications Editorial Style Guide 2020* (Washington, DC: World Bank, 2020), https://openknowledge.worldbank.org/handle/10986/33367.

| Name of partner country or territory | Acceptable variations/abbreviations |
|---|---|
| Djibouti | |
| Dominica | |
| Egypt, Arab Republic of | Use full term at first mention in text, *Egypt* subsequently. Use *Egypt, Arab Rep.* in figures/tables. |
| El Salvador | |
| Eritrea | |
| Eswatini | *not* Swaziland |
| Ethiopia | |
| Fiji | |
| Gambia, The | *Never* Gambia. Use *Gambia, The* in figures/tables. Use *The Gambia* in text, noting the inclusion and capitalization of the article. |
| Georgia | |
| Ghana | |
| Grenada | |
| Guatemala | |
| Guinea | |
| Guinea-Bissau | |
| Guyana | |
| Haiti | |
| Honduras | |
| India [eligible] | |
| Indonesia | |
| Iran, Islamic Republic of [eligible] | Use full term in all cases in text; *Iran, Islamic Rep.* in figures/tables. |
| Jordan, Hashemite Kingdom of | |
| Kenya | |
| Kiribati | |
| Kyrgyz Republic (*not* Kyrgyzstan) | Kyrgyz Rep. in figures/tables |
| Lao People's Democratic Republic (*not* Laos) | Use full term at first mention in text, *Lao PDR* subsequently. The latter is acceptable for figures/tables and on the GPE website. |

| Name of partner country or territory | Acceptable variations/abbreviations |
|---|---|
| Lebanon | |
| Lesotho | |
| Liberia | |
| Madagascar | |
| Malawi | |
| Maldives | |
| Mali | |
| Marshall Islands | |
| Mauritania | |
| Micronesia, Federated States of | *Micronesia, Fed. Sts.* or *Micronesia, FS* is acceptable in figures/tables—be consistent. |
| Moldova, Republic of | Moldova, Rep. is acceptable in figures/tables |
| Mongolia | |
| Morocco [eligible] | |
| Mozambique | |
| Myanmar | |
| Nepal | |
| Nicaragua | |
| Niger | |
| Nigeria | |
| Pakistan | |
| Papua New Guinea | |
| Philippines, the | Use *the Philippines* in text; *Philippines* in figures/tables is acceptable. |
| Rwanda | |
| St. Lucia | |
| St. Vincent and the Grenadines | |
| Samoa | *not* Western Samoa |
| São Tomé and Príncipe | note diacritics |
| Senegal | |

| Name of partner country or territory | Acceptable variations/abbreviations |
|---|---|
| Sierra Leone | |
| Solomon Islands | |
| Somalia, Federal Republic of | Use the full term at first mention, *Somalia* subsequently; use *Somalia, Federal Republic* of in figures/tables. Do not use Somalia and Somaliland in the same content. |
| Somaliland | Do not use Republic of Somaliland; do not refer to Somaliland as a country, but rather as a region; if using Somaliland, do not use Somalia in the same content. |
| South Sudan | |
| Sri Lanka | |
| Sudan | |
| Syrian Arab Republic | Use full term at first mention, *Syria* subsequently. Use *Syrian Arab Rep.* in figures/tables. |
| Tajikistan | |
| Tanzania | |
| Timor-Leste | *not* East Timor |
| Togo | |
| Tonga | |
| Tunisia | |
| Tuvalu | |
| Uganda | |
| Ukraine | |
| Uzbekistan | |
| Vanuatu | |
| Viet Nam | |
| West Bank and Gaza [eligible] | Do not refer to as a country; the term *territory* is acceptable. Use only *West Bank* or *Gaza* when text or data apply to only one. Do not use Palestine.) |
| Yemen, Republic of | Use full term in text. *Yemen, Rep.* is acceptable in figures/tables. |
| Zambia | |
| Zimbabwe | |

## 3.2. Style and Formatting: A to Z

### A

**abbreviations** See table 3.1 and section 6.

**acronyms** See section 6.

**active vs. passive voice** See section 1.

**ages**

- Use numerals for ages, as in *the child is 4* or *the book is 7 years old.*
- Hyphenate the age when it is used as an adjective before a noun, as in *many 14-year-old girls miss out on school*, and when it is used in noun forms, as in *the 16-year-olds also study English*.

**American vs. British English** See section 3.1 and section 7.

**annexes** See *appendixes* below.

**appendixes**

- GPE prefers to use appendixes over annexes, and the plural form *appendixes* (*not* appendices).
- An appendix should include original research or items that are not essential to the main text but are helpful to the reader (these could include further clarification; other documents mentioned in the text, such as a particular partnership compact; survey questionnaires; figures; tables and/or original data).

Appendixes should not be a repository for pieces that could not be integrated into the main text.

- Appendixes may either follow the last chapter or be included at the end of a chapter if the content is specific to that chapter.
- When two or more appendixes are required, they should be designated by numbers (Appendix 1, Appendix 2, and so on) and each given a title, which is capitalized.

All appendixes must be included in the table of contents (with their full title—for example, Appendix 1. Support to Countries During the COVID-19 Pandemic: The GPE Advantage) and referred to in the main text (by the appendix number only—for example, for more information, see appendix 1).

### B

**blogs**

- Because of the more informal nature of blogs, their titles and subheadings take sentence case. Titles of blog sites, however, are capitalized (title case) as well as italicized—for example, *Education for All* (GPE's blog site).
- Ensure any direct quotes, for example, from schoolchildren, teachers, government officials or partner organizations, are complete and add impact to the story.

For example:

- She has high hopes for Tonga's remote learning program and strongly believes that "parents and teachers must work together to make sure children continue to learn even while schools are closed."
- There is a sparkle in Edouine's eyes when she speaks of how her father supported her throughout her schooling: "My father taught his daughters how to dream and dream big!"

- Always provide captions with photos. See *photo captions* for more information.
- Always provide a credit with photos. See *photo credits* for more information.

**boxes** See section 8.1.

**bullet points** See also *lists*.

- Use bullet points to clearly express or draw out points of a lengthier or more complex list or discussion.
- Preferably begin all items with the same part of speech (for example, all starting with a verb).
- GPE preference is to start each bulleted entry with a capital letter.
- If the bullet points consist of whole sentences, use a full stop (not a semicolon) after each sentence (see example 3.1). For short phrases or incomplete sentences, no punctuation is required, except for a full stop after the final point (see example 3.2).
- At times it may be helpful to include introductory phrases (see example 3.3). When followed by complete sentences, use a full stop.

**Example 3.1. Bulleted list with complete sentences**

GPE encourages grant agents and partner countries to progress toward more aligned forms of aid.

- Building on the previous strategy (2016-20), GPE has made the alignment of aid modalities one of its key strategic objectives for 2021–25.
- Forty-four percent of programs in 2020 were aligned to partner countries' systems, up from 34 percent in 2015.
- Aligned support represented 54 percent of core GPE financing by volume in 2020, up from 47 percent in 2015.
- The absorption rate through aligned pooled funds in 2019 was double that of nonaligned funding.

**Example 3.2. Bulleted list with incomplete sentences**

Head (2008) suggests the following to be the main requirements for an effective partnership leadership:

- Bridging skills – making the link between the partnership and external resources
- Mobilizing skills – making the best use of existing assets and strengths of partners
- Persuasive skills – selling and marketing the benefits and strategic opportunities of the partnership
- Adaptive skills – the capacity to deal with changing contexts and challenges.

**Example 3.3. Bulleted list with introductory phrases followed by complete sentences**

In alignment with Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4, these guidelines for the monitoring of national education budgets are driven by the following principles for education financing:

- *Increase public funding for education* – increase the share of the national budget allocated to education to the internationally recommended benchmarks of 15 to 20 percent of public expenditure to education and 4 to 6 percent of GDP.
- *Improve the availability and use of data* – improve the availability, monitoring, transparency and use of financing data, disaggregated by education subsectors, including data on the scale and purpose of household costs of education.
- *Prioritize those most in need* – prioritize allocation and use of education resources in ways that focus on increasing equity and inclusion and support the most marginalized populations, including girls and children affected by conflict.

## C

**capitalization** See section 5.

**chapter headings**

- Chapters (and/or sections) are numbered in the order they appear in your text. Note that the numbering ends with a period, not a colon.
- For subsections, use double (or even triple) numeration, with the first number being the chapter/section number (subsections in chapter 3, for example, might be labeled 3.1., 3.2. and so on). Please do not use roman numerals. It is acceptable also to have unnumbered subheadings, especially to avoid long numbers in your labeling.

See also section 5.1.

**citations and references** See section 9.

**collective nouns**

- Use a singular verb when a multiperson group (such as a team, organization or committee) performs a single "action": *The team is grateful to Jo Bourne (Chief Technical Officer) and Padraig Power (Chief Finance and Operations Officer) for their guidance on this note.*

**colons** See section 4.

**contractions**

- Contractions (such as *I'm, we're, he's*) are acceptable and in some cases preferred (for example, *wasn't, can't* and *don't* are preferred to their long versions).

! Avoid less common contractions (for example, *could've*) and never use double contractions (for example, *she'd've*).

**country names** See table 3.1 in section 3.1.

**currencies**

- GPE prefers to use currency unit abbreviations (US$, €) rather than international currency codes (USD, EUR). Spacing after a currency unit (and before the amount) depends on whether the unit is a symbol or ends with a letter: if it is a symbol, there is no space; if it is a letter (or ends in a letter), there should be a space, as in, for example, US$15,000, €15,000, CFAF 15,000, SKr 15,000.
- **When reporting in American dollars, introduce the currency with the full US$ symbol (not USD) and then subsequently use the $ symbol only**. If an alternative dollar (for example, Canadian) is being used, be sure to make this clear.
- Use the euro sign (€) before euro monetary amounts, but generally avoid using symbols for other currencies. An exception would be in figures and tables as well as in texts where the country is made clear, as in this example from a blog that focused on Uzbekistan: *Many parents, especially from low-income families, choose half-day groups in kindergartens because of their affordability. A monthly fee per child in rural areas is around UBZ 15,000 (less than US$2).*
- When writing the name of a currency in full, do not capitalize it. For example, write *the euro appreciated against the dollar*—but note, however, *the student paid in Swiss francs.*

## D

**dashes** See section 4.

**data**

- *Data* is the plural of *datum* and normally uses a plural verb (data are). However, most readers can accept a singular verb.

An *N* (italicized, capital) refers to the total number of a group from which data are drawn. An *n* (italicized, lowercase) stands for a portion of the total group. For example, if *N* refers to the total number of subjects (of both sexes) in a study, *n* might be used when specifying the number of males and/or the number of females in the study.

- When reporting on or discussing data or indicators, it is important to communicate in a manner appropriate to your audience. A simpler approach is often more suited to a general audience, while a more technical approach is appropriate for a technical audience and certain types of documents, such as an annual report.
- When deciding whether to use whole numbers, percentages or statistical expressions, consider what will best express the significance of the data for the context, bearing in mind that very large whole numbers can become incomprehensible.
- Avoid number-heavy statements that are difficult for readers to conceptualize; generally, statements with one simple and clear statistic resonate better than those with multiple sets of numbers.
- Relatability (that is, the connection to everyday lives or personal experience) is important when discussing data or indicators with a general audience.

For example:

- It costs US$1.25 a day to send a child to school—less than the cost of a school notebook.
- Close to 260 million children—or a quarter of a billion—adolescents and youths are still out of school. This has risen to 1.1 billion as a result of the COVID-19 pandemic.
- Every child has the right to an education, every child deserves to be in school, every child deserves 12 years of quality education. Yet 1 in 5 school-age children are not in school.
- If all girls received 12 years of quality education, child marriage would be eradicated, infant mortality would be cut in half and the prevalence of early childbearing could be reduced by three-quarters.

**dates**

- Use the format *January 5, 2009* (*not* 5 January, 2009). Follow the year with a comma if the sentence continues, as in *January 5, 2009, was a Monday*.
- For press releases the date should appear as: 1 January, 2026.
- Use a hyphen for instances such as mid-1980s.
- Express decades with four numerals; for example, write the 1990s, *not* the nineties, the '90s or the 1990's.
- When contracting a range of years (in a figure or table, for example), use an en dash (not a hyphen) and two digits for the second year, for example, 1998–99. Note, however, 1998–2003.

See *dashes* and *hyphens* in section 4 for the differences between the hyphen, en dash and em dash.

- When providing a timeline, write *as of X date* (*not* as at X date).
- Avoid using *weekend*, as it falls on different days in different countries. See also *seasons*.
- GPE prefers to use numerals for specific centuries, as in, for example, *21st century* (*not* 21st Century) and *21st-century skills*.

## E

**etc.**

- Replace with the phrase *and so on* or *and so forth*—but use sparingly.
- Never use in combination with the phrase *for example*—this is redundant.

## F

**figures** See section 8.2.

**fiscal year** See section 3.1.

**footnotes** See section 9.

**for example**

- Do not confuse *for example* and *that is*. The former phrase introduces examples, with the understanding that other instances exist, while the latter phrase clarifies the previous word or statement. See also *that is* later in this section.
- *For example* can be preceded by a comma, an em dash or a semicolon, or the entire phrase being introduced may be enclosed in parentheses (round brackets) or em dashes (use sparingly). *For example* is always followed by a comma.

For example:

- Burkina Faso, for example, has been implementing a ringfenced budget support that operates as a segregated subaccount at the national treasury, giving donors more opportunity to manage fiduciary risks.
- This table does not include grant mechanisms that were already closed; for example, global and regional activities are not included here.
- There was a particular spotlight on information and communications technology across country grants, although contextual challenges (for example, access to electricity and internet) impacted the implementation of related initiatives.

- GPE prefers not to use the abbreviation *e.g.*

! However, you may use the abbreviation within parentheses if many examples are given (such as in the GPE results report) and in footnotes.

- Use two periods and the comma (see below) when using the abbreviated form.

For example:

- When the pandemic forced the closure of schools, some partner countries chose to maintain public examinations as scheduled (e.g., Eritrea, Kenya, Lesotho), while others chose to cancel (e.g., the Comoros, The Gambia, Uganda), postpone (e.g., Bangladesh, Burkina Faso, Mongolia) or shift to online or alternative approaches (e.g., Cambodia, Senegal, Uzbekistan).

**fractions**

- Spell out simple fractions—for example, *three-quarters of the school-going population*. Use percentages or decimal fractions for complex numerals—for example, 77 percent (print and key texts), 77% (web texts and figures/tables) or 0.77 (figures/tables).
- Hyphenate fractions in both noun and adjective forms; for example, t*wo-thirds of the group* (noun form) and *a one-third share* (adjective form).

- Do not use numerals with a slash in your text to indicate a fraction. For example, write *three-quarters of the school-going population* (*not* 3/4 of the school-going population).

## G

**GPE logo** See section 3.1.

**grant status (on track, off track, at risk)**

- When introducing these as formal rating terms, use italics. Thereafter continue the discussion of the grant ratings without italics.
- Only hyphenate the terms when they are used as adjectives.

For example:

- While most of these grants were already **off track** on disbursement before the start of the pandemic, initial figures show that COVID-19 negatively impacted disbursements, especially for already **off-track** grants.

**TABLE 3.2. GPE PREFERENCES: WHEN TO USE ITALICS (OR NOT)**

| Italicize | Do not italicize |
|---|---|
| › Use italics for words or phrases in another language. If the word or phrase is used often in the text and becomes familiar, only italicize it on first mention. | ! Non-English words or phrases that are accepted as commonly used in English do not get italicized, such as these: et al., aide-memoire, coup d'état, ex ante and ex post.<br><br>! For non-English names of organizations/institutions, capitalize according to the conventions of the organization/institution concerned and do not italicize; for example, Partenariat mondial pour l'éducation and Agence Française de Développement (AFD). 🔎 See also *non-English words* later in this section. |
| › Always italicize *Note* and *Source* with boxes, figures or tables. | › Punctuation that follows an italicized word should not be italicized unless it is integral to the word. For example, do not italicize the colon in *Note*: under your boxes, figures or tables. |
| › Italics are preferred when using a "word as a word" or a "letter as a letter."<br><br>For example:<br>• *Endorsement* in this context is defined as "offering public support."<br>• The style guide advised its readers to insert the diacritic on the first *o* in *Côte d'Ivoire*. | ! Use bold rather than italics for words that will appear in a glossary. |
| › Only italicize an abbreviation if it stands for a term that would be italicized if written in full. | |
| › It may be helpful at times to italicize key terms or concepts in a particular context—do this on first mention only.<br><br>For example:<br>• The analytical framework is based on three dimensions of coordination and partnership effectiveness: *strategic*, *organizational* and *institutional effectiveness.* | |

## H

**hyphens** See section 4.

## I

**italics**

- Table 3.2 summarizes GPE's preferences for italicization.

See *titles (works/sources)* later in this section for guidelines on how to treat titles of books, journals and so on.

## J

**justification (text)**

- Please do not justify your text; instead, align text to the left.

## L

**like**

- Avoid using *like* when making comparisons; use *such as* instead.

**lists** See also *bullet points*.

- For longer lists, please use a vertical list rather than a run-in list, and start each entry with a capital letter.
- Use the most appropriate punctuation or tool to separate elements on your run-in list.

For example:

- The government distributed textbooks, e-readers, teachers' manuals and other learning materials to the schools most affected by the natural disaster.
- Knowledge sharing activities took place in Malé, Maldives; Monrovia, Liberia; Cape Town, South Africa; and Tegucigalpa, Honduras.
- Governments can (a) set the national priorities, (b) plan the budget and (c) distribute funds to specific areas or groups.

Use a numbered list, whether run-in or vertical, only when a sequence is being shown or when referring explicitly to a set of numbers. Please use regular (not roman) numerals.

For example:

- After the training, the moderator will (1) immediately share the resources, (2) conduct a feedback survey within a week and (3) schedule a follow-up meeting for two months later.
- The framework comprises three key characteristics of a joint sector review, namely it is (1) participatory and inclusive, (2) aligned to a shared policy framework and (3) evidence based.

## N

**non-English words**

- Use italics for words or phrases in another language. If the word or phrase is used often in the text and becomes familiar, only italicize it on first mention.

! Non-English words or phrases that are accepted as commonly used in English do not get italicized, such as the following: et al., aide-memoire, coup d'état, ex ante and ex post.

! For non-English names of organizations/institutions, capitalize according to the

conventions of the organization/institution concerned and do not italicize, for example, Partenariat mondial pour l'éducation and Agence Française de Développement (AFD). A translation is not necessary.

- If a translation would be helpful and is available, it can be provided in round brackets (parentheses), or the English translation may be used followed by the non-English word/phrase in brackets. After a name has been introduced, either the English translation or the non-English term may be used, but the choice should be applied consistently.

**numbers** See section 3.1; see also *data* earlier in this section.

## O

**organizations**

- Organizations take the singular form: *UNICEF has been a donor partner since GPE's inception.*

**Oxford comma** (also know as the serial comma) GPE prefers not to use this—see section 3.1.

## P

**passive voice** See section 1.

**percentages** See section 3.1.

**photo captions**

- Use captions to explain the background or context of any photographs used.
- Captions should add to the story and go beyond describing what is obviously visible in the photograph. For example, *Students sitting in class with notebooks open* does not add value.
- Wherever possible, present tense is preferred for captions.

**photo credits**

- Credits should take the format Organization/ Full Name of Photographer (if the credit appears directly under the photo, there is no need to write "Photo:" or "Photo credit:").

## Q

**quotation marks**

- GPE prefers commas and periods to go inside a closing quotation mark; semicolons and colons go outside a closing quotation mark. Question marks and exclamation points also go outside closing quotation marks unless they belong within the quoted matter.

For example:

- Progress has been more impressive on the other quality standards, with 100 percent of education sector plans meeting "overall vision," 95 percent (19 out of 20) meeting "evidence based," 85 percent (17 out of 20) meeting "sensitive to context" and 100 percent meeting "attentive to disparities."
- Progress has been particularly impressive for the quality standard on "overall vision"; indeed, 100 percent of education sector plans meet this standard.
- How many education sector plans meet the standard related to "evidence based"?

- Table 3.3. outlines GPE's preferences for single or double quotation marks.

## R

**references and citations** See section 9.

**rivers** See section 5.2.

**TABLE 3.3. QUOTATION MARKS: SINGLE OR DOUBLE?**

| Double quotation marks | Single quotation marks |
|---|---|
| › Use double quotation marks for direct quotations.<br><br>For example:<br>• She said: "I love my new textbooks."<br>• The minister praised GPE for its "swift and efficient" provision of funds. | ! However, use single quotation marks for direct quotations within headlines and headings in communications materials such as blogs and press releases.<br><br>For example:<br>• Minister praises GPE for 'swift and efficient' provision of funds [in a blog headline] |
| › Use double quotation marks for the definition of a word/term.<br><br>For example:<br>• *Endorsement* in this context is defined as "offering public support." | › Use single quotation marks for a quotation within a quotation.<br><br>For example:<br>• "Let us explore the meaning of the quote 'Do unto others as you would have them do unto you,'" said the teacher. |

## S

**seasons**

› Avoid referring to seasons, as these differ between hemispheres; describe using the months instead.

! In some cases, the season may be relevant and acceptable: *The summer rains led to flooding in the north of the country*.

› Seasons are not capitalized: winter, summer, spring, autumn (or fall).

**section/subsection headings**

› Sections are numbered in the order they appear in your text. Note that the numbering ends with a period, not a colon.

› For subsections, use double (or even triple) numeration, with the first number being the section number (subsections in section 2, for example, might be labeled 2.1., 2.2. and so on). Please do not use roman numerals. It is acceptable also to have unnumbered sub-headings, especially to avoid long numbers in your labeling.

🔎 See also section 5.1.

**semicolons** 🔎 See section 4.

**serial comma** (also known as the Oxford comma) 🔎 GPE prefers not to use this—see section 3.1.

**slash**

› Avoid using a (forward) slash to represent *per* in your main text; for example, *US$650 per month* or *US$650 a month* is preferred to *US$650/month*.

› A slash is acceptable in figures and tables to represent *per*.

**so-called**

› *So-called* is often used to indicate irony or doubt: *His so-called friend encouraged him to cheat*. To avoid ambiguity, please do not use this term.

**spaces**

› Insert one space only between a full stop and a new sentence (not double spaces).

**subheadings** 🔎 See table 5.1 in section 5.1.

## T

**table of contents**

- Please insert a table of contents in all longer documents.
- Familiarize yourself with how to use Microsoft Word's automatic table of contents function. Setting up the table will involve formatting each chapter or section title (including titles of appendixes) and each heading in your text that you would like reflected in the table of contents. The table is then automatically created and can be easily updated as you make changes.
- Where there are many figures and/or tables, you may choose to create a separate list of figures and/or tables in your table of contents. This can be described as Figures, Tables, or Figures and Tables.

**tables** See section 8.3.

**terms of reference (TOR)**

- Write the full term in lowercase and treat as singular: *The terms of reference is a necessary component of the procurement process.*

See section 6 for guidance on using the abbreviation.

**that is**

Do not confuse *that is* and *for example*. The former clarifies the previous word or statement, while the latter introduces examples, with the understanding that other instances exist. See also *for example* earlier in this section.

- GPE prefers not to use the abbreviation *i.e.*
- *That is* can be preceded by a comma, an em dash or a semicolon, or the entire phrase being introduced may be enclosed in parentheses (round brackets) or em dashes (use sparingly). *That is* is always followed by a comma.

For example:

- Pre-primary classrooms in this region benefit from more interactive teaching tools, that is, visual aids and posters on the walls.
- For citations and references, GPE follows Chicago style; that is, use footnotes rather than parentheses within the text.
- Despite these government interventions (that is, additional classrooms and learning materials), the out-of-school rates did not improve.

**time**

- GPE prefers to use the 12-hour system.
- Do not use *o'clock*.
- Use lowercase with periods for the abbreviations *a.m.* or *p.m.* and insert a space between the numeral(s) and abbreviation: *The local education group scheduled a meeting for 11 a.m., with a recess at 2:30 p.m.* Note also the colon to separate hours and minutes.

! However, avoid using the terms 12 a.m. and 12 p.m. as they are easily misunderstood. Instead, use *midnight* or *noon*.

- For other time measurements not related to the clock, follow the general principle of spelling out numbers one through nine and using numerals for numbers 10 and higher, as in *five-week course, 10-day workshop* and *seven-month internship*.

**titles (academic, professional)**

- Abbreviate titles such as *Ms.*, *Mr.* and *Dr.* (note the period), whether these come before a full name or the last name only. Generally, however, it is better to avoid these titles in your main text.
- If including an academic degree, it should be set off by commas: *Bineta Fall, PhD, attended the Cheikh Anta Diop University*.
- Omit periods in the abbreviations of academic degrees: BA (bachelor of arts), MA (master of arts), PhD (doctor of philosophy) and so on.

**titles (works/sources)**

- Titles of works (for example, books, journals, journal articles, comprehensive reports or guidelines, press releases) as well as sources such as databases, international declarations and conferences are generally capitalized (title case).

! Because of the less formal nature of blogs, GPE prefers sentence case for titles of GPE blog articles (as well as for subheadings).

- Many of these works/sources require additional style treatment (such as italics or double quotation marks) when mentioned in your text, or formally cited in footnotes and/or a bibliography.
- Table 3.4 below offers a summary of how to treat the titles of different works/sources.

For guidelines on whether or not to capitalize elements such as prepositions (for example, *for*), conjunctions (*with*), possessive pronouns (*your*) and articles (*an*) in titles of works/sources, see the general guidelines in section 5.

Box 9.1 in section 9 offers an example of a reference list with different types of works/sources.

**TABLE 3.4. PREFERRED GPE STYLE FOR TITLES OF WORKS/SOURCES IN TEXT AND FORMAL CITATIONS**

| Type of work (printed or electronic) | Capitalized (title case) | Italicized | Sentence case | Double quotation marks |
|---|---|---|---|---|
| Blog sites<br>Books<br>Comprehensive reports or guidelines<br>Films/documentaries<br>Journals<br>Newspapers | ✓ | ✓ | ✗ | ✗ |
| Articles in newspaper or journal<br>Articles or chapters in book<br>Policies<br>Press releases | ✓ | ✗ | ✗ | ✓ |
| Podcast programs/series<br>Radio programs/series<br>Television programs/series | ✓ | ✓ | ✗ | ✗ |
| Episodes of a television, radio or podcast program/series | ✓ | ✗ | ✗ | ✓ |
| Blog articles (including GPE) | ✗ | ✗ | ✓ | ✓ |
| Conferences<br>Databases<br>International declarations<br>Websites | ✓ | ✗ | ✗ | ✗ |

# 4. Grammar and Punctuation: A to Z

The following section, alphabetized by topic, covers some foundational grammar and punctuation rules—as well as related GPE preferences—and includes common errors to avoid.

## A

### accents

- Include accents and special characters (diacritics) in the names of people, places and organizations that are used in English as they appear in the original language, Decide on how to introduce examples in the guide for consistency (comma vs. dash vs. list), Renée Bernard, Côte d'Ivoire, Médecins Sans Frontières and El Niño.

### apostrophe (genitive)

- Use an apostrophe in (genitive) forms such as the following:
  - hour's head start (*or* a one-hour head start)
  - four days' time (*or* in four days)
  - three weeks' holiday (*or* a three-week holiday)
  - two hours' drive (*or* a two-hour drive)

## B

**brackets** See *parentheses* later in this section.

**bullet points** See section 3.2.

## C

**capitalization** See section 5.

### colons

- A colon introduces an elaboration, explanation, example or list—for example, *Only five countries resubmitted their plans over the period 2014–20: Haiti, Kenya, Mozambique, Pakistan (Sindh) and Togo.*
- The word following the colon only starts with a capital letter if it is a quotation or a question (or a proper noun), or if it is separating a document's main title from its subtitle. See also *bullet points* in section 3.2.

For example:

- Providing school meals is a crucial step, as the World Food Programme points out in its report *State of School Feeding Worldwide 2020*: "Rigorous studies and systematic reviews have shown that the provision of school meals can improve children's education, as well as their physical and psychosocial health."
- The question arises: Are current diagnostic tools adequate to analyze the role of the broader education workforce?

- GPE prefers to use a colon to separate hours and minutes when describing the time, for example, 2:30 p.m. See also *time* in section 3.2.

### commas

- GPE does not use the serial (Oxford) comma. See section 3.1 for more information.
- Use commas within any number over 999, for example, 1,375 and 200,400.

- When writing names and job titles, explanatory information that could be left out should be set off by commas: *The minister of education of Sierra Leone, David Sengeh, joined the GPE Board of Directors.*

! Note, however: *Minister of Education David Sengeh joined the GPE Board of Directors.*

- Use a comma after the name of a location and its country: *The Global Education Summit was held in London, England, in 2021.*

- A comma usually comes before a conjunction (for example, *but, nor, or, yet*) between two complete independent parts (clauses) of a sentence: *These three areas of focus are certainly linked, yet significant efficiency gains can be made in each one individually.*

- A comma usually comes after an introductory phrase.

For example:

- According to the country's education ministry, the pre-primary gross enrollment rate was only 14 percent in 2021.
- In 2020, GPE finalized a comprehensive review of its support to partner countries across six thematic areas.

**compare to/compare with**

- *Compared to* highlights similarities between two or more items: *Her writing style is often compared to that of Virginia Woolf.*

- *Compared with* highlights differences between two or more items: *Low-income countries tended to use the funding for planning purposes at a higher rate compared with middle-income countries.*

**comprise/compose**

- *Compose* means "to make or form the basis of something": *The school committee is composed of teachers, administrators and parents.*

- *Comprise* means "to include, to contain or to consist of": *EMIS is defined as a multifaceted structure comprising both the technological and institutional arrangements for collecting, processing and disseminating education administrative statistics and information about education inputs, processes and outcomes within an education system.*

**contractions** See section 3.2.

## D

**dangling participles/gerunds**

- If the first part of a sentence has no relationship with the nearest subject, it is referred to as a dangling (or misrelated) participle/gerund. Always rephrase the sentence to avoid any confusion or ambiguity arising from this.

- Dangling participles/gerunds are a common error when passive voice is used in the first part of the sentence, or when writers use *it* or *there* as the subject of the main part of a sentence.

For example:

- Instead of *In spite of setting up distance learning facilities in remote schools, anecdotal evidence suggests that girls have experienced difficulties in accessing these facilities during this health crisis*, write *Although remote schools have set up distance learning facilities, anecdotal evidence suggests that girls have experienced difficulties in accessing these facilities during this health crisis.*
- Instead of *While walking to school, her lunch fell out of her rucksack*, write *While she was walking to school, her lunch fell out of her rucksack.*
- Instead of *Reviewing the report, it is clear that the government is on track with its education targets*, write *Our review of the report shows that the government is on track with its education targets.*

**dashes**

**BOX 4.1. HOW TO INSERT DASHES**

**hyphen (-)**: smallest dash on keypad

**en dash (–)**: alt + hyphen, or insert symbol/special character

**em dash (—)**: insert symbol/special character

See *hyphens* later in this section.

- Use an en dash (–), not a hyphen (-), for date ranges (first example below) and number or percentage ranges (second example) or to show a link across more than two words where a compound adjective exists (third example).

For example:

- The GPE-funded program was implemented over the period 1998–99.
- Items 1–12 outline the requirements for the grant application process.
- The project will be private sector–led.

Note, however, the use of a forward slash when representing a fiscal year (for example, 2008/09).
See section 3.1 for more detail.

- Use em dashes (—) sparingly. Commas or parentheses are alternatives in most cases, or a sentence can be rewritten to be clearer.
- Em dashes can be used to set off a word or phrase within a sentence, particularly for emphasis or elaboration.

For example:

- The coordination meeting—the second this week—will focus on monitoring and evaluation.
- Three new grant agents were added to the education sector program implementation grant portfolio in FY21—the Asian Development Bank, Organisation of Eastern Caribbean States and Save the Children Australia—and in October, the Islamic Development Bank was also accredited.

GPE prefers not to use spaces before (and after) the em dash.

**data**

- *Data* is the plural of *datum* and normally uses a plural verb (data are). However, most readers can accept a singular verb.

See *data* in section 3.2 for some guidelines on how to describe or report data to your readers.

## E

**ellipsis (…)**

- The most common use of the ellipsis in GPE documents is to indicate the omission of words from a direct quotation (speech) or a quoted text, usually where the omitted material is considered irrelevant to the discussion.
- GPE preference is for a space on either side of the ellipsis when words are omitted within a sentence.

For example:

- "In the Democratic Republic of Congo, other concerns, from the perspective of the Ministry of Primary, Secondary, and Vocational Education, are that the budgetary support for the abolition of certain levies at school level depends on the collaboration of other ministries (in particular finance)."

**This quoted text might become**: "In the Democratic Republic of Congo, other concerns … are that the budgetary support for the abolition of certain levies at school level depends on the collaboration of other ministries (in particular finance)."

- Capitalize the first word after an ellipsis if it begins a new sentence (even if you have omitted part of the sentence that follows) and always make sure that sentence is grammatically complete.

For example:

- "We stand at a crossroads regarding the role we want education to play for the future of young generations. GPE's replenishment is the decisive moment to ensure we choose the right direction. As the world is experiencing a period of uncertainty, never has there been more urgency to raise our hand for education." **This might become**: "We stand at a crossroads regarding the role we want education to play for the future of young generations. GPE's replenishment is the decisive moment to ensure we choose the right direction. … Never has there been more urgency to raise our hand for education."

## H

### hyphens

🔎 See *dashes* earlier in this section for guidelines on how to create a hyphen, en dash and em dash and the differences between these.

- Use a hyphen for instances such as *mid-1980s*.
- Hyphenate fractions in both noun and adjective forms, for example, *two-thirds* (noun form) and *a one-third share* (adjective form) 🔎 See also *fractions* in section 3.2.
- GPE's preference for verbs is to omit hyphens whenever possible, for example, *reallocate* (*not* re-allocate) and *reopen* (*not* re-open).

👉 Preferences vary with respect to prefixes such as *multi*, *pre*, *sub* and *non*. 🔎 Find specific instances in the quick reference word list in section 7.

- Use hyphens when a compound (two or more words in a phrase) is used as an adjective before a noun; leave open after a noun. Hyphenate also if one part of the compound ends in *ing*.

For example:

- Over 60 percent of **out-of-school** children are girls. (But: Over 3.7 million children in Afghanistan are **out of school**, 60 percent of whom are girls.)
- Schools are a **cost-effective** platform for providing simple, safe and effective health interventions for girls and boys from age 5 through their early 20s. (But: Taking this approach turned out to be more **cost effective**.)
- Today the **far-reaching** effects of poverty, disease and strife reverberate around our world.
- GPE supports countries with the greatest education needs and targets the **hardest-to-reach** children.
- Decades of progress and **hard-won** gains to ensure equal access to quality inclusive education are at risk of being lost in many **lower-income** countries due to the tremendous setbacks from the pandemic.
- A **well-functioning** development partner group can promote better alignment of national education planning.
- The Board reflects the **wide-ranging** and diverse nature of the partnership.

- Hyphenate compound adjectives to avoid ambiguity.

For example:

- The **early-intervention strategies** to reduce dropout by girls had limited success [meaning: the strategies that focused on early intervention had limited success].

- The **early intervention strategies** to reduce dropout by girls had limited success [which could be interpreted to mean that the initial intervention strategies had limited success].

- Use a suspended hyphen when two compound adjectives share a common ending, as in *education- and health-related interventions* and *lower- and higher-income countries*.

- Do not use a hyphen after adverbs—an adverb is a word that describes a verb, an adjective or another adverb—ending in *ly*: *The globally recognized threshold for the pupil-teacher ratio is below 40* (*not* globally-recognized).

- GPE prefers to use a hyphen (rather than an en dash) to indicate partnership or items of equal weight, as in *teacher-parent communication* and *a north-south street*.

- GPE does not use hyphens for compass points or directions—for example, *northeast* (*not* north-east). When three directions are combined, insert a hyphen after the first—for example, *south-southwest*.

## P

### parentheses (round brackets)

- Use round brackets to set off material—particularly explanatory or side remarks, or translations—from the surrounding text.

- If the entire sentence is inside the round brackets, then place the punctuation inside. Otherwise, place it outside the brackets.

For example:

- To effectively monitor progress, the program needs to have a robust results framework with gender-sensitive education statistics indicators. (Please see figure 3 for examples of gender-sensitive indicators linked to the program content.)

- In the ISO International Paper Size Standard A Series, one A0 sheet (841 x 1189 mm) will yield 32 pages of A4 dimensions (210 x 297 mm), which is the most common size for a textbook page.

- For parentheses within parentheses, use square brackets: *Assessment for Learning (A4L) supported the production of a diagnostic toolkit on learning assessment (Analysis of National Learning Assessment Systems [ANLAS]), which was piloted in Ethiopia, Mauritania and Vietnam.*

- Use square brackets to indicate editorial changes made to clarify the original text (quotation or quoted text) or to comment on it—for example, *The teacher commented: "She [Lisbeth] attended school for the first time at the age of 14."*

## S

### semicolons

- Use a semicolon between two complete sentences to show a closer relationship than a period would suggest: *Roads in the northeast are flooded; delivery convoys cannot pass.*

- Use a semicolon before conjunctive adverbs—including *accordingly*, *however*, *indeed* and *therefore*—between two independent clauses: *This guidance note is relevant to books used as learning materials generally; however, much of the discussion refers specifically to textbooks.*

- Use semicolons rather than commas to help make a complex sentence or running list clear: *As a result of the interventions, 207,000 in-service teachers upgraded their qualifications; 98,000 teachers attended training in math and science; and 118,000 teacher trainees graduated from training programs between 2014 and 2019.*

See *commas* earlier in this section for punctuation before conjunctions such as *and*, *but*, *nor*, *or* and *yet*.

## T

**that/which**

- GPE prefers to use *that* restrictively and *which* nonrestrictively; therefore, *that* and *which* are not interchangeable.
- *That* identifies a particular item or defines information, introducing a vital part of a sentence—no comma is required before it.
- *Which* gives more information on an item already identified and introduces nonessential information that could be removed—commas (or parentheses or dashes) are used to indicate this part of the sentence.

For example:

- The local education group meeting that took place on September 15 focused on the next steps. [In other words, there have been many local education group meetings, but here we are focusing on the meeting of September 15.]
- The local education group meeting, which took place on September 15, focused on the next steps. [The clause *which took place on September 15* gives additional information that could be removed without changing the meaning of the sentence.]

**that/who**

- The most general of the relative pronouns, *that* can refer to a human, animal or object.

! Although *that* is an acceptable relative pronoun when referring to people, GPE prefers *who* in most cases.

For example:

- The school has many children who can read and write easily.
- To reach families who could not enroll their children in pre-primary centers, a home-based early reading program was designed.
- Children from the poorest households who don't have access to technology like TV and radio were excluded from the program.
- This approach is a viable option to reach the nearly 19 million students who were already out of school before the pandemic hit.
- The program initially targets a minimum of 11 million children, with at least 50 percent girls, who may otherwise have left school due to the negative impact of COVID-19 on household incomes.

## W

**which/that** See *that/which* earlier in this section.

**who/that** See *that/who* earlier in this section.

# 5. Capitalization

The following guidelines pertain to GPE preferences around capitalization of publication titles, elements within publications and certain GPE-specific terms.

This guide uses the following capitalization terms:

- **Lowercase** – all small letters; for example, education sector plan development grant
- **Uppercase** – all big letters, for example, DOI and URL
- **Capitalize (title case)** – a capital letter for the first letter of the word(s), for example, the GPE Knowledge and Innovation Exchange and the Girls' Education Accelerator, and as in proper nouns (for example, Nelson Mandela).

## 5.1. Capitalization: Key Guidelines

**GPE generally prefers to capitalize document titles as well as certain key elements within documents. The following outlines these instances and some important exceptions.**

› GPE capitalizes titles of works (for example, books, journals, journal articles, comprehensive reports or guidelines, press releases) as well as sources such as databases, international declarations and conferences.

› GPE also capitalizes chapter headings, section headings and subheadings.

! Because of the less formal nature of blogs, GPE prefers sentence case for titles of (GPE) blog articles as well as for subheadings within a blog article.

› Possessive pronouns (*your*, *their*, *our* and so on) are capitalized in a title or heading.

› Words that are normally prepositions but that become part of a noun or verb should be capitalized in titles and headings, such as *up* in *Scale Up* (verb) and *Scale-Up* (noun).

› Verbs are always capitalized in a title or heading, including short verbs such as *Are*, *Be*, *Does*, *Is* and *Will*.

› In your titles, headings and subheadings, use lowercase for the following:

- The articles *a*, *an* and *the*—unless they are the first word of the title and/or subtitle
- Prepositions—regardless of length (*at*, *between*, *by*, *during*, *from*, *than* and so on)
- The common coordinating conjunctions *and*, *as*, *but*, *for*, *or* and *nor*
- *to* (even when part of the infinitive form of a verb).

! GPE prefers sentence case for the titles of boxes, figures and tables.

› Table 5.1 summarizes GPE preferences for capitalization of key elements within documents.

**TABLE 5.1. SUMMARY OF CAPITALIZATION GUIDELINES FOR KEY ELEMENTS WITHIN DOCUMENTS**

| Element | Capitalization guidelines | See also |
|---|---|---|
| boxes | › Use sentence case for titles of boxes—for example, Box 4.2. How system transformation can impact girls' education.<br>› When referring to boxes in your main text, use only the label (lowercased) and number: box 4.2 (*not* Box 4.2). | See section 8.1 for more information and examples. |
| chapter headings | › Capitalize (title case) each word of chapter headings, keeping in mind the exceptions—for example, Chapter 3. Practical Guidelines for Organizing Effective Joint Sector Reviews.<br>› When referring to chapters in your text, use only the label (lowercased) and number: chapter 3 (*not* Chapter 3). | |
| figures | › Use sentence case for titles of figures—for example, Figure 3. Growth in education funding, 2010–20.<br>› When referring to figures in your main text, use only the label (lowercased) and number: figure 3 (*not* Figure 3). | See section 8.2 for more information and examples, as well as important guidelines on formatting figures. |
| section headings | › Capitalize (title case) each word of section headings, keeping in mind the exceptions—for example, 3.2.1. Key Takeaways from the Review.<br>› When referring to the section heading in text, use only the label (lowercased) and number: section 3.2.1 (*not* Section 3.2.1). | |
| subheadings | › Capitalize (title case) each word of subheadings, keeping in mind the exceptions—for example, Objectives and Approach of the Education Data Solutions Roundtable.<br>› Where cross-references are made to unnumbered subheadings, capitalize and use double quotation marks: see "Objectives and Approach of the Education Data Solutions Roundtable."<br>! However, use sentence case for subheadings in GPE blog articles. | |
| tables | › Use sentence case for titles of tables—for example, Table 5. Cumulative contribution by country, as of June 30, 2020.<br>› When referring to tables in your main text, use the label (lowercased) and number only: table 5 (*not* Table 5). | See section 8.3 for more information and examples, as well as important guidelines on formatting tables. |

**In your main text, be sparing with capitalization; use it only when strictly necessary and avoid capitalizing terms in an attempt to make them sound more important. Table 5.2 offers capitalization guidelines for terms specific to GPE—as well as preferences for abbreviating these terms.**

**TABLE 5.2. CAPITALIZATION AND ABBREVIATION GUIDELINES FOR GPE-SPECIFIC TERMS**

| GPE term | How to capitalize | How to abbreviate |
|---|---|---|
| accelerated funding | Lowercase. | Do not abbreviate. |
| effective partnership principles (similarly, effective partnership review and effective partnership rollout) | Lowercase. | Do not abbreviate. |
| Girls' Education Accelerator | Capitalize. | Do not abbreviate. |
| GPE Board committees | Capitalize.<br>For example:<br>• Executive Committee<br>• Finance and Risk Committee<br>• Performance, Impact and Learning Committee | Abbreviations of Board committees (for example, EXCO, FRC, PILC) are acceptable only for internal communications. |
| GPE grants | Lowercase.<br>For example:<br>• program development grant<br>• system capacity grant<br>• system transformation grant | Do not abbreviate.<br>👉 The abbreviations PDG, SCG and STG are not acceptable. To shorten (for example, to avoid repetition), you may use d*evelopment grant* and *implementation grant*, respectively. |
| GPE initiatives | Capitalize.<br>For example:<br>• GPE Knowledge and Innovation Exchange<br>• Education Out Loud | KIX<br>EOL |
| GPE Multiplier | Capitalize—*but* the maximum country allocation from the GPE Multiplier. | Do not abbreviate. |
| GPE policies and strategies | Capitalize.<br>For example:<br>• GPE 2025<br>• GPE's Monitoring, Evaluation and Learning Framework | Do not abbreviate. |

| GPE term | How to capitalize | How to abbreviate |
|---|---|---|
| GPE replenishment | Lowercase. | N/A |
| GPE roles | Most are lowercase.<br>For example:<br>• country team lead<br>• education specialist<br>• country engagement and policy manager<br>! Note, however, the use of capitals for Chief Executive Officer, Board Chair and Board Vice Chair. | Generally do not abbreviate.<br>! However, CEO is acceptable. |
| GPE team names | Capitalize.<br>For example:<br>• External Relations Team<br>• Country Engagement and Policy Team<br>• Finance and Grant Operations Team | Abbreviations of GPE team names are acceptable only for internal communications. |
| GPE's operational model | Lowercase. | Do not abbreviate. |
| Independent Technical Advisory Panel | Capitalize. | The abbreviation ITAP is acceptable. |
| local education group | Lowercase. | Do not abbreviate (*not* LEG).<br>☛ You may use *the education group* or *the group* to avoid repetition, as long as it remains clear that you are talking about the local education group. |
| partner countries affected by fragility and conflict | Lowercase. | Do not abbreviate. |
| partnership compact | Capitalize when referring to a specific document between partners, but lowercase when used in a general way: *Stakeholders gathered as part of the process to develop a partnership compact. The resulting Nigeria Partnership Compact sets out eight priority areas.* | Do not abbreviate.<br>If shortening to avoid repetition, use *the compact* (lowercased), not *the Compact* (capitalized). |
| Quality Assurance Report Phase III | Capitalize. | The abbreviation QAR III is acceptable. |
| the partnership | Lowercase—*but* the Secretariat, the Fund, the Board (capitalized). | N/A |

## 5.2. Capitalization: A to Z

### A

**accelerated funding** (lowercase)

### B

**blogs**

- Because of the more informal nature of blogs, their titles and subheadings take sentence case. Titles of blog sites, however, are capitalized (title case) as well as italicized—for example, *Education for All* (GPE's blog site).

See also *blogs* in section 3.2.

**Board, the** [the GPE Board] (capitalize)

**box titles** (sentence case) See also table 5.1 in section 5.1.

### C

**chapter headings** (capitalize) See also table 5.1 in section 5.1.

**colons**

- The word following a colon only starts with a capital letter if it is a quotation or question (or proper noun), or if it is separating a document's main title from its subtitle.
- GPE preference is to start each bulleted entry in a vertical list with a capital letter.

See *colons* and *bullet points* in section 3.2 for more information.

**compass points**

- Compass points (and any terms derived from them) are lowercased if they indicate direction or location, as in *a southeasterly wind, the northern climate and in the southwest of France*.
- GPE prefers not to hyphenate compass points.

See *regions* later in this section for guidelines on how to capitalize compass terms used in names of regions.

**coordinating agency** (lowercase)

**COVID-19** (capitalized)

- COVID-19 is more specific and preferred, but *the coronavirus* (lowercase) is acceptable.
- Note that *pre-COVID*, *post-COVID* and *COVID-related* (without *-19*) are acceptable as long as the full and specific term (COVID-19) has been used previously in the document.

**currencies** (lowercase)

- When writing the name of a currency in full, do not capitalize: *The euro appreciated against the dollar*. Note, however: *The student paid in Swiss francs*.

See also *currencies* in section 3.2.

### D

**diseases**

- Diseases generally use lowercase unless they are named in full or in part after regions or people. For example, lowercase *cholera* and *malaria*, but uppercase *Alzheimer's disease* and *Ebola*.

See also *COVID-19* above.

## E

**early grade mathematics assessment** (lowercase) (EGMA)

**early grade reading assessment** (lowercase) (EGRA)

**education sector plan**

- Lowercased when speaking generally: *Of these, 10 countries have updated their education sector plans.*
- Capitalized (title case) when referring to a specific country plan, for example, *the 2014–2018 Liberia Education Sector Plan*.

**effective partnership principles** (lowercase)

**effective partnership review** (lowercase)

**effective partnership rollout** (lowercase)

**ellipsis (…)**

- Capitalize the first word after an ellipsis if it begins a new sentence—even if you have omitted part of that sentence—and always make sure that sentence is grammatically complete.

🔎 See *ellipsis* in section 3.2 for more information on how to use the ellipsis.

**euro(s)** (lowercase) 🔎 See also *currencies* above.

## F

**figure titles** (sentence case) 🔎 See also table 5.1 in section 5.1.

**Fund, the** [the GPE Fund] (capitalize)

## G

**Girls' Education Accelerator** (capitalize) 🔎 See table 5.2 in section 5.1.

**government**

- Do not capitalize references to the government of a country, for example, *the government of Ethiopia* and *the Canadian government*.

! Do, however, capitalize (title case) the formal name of a specific government entity, such as the *Ministry of Education in Cambodia* or *the Governorate of Alexandria*. Thereafter, it is acceptable to use the lowercase generic *the ministry* or *the education ministry*.

**GPE Board committees** 🔎 See table 5.2 in section 5.1.

**GPE grants** 🔎 See table 5.2 in section 5.1.

**GPE initiatives** (such as Knowledge and Innovation Exchange) 🔎 See table 5.2 in section 5.1.

**GPE policies** 🔎 See table 5.2 in section 5.1.

**GPE programs** 🔎 See table 5.2 in section 5.1.

**GPE replenishment** (lowercase)

**GPE roles** 🔎 See table 5.2 in section 5.1.

**GPE strategies** 🔎 See table 5.2 in section 5.1.

**GPE team names** 🔎 See table 5.2 in section 5.1.

**GPE's operational model** (lowercase)

**grant agent** (lowercase)

**grant application** (lowercase)

## I

**Independent Technical Advisory Panel** (capitalize) (ITAP)

**indicators**

- Lowercase general indicators, for example, *impact*, *impact indicator* and *output indicator*.

! However, capitalize (title case) specific indicators in the GPE results framework—Indicator 16, Indicator 32 and so on.

**internally displaced person** (lowercase) (IDP)

**internally displaced persons** (lowercase) (IDPs)

## J

**joint sector review** (lowercase) See also table 6.1 in section 6.2.

## L

**local education group** (lowercase) See also table 5.2 in section 5.1.

## M

**maximum country allocation from the Multiplier** (lowercase, *but* capitalize Multiplier)

**memorandum of understanding** (MOU)

- Use lowercase when the term is used generally: *GPE and UNHCR agreed to sign a memorandum of understanding to strengthen their collaboration to support education for refugee children and youth*.
- Capitalize (title case) only when referring to a specific agreement between two parties: *The 2016 Memorandum of Understanding between UNHCR and GPE on Cooperation and Partnership was signed to strengthened their collaboration to support education for refugee children and youth*.

**minister, minister of education**

- Lowercase when used without a name: *The minister of education of Tanzania praised the efforts of partners*.
- Capitalize before the name of the person: *At the meeting, Minister of Education Souleiman advised partners to give more support to his country*.

**ministry of education**

- Lowercase when speaking generally of a ministry of education (singular) or ministries of education (plural): *Representatives from eight ministries of education attended the meeting*.
- Capitalize (title case) the formal name of a specific government entity, for example, *the Ministry of Education in Ghana*.

**monitoring, evaluation and learning strategy** (lowercase) (MEL) strategy

**Multiplier, the** (capitalize)

## N

**non-English words**

- For non-English names of organizations/institutions, capitalize according to the conventions of the organization/institution concerned and do not italicize, for example, Partenariat mondial pour l'éducation and Agence Française de Développement (AFD).

See also *non-English words* in section 3.2.

## O

**operational model** (lowercase)

**operational risk framework** (lowercase)

## P

**partner countries affected by fragility and conflict** (lowercase)

**partnership, the** (lowercase) See also table 5.2 in section 5.1.

**partnership compact** (lowercase, but capitalize when part of official compact name) See also table 5.2 in section 5.1.

**president, prime minister**

- Capitalize only before a name or as part of a formal title.

For example:

- *The president of Korea visited Tokyo, but President Obama is finishing his second term.*
- *The prime minister of Australia joined the meeting, but Prime Minister Johnson arrived early for the event.*

**prime minister** See *president* above.

## Q

**Quality Assurance Report Phase III** (capitalize) (QAR III)

## R

**regions**

- Terms that denote regions of the world (or of a particular country) or a defined subset of countries are usually capitalized: the Northern/Southern Hemisphere, Southeast Asia, Western Europe, North Africa, sub-Saharan Africa, the Swiss Alps and so on.
- Terms that indicate a general geographical location are generally lowercased, for example, *northern Africa* and *the southwest of France*.
- Capitalize *region* where it is the official title of an area, as in Tashkent Region (Uzbekistan).

**results framework** (lowercase)

**rivers**

- Names of rivers are capitalized. The generic term *river* is also capitalized when used as part of the name, for example, the Amazon River.

This treatment applies also to deserts, islands, mountains, oceans, seas and other geographic features.

## S

**seasons** (all lowercase) See also *seasons* in section 3.2.

**the Secretariat** [the GPE Secretariat] (capitalize)

**section headings** (capitalize) See also table 5.1 in section 5.1.

**strategic objective(s)** (lowercase)

**subheadings** See table 5.1 in section 5.1.

**Sustainable Development Goals** (capitalize) (SDGs)

! Note, however, *sustainable development agenda* (lowercase)

## T

**table titles** (sentence case) See table 5.1 in section 5.1.

**terms of reference** (lowercase) (TOR)

**titles (works/sources)** See *titles (works/sources)* in section 3.2 for comprehensive guidelines on how to capitalize titles of different works or sources.

**theory of change** (lowercase)

## W

**the web** (lowercase)

# 6. Abbreviations and Acronyms

This section covers important guidelines on GPE preferences for abbreviations and acronyms (section 6.1), followed by an alphabetized list of common terms and their accepted abbreviations (section 6.2).

For spelling of country names and their preferred abbreviations, see table 3.1 in section 3.1.

For a list of acceptable abbreviations of GPE-specific terms, see table 5.1 in section 5.2.

## 6.1. Abbreviations and Acronyms: Key Guidelines

**An abbreviation is *any* shortened or contracted form of a word or phrase. An acronym is generally a type of abbreviation formed from combining the first letters of a multiword name, term or phrase and is pronounced as a word (for example, UNICEF, AIDS). An initialism is generally an acronym that is not pronounced as a word; instead, each letter is pronounced (for example, GPE, HIV). Some cases, like JPEG, are a hybrid.**

- Be guided by pronunciation when deciding which article (*a* or *an*) to use before an abbreviation. Use *an* before a consonant and *a* before a vowel; for example, *an NGO with a focus on education* and *a NATO meeting*.
- GPE prefers to use uppercase for "pronounceable" acronyms, such as UNESCO (*not* Unesco) and NATO (*not* Nato). Sida is an exception.
- Use periods with abbreviations that end in a lowercase letter: p. (page), vol. (volume), a.m. or p.m., Dr., et al. and so on.
- Omit periods in the abbreviations of academic degrees: BA (bachelor of arts), MA (master of arts), PhD (doctor of philosophy) and so on.
- Do not use an apostrophe to form the plural of an abbreviation (for example, URLs *not* URL's).

**GPE prefers not to overuse abbreviations and acronyms.**

- Introduce an abbreviation only if the term appears at least three times. Use the full name on first mention followed by the acronym/abbreviation in parentheses. If the term comes up only a few times, simply spell it out with no abbreviation.
- If an abbreviation has not appeared for more than five pages, consider spelling it out again to remind the reader.
- In longer documents, a list of abbreviations/acronyms should be included up front. Your list should contain only the abbreviations included—for good reason—in your document.

- ! If an abbreviation is better known than the spelled-out form, for example, UNICEF (United Nations Children's Fund), use the abbreviation even if the term is used only once.
- › Abbreviations should not be introduced in headings. However, previously defined abbreviations may be used in headings or subheadings.
- › In boxes, spell out all abbreviations in the first instance, even if previously abbreviated in the main text.
- ! However, you do not need to spell out the abbreviation GPE in boxes.
- › GPE prefers to avoid abbreviations generally, but use your discretion for figures and tables. If lack of space requires using an abbreviation, provide a note elaborating on less obvious abbreviations.
- › Box 6.1 offers accepted abbreviations of country profile information, such as income classification.
- 🔎 Table 5.2 in section 5.1 offers capitalization guidelines for terms specific to GPE as well as preferences for abbreviating these terms.

**BOX 6.1. ABBREVIATIONS FOR COUNTRY PROFILE INFORMATION**

The following abbreviations should be used only in figures and tables, when space does not allow for the full terms. Please provide a note underneath your figure or table elaborating the full terms.

| | |
|---|---|
| low-income country | L |
| lower-middle-income country | LM |
| middle-income country | M |
| upper-middle-income country | UM |
| high-income country | H |
| small island developing states | SIDS |
| small states | S |

**Use Global Partnership for Educations (GPE) in the first instance the name is used in a document; thereafter, use the abbreviation (*never* the GPE, the Global Partnership or the Partnership).**

- ! However, you may use *the partnership* (lowercase) to vary the language and avoid overly repeating the abbreviation: *GPE now has over 80 partner countries, with Vanuatu being the latest to join the partnership*. You may also use the abbreviation to emphasize the *partnership* aspect of GPE's work: *In 2019, GPE adopted an "accountability matrix" to clarify what is expected from different partners to enable the partnership to achieve its vision and goals.*
- 🔎 See section 2 for more information on how we talk about GPE.

## 6.2. Abbreviations and Acronyms: A to Z

**GPE prefers not to overuse abbreviations and acronyms. Introduce an abbreviation only if the term appears at least three times, or in figures and tables if space is limited. See section 6.1 for more information. Bearing in mind these rules, table 6.1 below indicates acceptable abbreviations—as well as terms that should never be abbreviated.**

**TABLE 6.1. ABBREVIATIONS AND ACRONYMS: A TO Z**

| Term | Abbreviation/Acronym |
|---|---|
| **A** | |
| acquired immunodeficiency syndrome (do not use full term) | AIDS (*not* Aids); similarly, HIV/AIDS |
| **C** | |
| calendar year 2022 (January 1, 2022–December 31, 2022) | CY22/CY2022 (acceptable in figures and tables; be consistent with the style you choose) |
| civil society organization | CSO |
| CONFEMEN Program for the Analysis of Education Systems | PASEC |
| coordinating agency | Do not abbreviate (*not* CA). |
| Convention on the Rights of Persons with Disabilities | Do not abbreviate. |
| Convention on the Rights of the Child | Do not abbreviate. |
| country policy and institutional assessment | CPIA |
| country status report | Do not abbreviate. |
| **D** | |
| disabled persons organization | DPO |
| disaster risk reduction | DRR |
| **E** | |
| early childhood care and development | ECCD |
| early childhood care and education | ECCE |
| early childhood education | ECE |
| early grade mathematics assessment | EGMA |
| early grade reading assessment | EGRA |
| education in emergencies | EiE (note the lowercase *i*) |

| Term | Abbreviation/Acronym |
|---|---|
| education management information system | EMIS |
| education sector analysis | Do not abbreviate. |
| education sector plan | Do not abbreviate (*not* ESP). |
| et alia ("and others") (do not use full term) | et al. |
| **F** | |
| fiscal year 2022 (July 1, 2021–June 30, 2022) | FY22/FY2022 (acceptable in figures and tables; be consistent with the style you choose) |
| for example | e.g., (use sparingly) 🔎 See *for example* in section 3.2 for guidelines. |
| **G** | |
| grant agent | Do not abbreviate (*not* GA). |
| gross domestic product | GDP |
| Group of Seven, Group of Twenty (do not use full terms) | G7, G20 (no hyphen or space) |
| **H** | |
| human immunodeficiency virus (do not use full term) | HIV (*not* Hiv); similarly, HIV/AIDS |
| **I** | |
| ibidem ("in the same place") (do not use full term or abbreviation) | 🔎 See section 9 for more information. |
| information and communication technologies | ICT |
| internally displaced person | IDP |
| internally displaced persons | IDPs |
| international nongovernmental organization | INGO |
| **J** | |
| joint sector review | Do not abbreviate (*not* JSR). You may use *the review* as long as it's clear that you are talking about the joint sector review. |
| **K** | |
| key performance indicator | KPI |

| Term | Abbreviation/Acronym |
|---|---|
| **L** | |
| learning assessment system | Do not abbreviate. |
| **M** | |
| maximum country allocation | Do not abbreviate. |
| memorandum of understanding | MOU (*not* MoU) |
| monitoring and evaluation | M&E |
| Multiple Indicator Cluster Survey | MICS |
| **N** | |
| nongovernmental organization | NGO |
| **O** | |
| official development assistance | ODA |
| out-of-school children | OOSC |
| **P** | |
| parent-teacher association | PTA |
| program development grant | Do not abbreviate. |
| program development objective | PDO |
| Program for International Student Assessment | PISA |
| program-based approach | Do not abbreviate. |
| Progress in International Reading Literacy Study | PIRLS |
| public-private partnership | Do not abbreviate. |
| **R** | |
| refugee response plan | RRP |
| **S** | |
| school-related gender-based violence | SRGBV |
| sector-wide approach | SWAp (note lowercase *p*) |
| Sustainable Development Goals | SDGs, but SDG 4, SDG 7 and so on (note space before number) |

| Term | Abbreviation/Acronym |
|---|---|
| **T** | |
| technical and vocational education and training | TVET |
| technology/technologies for education | Tech4Ed |
| terms of reference | TOR (*not* ToR) |
| that is | Do not abbreviate. |
| theory of change | Do not abbreviate. |
| transitional education plan | Do not abbreviate. |
| Trends in International Mathematics and Science Study | TIMSS |
| **U** | |
| United Kingdom, the | Do not abbreviate generally, unless used as an adjective (*the UK-based NGO*). If space does not allow in figures and tables, use *UK* (no periods). |
| United Nations | UN (without periods) |
| United Nations Development Programme | UNDP |
| United States, the | Do not abbreviate generally, unless used as an adjective (*the US-based NGO*). If space does not allow in figures and tables, use *US* (no periods). |
| **W** | |
| Washington, District of Columbia (do not use full term) | Washington, D.C. (*not* DC, except in publication references and postal addresses with a zip code) |
| water, sanitation and hygiene | WASH |

# 7. Quick Reference Word List

The following alphabetized section contains GPE's preference for spelling, capitalization and punctuation of certain words as well as some words that are commonly confused. Please see the relevant sections indicated for further details.

- GPE follows American English spelling conventions. GPE also prefers the forms –ize, –ization and –yze to –ise, –isation and –yse.
- Where spelling or style preferences do not appear here for specific words, please refer to dictionaries published by Merriam-Webster, in particular, *Merriam-Webster's Collegiate Dictionary* (find the regularly updated online version here) and the more comprehensive *Webster's Third New International Dictionary* (find the regularly updated online version here). If more than one spelling is given, use the first form listed.
- In this section, *adj.* refers specifically to an adjective preceding a noun, for example, ***out-of-school*** *children* and ***far-reaching*** *consequences*. See *hyphens* in section 4 for a detailed discussion of compound adjectives.

For spelling of country names (and their preferred abbreviations), see table 3.1 in section 3.1.

For acceptable abbreviations of many of the words/terms below, see section 6.

## A.

accelerated funding
See table 5.2 in section 5.

acknowledgment, *not* acknowledgement

advertise (-ise)

advise (-ise)

advisor, *not* adviser

affect (verb), effect (noun)

aide-memoire (hyphen, no accent on the second *e*, no italics)

AIDS (uppercase)

alternative basic education center

among, *not* amongst

analyze (-yze)

anti-corruption (hyphen)

appendixes (plural of appendix), not appendices

See also section 9.

apprise (-ise)

arise (-ise)

## B.

BA (bachelor of arts) (no periods) See *titles (academic, professional)* in section 3.2.

benefited, *not* benefitted

best practice (no hyphen, noun and adj.)

big data

Board, the [the GPE Board]
See also section 9.

bottom line (noun), bottom-line (adj.)

business enabling (no hyphen, adj.)

bylaws (no hyphen)

## C.

capacity building (no hyphen, noun and adj.)

caregiver (one word)

catalyze (-yze)

center, *not* centre – but do not change existing names of institutions or organizations, such as International Centre for Settlement of Investment Disputes.

co-convene

cocreate

cofinancier (no hyphen)

cofinancing (no hyphen)

color, *not* colour

compare to 🔎 See section 4.

compare with 🔎 See section 4.

comprise (-ise)

compromise (-ise)

cooperation (no hyphen) – but do not change existing names, such as Organisation for Economic Co-operation and Development.

coordinating agency

coronavirus, the (one word) 🔎 See also *COVID-19* in section 5.2.

counter argument (two words)

coup d'état (note accent, no italics)

COVID-19 (hyphen) 🔎 See also *COVID-19* in section 5.2.

criteria (plural of *criterion*)

## D.

data (plural of *datum*) 🔎 See also *data* in section 3.2.

decision maker (two words)

decision making (two words, noun and adj.)

demise (-ise)

devise (-ise)

disguise (-ise)

Dr. (note period) 🔎 See *titles (academic, professional)* in section 3.2.

## E.

early grade mathematics assessment

early grade reading assessment

education program development fund

education sector plan 🔎 See *education sector plan* in section 5.2

education sector plan development grant 🔎 See table 5.2 in section 5.1.

education sector program implementation grant 🔎 See table 5.2 in section 5.1.

effect (noun), affect (verb)

effective partnership principles 🔎 See table 5.2 in section 5.1.

email (no hyphen)

emergency funding

enroll, enrollment, *not* enrol, enrolment

enterprise (-ise)

et al. (note period, no italics) 🔎 See also *non-English words* in section 3.2.

etc. – use *and so on* or *and so forth* instead (but sparingly).

euro(s) 🔎 See also *currencies* in section 5.2.

ex ante (no italics)

ex post (no italics)

excise (-ise)

exercise (-ise)

## F.

factsheet (one word)

far-reaching (hyphen, adj.) 🔎 See also *hyphens* in section 4.

fast-track (hyphen, adj.) 🔎 See also *hyphens* in section 4.

focused, *not* focussed

follow up (verb), follow-up (noun and adj.)

forums, (plural of *forum*) *not* fora

front line (noun), frontline (adj.)

fulfillment (double *l*)

Fund, the [the GPE Fund]

## G.

G7, G20 (no hyphen or space)

game changer (two words)

GPE Girls' Education Accelerator 🔎 See also table 5.2 in section 5.1.

GPE Multiplier – but maximum country allocation from the Multiplier. 🔎 See also table 5.2 in section 5.1.

GPE replenishment 🔎 See also table 5.2 in section 5.1.

grant agent

grant application

grassroots (no hyphen, noun and adj.)

groundbreaking (one word)

## H.

health care (two words, noun and adj.)

high-impact (hyphen, adj.) 🔎 See also *hyphens* in section 4.

high-income [country] (hyphen, adj.) 🔎 See also *hyphens* in section 4.

higher-middle-income [country] (hyphens, adj.) 🔎 See also *hyphens* in section 4.

high-quality (hyphen, adj.) 🔎 See also *hyphens* in section 4.

HIV/AIDS

home school (two words, verb)

home schooling (two words, noun)

## I.

index/es, not indices

impactful – use *has impact* instead.

improvise (-ise)

in the field – do not use (militaristic origin).

incise (-ise)

Independent Technical Advisory Panel

Indicator 16, Indicator 32 and so on, *but* indicator, impact indicator, output indicator 🔎 See *indicators* in section 5.2.

internally displaced person

internally displaced persons (plural of *internally displaced person*)

internet

interregional (no hyphen)

interagency (no hyphen)

## J.

joint sector review 🔎 See also *joint sector review* in section 6.2.

joint venture (two words, noun and adj.)

judgment, *not* judgement

jump start (two words, noun and verb)

## K.

kick-start (verb)

Knowledge and Innovation Exchange

knowledge sharing (two words, noun and adj.)

Koran, Koranic (GPE preferred spelling)

## L.

labor, *not* labour

large-scale (hyphen, adj.) 🔎 See also *hyphens* in section 4.

learned, *not* learnt

license (noun and verb)

lifespan (one word)

like – use *such as* instead.

livestream, livestreaming (one word)

local education group 🔎 See also table 5.2 in section 5.1.

long term (noun), long-term (adj.)

lower-income [country] (hyphen, adj.) 🔎 See also *hyphens* in section 4.

lower-middle-income [country] (hyphens, adj.) 🔎 See also *hyphens* in section 4.

lower-secondary-school-age [children] (hyphens, adj.), *not* school-aged 🔎 See also *hyphens* in section 4.

## M.

MA (master of arts) (no periods) 🔎 See also *titles (academic, professional)* in section 3.2.

macroeconomic (no hyphen)

madrassa (GPE preference)

memorandum of understanding 🔎 See *memorandum of understanding* in section 5.2.

meter, *not* metre

microeconomic (no hyphen)

microenterprise (no hyphen)

microentrepreneur (no hyphen)

microfinance (no hyphen)

middle-income [country] (hyphen, adj.) 🔎 See also *hyphens* in section 4.

midsize (no hyphen), *not* midsized or medium-size(d)

midterm (no hyphen)

midterm review

mobilize (-ize)

monitoring, evaluation and learning strategy

Mr. (note period) See also *titles (academic, professional)* in section 3.2.

Mrs. (note period) See also *titles (academic, professional)* in section 3.2.

Ms. (note period) See also *titles (academic, professional)* in section 3.2.

multi-stakeholder (hyphen)

multicountry (no hyphen)

multidonor (no hyphen)

multilateral (no hyphen)

multimodal

multisector

multiyear

Muslim (GPE preference)

## N.

neighbor, *not* neighbour

nonfinancial (no hyphen)

nongovernmental (no hyphen)

nonperforming (no hyphen)

nonprofit (no hyphen)

## O.

online (no hyphen)

operational model

operational risk framework

organization – but do not change existing names such as Organisation for Economic Co-operation and Development.

out-of-school (hyphens, adj.) See also *hyphens* in section 4.

## P.

parent-teacher association (hyphen)

partner countries affected by fragility and conflict, *not* fragile and conflict-affected countries

partnership compact See table 5.2 in section 5.1

partnership, the [GPE]

peace building (two words, noun and adj.)

PhD (no periods) See also *titles (academic, professional)* in section 3.2.

policy maker (two words)

policy making (two words, noun and adj.)

post-COVID (hyphen) See also *COVID-19* in section 5.2.

postconflict (no hyphen)

postwar (no hyphen)

pre-primary (hyphen)

pre-service (hyphen)

primary-school-age [children] (hyphens, adj.), *not* school-aged

proactive (no hyphen)

problem solving (two words, noun and adj.)

program, *not* programme – but do not change existing names such as World Food Programme.

public-private partnership (hyphen)

## Q.

Quality Assurance Report Phase III

quality assurance review

## R.

reallocate, reallocation (no hyphen)

reenergize (no hyphen)

reopen (no hyphen)

report back (two words, verb) (*never* reportback as a noun)

reprise (-ise)

resilience, *not* resiliency

results framework

revise (-ise)

roadmap (one word)

roll out (verb), rollout (noun)

roundtable (one word)

## S.

scale up (verb), scale-up, scaling-up (noun)

school sector reform program

school-age [children] (hyphen, adj.), *not* school-aged

secondary-school-age [children] (hyphens, adj.), *not* school-aged

Secretariat, the [the GPE Secretariat]

short term (noun), short-term (adj.) See also *hyphens* in section 4.

small island developing states

small states

so-called – do not use. See section 3.2.

sociocultural (no hyphen)

socioeconomic (no hyphen)

socio-emotional skills/learning

sociopolitical (no hyphen)

standalone (no hyphen, noun and adj.)

start up (verb), start-up (noun)

stay-at-home (hyphens, adj.) See also *hyphens* in section 4.

stocktake (one word, noun and verb)

strategic objective(s)

sub-Saharan Africa (note lowercase prefix *sub*)

subnational (no hyphen)

subsector (no hyphen)

subset (no hyphen)

subtheme (no hyphen)

supervise (-ise)

surmise (-ise)

surprise (-ise)

sustainable development agenda

Sustainable Development Goals

system capacity grant See table 5.2 in section 5.1.

system transformation grant See table 5.2 in section 5.1.

## T.

teachers association, *not* teachers' association

teachers union, *not* teachers' union

technologies for education, *not* edtech

telecommunications, *not* telecom or telecoms

televise (-ise)

terms of reference See also *terms of reference* in section 3.2.

theory of change

time frame (two words)

timeline (one word)

toward, *not* towards

trade off (verb), trade-off (noun)

traveled, traveling, *not* travelled, travelling

## U.

upper-middle-income [country] (hyphens, adj.)

utilize – GPE prefers the word *use*.

## V.

value add (noun), value-added (adj.)

## W.

Washington, D.C. (*not* DC, except in publication references and in postal addresses with a zip code)

web, the

well-being (hyphen)

work-from-home (hyphens, adj.) See also *hyphens* in section 4.

workflow (one word)

workplan (one word)

## Y.

year-end (hyphen, adj.) See also *hyphens* in section 4.

# 8. Boxes, Figures and Tables

This section offers guidance on how to format (text) boxes, figures and tables in your (Word) document and includes examples from GPE papers. Please note that some of these formatting guidelines may be adapted during the design stage to make a document more visually effective.

## 8.1. Boxes

**Text boxes are a useful tool for drawing the reader's eye to important and/or supplementary information such as summaries, case studies or additional clarification of a concept—see example 8.1. Text boxes should not be used as a repository for information that could not be placed in the main text.**

A thorough and complete box meets the following criteria:

- ✓ Box ideally occupies no more than one page.
- ✓ Box title is above box (never below) and in sentence case.
- ✓ Boxes are numbered in the order they appear in your text (Box 1., Box 2. and so on).
- In a multi-chapter document, boxes use double numeration, with the first number being the chapter number (boxes in chapter 4, for example, would be labeled Box 4.1., Box 4.2. and so on; boxes in chapter 5 would be labeled Box 5.1., Box 5.2. and so on).
- Note that the numbering ends with a period, not a colon.
- ✓ All boxes are referred to in your main text.
- Refer to boxes using numbering (use a lowercase *b* and drop the second period, if applicable):
  *To help countries make their joint sector reviews more valuable to policy making and strengthen the implementation and monitoring of education sector plans, GPE has provided technical (see box 4.2), analytical and financing support to partner countries.*
- ✓ All abbreviations are spelled out in the first instance, even if previously abbreviated in the main text (this is not necessary for the abbreviation GPE).
- ✓ Sources, general notes and footnotes related to your box are contained to that box—that is, they are not included in the footnotes of the main text. The correct order is the following:

  *Source:*
  *Note:*
  a. [footnote]
  b. [footnote]

If including a general note, simply introduce it with the word *Note* followed by a colon (as above). If a figure has very few notes (or several short notes), run them in (see the notes in example 8.2). Number the notes if there are many and/or if the notes are long (see the notes in example 8.4).

If including footnotes, use superscript lowercase letters ([a], [b], [c] and so on) in your text. The footnote itself goes at the end of the box (within the box) and is identified with a lowercase letter (not superscripted) followed by a period.

✓ Box mentions all relevant sources. A source note is not required for original author-created content.

If the sources are listed in a bibliography or reference list, a shortened form may be used in the box. Introduce source(s) with the italicized word *Source(s)* followed by a colon.

See section 9 for GPE preferences on formatting your source references.

**Example 8.1. Box formatted according to GPE guidelines***

**Box 4.2.** **Guidance note for conducting joint sector reviews during COVID-19**

In late 2020, GPE started developing a guidance note, "Joint Sector Reviews during the COVID-19 Pandemic,"[a] in response to a demand from partner countries for practical recommendations on how to continue organizing joint sector reviews in ways that are useful and responsive to countries' monitoring needs and priorities, and feasible in the COVID-19 (and post-COVID-19) context. Pressures placed on education systems for reprogramming and sharpening COVID-19 education responses underline the need to strengthen monitoring systems to track changes and progress since the pandemic began, assess evolving needs and embed COVID-19 responses in a longer-term commitment to "building back better." Complementing the existing joint sector review guidance,[b] the note offers foundations and tips that can support ministries of education and their partners through different phases of the review process—both to safeguard and advance their sector and COVID-19 monitoring efforts and to prepare for the post-COVID-19 transition.

a. GPE, *Joint Sector Reviews during the COVID-19 Pandemic* (Washington, DC: Global Partnership for Education, 2021), https://www.globalpartnership.org/content/joint-sector-monitoring-context-covid-19-pandemic.
b. GPE, *Practical Guide for Effective Joint Sector Reviews in the Education Sector* (Washington, DC: Global Partnership for Education, 2018), https://www.globalpartnership.org/content/practical-guide-effective-joint-sector-reviews-education-sector.

* In this example, it is assumed that no reference list was included in the main document; therefore, full sources are provided.

## 8.2. Figures

**Figures are visual representations of data and/or results, and include graphs, charts, diagrams, photos, maps and images—see examples 8.2 and 8.3. Figures are a helpful tool to summarize information.**

A thorough and complete figure meets the following criteria:

- More complicated figures may need to be submitted separately. Please label all files as you have described them in your main document.
- ✓ Figure should not occupy more than one page.
- ✓ Figure title is in sentence case.
- Figure titles, that is, numbering and captions, usually appear under the figure, but are acceptable above (see example 8.2) (or even to the side, depending on design requirements). Be consistent in your document.
- ✓ Figures are numbered in the order they appear in your text (Figure 1., Figure 2. and so on).
- In a multi-chapter document, figures use double numeration, with the first number being the chapter number (figures in chapter 6, for example, would be labeled Figure 6.1., Figure 6.2. and so on; figures in chapter 7 would be labeled Figure 7.1., Figure 7.2. and so on).
- Note that the numbering ends with a period, not a colon.
- ✓ Figure captions as well as axes labels (in the case of charts/graphs) are in sentence case and should include important details like the currency and/or quantity (for example, "US$ millions" or "in percentage") or time period (for example, "as of January 1, 2022"). There is no need to repeat these in the figure.
- ! In the GPE results report, figure titles take a number, caption and subcaption. The caption is to convey a main message of the figure and should be in the form of a sentence. The subcaption is a descriptive title of the figure (see example 8.3).
- ✓ A key is included for any symbols in charts.
- ✓ All figures are referred to in your main text.
- Refer to figures using numbering (use a lowercase *f* and drop the second period, if applicable): *This represents an increase of 0.5 percent from the 8.6 percent reported in fiscal year 2019 (see figure 12).*
- ✓ Abbreviations (for example, of country names, quantities, units) are acceptable if space does not allow for use of the full term.
- Elaborate on any abbreviations that are not easily recognizable in a note or key. See section 6 for a comprehensive list of preferred abbreviations.
- ✓ Figure mentions all relevant sources. For figures with several sources, list them in alphabetical order and separate with a semicolon. A source note is not required for original author-created content.
- If the sources are listed in a bibliography or reference list, a shortened form may be used in the

box. Introduce source(s) with the word *Source(s)* followed by a colon.

See section 9 for GPE preferences on formatting source references.

✓ Sources, general notes and footnotes related to your figure appear underneath the figure—that is, they are not included in the footnotes of the main text. The correct order is the following:

*Source:*
*Note:*
a. [footnote]
b. [footnote]

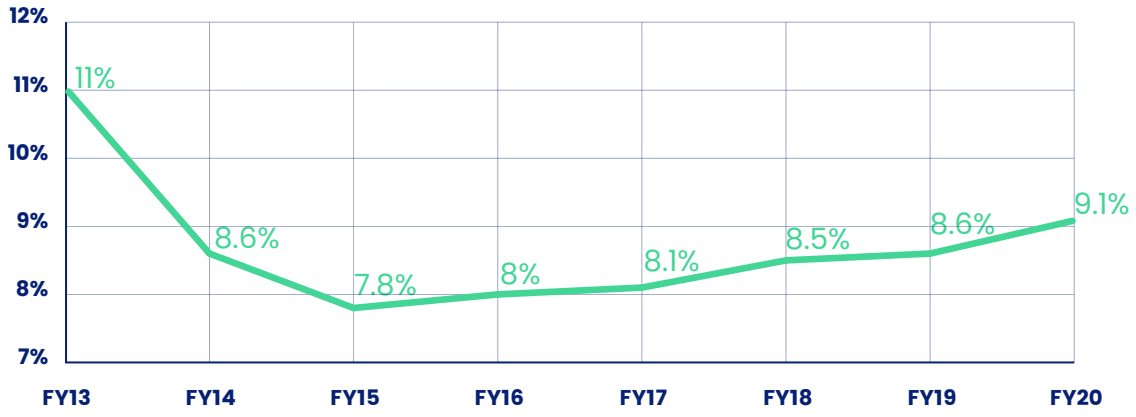
If including a general note, simply introduce it with the word *Note* followed by a colon (as above). If a figure has very few notes (or several short notes), run them in (see example 8.2). Number the notes if there are many and/or if the notes are long (see example 8.4).

If including footnotes, use superscript lowercase letters ([a], [b], [c] and so on) in your text. The footnote itself is identified with a lowercase letter (not superscripted) followed by a period (similar to boxes; see example 8.1).

Example 8.2. Graph formatted according to GPE guidelines

**Figure 12. Trend in total grant agent costs as a proportion of the total approved grant allocations (in percentage), FY13–FY20**

*Source*: GPE Secretariat.
*Note*: FY = fiscal year. The drop in average grant agent costs between FY13 and FY14 is attributable to the lower volume of grants approved for countries affected by fragility and conflict during this period. Typically, these countries incur higher administrative or grant agent costs as a percentage of approved grant amount.

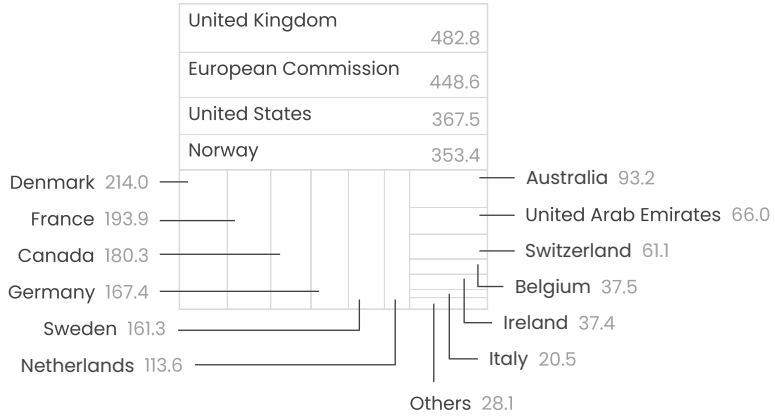



Example 8.3. Figure formatted according to GPE guidelines*

FIGURE 5.10.

**TOTAL CONTRIBUTIONS FROM THE TOP FOUR DONORS ACCOUNT FOR 55 PERCENT OF TOTAL DONOR CONTRIBUTIONS TO GPE.**

Total donor contributions during GPE 2020 (2016–20) (US$ millions)




*Source:* GPE Secretariat.

* In this example, the figure title was uppercased in the design stage of the publication process. Authors, however, are requested to apply sentence case to figure titles in their Word documents.

## Example 8.4. How to treat notes when there are many and/or if the notes are long

*Note:*

1. The total trade ratio is defined as the average percentage share of total exports and imports of the relevant subregion to world trade.
2. Data are based on the calendar year.
3. No 2015 data are available for Central Asia.

## 8.3. Tables

**A table generally presents a complex list using vertical columns and horizontal rows—see example 8.5. It is a helpful tool to present information that might take a number of paragraphs to present textually.**

A thorough and complete table meets the following criteria:

- ✓ If your table exceeds one page, the table title is repeated in the pages that follow.
- ✓ Table title is above box (never below) and in sentence case.
- ✓ Tables are numbered in the order they appear in your text (Table 1., Table 2. and so on).
- In a multi-chapter document, tables use double numeration, with the first number being the chapter number (tables in chapter 7, for example, would be labeled Table 7.1., Table 7.2. and so on; tables in chapter 8 would be labeled Table 8.1., Table 8.2. and so on).
- Note that the numbering ends with a period, not a colon.
- ✓ Table titles, column headings and row headings are in sentence case.
- The latter two should be as brief as possible to save space.
- ✓ Column headings should include important details like the currency and/or quantity (for example, "US$ millions" or "in percentage") or time period (for example, "as of January 1, 2022"). There is no need to repeat these in the table.
- ✓ All tables are referred to in your main text.
- Refer to tables using numbering (use a lowercase *t* and drop the second period, if applicable): *See table 1 for the three primary forms of decentralization along with some examples of their implementation across governance functions, including fiscal decentralization.*
- The main text may highlight key points in your table and/or summarize its message but should not duplicate the table contents.
- ✓ Abbreviations (for example, of country names, quantities, units) are acceptable if space does not allow for use of the full term.
- Elaborate on any abbreviations that are not easily recognizable in a note or key. See section 6 for a comprehensive list of preferred abbreviations.
- ✓ Table mentions all relevant sources. For tables with several sources, list them in alphabetical order and separate with a semicolon. A source note is not required for original author-created content.
- If the sources are listed in a bibliography or reference list, a shortened form may be used in the table. Introduce source(s) with the word *Source(s)* followed by a colon.
- See section 9 for GPE preferences on formatting source references.
- ✓ Sources, general notes and footnotes related to your table appear underneath the table—that is, they are not included in the footnotes of the main text. The correct order is the following:

  *Source:*
  *Note:*
  a. [footnote]
  b. [footnote]

- If including a general note, simply introduce it

with the word *Note* followed by a colon (as above). If a table has very few notes (or several short notes), run them in (see example 8.2). Number the notes if there are many and/or if the notes are long (see example 8.4).

If including footnotes, use superscript lowercase letters ([a], [b], [c] and so on) in your text. The footnote itself is identified with a lowercase letter (not superscripted) followed by a period (similar to boxes; see example 8.1).

Example 8.5. Table formatted according to GPE guidelines*

**Table 1. Dimensions of decentralization and application within the education sector**

| Type of decentralization and definition | Administrative | Fiscal | Political |
|---|---|---|---|
| *Deconcentration* is the reorganization of decision making within the ministry of education and the bureaucracy. In a deconcentrated system, the central government retains full responsibility, but administration is handled by regional/state or district offices. | Managerial decisions and managerial accountability are transferred to regional offices of central government and the education ministry. | Regional managers are given greater authority to allocate and reallocate budgets. | Regional elected bodies are created to advise regional managers. |
| *Devolution* is the permanent transfer of decision making responsibilities in education from the central government to lower levels of government such as provinces, municipalities and districts. | Education sector managers are appointed by officials at the local or regional level. | Subnational governments are given power to allocate education spending and, in some cases, to determine spending levels (by raising revenue). | Elected regional or local officials are ultimately accountable both to voters and to sources of finance for the delivery of schooling. |
| *Delegation*, or school autonomy, is the administrative or legal transfer of responsibilities to elected or appointed school governing bodies such as school councils, school management committees and school governing boards. | School principals and/or school councils are empowered to make personnel, curriculum and some spending decisions. | School principals and/or school councils receive government funding and can allocate spending and raise revenue locally. | School councils are elected or appointed, sometimes with power to appoint school principals. |

*Source:* J. C. Weidman and R. DePietro-Jurand, *Decentralization: A Guide to Education Project Design Based on a Comprehensive Literature and Project Review*, EQUIP 2 State-of-the-Art Knowledge in Education (Washington, DC: FHI 360 and USAID).

* In this example, it is assumed that no reference list was included in the main document; therefore, the full source is provided.

# 9. References and Citations

This section offers some initial guidelines on how to reference and cite your sources. It is good practice to keep a working reference list—containing both your background reading and the sources used in your text—as you research and write your document. In most cases, references will be checked by a copy editor; nonetheless, organized and comprehensive references are expected.

See also table 3.4 in section 3 for important guidelines on how to treat the titles of different source materials being cited.

**GPE prefers the Chicago notes and bibliography style of referencing, with occasional discretionary exceptions. In other words, GPE generally uses footnotes for citations rather than author-date citations (parentheses) within the text. This approach allows for flexibility and is useful when referencing more unusual sources; it also allows for additional commentary in your footnotes about your sources. These footnotes, as well as your bibliography or reference list (if applicable), should follow the format outlined in this section.**

! For certain technical and working papers, the Chicago author-date style of referencing may be required. According to this style, the author's last name and date of publication are placed in round brackets (parentheses) in the text, for example, "The definition of the term *development* is often contested (Willis 2011)"; if the page number is included, it appears after a comma: (Willis 2011, 2). Your bibliography or reference list (if applicable) will follow a slightly different format to that outlined in this section. For comprehensive guidelines on this alternative style of referencing, see chapter 16 in the *World Bank Group Publications Editorial Style Guide 2020*[2] (available here)—specifically, the reference list on pages 70–72, which includes a variety of source materials.

If you feel unsure about which style to use for your citations and references, please reach out to the Communications Team.

- A solid reference in GPE's preferred style generally includes the following:
  - Author first names (or initials) and last name, or organization name
  - Title (and subtitle, if applicable) and additional details that may be relevant (for example, series, editor, edition)
  - Place published, publisher, year published
  - Page number(s) (not compulsory)
  - DOI or URL source (if applicable).
- For less traditional sources (such as meeting notes, Board minutes or webinars), a good rule of thumb is to provide as much detail as possible to help the reader (and your editor) identify or locate the source. Try to format the reference as closely as possible to the recommended style outlined in this section.

2. World Bank Group, *World Bank Group Publications Editorial Style Guide 2020* (Washington, DC: World Bank, 2020), 62–72, https://openknowledge.worldbank.org/handle/10986/33367.

**A bibliography is a detailed list of references included in your work as well as any background readings that you may have read but not cited in your work. A reference list is a detailed list of only the references that are cited in your work. Use your discretion.**

See box 9.1 for a sample reference list.

! Shorter documents or documents with few sources do not require a bibliography or reference list. Comprehensive footnotes will suffice.

Pay attention to the slight differences in formatting of citations between your bibliography (or reference list) and footnotes, as outlined in this section. For example, the publication facts (place, publisher, year) are not enclosed in parentheses in a bibliography or reference list.

- Include a bibliography or reference list in longer documents or those with several sources. This will appear at the end of your work (or in some cases at the end of each chapter).
- The section title (that is, Bibliography or References) should appear in your table of contents.
- Entries are listed alphabetically by author last name (or organization name) and always end with a period.
- Full first names or initials for first names are acceptable; please be consistent. If using initials, please insert spaces between the initials.
- The main elements are mostly separated by periods. This differs to footnote references, where commas are used.
- In a multi-author source, list all authors in your bibliography or reference list (that is, do not use *et al.*).
- Page numbers only need to be included in the bibliography entry if you are citing a specific chapter in a book or an article in a journal.
- When a document has a bibliography or reference list, it is acceptable to use only the shortened citation (surname/organization name and publication title) in your footnotes (even at first mention).

More unusual sources (such as meeting notes, Board minutes and webinars) do not need to be included in your bibliography or reference list (but must be cited comprehensively in your footnotes). Similarly, you may prefer to place sources such as websites, databases, online dictionaries, press releases, blog articles, GPE policies and even certain government publications in notes and footnotes only.

### BOX 9.1. SAMPLE OF A REFERENCE LIST WITH A VARIETY OF SOURCES

The following are examples of sources in the Chicago bibliography style of referencing generally preferred by GPE. Note that the list is alphabetized and that first name initials have been used (full names are also acceptable—be consistent).

☛ The editorial comment in square brackets after each entry below is intended to show the type of document being referenced; this is not an element that needs to be included in your reference list.

**Reference List**

Dee, T. S. "Teachers and the Gender Gaps in Student Achievement." *The Journal of Human Resources* 42, no. 3 (summer, 2007): 528–554. [article in journal]

Estache, A. "Emerging Infrastructure Policy Issues in Developing Countries: A Survey of the Recent Economic Literature." Policy Research Working Papers. Washington, DC: World Bank, 2004. https://doi.org/10.1596/1813-9450-3442. [working paper series]

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**For your footnoted references, place your superscript number at the end of a sentence or clause, after the punctuation mark (except for a dash), corresponding to a numbered footnote. Endnotes (or both) are also acceptable.**

Pay attention to the slight differences in formatting of citations between your footnotes and your bibliography (or reference list), as outlined in this section.

- Avoid footnote indicators in headings or subheadings, if possible.
- Elements of a footnote citation are mostly separated by commas. The first author name is also not inverted as it is in a bibliographic entry. Like bibliography references, the citation always ends with a period. For example: S. Liautaud, *The Power of Ethics: How to Make Good Choices in a Complicated World* (New York: Simon & Schuster, 2021).
- If you are not including a bibliography or reference list, list the full source at first mention in your footnote and the shortened form (surname/organization name and publication title) for subsequent mentions.

For example:

- Full reference on first mention (when no bibliography or reference list is included):

  1. K. Willis, *Theories and Practices of Development*, 2nd ed., Routledge Perspectives on Development Series (Abingdon, England: Routledge, 2011), 1–3.

  2. Global Partnership for Education (GPE) and IIEP-UNESCO, *Guidelines for Education Sector Plan Preparation* (Paris: IIEP-UNESCO, 2015), https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation.

- Shortened reference thereafter:

  3. Willis, *Theories and Practices of Development*.

  4. GPE and IIEP-UNESCO, *Guidelines for Education Sector Plan Preparation*.

- When a document has a bibliography or reference list, it is acceptable to use only the shortened citation (surname/organization name and publication title) in your footnotes (even at first mention).
- In a multi-author source, list up to three authors in your citation note. When there are four or more authors, list the first attributed author and use *et al.* For example: M. Aslam et al., *Reforms to Increase Effectiveness in Developing Countries, Systematic Review* (London: Institute of Education, 2016).
- Page numbers are advised for specific sections or quotations. It is not necessary to include an abbreviation for *page(s)*; simply insert the number(s).
- Do not use *ibid.* ("in the same source"). This is no longer a preferred style. Simply repeat the shortened form.

For example:

5. GPE and IIEP-UNESCO, *Guidelines for Education Sector Plan Preparation*.

6. GPE and IIEP-UNESCO, *Guidelines for Education Sector Plan Preparation*.

See also table 3.4, which offers important guidelines on capitalizing, italicizing or using quotation marks for the titles of different source materials (books, journals, articles, radio programs and so on).

**👉 For GPE publications, list GPE as the author and not individual contributors (who should be mentioned in the acknowledgments section). Please express citations in the correct format—as in the examples below, which reflect GPE's preference for the Chicago notes and bibliography style of referencing.**

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- In footnote (subsequent mentions) where no bibliography or reference list is included: GPE, *Guidelines for the Monitoring of National Education Budgets*.
- In footnote where a bibliography or reference list is included: GPE, *Guidelines for the Monitoring of National Education Budgets*.
- In bibliography or reference list (if included): Global Partnership for Education (GPE). *Guidelines for the Monitoring of National Education Budgets*. Washington, DC: GPE, 2019. https://www.globalpartnership.org/content/guidelines-monitoring-national-education-budgets. [note periods]

**Unless author created, all boxes, figures and tables should have a source.**

🔎 See also section 8 for important style and formatting guidelines.

› If a source appears in a bibliography or reference list, it is acceptable to use the shortened reference form in the source line for your box, figure or table. If you are not including a bibliography or reference list, list the full source at first mention and the shortened form thereafter; see earlier points for how to format your footnoted sources.

👉 Do *not* use the automatic footnote system to indicate sources in your box, figure or table (this interferes with the document's formatting of the main footnotes). Simply introduce these with the word *Source(s)* (note italics) followed by a colon and place inside the box or underneath the figure or table. 🔎 For more information, see section 8.

› If multiple sources need to be mentioned, you may allow them to run on and separate with semicolons (whether using the full or shortened citation). List them alphabetically by author last name or by abbreviation name.

For example:

- Full reference on first mention (when no bibliography or reference list is included):

  *Sources:* S. Liautaud, *The Power of Ethics: How to Make Good Choices in a Complicated World* (New York: Simon & Schuster, 2021); K. Willis, *Theories and Practices of Development*, 2nd ed., Routledge Perspectives on Development Series (Abingdon, England: Routledge, 2011), 1–3.

- Shortened reference thereafter:

  *Sources:* Liautaud, *The Power of Ethics*; Willis, *Theories and Practices of Development*.

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For example:

Estache, A. "Emerging Infrastructure Policy Issues in Developing Countries: A Survey of the Recent Economic Literature." Policy Research Working Papers. Washington, DC: World Bank, 2004. https://doi.org/10.1596/1813-9450-3442. [bibliography entry]

- Always include the full protocol (for example, http:// or https://) in URLs.
- For online works where a date of publication is given (and thus included in the reference/footnote entry), an access date is not required.
- ! Do, however, add your access date for an electronic database, or for an undated article or webpage.
- For electronic databases, please provide, at a minimum, the name of the database, a descriptive phrase or record locator, an access date and a URL. If the word *database* does not appear in the title of a database, indicate this in round brackets (parentheses) after the title.

For example:

GPE compilation based on data of the UNESCO Institute for Statistics (database), Sustainable Development Goals: Government expenditure on education as a percentage of GDP (accessed March 21, 2022), http://data.uis.unesco.org/index.aspx?queryid=3865. [footnote reference]

# 10. Resources

The following resources offer additional information on GPE publication requirements:

- **GPE Glossary**: contains English and French words and expressions most commonly used in the work of the Global Partnership for Education.
- **GPE Branding Guide**: describes acceptable use of the GPE logo and gives details of the primary and secondary colors, fonts and image treatment.
- **GPE Blog Guidelines**: provides general guidance on style, length and topic focus for contributing a blog to GPE's Education for All blog.

## Contact

Please contact the Communications Team with any style-related queries.