



Australian Government

Australian Centre for  
International Agricultural Research

# Branding Guidelines

Version 5.0 November 2023



ACIAR

Australian  
Aid 

## Our brand

Branding is a key mechanism for enhancing the visibility of the activities and initiatives of the Australian Centre for International Agricultural Research (ACIAR). Correct branding maximises recognition of the role of the Australian Government, through ACIAR, in agricultural research for development, and increases the accountability and transparency of Australia's aid program.

These guidelines have been developed to support ACIAR staff and stakeholders and ensure the ACIAR brand is applied consistently across all official communications materials and documents.

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# Brand



## Our purpose

To contribute to reducing poverty and improving the livelihoods of many in the Indo-Pacific region through more productive and sustainable agriculture emerging from collaborative international research.

# What we do

ACIAR works with public and private research institutions to improve the productivity and sustainability of agricultural systems in partner countries and Australia.

ACIAR partnerships result in improved technologies and practices addressing the shared challenges of farmers in the Indo-Pacific region, including Australia.

The work of ACIAR aligns with Australia's development assistance programs, supporting research collaboration while emphasising individual and institutional capacity building alongside private sector-led development.

ACIAR is committed to improving research in food and farming sustainability, resilience and ethical practice across key agricultural sectors (crops, livestock, fisheries and forestry), the science which sustains the resource base (soil and land management, and water and climate), as well as disciplines that generate economic and social benefits including agribusiness and social sciences.

Research programs operate in more than 30 countries in four key regions:

- Papua New Guinea and the Pacific
- East and South-East Asia
- South Asia
- Eastern and Southern Africa.

6 high-level strategic objectives guide our partnerships, programs and projects. These objectives are consistent with the purpose stated in our enabling legislation and reflect the policy imperatives of the Australian Government.

## Tone of voice

Informative

Accessible

Diplomatic

Inclusive

ACIAR communications use an authoritative tone of voice, designed to educate and inform.

Short sentences written in plain English improve comprehension within multi-lingual populations and those who do not speak English as a first language.

The wording is to be tactful and diplomatic at all times, with an active voice recommended to maintain audience attention.

# Brand Logos

## Brand logos

ACIAR branding consists of:

- Australian Government logo
- ACIAR hexagon
- Australian Aid Identifier.

### Australian Government logo

The Australian Government logo is the primary logo to be used on all short and long format ACIAR publications and communications. This logo is also the primary ACIAR logo to be used on co-produced or partner products.

Generally, this logo is applied to the top left corner of the outside cover of publications and to the top left corner of the first page (cover page) of brochures and fact sheets.

- The primary ACIAR logo can be inline (horizontal) or stacked (vertical)
- The primary ACIAR logo can be black or green
- The coat of arms must be at least 20 mm wide in all applications.
- For online use and other digital applications the minimum size is represented as Npx (pixels). 'N' is to be sized at: 32 px, 48 px or 64 px wide.

For more information about [Australian Government Branding Guidelines](#) and the use of the Australian Government logo, visit the Department of the Prime Minister and Cabinet website, [pmc.gov.au](https://www.pmc.gov.au)

*Australian Government Branding Guidelines* accessed November 2023 <https://www.pmc.gov.au/resource-centre/government/australian-government-branding-guidelines>



**Australian Government**

---

**Australian Centre for  
International Agricultural Research**



Minimum size and clearspace apply to all variations of the Australian Government logo.

Brand logos

Australian Government logo

- Inline
- Strip
- Stacked
- Stacked strip.

Inline and Stacked are the preferred formats.

Select the most appropriate variation for each specific case.

White, black, and green are the only colours allowed in the depiction of the Australian Government logo / crest.

Variations



**Australian Government**  
**Australian Centre for**  
**International Agricultural Research**

Australian Government logo inline



**Australian Government**  
**Australian Centre for International Agricultural Research**

Australian Government logo strip



**Australian Government**  
**Australian Centre for**  
**International Agricultural Research**

Australian Government stacked



**Australian Government**  
**Australian Centre for International Agricultural Research**

Australian Government stacked strip

The Australian Government crest logo, featuring a shield supported by a kangaroo and an emu, with a seven-pointed star above and the word 'AUSTRALIA' below.

**Australian Government**  
**Australian Centre for**  
**International Agricultural Research**

White

The Australian Government crest logo, featuring a shield supported by a kangaroo and an emu, with a seven-pointed star above and the word 'AUSTRALIA' below.

**Australian Government**  
**Australian Centre for**  
**International Agricultural Research**

Black

The Australian Government crest logo, featuring a shield supported by a kangaroo and an emu, with a seven-pointed star above and the word 'AUSTRALIA' below.

**Australian Government**  
**Australian Centre for**  
**International Agricultural Research**

Green

Brand logos

Australian Government logo  
Do's and don'ts

✓ Do



✓ Do use the recommended clearspace around the logo



✓ Do use on a background from the ACIAR colour palette



✓ Do use on an simple photographic background

✗ Don't



✗ Do not use on a low contrast colour background



✗ Do not scale logo disproportionately



✗ Do not re-colour the logo



✗ Do not rearrange the logo components



✗ Do not add graphic effects to the logo



✗ Do not rotate the logo



✗ Do not redraw any element of the logo



✗ Do not use on a complex photographic background



✗ Do not use smaller than recommended minimum size



## Brand logos

### ACIAR hexagon

The ACIAR hexagon is the secondary ACIAR logo. The hexagon can be used in addition to the official Australian Government logo, but it must be less prominent.

- The secondary ACIAR logo can be black or green.
- The hexagon must be at least 20 mm wide in all applications.

The secondary ACIAR logo is mainly for use on promotional material or merchandise made specifically for international audiences. It is widely recognised internationally and positively associated with the work of ACIAR since being established in 1982.

Adhere to the minimum size requirements whenever possible. On items such as name badges and identity cards where space might be limited, you may alter the size of the identifier, but it must remain recognisable.



Minimum size and clearspace apply to all variations of the hexagon

## Brand logos

### ACIAR hexagon

- Inline
- Inline extended
- Stacked
- Stacked extended.

Inline is the preferred format.

Use the Extended versions in instances where an audience might be unfamiliar with the ACIAR acronym.

Select the most appropriate variation for each specific use.

White, black, and green are the only colours allowed in the depiction of the ACIAR hexagon/brand identifier.



ACIAR hexagon



**ACIAR**

Hexagon Inline



**Australian Centre  
for International  
Agricultural Research**

Hexagon Inline extended



**ACIAR**

Hexagon Stacked



**Australian Centre  
for International  
Agricultural Research**

Hexagon Stacked extended



**ACIAR**

White



**ACIAR**

Black



**ACIAR**

Green

Brand logos

Australian Aid Identifier

The Australian Aid identifier is used to badge Australian aid programs, projects and products, and must be used on all aid-related products and activities funded by the Australian Government overseas.

When communicating about ACIAR, you may only use the Australian Aid identifier within the Australian Aid Identifier lock-up.



A specialised version of the Australian Aid identifier has been created for use in Papua New Guinea (PNG). Contact the ACIAR PNG country Office for further information regarding the use of this logo.

Minimum size and clearspace apply to all applications of this logo

## Brand logos

### Australian Aid Identifier

- Black
- Blue and red
- White
- White and red
- White and red on blue.

Select the colour the best suits the specific scenario but, do not alter the Australian Aid logo.

### Colours



Black



Blue and red



White



White and red



White and red on blue

Brand logos

Australian Aid Identifier lock-up

The lock-up identifier or logo (i.e. the ACIAR hex and the Australian Aid logo) is on items that are created for international audiences and forums. It may be use with or without the Australian Government logo, pending on the audience.

- The lock-up identifier must be less prominent than the Australian Government logo, if the Australian Government logo is being used.
- The lock-up identifier can be all white, all black or coloured (green for ACIAR, blue and red for Australian Aid), but never in another colour.



Incorrect colour



Minimum size and clearspace apply to all applications of the variations of the Australian Aid Identifier lock-up

## Brand logos

### Australian Aid Identifier lock-up

- Identifier lock-up
- Identifier lock-up extended.
- Use the extended version in instances where an audience might be unfamiliar with the ACIAR acronym.
- When used in colour, the Australian Aid component of the logo can only be reproduced in blue and red; never in another colour.
- For ACIAR corporate and scientific publications, place the lock-up identifier on the outside back cover.
- The extended lock-up identifier is used on items that are created for international audiences and forums, such as brochures, posters, banners and reports.
- The **Implementing Partner lock-up** is configured in reverse order, different from the Australian Aid Identifier lock-up, to denote ACIAR is implementing or managing a research project on behalf of a funder.



Implementing Partner lock-up extended

### Variations



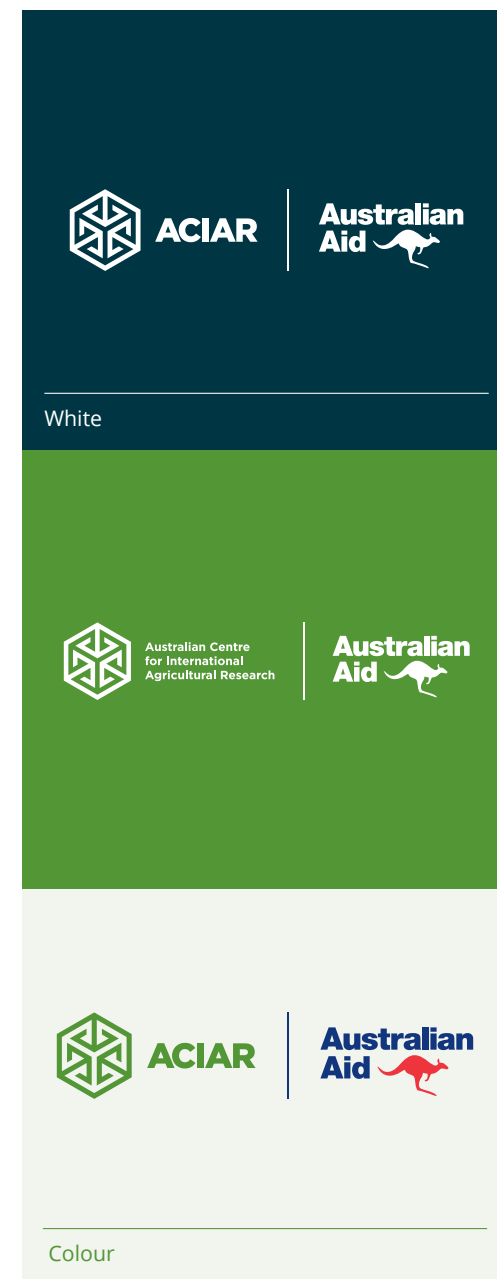
Australian Aid Identifier lock-up



Australian Aid Identifier lock-up extended



Australian Aid Identifier lock-up extended, blue and red



Brand logos

File formats and usage






- Bitmap
  - JPEG
  - PNG
  - TIFF
- Vector
  - AI (Adobe Illustrator)
  - EPS

A suite of logo files is available for download from the [ACIAR website](#).

No other component should be used without written permission from Outreach, Australian Centre for International Agricultural Research.

Direct enquiries about this document to  
Phone +61 2 6217 0500 or  
Email [aciar@aciar.gov.au](mailto:aciar@aciar.gov.au)

**Branding Guide**  
<https://www.aciar.gov.au/branding-and-logos>

	CMYK print	Spot colour print	Large format print	Digital	Microsoft Office
Bitmap file formats					
				✓	✓
				✓	✓
	✓				
Vector file formats					
	✓	✓	✓		
	✓	✓	✓		



# Brand usage

# Using the logos

ACIAR has established a strong relationship with partner countries in the pursuit of shared agricultural research for development goals.

Due to the wide-ranging nature of work and global context of ACIAR, there are various ways in which the logos within the ACIAR brand can be used.

The most relevant and appropriate visual branding elements for each context have been selected for various purposes in the following pages.

Brand usage

ACIAR created communications—Logo application

ACIAR statutory/corporate

For internal procedural and administrative communications. These are generally business as usual activities. For example:

- ACIAR legal agreements
- Official documentation and government reporting requirements.

Logo hierarchy level 1

- Most prominent on item.



ACIAR domestic and international

For all consumer facing communications representing ACIAR to Australian-centric audiences in both domestic and international settings. For example:

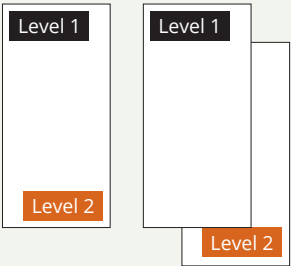
- Pull-up banners
- Stationery (business cards, letterheads, envelopes)
- Fact sheets, and
- Other business as usual communication.

Logo hierarchy level 1

- Most prominent on item
- Preferably top left corner.

Logo hierarchy level 2

- Less prominent than level 1 (physical size and order, from top to bottom and left to right)
- Lower on page than level 1
- If level 1 appears on the front page then level 2 can appear on the back page.



Front and back pages

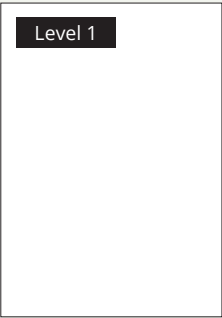
ACIAR international only

For all international consumer facing communications when ACIAR is the lead agency. For example:

- On-ground signage at events
- Products made specifically for international audiences.

Logo hierarchy level 1

- Most prominent on item
- Preferably top left corner.



ACIAR merchandise

For example:

- T-shirts
- Hats
- Bags
- Pens.

Logo hierarchy level 1

- Most prominent on item
- Preferably top left corner.



ACIAR co-branded

When ACIAR is an equal partner in a project, but ACIAR is leading communications. For example:

- An activity contractually managed by ACIAR, but with funding from a third party.

Logo hierarchy level 1

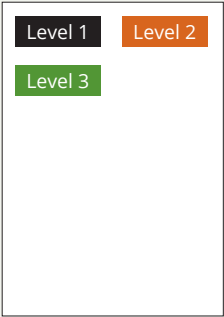
- Most prominent on item

Logo hierarchy level 2

- Less prominent than level 1 (physical size and order, from top to bottom and left to right)
- Can appear in line though separate from level 1 (do not create logo lock-ups)









Logo hierarchy level 3

- Less prominent than levels 1 and 2 (as defined by physical size, order from top to bottom and left to right)
- Separate from levels 1 and 2



Brand usage

ACIAR created communications—Logo usage

Communication category	Logo hierarchy level 1	Logo hierarchy level 2	Logo hierarchy level 3
ACIAR statutory/corporate	 <p>Australian Government logo stacked</p>		
ACIAR domestic and international	 <p>Australian Government logo stacked</p>	 <p>Australian Aid Identifier lock-up</p>	
ACIAR international only	 <p>Australian Aid Identifier lock-up extended</p>		
ACIAR merchandise	 <p>ACIAR hexagon</p>		
ACIAR co-branding	 <p>Australian Aid Identifier lock-up extended</p>		

## Brand usage

### Partner created communications—Logo application

#### ACIAR is the majority supporter/funder

ACIAR lock-up identifier extended given prominence over other contributors. For example:

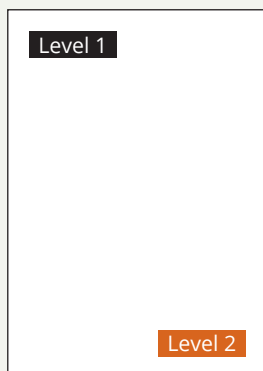
- ACIAR project meetings.

#### Logo hierarchy level 1

- Most prominent on item.

#### Logo hierarchy level 2

- Less prominent than level 1 (as defined by physical size, order from top to bottom and left to right)
- Preferably lower on page than level 1.



#### Funded/partnered by multiple organisations including ACIAR

If there are multiple donors, the ACIAR lock-up identifier extended must be at least as prominently displayed as other financial partners. For example:

- Sponsorships.

#### Logo hierarchy level 1

- All logos are of equal prominence with specific positioning determined in agreement with partners.



#### Australian Government is a majority funder and ACIAR is the implementing partner

If ACIAR is implementing or managing a research project on behalf of a funder. For example:

- The Australian Government is funding and ACIAR is implementing

#### Logo hierarchy level 1

- Implementing Partner lock-up extended

#### Logo hierarchy level 2

- Less prominent than level 1 (as defined by physical size, order from top to bottom and left to right)
- Preferably lower on page than level 1.



#### ACIAR partner co-branding

If there is equal support, but ACIAR is not leading the communication, project or event. For example:

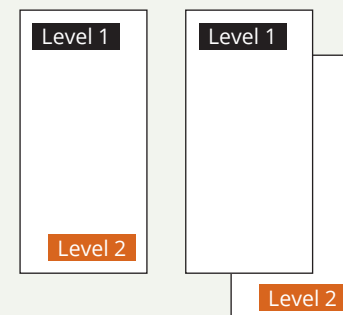
- Funding is contracted on an equal basis, such as production of a publication.

#### Logo hierarchy level 1

- Partner Logo in accordance with partner branding guidelines.

#### Logo hierarchy level 2









- Australian Aid Identifier lock-up extended
- Less prominent than level 1 (as defined by physical size, order from top to bottom and left to right)
- Preferably lower on page than level 1
- If level 1 is on front page then level 2 can be on back page.



Front and back pages

Brand usage

Partner created communications—Logo usage

Communication category	Logo hierarchy level 1	Logo hierarchy level 2
ACIAR is the majority supporter/funder	<div>  <div>Australian Centre for International Agricultural Research</div> </div> <div>  </div> <div>Australian Aid Identifier lock-up extended</div>	<div>Partner logo</div>
Funded/partnered by multiple organisations including ACIAR	<div>  <div>Australian Centre for International Agricultural Research</div> </div> <div>  </div> <div>Partner Logo</div> <div>Australian Aid Identifier lock-up extended</div>	
Australian Government is a majority funder and ACIAR is the implementing partner	<div>  </div> <div>  <div>Australian Centre for International Agricultural Research</div> </div> <div>Implementing Partner lock-up extended</div>	<div>Partner logo</div>
ACIAR partner co-branding	<div>Partner logo</div>	<div>  <div>Australian Centre for International Agricultural Research</div> </div> <div>  </div> <div>Australian Aid Identifier lock-up extended</div>

## Brand usage

### Verbal and written acknowledgment

On occasions when a logo is not used, a verbal or text based acknowledgment may be included. These include, media releases, interviews, conference presentations, online content, project promotions and social media channels.

#### General acknowledgment

You can adapt any of the following four sentences for use in **any communication product**.

*In [Financial Year], [Organisation] was supported by the Australian Centre for International Agricultural Research.*

*[Organisation] is supported by the Australian Centre for International Agricultural Research.*

*[Organisation] receives support from the Australian Centre for International Agricultural Research.*

*[Organisation] acknowledges the support of the Australian Centre for International Agricultural Research.*

#### Specific circumstance acknowledgements

For initiatives when **ACIAR funds a project overseas which is implemented by partner via a contractual arrangement**:

*[project or initiative name] is supported by the Australian Centre for International Agricultural Research and implemented by [insert implementing partner].*

For projects **partly funded by ACIAR and where another agency, business or government is the major funder**:

*[ACIAR crest logo] is supported by the Australian Centre for International Agricultural Research*

If the **reference is online**, the Australian Centre for International Agricultural Research should link to the (<http://aciar.gov.au>) homepage, noting that this may be superseded by a link to a specific project page within the ACIAR website.

Similarly, **verbal acknowledgment** must go to ACIAR. For example, in a **speech or interview**, the spokesperson should say the activity is:

*'supported by the Australian Centre for International Agricultural Research [insert specific project name as applicable]'.*



Disclaimers for reports and publications, funded by ACIAR but not written by ACIAR (choose the most appropriate)

#### Short form

##### *Disclaimer*

*This publication has been funded by the Australian Government through the Australian Centre for International Agricultural Research. The views expressed in this publication are the author's alone and are not necessarily the views of the Australian Government.*

#### Long form

##### *Disclaimer*

*This publication has been funded by the Australian Government through the Australian Centre for International Agricultural Research. The views expressed in this publication are the author's alone and are not necessarily the views of the Australian Government. The Australian Government neither endorses the views in this publication, nor vouches for the accuracy or completeness of the information contained within the publication. The Australian Government, its officers, employees and agents, accept no liability for any loss, damage or expense arising out of, or in connection with, any reliance on any omissions or inaccuracies in the material contained in this publication.*

*This publication is intended to provide general information only and before entering into any particular transaction users should: rely on their own enquiries, skill and care in using the information; check with primary sources; and seek independent advice.*

# Brand elements

Brand elements

Colour palette—primary

The colour palette is an integral part of the ACIAR visual identity. Vivid earthy tones are used to reflect the environmental nature of the organisation and add energy to the brand’s look and feel.

The colours of ACIAR should remain true to these specifications and the following colour charts are to be used as a guide when reproducing ACIAR colours across different mediums.

Primary colour palette

Comprising of two colours, with green being the key brand colour.

This colour palette is for print, digital, and other collateral.

WCAG 2.1 AA compliance

- Aa

Colour compliance is depicted by this circular icon.
- The following symbols denote text point size compliance:
- A

= Large text ≥18pt compliant
- a

= Small text <18pt compliant

Green

Coated

PANTONE 370 C

CMYK 62 1 100 25

Uncoated

PANTONE 575 U

CMYK 48 10 90 30

Screen

RGB 101 141 27

HEX/HTML 658D1B

A

Aa

Aa

Navy

Coated

PANTONE 548 C

CMYK 100 21 28 76

Uncoated

PANTONE 3165 U

CMYK 99 18 39 43









Screen

RGB 0 61 76

HEX/HTML 003D4C

Aa

Aa

Coated		Uncoated		Coated		Uncoated	
							
PANTONE 370	CMYK 62 1 100 25	PANTONE 575	CMYK 48 10 90 30	PANTONE 548	CMYK 100 21 28 76	PANTONE 3165	CMYK 99 18 39 43

Brand elements

Colour palette—secondary

Secondary colour palette

Comprising of 14 colours, this colour palette is for secondary elements in online contexts such as websites and interactive applications.

WCAG 2.1 AA compliance

- Aa

Colour compliance is depicted by this circular icon.

The following symbols denote text point size compliance:

A = Large text ≥18pt compliant

a = Small text <18pt compliant

<div><div>Burgundy</div><div>PANTONE 3523</div><div>CMYK 24 84 64 49</div><div>RGB 118 48 46</div><div>HEX/HTML 76302E</div><div><div>Aa</div><div>Aa</div></div></div>	<div><div>Scarlet</div><div>PANTONE 492 C</div><div>CMYK 11 85 60 48</div><div>RGB 143 50 55</div><div>HEX/HTML 8F3237</div><div><div>Aa</div><div>Aa</div></div></div>	<div><div>Red</div><div>PANTONE 7627 C</div><div>CMYK 5 94 88 22</div><div>RGB 178 55 48</div><div>HEX/HTML B23730</div><div><div>Aa</div><div>Aa</div><div>A</div></div></div>	<div><div>Orange</div><div>PANTONE 7583 C</div><div>CMYK 0 69 98 12</div><div>RGB 196 98 45</div><div>HEX/HTML C4622D</div><div><div>A</div><div>A</div><div>Aa</div></div></div>	<div><div>Ochre</div><div>PANTONE 470 C</div><div>CMYK 7 70 99 38</div><div>RGB 164 90 42</div><div>HEX/HTML A45A2A</div><div><div>Aa</div><div>Aa</div><div>A</div></div></div>
<div><div>Brown</div><div>PANTONE 1615 C</div><div>CMYK 10 72 100 46</div><div>RGB 139 71 32</div><div>HEX/HTML 8B4720</div><div><div>Aa</div><div>Aa</div><div>A</div></div></div>	<div><div>Lichen</div><div>PANTONE 5803 C</div><div>CMYK 12 2 24 9</div><div>RGB 203 208 179</div><div>HEX/HTML CBD0B3</div><div><div>Aa</div></div></div>	<div><div>Mist</div><div>PANTONE 454 C</div><div>CMYK 8.5 6 15 0</div><div>RGB 232 229 215</div><div>HEX/HTML E7E5D6</div><div><div>Aa</div></div></div>	<div><div>Apple</div><div>PANTONE 2411 C</div><div>CMYK 62 0 98 35</div><div>RGB 78 128 31</div><div>HEX/HTML 4E801F</div><div><div>Aa</div><div>Aa</div><div>A</div></div></div>	<div><div>Forest</div><div>PANTONE 2411 C</div><div>CMYK 72 2 100 76</div><div>RGB 28 66 32</div><div>HEX/HTML 1C4220</div><div><div>Aa</div><div>Aa</div></div></div>
<div><div>Marine</div><div>PANTONE 3165 C</div><div>CMYK 100 16 33 66</div><div>RGB 0 79 89</div><div>HEX/HTML 004F59</div><div><div>Aa</div><div>Aa</div></div></div>	<div><div>Sky</div><div>PANTONE 628 C</div><div>CMYK 20 0 7 0</div><div>RGB 200 227 226</div><div>HEX/HTML C8E3E2</div><div><div>Aa</div></div></div>	<div><div>Midnight</div><div>PANTONE 547 C</div><div>CMYK 100 35 32 82</div><div>RGB 0 49 60</div><div>HEX/HTML 00313C</div><div><div>Aa</div><div>Aa</div></div></div>		<div><div>Black</div><div>Black</div><div>CMYK 0 0 0 100</div><div>RGB 0 0 0</div><div>HEX/HTML 000000</div><div><div>Aa</div><div>Aa</div></div></div>

## Brand elements

### Type—typefaces

#### Montserrat

- For headlines and headings
- For use on all print and digital communications.

#### Open Sans

- For subheadings and body copy
- Use on all print and digital communications.

#### Calibri

Alternative typeface

- Use Calibri as an alternative if Montserrat and Open Sans are unavailable.

---

Both preferred typefaces are available for download and embedding from Google Fonts.

#### Montserrat

<https://fonts.google.com/specimen/Montserrat>

#### Open Sans

<https://fonts.google.com/specimen/Open+Sans>

12ab

#### Montserrat

For headlines and headings

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890!@#\$%^&\*()

123abc

#### Open Sans

For subheadings and body copy

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890!@#\$%^&\*()

Typographic styles listed here are a guide based on an A4 professionally produced publication.

Use these styles on professionally produced material, for print and digital output.

HEADLINE

Montserrat Bold 20pt text/24pt leading Navy

HEADING LEVEL 1

Montserrat Bold 12pt text/16pt leading Green

HEADING LEVEL 2

Montserrat Regular 12pt text/16pt leading Navy

HEADING LEVEL 3

Montserrat Bold 9pt text/12pt leading Green

HEADING LEVEL 4

Montserrat Regular 9pt text/12pt leading Navy

Body copy. Cras justo odio, dapibus ac facilisis in, egestas eget quam. Vestibulum id ligula porta felis euismod semper. Maecenas sed diam eget risus varius blandit sit amet non magna. Cras justo odio, dapibus ac facilisis in, egestas eget quam. Aenean lacinia bibendum nulla sed consectetur.

Open Sans Regular 9pt text/12pt leading Black

Bulleted list:

Open Sans Regular 9pt text/12pt leading Black

- List item
  - List item
- List item
- List item

# Graphic elements



## Graphic elements

### Icons and illustrations

Icons are grouped under:

- ACIAR strategic objectives
- ACIAR research programs
- ACIAR thematic areas.











Icons may be used in any ACIAR communications where appropriate, and may be reproduced in any of the colours from the ACIAR colour palettes, or in white on a colour background.

- Ensure you use the correct icon when illustrating the specific area it references.
- Maintain sufficient contrast for legibility in application.

#### ACIAR Strategic objectives

	Food security and poverty reduction
	Natural resources and climate change
	Human health and nutrition
	Gender equity and women's empowerment
	Inclusive value chains
	Capacity building

#### ACIAR Research programs

	Agribusiness
	Climate change
	Crops
	Fisheries
	Forestry
	Horticulture
	Livestock
	Social sciences
	Soil and land management
	Water

#### ACIAR Thematic areas

	Climate change
	Global partnerships
	Gender
	Nutrition sensitive agriculture
	One health
	Evaluating our impact
	Innovation
	Farming systems analysis
	Economic & policy
	Capacity building
	Portfolio Planning and Impact Evaluation

## Graphic elements

### Hexagons

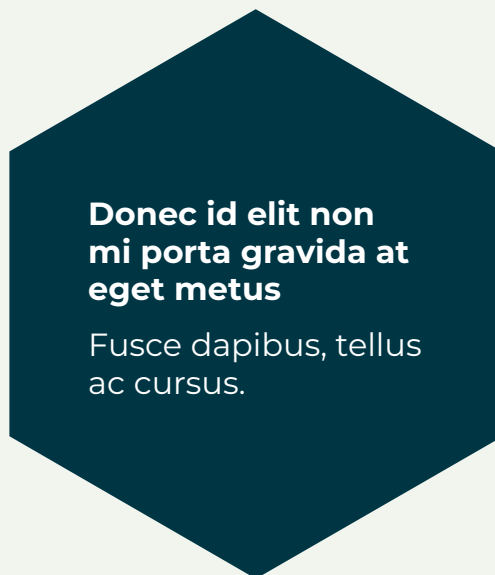
The hexagon is a key part of the graphic language for the ACIAR brand. It can be used in a number ways, for example:

- As container for images or text
- As a 2-dimensional pattern.

Use flat or transparent colour to create patterns using the hexagons. However, please do not apply 3D effects to the final pattern.



Container for images or illustration



Container for text



Pattern style 1



Pattern style 2

# Imagery

## Imagery

### Types of imagery

Three main types of imagery make up the ACIAR photographic style, 'hero', 'descriptive' and 'portrait'. The most compelling communications use a combination of styles and can include people in research situations, using equipment, facilities or products.

#### Hero shots

A hero shot is designed to be the dominant image, which catches your eye above all else, and usually takes up the most space. The 'hero', or subject, is the focus of the photo.

#### Descriptive shots

It is useful to have a range of photos available for various materials. In cases where a singular hero, still-life or landscape photograph is not used, the photographic style should be descriptive, maintaining a high standard in production quality and a clear, thought-provoking point of view.

#### Portrait shots

These can contain more than one person, but the human element should remain the focus. Images should be uplifting and empowering in composition.



#### Hero shot

- singular subject
- clear focus of interest
- striking composition
- a high standard of photographic production



#### Descriptive shot

- shows/depicts a scene or setting
- multiple areas of interest in image
- thought provoking
- compelling composition
- a high standard of photographic production



#### Portrait shot

- human focus, but can be more than one person
- clear focal point
- a high standard of photographic production



## Imagery

### Examples

When sourcing imagery (from a photo shoot, approved image library or clients) to promote the ACIAR portfolio, use the following criteria as a guideline.

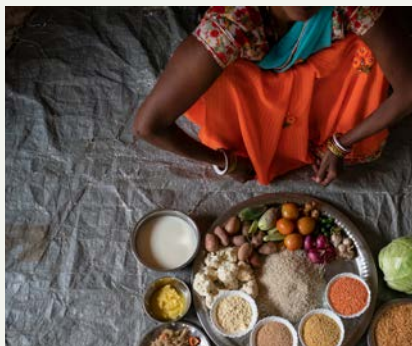
Desired imagery:

- **Purposeful:** Dynamic and active. Agricultural, forestry or fisheries focused
- **Real People:** Relevant real-life situations which are relevant to ACIAR and stakeholders
- **Business:** Real people, products, and services
- **Conceptual:** Creative and thought provoking composition
- **People focused:** Showing hardworking and humble people who also appear accomplished and satisfied

Images to avoid:

- **Icons and landmarks:** Must not dominate images—e.g. statues, structures or culturally significant locations
- **Contrived:** People's actions and expressions must not appear forced
- **Post-produced:** do not use visual effects.
- **Clichéd:** Photos that are over-used, obviously unoriginal or overdone. e.g. photos of people jumping
- **Low-quality:** Avoid anything with a file size less than 300KB

### Desired imagery



### Imagery to avoid



# Collateral

## Collateral

### Business cards

Please seek to maintain integrity of the ACIAR identity by complying, as much as practical, with the standard branding requirements for collateral and publications.

From time to time, stock prices may vary and therefore, the following specifications may need to be adjusted. Keep to these specifications as best as possible.

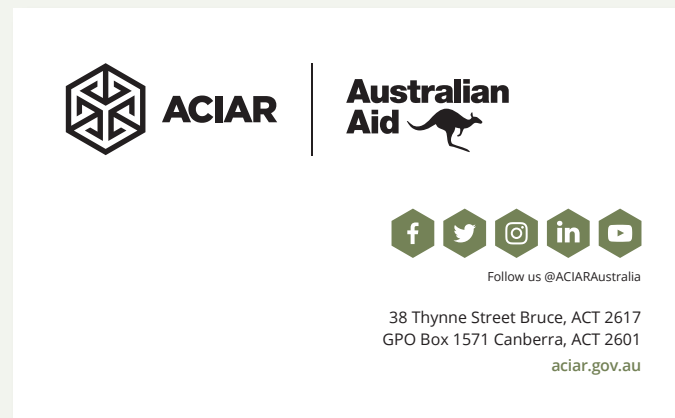
#### Size

90 mm x 55 mm

#### Paper stock

- Stock: Mohawk Superfine Eggshell Ultra White (or similar)
- Weight: 324 GSM
- Finished Size: 55 mm x 90 mm
- Ink Colours (Spot):  
Black and Pantone 575 U  
TWO SIDES
- Ink Colours (Full Colour/ Digital):  
Black and Pantone 575 (CMYK)
- Finishing: Trim to size

**NB:** If printing business cards in full colour, digital or offset, the colour will shift (see page 25) and the final printed colour will appear brighter than the example specified here.



Collateral  
Letterhead

Size

A4

This document is available as a Microsoft Word template.



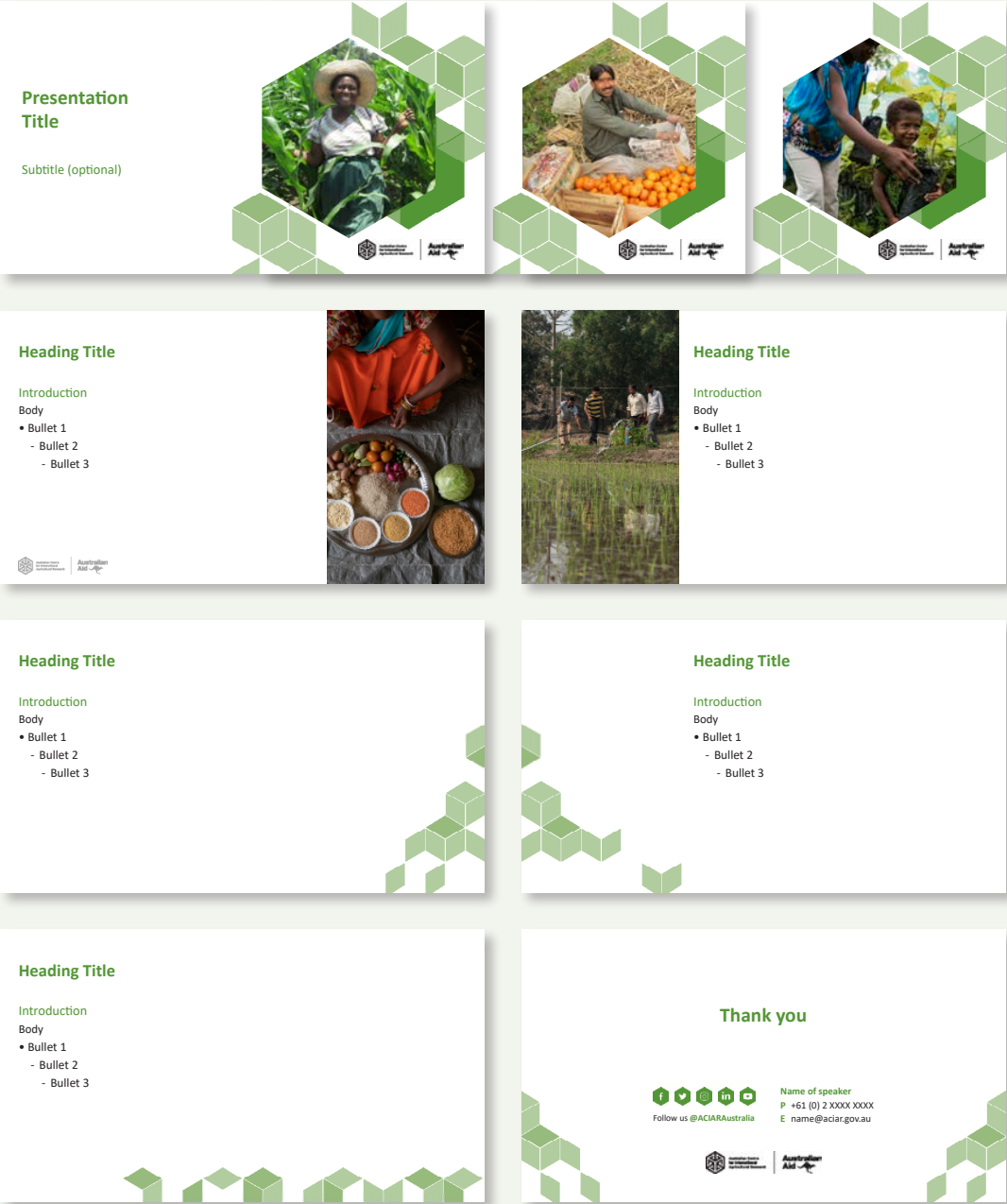


Collateral  
PowerPoint presentation

Size

Wide-screen

This document is provided as a Microsoft PowerPoint template.

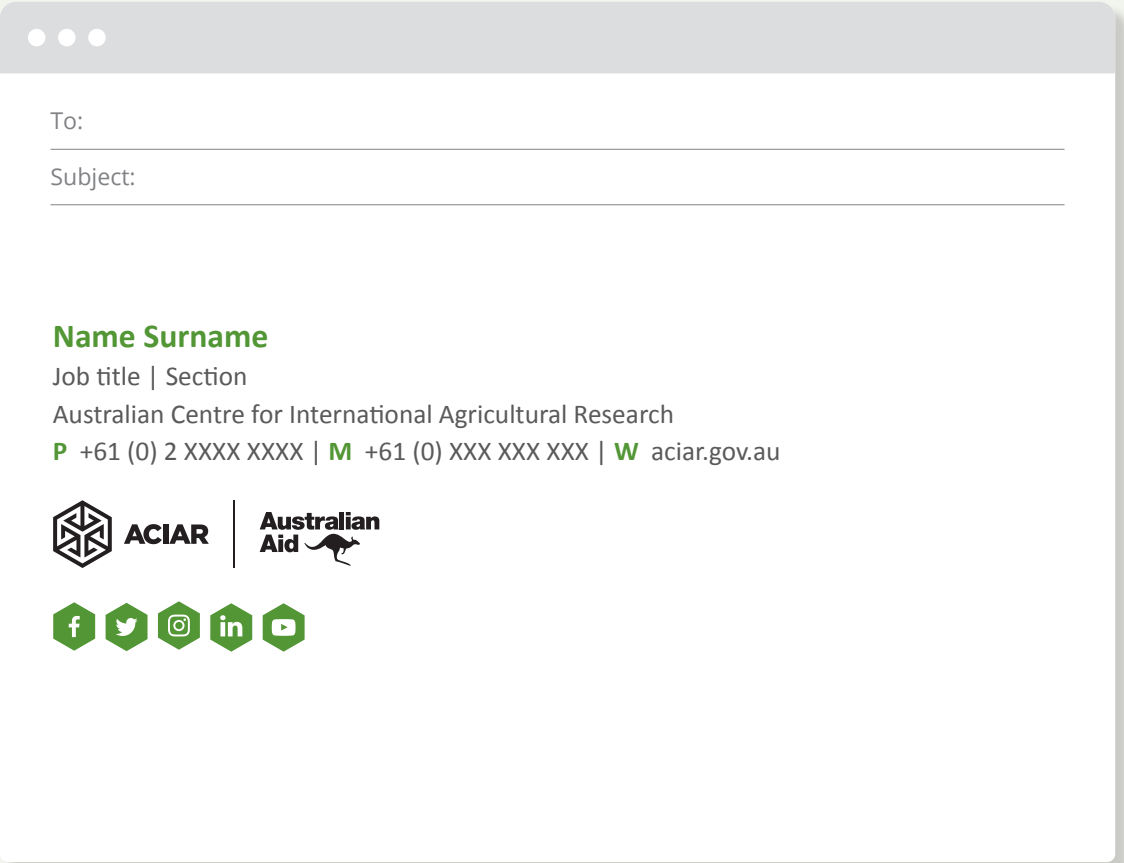


Collateral

Email signature

Email signature templates and instructions for updating it in Outlook can be obtained from the Outreach team.

Consult your IT officer for proper implementation.



Size

A4

Templates for fact sheets are available in Adobe InDesign.

Agribusiness

# Integrating gender and social inclusion into agricultural value chain research in Myanmar and Vietnam



Australian Government  
Australian Centre for  
International Agricultural Research



## OVERVIEW

Farming systems and agricultural supply chains throughout southeast Asia are undergoing rapid change, including increased levels of commercialisation and market integration, feminisation of agriculture, and migration of youth in response to non-farm work opportunities.

These processes are not only shaping rural landscapes, communities and value chains, but are challenging traditional gender roles and relationships. They are also impacting differently on the many ethnic minority communities living in these regions.

In response, this project sought to understand the underlying social processes in order to develop technical and policy innovations that are equitable for women and men and contribute to the empowerment of women. This includes the development of more productive, sustainable and profitable farming systems and agricultural value chains.

## KEY FACTS

**ACIAR Project No.** AGB/2017/008  
**Duration:** 12 June 2017 to 31 December 2018  
**Target areas:** Myanmar and Vietnam  
**Budget:** AU \$250,000

**Commissioned Organisation:**  
Ms Nozomi Kawarazuki, International Potato Center

**Key partners**

- Institute for Social Development Studies (ISDS)
- CARE International Vietnam
- Oxfam Vietnam

**ACIAR Research Program Manager**  
Dr Rodd Dyer

## RESEARCH/OBJECTIVE

The project aimed to support a more informed integration of gender analysis and social inclusion concepts into agricultural value chain research by:

- integrating research on gendered social relations across a range of selected agricultural value chains, ethnic and cultural, and geographic contexts in Vietnam in existing projects (a gender transformative research approach);
- developing the capacity of researchers to collaborate with social scientists to deliver transdisciplinary gender-transformative agricultural research and interventions (a gender awareness approach); and
- establishing a vibrant, active gender network and knowledge hub in Vietnam and southeast Asia.

## OUTCOMES

**Gender research:** A strategic gender research study was conducted in a Hmong village in the Dien Bien province. Findings provide practical recommendations to ACIAR for socially-inclusive research for agricultural development. A gender-integrated research study was conducted in collaboration with FST/2016/152, which contributed to improving intervention strategies for supporting Hmong women's significant involvement in agroforestry management. A guide for gender-integrated participatory research approaches was published, which can be used in other ACIAR projects.

**Capacity development:** 58 people from local ACIAR partners participated in the gender trainings in Vietnam, and 43 people attended the gender workshop in Myanmar. After the trainings and the workshop, five projects in Vietnam, and two projects in Myanmar, they reviewed their project frameworks and developed gender-responsive research or intervention designs. These collaboration cases provide model cases as to how gender can be integrated into specific scientific topics, such as livestock, vegetable crops, and agroforestry.

**Networking:** The gender and agriculture platform has been formed. Information and experiences are shared through monthly gender seminars and the project website. Gender researchers who met in this platform plan to develop a special issue in a journal with a focus on gender and agriculture in Vietnam.

## OUTPUTS

- Strengthened knowledge and skills of researchers to conduct transdisciplinary research with social scientists to integrate gender and social inclusion research methods and approaches into agricultural household and value chain research.
- Created a vibrant, supportive and innovative gender network and knowledge hub in Vietnam linked to Myanmar and reaching out to other southeast Asian countries in active collaboration with DFAT and ACIAR.
- Developed publications on gender-integrated approaches in agriculture and value-chain in the context of southeast Asia.

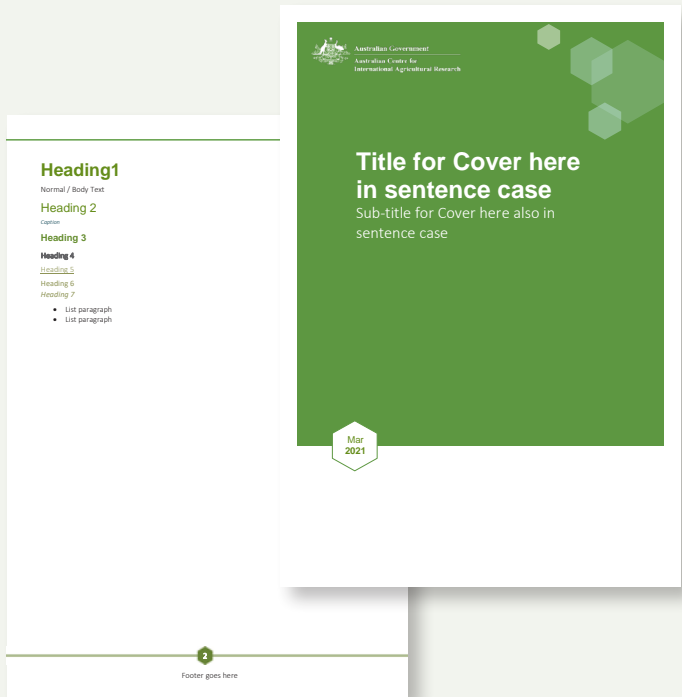


# Collateral

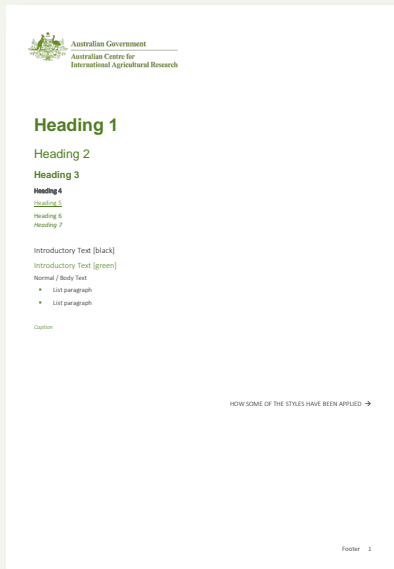
## Word templates

Some Microsoft Word templates are available to staff on the ACIAR Intranet site.

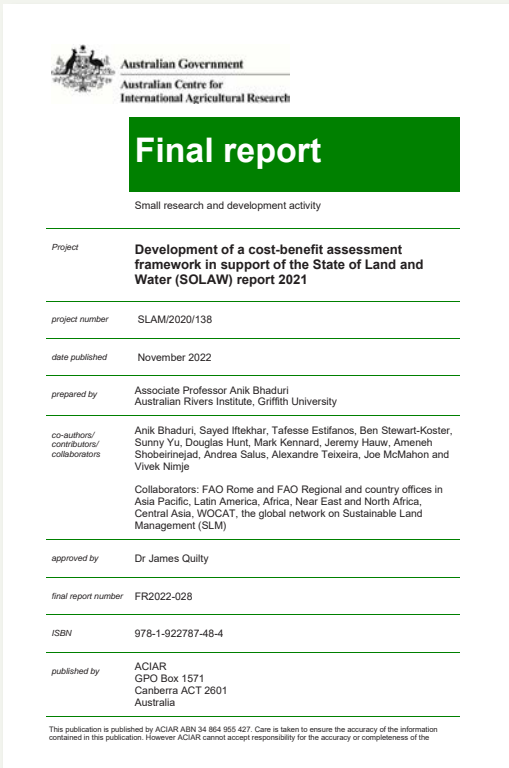
- A4 Branded Document (with cover or simple)
- Project final report.



A4 Branded Document with cover



A4 Branded Document simple



Project final report

Collateral

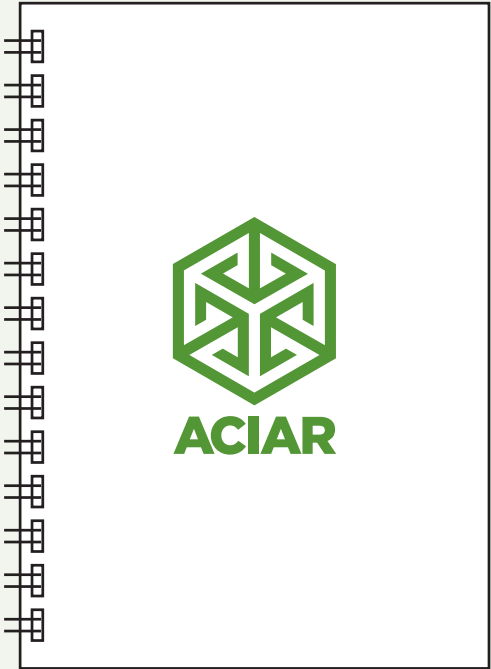
Notebook, notepad and pen

Notebook and notepad size

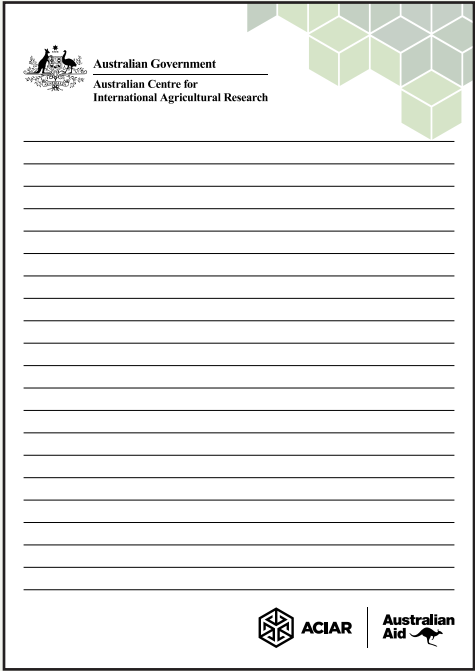
A5

Size

Care is to be taken to ensure the logos are selected and used correctly following the guidelines as stated in this document.



Notebook



Notepad



Pen

# Video production

## Video production

### Overview

Please keep these guidelines front of mind throughout the video planning, shooting, and editing process.

- All video content must align with the ACIAR mission, vision, values and strategic objectives.
- Although videos can vary in length and purpose, it is important to produce videos that appear consistent in tone of voice and on-brand across all channels.
- Diversity is an important element in ACIAR communications. Aim to show footage that represents a diverse and inclusive range of genders and ages.
- Videos may focus solely on ACIAR or they may include partner organisations.
- Do not feature logos or branding that are unrelated to the topic of the video. However, we appreciate that sometimes, it may not be practical or possible to ensure third party logos don't incidentally appear on subject clothing (hats, t-shirts, etc), on products such as pens, notebooks, drink bottles, or as wall hangings (in posters, signs, prints) in the background.

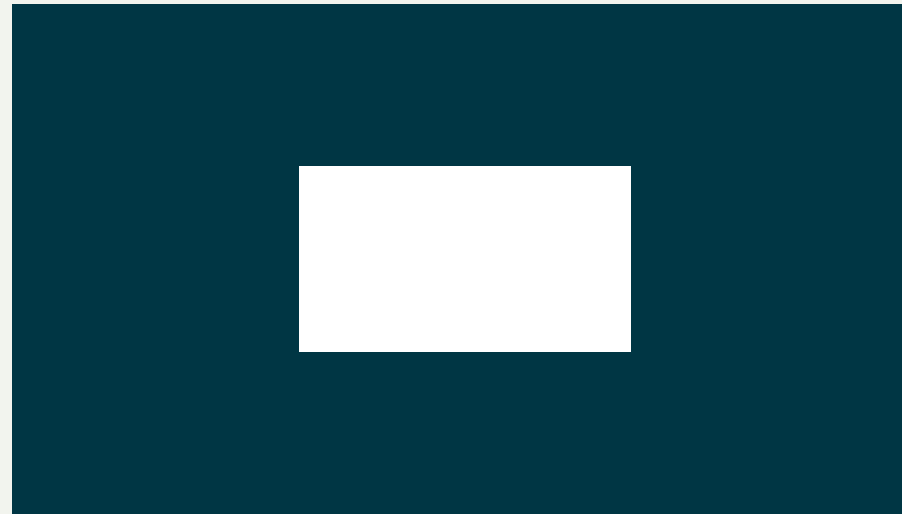


## Video production

### On-screen graphics

Please download the following approved graphic assets to include in any ACIAR funded public videos being produced.

- high resolution vector logos
- colour codes
- font styles
- Australian Government stinger
- Australian Aid Identifier lock-up extended



End screen graphics - Australian Government stacked



End screen graphics - Australian Aid Identifier lock-up extended



# Further information and resources

### ACIAR editorial style guide 2022

A guide for ACIAR staff writing and reviewing articles, communication products, online content, corporate publications, for authors, editors, proofreaders and designers working with ACIAR to produce corporate and scientific publications. This editorial style guide sets out the preferred editorial style for all forms of written communication about ACIAR and provides some general advice about clear writing.

Please request a copy of this document from Outreach.

### Social media guidelines

Guidance on correctly referencing and accrediting ACIAR in your social media posts. Please request a copy of this document from Outreach.

### Branding Guide

<https://www.aciar.gov.au/branding-and-logos>

Please direct enquiries about this document to Outreach  
Australian Centre for International  
Agricultural Research  
Phone +61 2 6217 0500 or  
Email [aciarc@aciarc.gov.au](mailto:aciarc@aciarc.gov.au)

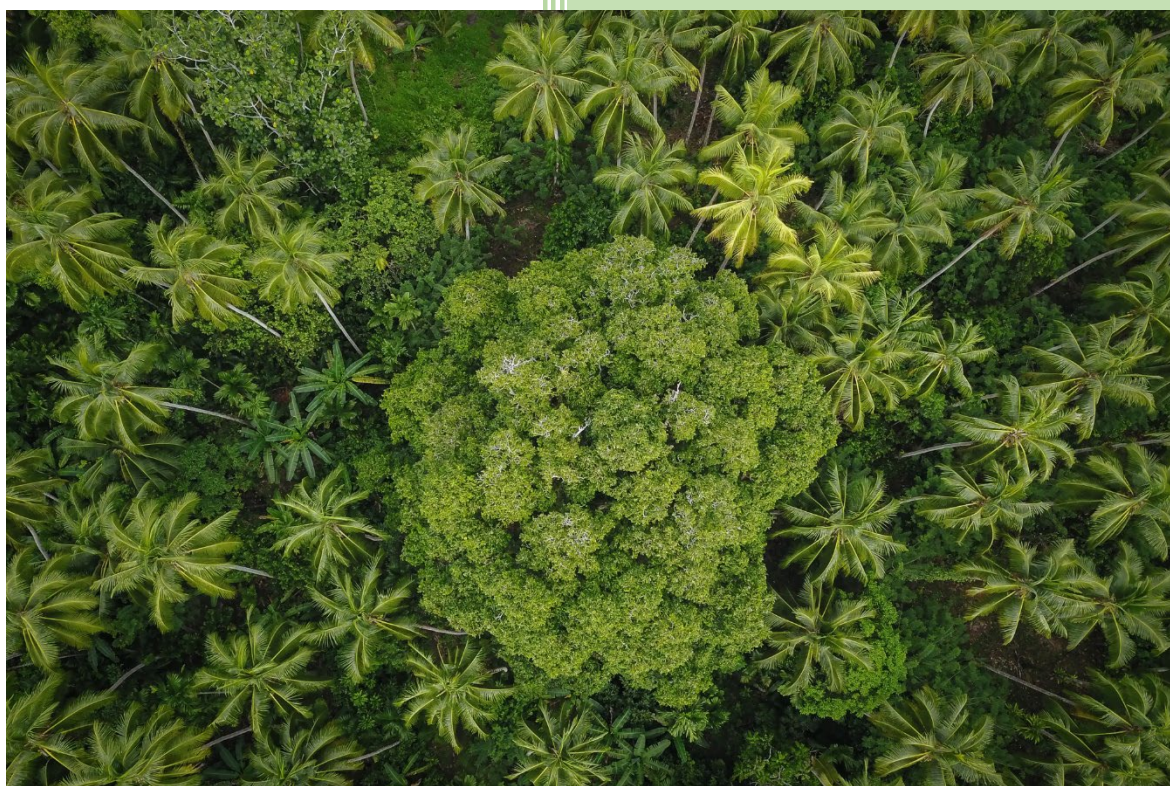




Australian Government

Australian Centre for  
International Agricultural Research

# ACIAR editorial style guide



v1.0 • June 2022





Australian Government

Australian Centre for  
International Agricultural Research

# ACIAR editorial style guide

v1.0 • approved by ACIAR Executive, 29 June 2022

## Updates

Content	Updated by	Date
Major review for alignment with current government and industry standards; and additional ACIAR-specific content	ACIAR Outreach	29 June 2022

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# About this guide

This editorial style guide sets out the preferred editorial style for all forms of written communication about ACIAR. It also provides some general advice about clear writing.

This guide is for:

- ACIAR staff writing and reviewing articles, communication products, online content and corporate publications
- authors, editors, proofreaders and designers working with ACIAR to produce corporate and scientific publications.

This guide applies to:

- short-form written content: social media posts, news articles and blogs
- website content, i.e. web pages and attachments
- corporate publications: corporate plan, annual operational plan, annual report and annual review
- scientific publications: monographs, technical reports, proceedings, and impact and evaluation reports
- project final reports

By referring to this document as you work, you will be ensuring that all our communications and publications are clear and consistent, and that they comply with Australian Government style and our in-house ACIAR style.

We know that everyone has their own preferences about some of these style issues, but we encourage you to review this style guide and follow it as closely as possible.

## How to use this guide

The guide has been divided into 4 broad topics:

- [Part A: Writing about ACIAR](#)
- [Part B: ACIAR-specific language](#)
- [Part C: Using Australian English](#)
- [Part D: Preparing a publication.](#)

## Reference guides

This guide is based on the Australian Government [Style Manual](#) and the [Macquarie Dictionary](#). Additional material has been drawn from the [Australian Manual of Style](#) (developed from the Australian Manual of Scientific Style).

If you have a question that is not answered here, we encourage you to search the free online Australian Government [Style Manual](#). If you are still unsure, please contact the ACIAR Outreach.

## Feedback

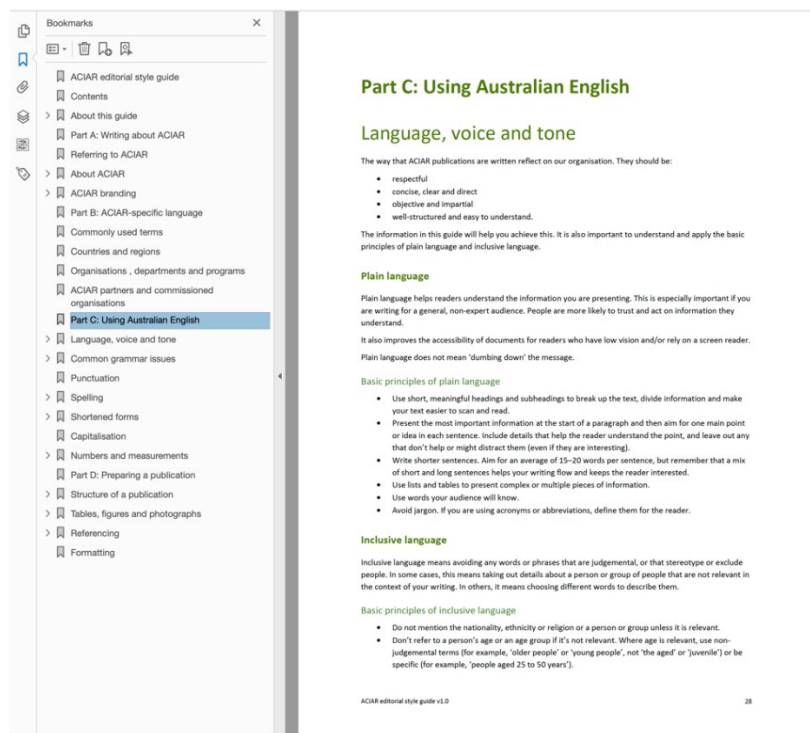
Style, as with language, is ever changing. We welcome your feedback and suggestions for content of this guide.

Please talk to or direct your comments to the [ACIAR Publications Manager](#).

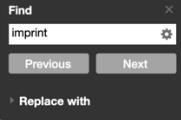
## Navigating through this guide

Click on any of the hyperlinked words or phrases to jump to a new place in the guide, or to go to an external website for more information.

If you are viewing this guide in Acrobat, you can use the Bookmarks pane to navigate through the guide using the headings and subheadings



You can also use the Adobe Reader or Acrobat Search function (Control F key) to look for a specific word or term.



**Part D: Preparing a publication**

### Structure of a publication

The basic elements of a printed corporate or scientific publication are:

- cover
- preliminary content
- main body
- endmatter.

The structure of a typical ACIAR publication is described below.

Not every publication will need to include all this content. Simpler publications, like brochures, newsletters and magazines, will also use Arabic numbers throughout (excluding the cover and inner front cover).

Element	Content
<b>cover</b>	
Front cover	Mandatory: Australian Government logo, publication title, ACIAR Publication series and number Optional: image
Inside front cover	Blank or solid colour or image
<b>preliminary content (roman numerals used until the Introduction)</b>	
Title page	Mandatory: publication title, author(s) and/or editor(s), ACIAR secondary brand, publication year
<b>Imprint page</b>	This page has no heading. It contains: <ul style="list-style-type: none"><li>• About ACIAR</li><li>• copyright statement</li><li>• publication details, including ISBN</li><li>• credits</li><li>• ACIAR contact details</li><li>• cover image caption and credit</li></ul> In a very short publication, this information could go on the inner front cover. The size of the imprint text should be several points smaller than the body text of the report. Preferred wording is given in the section <a href="#">imprint page</a> below.
Foreword	This is written by the ACIAR CEO (or jointly in co-publications), is quite short (1 page is standard) and includes a signature block.

---

# ACIAR quick facts – March 2022

## Approximately 200 projects in any one year.

Note: This is an average figure. Check the current Annual Operational Plan for the number of projects in a specific year. Note this number will change over the course of the year, and Power BI will reflect real time changes. For consistency in message, use the approximate figure or the current AOP figure.

## More than 1500 research projects over 40 years.

Source: Derived from a speech by the Board Chair Don Heatley at a NFF event (2018 or 2019) and seems reasonable, based on back-of-envelope calculations.

## More than 400 project partners in any one year.

Note: This is a 'rounded' number for any one year – AOP and Annual Review figures are specific to the year of the report. Power BI will reflect real-time changes.

## More than XXX project partners over 40 years.

Source: *to be calculated.*

## More than 60 commissioned organisations in any one year.

Note 1: This is a 'rounded' number for any one year – AOP and Annual Review figures are specific to the year of the report. Power BI will reflect real time changes.

Note 2: Commissioned organisations are included in the 'project partners' count.

Note 3: The same commissioned organisation may lead several (e.g. NSW DPI) or many (e.g. CSIRO) projects, therefore the number of commissioned organisations is less than the number of projects.

## More than XXX commissioned organisations over 40 years.

Source: *to be calculated.*

## More than 800 ACIAR fellowship alumni.

Source: Personal communication, ACIAR Capacity Building.

Note: Alumni = people who have completed ACIAR-supported fellowships and capacity building programs.

More than 800 people have completed fellowships.

Approximately 600 maintain connection with ACIAR through projects and alumni activities.

## More than \$64 billion total benefit to developing country partners since 1982.

Source: 2021 impact assessment (reported in Volume 1 of IAS100).

Note: This figure may be described as a 'conservative estimate' or 'well over \$64 billion'.

## More than \$3.7 billion in total benefit to Australia from ACIAR research projects.

Source: 2021 impact assessment (reported in Volume 1 of IAS100). The previous figure of \$5.3 billion is from the 2019 impact assessment of 169 projects. Revised methodology was used for assessment in 2021.

## ACIAR works in approximately 35 countries.

Note: This is a 'rounded' number. Check the current Annual Operational Plan for the established list of projects and number of partner countries for any one year.

---

## Part A: Writing about ACIAR

Part A is most useful for ACIAR staff, partners and engaged contractors who are writing content for online media, fact sheets, corporate documents, corporate reports and publications.

Part A aims to ensure that the words and phrases we use to describe ACIAR and its activities are consistent (and correct) across all forms of communication. The right words are part of our brand.

## Referring to ACIAR

On the first instance in a publication, write the name of our organisation in full, followed by the initialism in brackets:

- The Australian Centre for International Agricultural Research (ACIAR)

After that, use 'ACIAR' throughout.

Do not add 'the' when ACIAR is the subject of the sentence. Avoid using the possessive form of ACIAR, i.e. ACIAR's.

Examples of correct usage:

- ✓ In May 2020, ACIAR commenced an assessment of the impacts of the pandemic.
- ✗ In May 2020, the ACIAR commenced an assessment of the impacts of the pandemic.
- ✓ ACIAR partners in the region include universities and government agencies.
- ✗ ACIAR's partners in the region include universities and government agencies.
- ✓ The ACIAR report showed the research had an impact.
- ✗ ACIAR's report showed the research had an impact.

## About ACIAR

ACIAR is established by an Act of the Australian Parliament – the [Australian Centre for International Agricultural Research Act 1982](#). There is a range of words and terms that are used specifically to describe the functions and work of ACIAR, and these terms are fundamental in the documents we prepare annually for government.

To be consistent at all levels of communication, this terminology also should be used in the documents, products and platforms we use to communicate to stakeholders and the public.

The text in the following sections has been considered and approved by the ACIAR Executive for use when describing ACIAR, its function and operational areas (29 June 2022).

Many reports and communication forms will not always require the level of detail that follows; however, the text provides a base reference and captures specific terms that should be used consistently.

Text that is shown in a yellow box in this document can be copied and pasted directly into your document.

---

## Description of ACIAR

### <<copy and paste>>

The Australian Centre for International Agricultural Research (ACIAR) is the Australian Government's specialist agricultural research-for-development agency.

ACIAR is established by the *Australian Centre for International Agricultural Research Act 1982* (the ACIAR Act), as amended. It is a non-corporate Commonwealth entity under the *Public Governance, Performance and Accountability Act 2013* (the PGPA Act) and a statutory agency under the *Public Service Act 1999*.

ACIAR is an agency of the Foreign Affairs and Trade Portfolio and contributes to Australia's development assistance program. ACIAR operates solely on budget appropriation from Australia's Official Development Assistance (ODA).

The [ACIAR 10-Year Strategy 2018–2027](#) guides the agency, consistent with the ACIAR purpose under the enabling legislation and reflecting the Australian Government's foreign policy framework and the United Nations' Agenda 2030 Sustainable Development Goals.

## Governance

### <<copy and paste>>

ACIAR has an executive management governance structure headed by the CEO, who reports directly to the Minister for Foreign Affairs.

The CEO manages the administrative and financial affairs of ACIAR and its staff, subject to, and in accordance with, any directions given by the Minister. An executive team supports and advises the CEO on strategic priorities and corporate and operational policies.

Also established under the ACIAR Act is the:

- Commission for International Agricultural Research, which provides advice to the Minister in relation to the formulation and funding of programs with respect to agricultural research for development, and other matters relating to the ACIAR Act
- Policy Advisory Council, which provides advice to the Minister on agricultural problems of developing countries, and programs and policies with respect to agricultural research to address such problems.

In longer form communication, it is appropriate to abbreviate:

- Commission for International Agricultural Research to 'the Commission'
- Policy Advisory Council to 'the PAC' or 'the Council'.

Never refer to these groups as:

- ✗ the ACIAR Commission
- ✗ the Australian Commission for International Agricultural Research
- ✗ the Australian Government Commission for International Agricultural Research
- ✗ the ACIAR Policy Advisory Council
- ✗ the Australian Policy Advisory Council
- ✗ the Australian Government Policy Advisory Council

In an international context, if clarity is required, write:

- ✓ Australia's Commission for International Agricultural Research
- ✓ Australia's Policy Advisory Council (for international agricultural research)

---

## Purpose, mission and vision

The following statements are established by government policy for the Foreign Affairs and Trade portfolio or the ACIAR 10-Year Strategy 2018–2027 and must not be altered.

<<copy and paste>>

### Purpose

To contribute to reducing poverty and improving the livelihoods of many in the Indo-Pacific region through more productive and sustainable agriculture emerging from collaborative international research.

### Mission

To achieve more productive and sustainable agricultural systems, for the benefit of developing countries and Australia, throughout international agricultural research partnerships.

### Vision

ACIAR looks to a world where poverty has been reduced, and the livelihoods of many improved through more productive and sustainable agriculture emerging from collaborative international research.

## Areas of ACIAR work

The words established for use in the Portfolio Budget Statements, Corporate Plan and Annual Report should be reflected in other documents about ACIAR.

<<copy and paste>>

ACIAR delivers the knowledge and technologies that underpin more productive and sustainable agricultural systems and more resilient food systems, for the benefit of developing countries and Australia, by investing in:

- global research collaborations
- bilateral and regional research projects
- scientific and policy capacity-building activities.

## Operational areas of ACIAR

The words established for use in the Annual Operational Plan should be reflected in other documents about ACIAR.

<<copy and paste>>

ACIAR delivers the knowledge and technologies that underpin more productive and sustainable agricultural systems and more resilient food systems, for the benefit of developing countries and Australia, through our:

- Multilateral Collaborations
- Country Partnerships
- Research Programs
- Capacity Building Program

These operational areas of ACIAR are supported by:

- Outreach
- Corporate Services

---

## Management areas of ACIAR

The words established for use in ACIAR corporate reports should be reflected in other documents about ACIAR.

<<copy and paste>>

ACIAR staff are organised into 4 lines of management:

- Country Partnerships
- Research Programs
- Outreach and Capacity Building
- Corporate Services

## Operational regions of ACIAR

ACIAR works throughout the Indo-Pacific region.

Our operations are divided into 4 regions. These may or may not align with official geographical or political regions.

The ACIAR regions are:

- Pacific
- East and South-East Asia
- South Asia
- Eastern and Southern Africa.

Please note and use the forms and capitalisation of words in the titles for our regions.

In the past, there have been different region names, reflecting different areas of engagement (e.g. South and West Asia).

## Countries

There are preferred spellings and capitalisations for the names of countries and specific geographical and regional areas within countries. These are listed in [ACIAR countries and regions](#) section of this guide.

### Terms to avoid when referring to countries or regions

When referring to the countries we work in, use the terms 'developing countries' and 'developed countries', or 'low-income', 'middle-income' and 'high-income' countries.

Do not use 'underdeveloped countries' or terms that should have a geographical meaning only, such as 'the West', or 'westernised'. Do not use the terms 'Third World' or 'First World'.

### Number of partner countries

ACIAR works in approximately 35 partner countries in the Indo-Pacific region.

This number changes from year to year depending on the location of active projects. Check the current Annual Operational Plan for the established list of projects and number of partner countries in any one year.

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## Research programs

Our research programs are always written in full and in title case. Each program has 2–4-letter program code, which is used for administrative purposes. Do not use the program codes in articles, reports and other public-facing media.

Research program	Program code	Previous related programs
Agribusiness Program	AGB	Agricultural Development Policy (ADP)
Climate Change Program	CLIM	Established Sept 2020
Crops Program	CROP	Crop Improvement and Management (CIM) Cropping Systems and Economics (CSE) Food Security Centre (FSC)
Fisheries Program	FIS	
Forestry Program	FST	
Horticulture Program	HORT	
Livestock Systems Program	LS	Livestock Production (LPS) Animal Health (AH)
Social Systems Program	SSS	Social Sciences (SSS) Agricultural Systems Management (ASEM)
Soil and Land Management Program	SLAM	Soil Management and Crop Nutrition (SMCN)
Water Program	WAT	Water and Climate (WAC) Land and Water Resources (LWR)

Correct way to write about programs, for example:

- ✓ Crops Program
- ✗ Crops Research Program

Each program is managed by a Research Program Manager. Refer to this person as, for example:

- ✓ Research Program Manager, Forestry
- ✗ Forestry Research Program Manager

Complementing the research programs are the functions of:

- Portfolio Planning and Impact Evaluation – to refine our priorities and learn lessons from current and past projects, as well as enable accountability to our Minister, the Australian Government and the Australian public
- Economics and Policy – to understand the processes that support the translation of scientific, social and economic knowledge into policy for sustainable and inclusive economic development

## Project titles and codes

In articles, reports and other public-facing media ACIAR project titles are always written in sentence case, roman type, enclosed by single quotation marks and followed by the project code in brackets. For example:

- ‘Market and opportunity analysis to guide market-led development of the Myanmar pulse sector’ (AGB/2019/154)
- ‘Building a business case for investment in a coconut industry in the Pacific’ (HORT/2020/190)

Note that project code is written in the format 2–4-letter program code/full year/3-digit project number:

- ✓ FIS/2018/127
- ✗ FIS-2018-127



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## Publication titles and codes

When referring to publications from various ACIAR series, use the title first and the publication code in brackets. For example:

- *The impact of ACIAR work in agricultural research for development 1982–2022* (IAS100)
- *Success stories in agricultural water management research for development* (TR092)

When citing an ACIAR publication, use the author–date system for referencing, as described in the Australian Government [Style Manual](#).

The recommended citation formats for ACIAR publications have varied over the years. This style guide recommends:

- for in text references: (Christen 2020)
- for citation in reference lists and bibliographies: Christen, EW 2020 (ed.) *Success stories in agricultural water management research for development*, ACIAR Technical Report No. 92, Australian Centre for International Agricultural Research, Canberra.

See [Referencing](#) for detailed information about citation and reference lists. If you are producing a scientific paper with the help of referencing software (e.g. EndNote or Mendeley), it is acceptable to use the more formal Harvard referencing style.

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# ACIAR branding

Following are the requirements for the most common uses of ACIAR logos. Please read ACIAR [Branding guidelines](#) on the ACIAR website for more information about using ACIAR and Australian Government logos.

If your branding requirements are complex, please discuss with ACIAR Outreach.

ACIAR branding consists of:

- Australian Government logo
- ACIAR hexagon
- Australian aid identifier.

## Australian Government logo

The Australian Government logo is the primary logo to be used on all short and long format ACIAR publications and communications. This logo is also the primary ACIAR logo to be used on co-produced or partner products.

Generally, this logo is applied to the top left corner of the outside cover of publications and to the top left corner of the first page (cover page) of brochures and fact sheets.

- The primary ACIAR logo can be inline (horizontal) or stacked (vertical)
- The primary ACIAR logo can be black or green
- The coat of arms must be at least 2 cm wide in all applications.



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## ACIAR hexagon

The ACIAR hexagon is the secondary ACIAR logo. The hexagon can be used in addition to the official Australian Government logo, but it must be less prominent.

- The secondary ACIAR logo can be black or green.
- The hexagon must be at least 2 cm wide in all applications.



Use of the hexagon only, for example on promotional material or merchandise, is not discussed in this guide. Please read the ACIAR [Branding guidelines](#) or discuss with ACIAR Outreach.

## Australian Aid Identifier lock-up

The lock-up identifier or logo (i.e. the ACIAR hex and the Australian Aid logo) is on items that are created for international audiences and forums. It may be used with or without the Australian Government logo, pending on the audience.

- The lock-up identifier must be less prominent than the Australian Government logo, if the Australian Government logo is being used.
- The lock-up identifier can be all white, all black or coloured as shown below.
- The Australian Aid component of the logo can only be blue and red, when used in colour,
- For ACIAR corporate and scientific publications, place the lock-up identifier on the outside back cover.

The extended lock-up identifier is used on items that are created for international audiences and forums, such as brochures, posters, banners and reports.



The simplified lock-up is used on frequently produced materials that will be distributed to Australian and international audiences, such as scientific publications and corporate reports.



## Part B: ACIAR-specific language

As a rule, ACIAR is guided by the Macquarie Dictionary. However, there are many words, terms, names and phrases particular to agriculture and ACIAR, which are not found in dictionaries or may be used differently to dictionary conventions. Part B presents these words (and symbols for words).

### Commonly used terms

#### Quick links:

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [XYZ](#)

Term	Notes
& (the ampersand)	use the word 'and' rather than the ampersand symbol '&' the symbol may be used for graphic impact on promotional material, on the cover or title pages of publications, and in tables and figures
%	use the symbol not the word 'per cent', for example, 15% not 15 per cent; 'percent' is not a correct word; the symbol '%' cannot be substituted for the word 'percentage' in a sentence.
<b>A</b>	
above-ground	hyphenated as an adjective (e.g. above-ground biomass)
ACIAR alumni programs	lower-case 'p'; refer to individuals graduated from ACIAR capacity building programs as 'ACIAR alumnus' (singular) or 'ACIAR alumni' (plural)
acid-sulfate	hyphenated as an adjective (e.g. acid-sulfate soil)
acknowledgement	Macquarie Dictionary format, British English
adaptation	not 'adaption'
adviser	not 'advisor'
aetiology	not 'etiology'
Afghan	initial cap when used for an inhabitant of Afghanistan; adjective is 'Afghani'
agricultural	adjective (e.g. agricultural development); never use with 'sector'
agriculture sector	not 'agricultural sector'
agrifood, agribusiness, agrichemical	no hyphen
agroecological, agroecosystems, agroenterprise, agroforestry	no hyphen
air-dry	hyphenated
airfreight, airtight	no hyphen
although	not 'though', but the expression 'even though' can be used
alumni/alumnus	refer to individuals graduated from ACIAR capacity building programs as alumnus (singular) or alumni (plural)
among	not 'amongst'
appendices	not 'appendixes'
approximately and about	do not replace the word approximately or about with a tilde (≈ or ~). In general text, use the full word

Term	Notes
Australian aid program, Australia's aid program, Australia's overseas aid program	lower case for 'aid'
avocados	not 'avocadoes'
<b>B</b>	
backcross	no hyphen
baseline	no hyphen (noun and adjective)
beche-de-mer	dried sea cucumber; no accents
below-ground	hyphenated as an adjective (e.g. below-ground water source)
benefit–cost analysis	en rule (not hyphen); sometimes called cost–benefit analysis
benefit:cost ratio	colon with no spaces; benefit comes before cost; not benefit to cost ratio
benefited, benefiting	single 't'
bilateral	no hyphen
biocontrol, biodiesel, bioeconomic, biofuel, bioinsecticide, biolubricant, biosafety, biosecurity, biotechnology	no hyphen
-borne	hyphenated when used as a suffix (e.g. soil-borne, leaf-borne, tick-borne)
brassica(s)	lower case, not italics; the common name for members of the family Brassicaceae; <i>Brassica</i> (cap B, italics) is one of the many genera in the family
break-even	hyphenated as an adjective
broadacre, broadleaf	no hyphen
broodstock	no hyphen; plural noun (e.g. 'Broodstock are a group of mature individuals used in aquaculture for breeding purposes')
brussels sprout	not 'brussel sprout' or 'Brussels sprout'
buffaloes	plural form of 'buffalo'; not 'buffalo' or 'buffalos'
build-up	hyphenated; description of climate
by-product	hyphenated
bycatch	no hyphen
<b>C</b>	
C <sub>3</sub> plants, C <sub>4</sub> plants	subscripts (not C3, C4)
<i>Canarium</i> nuts	italicise genus name, or use the term galip nuts
capacity-building	hyphenated as an adjective (e.g. capacity-building activities) the hyphen is not required when writing about the ACIAR Capacity Building team
carbon-sequestration	hyphenated as an adjective (e.g. carbon-sequestration potential)
carcass	not 'carcase'
CASI	shortened form of 'conservation agriculture-based sustainable intensification'; this is ACIAR style, but other variants exist
centre vs center	use Australian English spelling in most cases, i.e., <i>centre</i> . However, if the word is in the title or name of an organisation, then use the spelling of the formal title, e.g., World Vegetable Center.
Chapter and chapters	initial cap when referring to one chapter (singular), e.g. Chapter 1; lower case when referring to more than one chapter (plural), e.g. chapters 1 and 2.
chickpea	no hyphen
chilli	singular; plural form is 'chillies'

Term	Notes
clear-cut	hyphenated as an adjective (e.g. clear-cut solution)
close-up	hyphenated as an adjective (e.g. close-up lens)
co-author, co-ancestry	hyphenated
co-integrate, co-integration	hyphenated
cocoa pod borer	3 words, no hyphens; shortened form is CPB
colouration	not 'coloration'
Commission, the	short form for the Commission for International Agricultural Research do not abbreviate, for more, see Governance
compare with, compare to	use 'with' when highlighting differences; use 'to' when highlighting similarities
continuous vs continual	'continuous' means uninterrupted in time, without cessation 'continual' means regular or frequent recurrence
cooperate, cooperative	no hyphen
coordinate, coordinator	no hyphen
cost-effective	hyphenated
cost–benefit analysis	en rule (not hyphen) also may be called benefit–cost analysis
COVID-19	The infectious coronavirus disease caused by the SARS-CoV-2 virus Not COVID or Covid-19
cowpea	no hyphen
Crawford Fund	initial caps
cross-section, cross-disciplinary, cross-fertilise	hyphenated
crossbreed	no hyphen
cut-and-carry	hyphenated
<b>D</b>	
data	plural
database, dataset	no hyphen
decision-maker, decision-making	hyphenated
denutting	no hyphen
desktop study	not 'desk study' or 'desk top study'
development assistance program	no hyphens, but if the expression is longer, you may have to hyphenate to avoid confusion (e.g. international development-assistance program)
direct-seeded	hyphenated as an adjective (e.g. direct-seeded rice)
director-general	hyphenated; plural is 'director-generals'
dry-season	hyphenated as an adjective (e.g. dry-season feed)
dryland	no hyphen
<b>E</b>	
e.g.	use with full stops; but only use in tables and figures; use 'for example' in text
Earth, earth	initial cap when referring to the planet; lower case e when referring to soil
eco-forestry	hyphenated
economic, economical	use 'economic' when relating to income, wealth or the economy; only use 'economical' when you mean thrifty
email	lower case e, not hyphenated

Term	Notes
end user	2 words, no hyphen
end-grain	hyphenated as an adjective (e.g. end-grain panels)
equation (1)	not 'Equation (1)' or 'Equation 1'
erodible	not in Macquarie Dictionary
et al.	not italics; use final full stop
etc.	full stop; only use in tables and figures; use 'and others' in text
ethnic minority group	this is an acceptable phrase to use when referring to project participants but be specific if possible; do not use the term in captions
ex-ante, ex ante	hyphenated as an adjective; 2 words as an adverb; not italics
ex-post, ex post	hyphenated as an adjective; 2 words as an adverb; not italics
<b>F</b>	
faba bean	2 words; not 'fava bean'
fact sheet	2 words
faeces, faecal	not 'feces' or 'fecal'
fall armyworm	no capitals, one word for armyworm, avoid initialism
farm gate, farm-gate	2 words as a noun; hyphenated as an adjective (e.g. farm-gate sales)
farmer field schools	no hyphens; no apostrophe (e.g. not 'farmer's field school' or 'farmers' field school')
farmer organisation, farmer cooperative	no apostrophe (e.g. not 'farmer's organisation' or 'farmers' cooperative')
fenceline	no hyphen
fertiliser use efficiency	no hyphen, despite containing a compound adjective
fewer vs less	'fewer' is used for things you can count; 'less' is used for things you can't; see <a href="#">Choosing 'fewer' or 'less'</a>
fieldwork	no hyphen
Figure 1, Figure 1.1 Figures 3 and 4	initial caps (singular or plural) when referring to figures within the publication; lower case (singular or plural) when referring to figures in another publication
fingerprinting	no hyphen
First Nations Australians	preferred term over 'Indigenous Australians' or 'Aboriginal and Torres Strait Islander peoples'
firsthand	no hyphen
fisher	not 'fisherman'
fishery, fisheries	use the plural 'fisheries' in terms such as Fisheries Commission, aquaculture and fisheries management, except when the fishery refers to one stock, one species (e.g. the Bluefin Tuna fishery in PNG)
fishmeal	no hyphen
flood plain (n), floodplain (adj)	2 words as a noun; 1 word as an adjective (e.g. floodplain analysis)
floodwater	no hyphen
focused, focusing	one 's'
focuses	plural; not 'foci'
foetus, foetal	not 'fetus' or 'fetal'
-fold	not hyphenated as a suffix; words rather than numerals for numbers (e.g. fourfold)

Term	Notes
follow-up (adj., noun), follow up (verb)	1 word and hyphenated as an adjective and noun; 2 words as a verb
foot-and-mouth disease	hyphenated
forums	not 'fora'
freeze-dry, freeze-dried, freeze-drying	hyphenated
fresh water, freshwater	2 words as a noun; 1 word as an adjective (e.g. freshwater fish)
fruit fly, fruit-fly	2 words as a noun; hyphenated as an adjective (e.g. fruit-fly bait, fruit-fly research)
fuelwood	no hyphen
full-time	hyphenated as an adjective (e.g. full-time staff)
further, farther	Use 'farther' for distance; use 'further' for concepts
<i>Fusarium</i> wilt	also referred to as <i>Fusarium</i> wilt tropical race 4 (TR4) and Panama disease
<b>G</b>	
gastrointestinal	no hyphen
gene bank, gene pool	2 words
germplasm	no hyphen
grasspea	no hyphen
grassroots	no hyphen
greenhouse gases	no hyphen
groundcover	no hyphen
groundnut	do not use; use 'peanut' instead
groundwater	no hyphen
grow-out	hyphenated for both noun and adjective
guinea grass	lower case 'g'
<b>H</b>	
halfway	no hyphen
handline (fishing), handtool, handwoven	no hyphen
health care (n), healthcare (adj)	2 words as a noun; 1 word as an adjective (e.g. healthcare worker)
heart rot	2 words
high-value market, high-value product	not 'high-valued'
honey bee	2 words
horsepower	no hyphen; shortened form is 'hp', not 'HP' or 'H.P.'
<b>I</b>	
i.e.	full stops; only use in tables and figures; use 'that is' in text
in-situ	hyphenated as an adjective
in-vitro	hyphenated as an adjective (e.g. in-vitro fertilisation)
in-country	hyphenated as an adjective
in-ground	hyphenated as an adjective (e.g. in-ground use)
indexes	not 'indices'



Term	Notes
Indigenous Australians	This is a blanket term that homogenises a wide array of peoples and cultures, which may cause offence. A better term is 'First Nations Australians'. However, it is used in the names of some organisations or programs. Always write 'Indigenous' in this context with a capital 'I'.
Indigenous, indigenous	initial cap when referring to people, but avoid where possible and use the locally preferred term; lower case 'i' for animals and plants
infection, infestation	'infection' is internal; 'infestation' is external
infra-red	hyphenated
interdisciplinary	no hyphen
internal rate of return	shortened form is 'IRR'
international agricultural research centres	not an official term and should not be capitalised or abbreviated ACIAR often uses the phrase 'international agricultural research centres' to refer collectively to the group of non-CGIAR international partners (e.g. SPC, APAARI, WorldVeg and CABI)
<b>J</b>	
John Allwright Fellowship Program	initial caps; refer to an individual as a 'John Allwright Fellow' but use lower case for the general or plural term 'fellows'
John Dillon Fellowship Program	initial caps; refer to an individual as a 'John Dillon Fellow' but use lower case for the general or plural term 'fellows'
judgement	only use 'judgment' without an 'e' in a legal context
<b>K</b>	
kharif	the summer or monsoon season in South Asia, crops sown in the kharif season are harvested in autumn; see also 'rabi'
<b>L</b>	
ladybird, ladybug	Australian term is ladybird, but in PNG the term is ladybug
land use, land-use	2 words as a noun, hyphenated as an adjective (e.g. land-use survey)
landcare, Landcare	no hyphen; lower case 'l' as a practice; upper-case L when referring to the Australian organisation
landholders, landmass, landowners	no hyphen
launch funding	<a href="#">ACIAR Launch Funding</a> is a program that provides financial assistance to organisations or individuals wishing to conduct or attend events that directly benefit international agricultural research
leaf spot	2 words
learned	not 'learnt'
life cycle, life span	2 words
lifestyle	no hyphen
liver fluke	2 words (noun)
liveweight	no hyphen (noun)
longline	1 word when referring to fishing technique
longstanding	no hyphen
<b>M</b>	
macro-economic	hyphenated
mangoes	not 'mangos'
marketplace	no hyphen

Term	Notes
masterclass	no hyphen
Meryl Williams Fellowship	initial caps; refer to an individual as a 'Meryl Williams Fellow' but use lower case for the general or plural term 'fellows'
meta analysis	2 words
micro-organism	hyphenated
microclimate, microcredit, microfinance, micronutrient	no hyphen
mid-1990s	hyphenated
mid-summer	hyphenated
modelling	not 'modeling'
mollusc	not 'mollusk'
monocropping	no hyphen
motorbike, motorcycle	no hyphen
multidisciplinary, multidonor, multifaceted, multilateral, multipurpose, multisite, multistage, multitrace	no hyphen
mungbean	no hyphen
<b>N</b>	
natural resource management	no hyphens, despite being a compound adjective
net present value	shortened form is 'NPV'
nitrogen use efficiency	no hyphen, despite containing a compound adjective
no-one	hyphenated
non-government organisation	not 'non-governmental organisation'; shortened form is 'NGO'
nonlinear	no hyphen
Northern Hemisphere	initial caps
north-east, north-west	hyphenated as an adjective, e.g. north-east China; not north-eastern; check if used in the name of a district or region
number (the, a)	'a number' takes a plural verb; 'the number' takes a singular verb
<b>O</b>	
on-farm	hyphenated as an adjective
on-site	hyphenated as an adjective (e.g. on-site measurements)
ongoing, online, onshore	no hyphen
outcompete	no hyphen
overestimate, overexploitation, overfishing, oversupply, overripe, overmature, overuse	no hyphen
<b>P</b>	
Pacific Scholarship Program	initial caps
Part A, Part B Parts A and B	initial caps (singular or plural) when referring to figures within the publication; lower case (singular or plural) when referring to figures in another publication
part-time	hyphenated as an adjective (e.g. part-time staff)
partner-country	hyphenated as an adjective (e.g. partner-country researchers)

Term	Notes
parts per million	shortened form is 'ppm'
Pashto	Afghan language; not 'Pashtu' or 'Pushto'
pawpaw	1 word, also known as papaya or papaw
pay-off	hyphenated
per se	do not use; use 'intrinsically' instead
pH	a measure of acidity or basicity
PhD, MSc	no full stops, abbreviation of Doctor of Philosophy, Master of Science
planthopper	no hyphen
plateaus	plural form of 'plateau'; not 'plateaux'
pod borer	two words
policymaker, policymaking	no hyphen
post-harvest, pre-harvest	hyphenated as a noun and an adjective
post-mortem	hyphenated as a noun and an adjective
postgraduate	no hyphen
postlarvae, postlarval	no hyphen
present-value	hyphenated as an adjective (e.g. present-value terms)
proactive	no hyphen
pulp mill	2 words
purebred	no hyphen
purse seine	2 words, not italics (a fishing technique)
<b>Q</b>	
quality	do not use as an adjective without a qualifier, define the quality (e.g. high-quality produce)
Queensland, New South Wales, etc.	write in full in text, use shortened forms (e.g. Qld, NSW) in tables and figures
<b>R</b>	
R&D	no spaces; always singular, even when spelled out (e.g. 'Agricultural research and development is considered important')
rabi	the winter or dry season in South Asia; crops sown in the rabi season are harvested in spring; see also 'kharif'
rainfed, rainwater	no hyphen
re-create	hyphenated; means 'to create again', not 'recreate'
re-treat	hyphenated; means 'to treat again', not 'retreat'
re-use	hyphenated
real-world	hyphenated as an adjective (e.g. real-world data)
reef-fish	hyphenated as a noun and an adjective
reinfest, reinvent	no hyphen
research-for-development	hyphenated as an adjective (e.g. research-for-development project)
resource use	2 words
respecification	no hyphen
rhizobia	lower case; no italics; common name for species of <i>Rhizobium</i> and other genera of soil bacteria

Term	Notes
right-hand	hyphenated as an adjective (e.g. right-hand rows of maize)
River, river	initial cap in formal title (e.g. Murray River); lower case in plural and general references (e.g. the Murray and Darling rivers)
root rot	2 words
rootstock	no hyphen
run-off	hyphenated
runaway	no hyphen
<b>S</b>	
salt water, saltwater	2 words as a noun; 1 word as an adjective (e.g. saltwater fish)
sandfish	no hyphen; refers to <i>Holothuria scabra</i>
SDGs	shortened form of Sustainable Development Goals of the United Nations 2030 Agenda for Sustainable Development
sea cucumber	2 words; refers to the live animal; also see beche-de-mer
sea level, sea-level	2 words as a noun; hyphenated as an adjective (e.g. sea-level rise)
sea water, seawater	2 words as a noun; 1 word as an adjective (e.g. seawater temperature)
sea-farming	hyphenated
seabass	no hyphen
seed borne, seed-borne	2 words as a noun; hyphenated as an adjective (e.g. seed-borne pathogen)
seed stock, seed-stock	2 words as a noun; hyphenated as an adjective (e.g. seed-stock inventory)
seedbank, seedlot	no hyphen
self-aware, self-concept, self-employed, self-esteem, self-sufficient, self-worth	hyphenated
sensu	no italics; a cloud-based network monitoring system
set-up	hyphenated as both a noun and an adjective
shelf life, shelf-life	2 words as a noun; hyphenated as an adjective (e.g. shelf-life testing)
short term, short-term	2 words as a noun; hyphenated as an adjective (e.g. short-term results)
shrimp(s); prawn(s)	shrimp is a general term; black tiger shrimp ( <i>Penaeus monodon</i> ); white shrimp ( <i>Litopenaeus vannamei</i> ) In Australia 'shrimp' refers to freshwater species and 'prawn' is only used for edible marine species and a few large freshwater species. In most of Asia the opposite terminology is used.
side-by-side	hyphenated
sizeable	not 'sizable'
smallholder	no hyphen; refer to 'smallholders' or 'smallholder farmers', not 'small farmers'
socioeconomic, sociocultural	no hyphen
soil borne, soil-borne	2 words as a noun; hyphenated as an adjective (e.g. soil-borne disease)
Southern Hemisphere	initial caps
south-east, south-west	hyphenated as an adjective; check if used in the name of a district or region
soybean	no hyphen
sp.	shortened form for singular 'species'; plural is 'spp.'
sp. nov.	shortened form for 'species nova'
spillover	no hyphen

Term	Notes
stemborer	no hyphen
stingray	no hyphen
sub-basin	hyphenated
subequal, subcommittee, subcontinent, subdistrict, subdivision, subfamily, subprogram, subproject, subregion, subspecies, subtropical	no hyphen
subsp.	shortened form for 'subspecies'
sugarcane	no hyphen
sulphur, sulphate	not sulfur, sulfate
sun-dried	hyphenated as an adjective (e.g. sun-dried tomato)
surface water	2 words
sweetpotato	1 word (unlike Macquarie Dictionary); this follows industry usage, see <a href="#">Australian Sweetpotato Growers Inc</a> and <a href="#">International Potato Center</a> ; a modified root, not a tuber, use 'root' or 'storage root'
<b>T</b>	
t-test	hyphenated; no italics
Table 1, Table 1.1 Tables 3 and 4	initial caps (singular or plural) when referring to figures within the publication; lower case (singular or plural) when referring to figures in another publication
targeted	not 'targetted'
test tube	2 words
that vs which	use 'that' with no comma when the information is necessary to the sentence; use 'which' in a clause separated with commas when the information is not necessary to the sentence
the Hon	lower case 't' (e.g. Senator the Hon Marise Payne)
The/The University of ...	some universities include 'The' in their title (e.g. The University of Melbourne), others don't, (e.g. University of Wollongong); see list of universities for correct titles
three-dimensional	can also use the shorted form '3D'
tilapia	lower case 't' for the common name
time frame	two words
timescale	1 word, no hyphen
tine	not 'tyne'
tonne vs ton/metric ton	1 tonne = 1,000 kg; 'ton' is an imperial measurement that is not recommended; do not use 'metric ton' – replace with 'tonne' or 't'
trade-off	hyphenated
tradeable	no hyphen
trademark	one word
trans-boundary, trans-disciplinary	hyphenated
tranship	not 'transship'
travelled	not 'traveled'
trialled	not 'trialed'
tuber vs root	sweetpotato is a modified root, not a tuber, use 'root' or 'storage root'
turnaround	no hyphen

Term	Notes
<b>U</b>	
underdeveloped, underused	no hyphen
underway	no hyphen
up-front	hyphenated as an adverb and an adjective
usable	not useable
<b>V</b>	
value chain, value-chain	2 words as a noun; hyphenated as an adjective (e.g. value-chain analysis)
value-add	hyphenated
vs	no full stops; only use in tables and figures; use 'versus' in text
<b>W</b>	
wastewater	1 word, no hyphen
water bodies	2 words
water resource management	no hyphen, despite containing a compound adjective
water use efficiency	no hyphen, despite containing a compound adjective
waterbirds, watercourse, waterlogged, watertable	1 word, no hyphen
well-developed	hyphenated as a compound adjective (e.g. well-developed processes)
wellbeing	1 word, no hyphen
wet season, wet-season	2 words as a noun; hyphenated as an adjective (e.g. wet-season harvest)
whale shark	2 words
while	not 'whilst'
woodchip(s)	no hyphen
workplace	no hyphen
worldwide	no hyphen
write-down	hyphenated; financial term
<b>XYZ</b>	
year-round	hyphenated as an adjective (e.g. year-round crop)
zero till, zero-till	2 words as a noun; hyphenated as an adjective (e.g. zero-till system)
zero tillage	2 words

**This is a dynamic list and we are always finding new words that are tricky to use in the ACIAR context. Please provide suggested entries for this list to the ACIAR Publications Manager.**

# Countries and regions

The table below lists the formal names of many countries and regions that we work in. If you cannot find the country you are looking for here, use the name used by the [United Nations](#).

Preferred term	Explanation
Africa – regions	<p>When referring to geographical parts within Africa, use ‘eastern Africa’, ‘northern Africa’, ‘western Africa’, ‘southern Africa’, not ‘East Africa’, ‘North Africa’, ‘West Africa’. This is to avoid confusion with the country of South Africa.</p> <p>When referring to the region in which ACIAR operates, use ‘Eastern and Southern Africa’ (note use of capitals, when referring to the region in an administrative context about ACIAR).</p>
Asia	<p>Geographically, 5 regions are commonly recognised: Central Asia, East Asia, South Asia, Southeast Asia and West Asia.</p> <p>See East Asia, South Asia and Southeast Asia for countries within each region</p>
Asia-Pacific region	<p>hyphen and lower-case ‘r’</p> <p>‘Asia-Pacific’ is a compound adjective (not a compound noun). Expressions such as ‘He works in the Asia-Pacific’ are not acceptable. Instead, write ‘He works in the Asia-Pacific region’, or ‘... in Asia-Pacific countries’.</p> <p>Never use ‘APac’.</p>
Ayeyarwady Region or Delta	Ayeyarwady is the official name for the region and the river, not Irrawaddy; the news media group and its products are called ‘The Irrawaddy’; note spelling has one ‘d’ not ‘dd’
Burma	See Myanmar
Cambodia	<p>Cambodia is divided into 25 provinces, counting the Phnom Penh Municipality:</p> <ul style="list-style-type: none"> <li>• Banteay Meanchey Province (Sisophon)</li> <li>• Battambang Province (Battambang)</li> <li>• Kampong Cham Province (Kampong Cham)</li> <li>• Kampong Chhnang Province (Kampong Chhang)</li> <li>• Kampong Speu Province (Kampong Speu)</li> <li>• Kampong Thom Province (Kampong Thom)</li> <li>• Kampot Province (Kampot)</li> <li>• Kandal Province (Ta Khmau)</li> <li>• Koh Kong Province (Koh Kong)</li> <li>• Kep Province (Kep)</li> <li>• Kratie Province (Kratie)</li> <li>• Mondolkiri Province (Senmonorom)</li> <li>• Oddar Meanchey Province (Samrong)</li> <li>• Pailin Province (Pailin)</li> <li>• Preah Sihanouk Province (Sihanoukville)</li> <li>• Preah Vihear Province (Phnom Tbeng Meanchey)</li> <li>• Pursat Province (Pursat)</li> <li>• Prey Veng Province (Prey Veng)</li> <li>• Ratanakiri Province (Banlung)</li> <li>• Siem Reap Province (Siem Reap)</li> <li>• Stung Treng Province (Stung Treng)</li> <li>• Svay Rieng Province (Svay Rieng)</li> <li>• Takeo Province (Takeo)</li> </ul> <p>There are 4 geographical regions:</p> <ul style="list-style-type: none"> <li>• Mekong Lowlands</li> <li>• Northwestern Region</li> <li>• Eastern Region</li> <li>• Cardamom and Elephant Mountains</li> </ul> <p>The word ‘province’ used to describe a place has a capital ‘P’, for example, ‘Pailin Province’. It is also acceptable to simply refer to ‘Pailin’. However, when used as a general term, ‘province’ is lower case, for example, ‘In neighbouring provinces...’</p>

Preferred term	Explanation	
Central Dry Zone (Myanmar)	an area covering 13% of Myanmar and supporting about 30% of the population Capitals are used in most texts when referring to this region.	
East Asia	East Asia comprises China, Mongolia, North Korea, South Korea, Japan, Hong Kong, Taiwan and Macau.	
East Timor	It is correct to use East Timor for references to the country before 20 May 2002 (the date of independence). see ‘Timor-Leste’, ensure the 2 words are hyphenated	
eastern and southern Africa	Lower case letters are used when referring to the geographic region of eastern and southern Africa. The shortened form ‘ESA’ is acceptable, if used extensively in a piece focused on the region. Upper-case letters are used when referring to the organisational region in which ACIAR operates, i.e. Eastern and Southern Africa	
Eastern Gangetic Plain	Comprises the adjoining states of Bihar and northern West Bengal in north-eastern India, north-western of Bangladesh and the Terai plains of Nepal; also known as the Lower Gangetic Plain.	
Fiji islands	lower-case ‘i’. Fiji is the name of the country. Fiji islands should only be used when discussing the islands specifically.	
Indo-Gangetic Plain	Comprises the floodplains of the Indus, Ganges and Brahmaputra rivers, taking in northern and eastern India, eastern Pakistan, Bangladesh and southern Nepal, and bordered in the north by the Himalaya Mountains. Also known as the Northern Indian River Plain.	
Indo-Pacific region	Uses a hyphen (not an en rule); Indo-Pacific is a compound adjective (not a compound noun). Expressions such as ‘She works in the Indo-Pacific’ are not acceptable. Instead, write ‘She works in the Indo-Pacific region’.	
Indonesia – provinces	Indonesia is divided into 8 regions and 34 provinces:	
	<b>Bali</b> <ul style="list-style-type: none"><li>• Bali</li></ul> <b>Java</b> <ul style="list-style-type: none"><li>• Banten</li><li>• Central Java</li><li>• East Java</li><li>• Special Capital Region of Jakarta</li><li>• Special Region of Yogyakarta</li><li>• West Java</li></ul> <b>Kalimantan</b> <ul style="list-style-type: none"><li>• Central Kalimantan</li><li>• East Kalimantan</li><li>• North Kalimantan</li><li>• South Kalimantan</li><li>• West Kalimantan</li></ul> <b>Maluku</b> <ul style="list-style-type: none"><li>• Maluku</li><li>• North Maluku</li></ul> <b>Nusa Tenggara</b> <ul style="list-style-type: none"><li>• East Nusa Tenggara</li><li>• West Nusa Tenggara</li></ul>	<b>Papua</b> <ul style="list-style-type: none"><li>• Papua</li><li>• West Papua</li></ul> <b>Sumatera</b> <ul style="list-style-type: none"><li>• Aceh</li><li>• Bangka Belitung Islands</li><li>• Bengkulu</li><li>• Jambi</li><li>• Lampung</li><li>• North Sumatera</li><li>• Riau</li><li>• Riau Islands</li><li>• South Sumatra</li><li>• West Sumatra</li></ul> <b>Sulawesi</b> <ul style="list-style-type: none"><li>• Central Sulawesi</li><li>• Gorontalo</li><li>• North Sulawesi</li><li>• South Sulawesi</li><li>• Southeast Sulawesi</li><li>• West Sulawesi</li></ul>
	The word ‘province’ used to describe a place has a capital ‘P’, for example, ‘Maluku Province’. It is also acceptable to simply refer to ‘Maluku’. However, when used as a general term, ‘province’ is lower case, for example, ‘In neighbouring provinces...’	
Laos Lao People's Democratic Republic	Use Laos when referring to the country. Use Lao People's Democratic Republic (Lao PDR) when referring to the government: ‘The Government of Lao People's Democratic Republic ...’	
Lao	Use Lao as the adjective, such as Lao farmers, Lao people	



Preferred term	Explanation		
Laos – provinces	<p>Laos is divided into 17 provinces and one prefecture:</p> <table> <tr> <td> <ul style="list-style-type: none"> <li>• Attapeu</li> <li>• Bokeo</li> <li>• Bolikhamxai</li> <li>• Champasak</li> <li>• Houaphanh</li> <li>• Khammouane</li> <li>• Luang Namtha</li> <li>• Luang Prabang</li> <li>• Oudomxay</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Phongsaly</li> <li>• Salavan</li> <li>• Savannakhet</li> <li>• Vientiane</li> <li>• Sainyabuli</li> <li>• Sekong</li> <li>• Xaisomboun</li> <li>• Xiangkhouang</li> <li>• Vientiane Prefecture</li> </ul> </td></tr> </table> <p>The word ‘province’ used to describe a place has a capital ‘P’, for example, ‘Attapeu Province’. It is also acceptable to simply refer to ‘Attapeu’. However, when used as a general term, ‘province’ is lower case, for example, ‘In neighbouring provinces...’</p>	<ul style="list-style-type: none"> <li>• Attapeu</li> <li>• Bokeo</li> <li>• Bolikhamxai</li> <li>• Champasak</li> <li>• Houaphanh</li> <li>• Khammouane</li> <li>• Luang Namtha</li> <li>• Luang Prabang</li> <li>• Oudomxay</li> </ul>	<ul style="list-style-type: none"> <li>• Phongsaly</li> <li>• Salavan</li> <li>• Savannakhet</li> <li>• Vientiane</li> <li>• Sainyabuli</li> <li>• Sekong</li> <li>• Xaisomboun</li> <li>• Xiangkhouang</li> <li>• Vientiane Prefecture</li> </ul>
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Mekong Delta	use initial caps		
Myanmar	The Australian Government uses Myanmar and Yangon (the capital) in communications with and public statements about the Myanmar Government. This supersedes the former country name, Burma.		
Myanmar – states and regions	<p>Myanmar is divided into 7 states and 7 regions (previously known as ‘divisions’):</p> <table> <tr> <td> <ul style="list-style-type: none"> <li>• Chin State</li> <li>• Kachin State</li> <li>• Kayah State</li> <li>• Kayin State</li> <li>• Mon State</li> <li>• Rakhine State</li> <li>• Shan State</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Ayeyarwady Region</li> <li>• Bago Region</li> <li>• Magway Region</li> <li>• Mandalay Region</li> <li>• Sagaing Region</li> <li>• Tanintharyi Region</li> <li>• Yangon Region</li> </ul> </td></tr> </table> <p>Refer to a state or region by its full name, for example, ‘Chin State’ or ‘Ayeyarwady Region’.</p>	<ul style="list-style-type: none"> <li>• Chin State</li> <li>• Kachin State</li> <li>• Kayah State</li> <li>• Kayin State</li> <li>• Mon State</li> <li>• Rakhine State</li> <li>• Shan State</li> </ul>	<ul style="list-style-type: none"> <li>• Ayeyarwady Region</li> <li>• Bago Region</li> <li>• Magway Region</li> <li>• Mandalay Region</li> <li>• Sagaing Region</li> <li>• Tanintharyi Region</li> <li>• Yangon Region</li> </ul>
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Pacific islands, islanders, island countries	lower-case ‘i’ in all instances		
Pacific region	Use ‘Pacific region’ instead of ‘the Pacific’ to refer to countries in the Pacific Ocean. Only use ‘the Pacific’ if it’s clumsy to repeat ‘region’.		
Papua New Guinea – regions and provinces	<p>Papua New Guinea is divided into 4 regions, each of which has several provinces:</p> <table> <tr> <td> <p><b>Highlands Region</b></p> <ul style="list-style-type: none"> <li>• Chimbu (Simbu)</li> <li>• Eastern Highlands</li> <li>• Enga</li> <li>• Hela</li> <li>• Jiwaka</li> <li>• Southern Highlands</li> <li>• Western Highlands</li> </ul> <p><b>Momase Region</b></p> <ul style="list-style-type: none"> <li>• East Sepik</li> <li>• Madang</li> <li>• Morobe</li> <li>• Sandaun (West Sepik)</li> </ul> </td><td> <p><b>New Guinea Islands Region</b></p> <ul style="list-style-type: none"> <li>• Autonomous Region of Bougainville</li> <li>• East New Britain</li> <li>• Manus</li> <li>• New Ireland</li> <li>• West New Britain</li> </ul> <p><b>Southern Region</b></p> <ul style="list-style-type: none"> <li>• Central</li> <li>• Gulf</li> <li>• Milne Bay</li> <li>• Oro (Northern)</li> <li>• Western</li> </ul> <p>In addition, the <b>National Capital District</b> is an official area around Port Moresby.</p> </td></tr> </table> <p>Refer to a region by its full name, for example, ‘Highlands Region’.</p> <p>The word ‘province’ used to describe a place has a capital ‘P’, for example, ‘East New Britain Province’. It is also acceptable to simply refer to ‘East New Britain’. However, when used as a general term, ‘province’ is lower case, for example, ‘In neighbouring provinces...’</p>	<p><b>Highlands Region</b></p> <ul style="list-style-type: none"> <li>• Chimbu (Simbu)</li> <li>• Eastern Highlands</li> <li>• Enga</li> <li>• Hela</li> <li>• Jiwaka</li> <li>• Southern Highlands</li> <li>• Western Highlands</li> </ul> <p><b>Momase Region</b></p> <ul style="list-style-type: none"> <li>• East Sepik</li> <li>• Madang</li> <li>• Morobe</li> <li>• Sandaun (West Sepik)</li> </ul>	<p><b>New Guinea Islands Region</b></p> <ul style="list-style-type: none"> <li>• Autonomous Region of Bougainville</li> <li>• East New Britain</li> <li>• Manus</li> <li>• New Ireland</li> <li>• West New Britain</li> </ul> <p><b>Southern Region</b></p> <ul style="list-style-type: none"> <li>• Central</li> <li>• Gulf</li> <li>• Milne Bay</li> <li>• Oro (Northern)</li> <li>• Western</li> </ul> <p>In addition, the <b>National Capital District</b> is an official area around Port Moresby.</p>
<p><b>Highlands Region</b></p> <ul style="list-style-type: none"> <li>• Chimbu (Simbu)</li> <li>• Eastern Highlands</li> <li>• Enga</li> <li>• Hela</li> <li>• Jiwaka</li> <li>• Southern Highlands</li> <li>• Western Highlands</li> </ul> <p><b>Momase Region</b></p> <ul style="list-style-type: none"> <li>• East Sepik</li> <li>• Madang</li> <li>• Morobe</li> <li>• Sandaun (West Sepik)</li> </ul>	<p><b>New Guinea Islands Region</b></p> <ul style="list-style-type: none"> <li>• Autonomous Region of Bougainville</li> <li>• East New Britain</li> <li>• Manus</li> <li>• New Ireland</li> <li>• West New Britain</li> </ul> <p><b>Southern Region</b></p> <ul style="list-style-type: none"> <li>• Central</li> <li>• Gulf</li> <li>• Milne Bay</li> <li>• Oro (Northern)</li> <li>• Western</li> </ul> <p>In addition, the <b>National Capital District</b> is an official area around Port Moresby.</p>		

Preferred term	Explanation		
Philippine	‘Philippine’ is an adjective. Use ‘Filipina’ and ‘Filipino’ for female and male Philippine nationals. see ‘the Philippines’		
Philippines (The)	officially called the Republic of the Philippines write as ‘The/the Philippines’, unless it is the first word in a heading or table entry		
Philippines (The) – regions	<p>The Philippines is divided into 81 provinces that are grouped into 17 geographical and/or administrative regions. The regions are grouped by 3 major island groups, and geographical regions are officially numbered.</p> <table> <tr> <td> <b>Luzon island group</b> <ul style="list-style-type: none"> <li>• National Capital Region (NCR)</li> <li>• Cordillera Administrative Region (CAR)</li> <li>• Ilocos Region (Region I)</li> <li>• Cagayan Valley (Region II)</li> <li>• Central Luzon (Region III)</li> <li>• CALABARZON (Region IV-A)</li> <li>• MIMAROPA (Region IV-B)</li> <li>• Bicol Region (Region V)</li> </ul> </td><td> <b>Visayas island group</b> <ul style="list-style-type: none"> <li>• Western Visayas (Region VI)</li> <li>• Central Visayas (Region VII)</li> <li>• Eastern Visayas (Region VIII)</li> </ul> <b>Mindanao island group</b> <ul style="list-style-type: none"> <li>• Zamboanga Peninsula (Region IX)</li> <li>• Northern Mindanao (Region X)</li> <li>• Davao Region (Region XI)</li> <li>• SOCCSKARGEN (Region XII)</li> <li>• Caraga Region (Region XIII)</li> <li>• Bangsamoro Autonomous Region in Muslim Mindanao (BARRM)</li> </ul> </td></tr> </table>	<b>Luzon island group</b> <ul style="list-style-type: none"> <li>• National Capital Region (NCR)</li> <li>• Cordillera Administrative Region (CAR)</li> <li>• Ilocos Region (Region I)</li> <li>• Cagayan Valley (Region II)</li> <li>• Central Luzon (Region III)</li> <li>• CALABARZON (Region IV-A)</li> <li>• MIMAROPA (Region IV-B)</li> <li>• Bicol Region (Region V)</li> </ul>	<b>Visayas island group</b> <ul style="list-style-type: none"> <li>• Western Visayas (Region VI)</li> <li>• Central Visayas (Region VII)</li> <li>• Eastern Visayas (Region VIII)</li> </ul> <b>Mindanao island group</b> <ul style="list-style-type: none"> <li>• Zamboanga Peninsula (Region IX)</li> <li>• Northern Mindanao (Region X)</li> <li>• Davao Region (Region XI)</li> <li>• SOCCSKARGEN (Region XII)</li> <li>• Caraga Region (Region XIII)</li> <li>• Bangsamoro Autonomous Region in Muslim Mindanao (BARRM)</li> </ul>
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Solomon Islands	initial caps, not ‘the Solomon Islands’		
South Africa	use ‘South Africa’ not ‘Republic of South Africa’		
South Asia	Generally accepted to be the region between the Himalaya range and the Indian Ocean; and between the Ganges and Indus river valleys. It encompasses Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. Iran is also considered part of South Asia, in some sources.		
South-East Asia	Generally accepted to comprise the countries of Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Vietnam.		
Sub-Saharan Africa	not ‘Sub-Sahara Africa’; may be abbreviated to ‘SSA’ after the first instance if used extensively in a publication focused on that region		
Thailand	<p>There are 77 provinces in 6 geographic regions. The names of the regions are formally recognised and therefore capitalised:</p> <ul style="list-style-type: none"> <li>• Northern Thailand</li> <li>• Northeastern Thailand (Isan)</li> <li>• Western Thailand</li> <li>• Central Thailand</li> <li>• Eastern Thailand</li> <li>• Southern Thailand</li> </ul>		
Tibet Autonomous Region	Tibet is a province of China. Do not refer to just ‘Tibet’, or to Tibet as a country.		
Timor-Leste	words must be linked by a hyphen; ‘East Timor’ is not an alternative		
Timorese	adjective		
USA	not ‘US’		
Vietnam	not ‘Viet Nam’		
Vietnam – regions	<p>Vietnam is divided into 8 regions:</p> <ul style="list-style-type: none"> <li>• Northeast Region (Đông Bắc Bộ)</li> <li>• Northwest Region (Tây Bắc Bộ)</li> <li>• Red River Delta Region (Đồng Bằng Sông Hồng)</li> <li>• North Central Coast Region (Bắc Trung Bộ)</li> <li>• South Central Coast Region (Duyên hải Nam Trung Bộ)</li> <li>• Central Highlands Region (Tây Nguyên)</li> <li>• Southeast Region (Đông Nam Bộ, Miền Đông)</li> <li>• Mekong River Delta Region (Đồng Bằng Sông Cửu Long)</li> </ul>		

# Organisations

This table lists recognised shortened forms and abbreviations for organisations working in agricultural research for development and ACIAR partner countries. Official names of these organisations and relevant notes are also provided.

Shortened form	Extended form and notes
The Alliance	The Alliance for Agricultural Research and Development for Food Security (Alliance) is a joint initiative between ACIAR, the Syngenta Foundation for Sustainable Agriculture (SFSA) and the Crawford Fund.
APAARI	Asia-Pacific Association of Agricultural Research Institutions (APAARI is a multilateral partner of ACIAR)
ASEAN	Association of Southeast Asian Nations
Bill & Melinda Gates Foundation	not 'Gates Foundation'
CABI	Centre for Agriculture and Bioscience International. The shortened form is 'CABI', not 'CAB International' (CABI is an intergovernmental, not-for-profit organisation, and a multilateral partner of ACIAR)
CIMMYT	International Maize and Wheat Improvement Center (a CGIAR Research Center)
CGIAR	never spell out (CGIAR no longer uses the extended form) do not use 'the' in front of CGIAR, unless CGIAR is used as an adjective (e.g. the CGIAR system);
CGIAR Research Centers	capital 'R' and 'C' when written as CGIAR Research Centers (note US spelling for Center) All CGIAR Research Centers are <a href="#">listed here</a>
COGENT	Coconut Genetic Resources Network
COP	United Nations Conference of the Parties on Climate Change
The Crawford Fund	no shortened form
CSIRO	It is acceptable in most forums to use CSIRO without providing the extended form, which is Commonwealth Scientific and Industrial Research Organisation.
DFAT	Department of Foreign Affairs and Trade (Australian Government)
FAO	Food and Agriculture Organization of the United Nations
GRA	Global Research Alliance on Agricultural Greenhouse Gases
international agricultural research centres	This is not an official term and should not be capitalised and generally, not abbreviated to IARCs. ACIAR often uses <i>international agricultural research centres</i> to refer collectively to the group of non-CGIAR international partners (e.g. SPC, APAARI, WorldVeg and CABI)
IRDC	International Development Research Centre established as part of Canada's foreign affairs and development efforts. ACIAR co-invests with IRDC in programs of mutual or complementary goals, e.g. Cultivate Africa's Future (CultiAF)
PCAARRD	Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development
SPC	The Pacific Community (Originally the South Pacific Commission; while the organisation's title was changed, the abbreviation was retained). (SPC is the principal scientific and technical organisation supporting development in the Pacific region; and a multilateral partner of ACIAR.)
WWF	World Wide Fund for Nature
WorldFish	WorldFish (a CGIAR Research Center)
WorldVeg	World Vegetable Center (WorldVeg is an international non-profit R&D institute, and a multilateral partner of ACIAR)

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## Government, departments and programs

This table lists departments and programs we work with in addition to our commissioned organisations, and notes any unusual spellings or shortened forms.

Official term	Notes
Attorney-General's Department	hyphenated
AusAID	As of November 2013, AusAID was integrated with DFAT. Refer to 'Australia's development program' when a general term is required.
Australian Government	not 'Federal Government' or 'Commonwealth Government' or 'Morrison Government'
Commonwealth Government	see 'Australian Government'
CultiAF	Cultivate Africa's Future Fund
Department of Agriculture, Water and the Environment	Australian Government Department (as at 2022)
Federal Government	see 'Australian Government'
government vs Government	use capital 'G' if part of formal title (e.g. Australian Government, Vietnamese Government) but lower case 'g' when used generally (e.g. state government, Australian and NZ governments)
Official Development Assistance (ODA)	Official Development Assistance is the title of the Australian Government's budget line item for Australia's aid contributions.
Pacific Step-up	initial caps and hyphenated; note that DFAT presents this in a variety of formats
Parliamentary Secretary for Pacific Island Affairs; Parliamentary Secretary for Foreign Affairs	use both titles written in full (not Parliamentary Secretary for Pacific Island Affairs and Foreign Affairs)
Partnerships to Recovery	the policy framework for delivering Australia's Official Development Assistance (ODA)
Sustainable Development Goals of the United Nations 2030 Agenda for Sustainable Development	shortened form is 'SDGs'
United Nations 2030 Agenda for Sustainable Development	
United Nations Framework Convention on Climate Change	

# ACIAR partners and commissioned organisations

This table lists the official, new and/or correct name of some of our partner (and commissioned) organisations. From time to time these are referred to incorrectly. For example, University of **the** Sunshine Coast, not University of Sunshine Coast; **WorldFish Center** not World Fish Centre, and **The** University of Sydney, not Sydney University.

Organisation	Recognised abbreviation	Location
Agriculture and Climate Risk Enterprise Limited	(ACRE Africa)	International
Australian National University	ANU	Australian Capital Territory
Centre for Agriculture and Bioscience International	CABI	International
Central Queensland University	–	Queensland
Charles Sturt University	CSU	New South Wales
CSIRO (extended form not necessary)	–	Various
Ok Tedi Development Foundation	–	Papua New Guinea
Curtin University	–	Western Australia
Ethiopian Institute of Agricultural Research	–	International
Griffith University	–	Queensland
International Center for Tropical Agriculture	CIAT	International
International Centre of Insect Physiology and Ecology	icipe (note lower case letters)	International
International Coconut Community	ICC	International
International Food Policy Research Institute	IFPRI	International
International Maize and Wheat Improvement Center	CIMMYT	International
International Water Management Institute	IWMI	International
James Cook University	JCU	Queensland
Makerere University Uganda	–	International
Menzies School of Health Research	–	Northern Territory
Monash University	–	Victoria
Murdoch University	–	Western Australia
Mzuzu University	–	International
New South Wales Department of Primary Industries	NSW DPI	New South Wales
Northern Territory Department of Industry, Tourism and Trade	–	Northern Territory
Nossal Institute Limited	–	Victoria
Quaid-e-Azam University	–	International
Queensland Department of Agriculture and Fisheries	QDAF	Queensland
Queensland University of Technology	QUT	Queensland
RMIT University	RMIT	Victoria
Scientific Research Organisation of Samoa	–	International
Southern Cross University	–	New South Wales

Organisation	Recognised abbreviation	Location
The Pacific Community	SPC	International
The University of Adelaide	–	South Australia
The University of Melbourne	–	Victoria
The University of Queensland	–	Queensland
The University of Sydney	–	New South Wales
The University of Western Australia	–	Western Australia
University of Canberra	–	Australian Capital Territory
University of New England	UNE	New South Wales
University of New South Wales	UNSW	New South Wales
University of Tasmania	UTAS	Tasmania
University of Technology Sydney	UTS	New South Wales
University of the Sunshine Coast	note ‘the’ before ‘Sunshine’	Queensland
University of Wollongong	–	New South Wales
University of Zambia	–	International
Western Sydney University	–	New South Wales
World Agroforestry Centre	ICRAF	International
WorldFish Center	WorldFish	International
World Vegetable Center	WorldVeg	International

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## Part C: Using Australian English

Part C contains some guidelines for using Australian English. This content reflects the online Australian Government [Style Manual](#), published in 2020, but we have provided some of the basics in this document, to have at your fingertips.

### Language, voice and tone

The way that ACIAR publications are written reflects on our organisation. The content of our publications should be:

- respectful
- concise, clear and direct
- objective and impartial
- well-structured and easy to understand.

The information in this guide will help you achieve this. It is also important to understand and apply the basic principles of plain language and inclusive language.

#### Plain language

Plain language helps readers understand the information you are presenting. This is especially important if you are writing for a general, non-expert audience. People are more likely to trust and act on information they understand.

It also improves the accessibility of documents for readers who have low vision and/or rely on a screen reader.

Plain language does not mean ‘dumbing down’ the message.

#### Basic principles of plain language

- Use short, meaningful headings and subheadings to break up the text, divide information and make your text easier to scan and read.
- Present the most important information at the start of a paragraph and then aim for one main point or idea in each sentence. Include details that help the reader understand the point, and leave out any that don’t help or might distract them (even if they are interesting).
- Write shorter sentences. Aim for an average of 15–20 words per sentence, but remember that a mix of short and long sentences helps your writing flow and keeps the reader interested.
- Use lists and tables to present complex or multiple pieces of information.
- Use words your audience will know.
- Avoid jargon.
- Minimise use of abbreviations and acronyms. If you are using shortened forms, define them for the reader.

#### Inclusive language

Inclusive language means avoiding any words or phrases that are judgemental, or that stereotype or exclude people. In some cases, this means taking out details about a person or group of people that are not relevant in the context of your writing. In others, it means choosing different words to describe them.

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## Basic principles of inclusive language

- Do not mention the nationality, ethnicity or religion of a person or group unless it is relevant.
- Don't refer to a person's age or an age group if it's not relevant. Where age is relevant, use non-judgemental terms (for example, 'older people' or 'young people', not 'the aged' or 'juvenile') or be specific (for example, 'people aged 25 to 50 years').
- Avoid gender-based language, such as 'chairman' or 'manned'. Use a gender-neutral term instead, such as 'chairperson' or 'staffed'. Don't make assumptions about someone's gender. The words 'they' and 'their' can be used as a singular personal pronoun (for example, 'A smallholder farmer may choose to harvest their crop early.')

## Common grammar issues

English is a complex language, and even the best writers get confused. Below are some common grammar issues that you might find useful to consider in your own writing.

### Past or present tense

Use present tense to write about established facts. This includes references to published scientific research.

- For China, the future food issue **is** essentially a livestock problem.
- The work of Pardey et al. (2016) **shows** that social returns to agricultural extension exceed returns to research.

Use past tense to write about your findings. This is a convention in scientific writing. Your findings are not 'established fact' until they have been published.

- Grassland growth **was** dependent on growth in the previous summer.

You can use both present and past tense in the same sentence.

- Our research **found** that light grazing **achieves** as good an outcome for the grassland plant community as a grazing ban, but it takes eight years before useful effects appear.

### Active or passive voice

Writers are often advised to use active voice, which is strong and direct and makes it very clear who is doing what.

However, in scientific writing, passive voice is often more useful and appropriate. This is because 'what is happening' is often much more important than 'who is doing it' (the 'actor' or 'agent'). Good writing uses a balance of active and passive language.

Active voice can make your sentences shorter and clearer.

- **[passive]** The findings were used to provide better guidelines for herders.
- **[active]** We used the findings to provide better guidelines for herders.

Active voice can make it obvious who the actor is.

- **[passive]** The funding problems were acknowledged.
- **[active]** The government acknowledged the funding problems.

In many cases, the actor is not relevant to the main point of the sentence, so the passive voice is better.

- **[passive]** All animals were ranked from best to worst in terms of the net income they generated.
- **[active]** [Who?] ranked the animals from best to worst in terms of the net income they generated.



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## First, second or third person

You can write in first person, second or third person.

- **[first person]** I have written this guide to help writers understand ACIAR style.
- **[second person]** You should read this guide carefully.
- **[third person]** The publications team produced this guide to improve the quality of ACIAR publications.

This style guide is deliberately written in second person. It speaks directly to you, the reader, in the hope that this will help you think about these guidelines in the context of your own writing, rather than as general suggestions.

Third person is an impersonal voice. Neither the writer nor the reader is mentioned directly.

Historically, an impersonal voice was standard in scientific writing. However, this is changing. It is now more common for researchers to be referred to directly, by using first person and active voice. At ACIAR, we embrace this change. The examples below are taken from some of our recent publications.

- We developed various theories to help us understand, interpret and model the grazing–livestock system.
- We simulated two main policy aspects involving extension and fertiliser subsidies.
- We recommend that the first step to achieve a better feed balance is destocking on winter grassland during the cold season.

## Collective nouns

A verb must agree with the subject it refers to. For example, we say ‘The **dog is** barking’, but ‘The **dogs are** barking’. In the first example, ‘dog’ is a singular noun, and in the second example, ‘dogs’ is a plural noun.

This is usually easy to get right, but it can get tricky in the case of collective nouns. A collective noun is a name for a group of things, and it is singular, not plural. The name of an organisation is also a singular noun.

For example:

- ‘**ACIAR is** working in this region’ *not* ‘**ACIAR are** working in this region’
- ‘The **team is** continuing the study’ *not* ‘The **team are** continuing the study’.

## Choosing ‘a’ or ‘an’

The choice of ‘a’ or ‘an’ depends on the first sound of the next word. Some words that start with a vowel will use ‘a’. In the case of acronyms, the choice of ‘a’ or ‘an’ depends on how the acronym is normally said.

For example:

- a historic event
- an hour
- an ACIAR report.

## Choosing ‘fewer’ or ‘less’

‘Fewer’ is used for things you can count (countable nouns), and ‘less’ is used for things you can’t (mass nouns). For example:

- This year, there were **fewer cases** of influenza than usual.
- This year, there was **less influenza** in the general population.

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# Spelling

ACIAR uses Australian spelling for its publications and communications, regardless of the location of the target audience. In most cases where there is a choice of how to spell a word, the Australian spelling follows UK conventions.

Go to [Commonly used terms](#) for the preferred spelling of words commonly used in ACIAR publications.

## Australian spelling conventions

Australian spelling conventions include, but are not limited to:

- ~ise endings (for example, 'optimise', not 'optimize')
- ~lled/~lling endings (for example, 'travelled', not 'traveled')
- ~our endings (for example, 'colour', not 'color')
- ~re endings (for example, 'centre', not 'center')
- ~yse endings (for example, 'analyse' not 'analyze')
- 'program', not 'programme'

For words in general use, we use the [Macquarie Dictionary](#). Where Macquarie lists alternative spellings, the best choice is the first one.

## Word from other languages

Words from other languages may use accented characters. When the word becomes more commonly used in English, the accents are often dropped. The Macquarie Dictionary includes these words and indicates if the accent should be included. For example:

- café
- façade
- résumé

## Names of organisations, programs and titles

For names of organisations, always use the organisation's own spelling. This also applies to formal names of programs and the titles of articles or publications. For example:

- World Health Organization
- WorldFish Center
- Farm Input Subsidy Programme
- 'Cropping system diversification, conservation tillage and modern seed adoption in Ethiopia: impacts on household income, agrochemical use and demand for labor'

## Scientific terms

For scientific terms that do not appear in the [Macquarie Dictionary](#) and are not in [Commonly used terms](#), we recommend following the preferred spelling of an internationally accepted authority, such as the [International Plant Names Index](#) and the [Australian plant pest database](#).

## Microsoft Word dictionaries

Microsoft Word (MS Word) often uses the English (US) dictionary as a default. You can [change the dictionary language](#) to English (AUS) to ensure that when you run a spellcheck, MS Word will pick up non-Australian spellings and suggest corrections.

# Punctuation

Modern writing uses simple sentences with minimal punctuation. Try to limit the use of brackets, colons, semicolons and en dashes. Use them only when they make the sentence easier for the reader to understand. Screen readers, which are used by people who have low vision, tend to work best with minimal punctuation.

	ACIAR style	Examples and notes
<b>general notes</b>	<p>Aim to use minimal punctuation:</p> <ul style="list-style-type: none"> <li>• Don't add full stops to the ends of headings, page headers, footers or captions.</li> <li>• Don't use a semicolon at the end of each item in a bullet list.</li> <li>• Unless each item is a full sentence or the last item in a list, don't use a full stop for items in bullet lists.</li> <li>• Don't use full stops between letters in an acronym or initialism.</li> <li>• Don't use a full stop at the end of (most) abbreviations.</li> </ul>	See <a href="#">Style Manual: Punctuation</a> for more details.
<b>apostrophes</b>	Used to show possession.	Vietnam's per-capita GDP
	Plural nouns that end in 's' have an apostrophe after the 's'.	...improve households' and consumers' welfare
	Proper names ending in letter 's' have an apostrophe and an 's' at the end, even if you don't pronounce the second 's'.	Professor Jones's findings
	Australian place names don't use an apostrophe.	Kings Cross Mrs Macquaries Chair
	Descriptions of time only use an apostrophe when referring to a singular unit (despite Word's insistence otherwise!).	15 years experience a day's work
	Some official names of organisations use apostrophes.	National Farmers' Federation Australian Workers' Union
<b>brackets</b>	<p>Brackets () can be used to break up information and make it easier for the reader to scan the text.</p> <p>Only use brackets when it would not change the meaning if you removed the text.</p>	SIMLESA focused on risk reduction (in the context of variable climate) alongside sustainable intensification.
<b>colons</b>	<p>The first word after a colon starts with a lower-case letter unless it is a proper noun. This also applies to the titles of quoted works.</p> <p><b>Note: You can (and should) change the capitalisation of the title of a published work to conform to this style.</b></p>	<i>Incomplete transmission of coffee bean prices: evidence from the Netherlands</i>
	Use a colon to introduce a bulleted or numbered list.	<p>SGIs were held on:</p> <ul style="list-style-type: none"> <li>• cultural ceremonies</li> <li>• pig husbandry</li> <li>• hygiene.</li> </ul> <p>SGIs were held on 3 topics:</p> <ol style="list-style-type: none"> <li>1. cultural ceremonies</li> <li>2. pig husbandry</li> <li>3. hygiene.</li> </ol>
	Do not use a colon to introduce a list that flows on as part of a full sentence.	SGIs were held on cultural ceremonies, pig husbandry and hygiene.

	ACIAR style	Examples and notes
	Use a colon to introduce a block quote (that is longer than 30 words). The quote is not italicised.	The situation was summarised as follows:  Pakistan's horticulture sector suffers both from low farm productivity and from high wastage and post-harvest losses that constrain profitability. Inefficient marketing channels result in 30 to 40% of perishable product spoiling before reaching consumers.
	Use an unspaced colon to indicate a ratio.	13:1
	Use a colon between a table or figure number and the title.	Table 13.1: Legumes varieties demonstrated and promoted under SIMLESA
commas	In general, do not use a comma before the last item in a run-on list.	Research was carried out in Vietnam, Thailand and Indonesia.
	Where the last or second-last item in a list includes the word 'and', use a comma before the final list item to avoid any confusion.	The sectors most affected are retail trade, wholesale trade, and accommodation and food services.
	Use commas in numbers with 4 or more digits.	1,467 1,543,100
	Use a comma after the words 'for example' in text.	Staple crops, for example, wheat and rice...
	Use a comma to separate a region from the country.	Smallholders in Aiyura, PNG, were also affected.
	Use a comma between quoted speech and the attribution.	As one respondent said, 'We dedicate our time to agriculture because jobs are very difficult to find.' 'We dedicate our time to agriculture because jobs are very difficult to find,' said one respondent.
	Oxford comma	The term 'Oxford comma' refers to the comma before 'and' in every list. This is not ACIAR style.
en dashes	An en dash is longer than a hyphen.	<b>How to type an en dash</b> Windows: Ctrl+- (on the numerical keypad) Windows: Alt+0150 Mac: Option+Hyphen
	Use an en dash (–) with a space on either side to set off a phrase or additional information.	Conservation agriculture practices performed better in 2012 – the year in which the lowest rainfall for 20 years was registered The private sector – including retailers and financial services providers – is the key supplier of these inputs.
	When you are using a lot of numbers, use an unspaced en dash to indicate a span of numbers. In more general text, use the words 'from' and 'to' instead.	The farmers sold 25–30 head of cattle in June and 50–60 in July. The project ran from 2019 to 2021.
	Use an unspaced en dash to join two nouns that have separate identities and an equal relationship.	maize–legume systems
ellipses	An ellipsis is a specific character (...), not just three full stops.	<b>How to type an ellipsis</b> Windows: Alt+Ctrl+. Mac: Option+Semicolon
	Use an ellipsis to indicate missing text (for example, when you have edited quoted material). Use a single space before and after an ellipsis.	'The reconfiguration and realignment of a diverse array of societal elements ... for inclusive and sustainable growth' (Hall and Djikman 2019).

	ACIAR style	Examples and notes
<b>em dashes</b>	We do not use em dashes An em dash is longer than an en dash	The 2020 Australian Government <a href="#">Style Manual</a> recommends spaced en dashes instead of em dashes for increased readability of digital content.
<b>forward slashes</b>	Avoid using forward slashes in text – using the word ‘or’ suits most situations Do not use a space on either side of a forward slash.	The predominant crop in the farming system is rice or maize. Not rice/maize
	Use a forward slash to separate alternatives.	yes/no
	Use a forward slash to express a simple rate with 2 or 3 units.	30 kg/ha 30 kg/ha/year 30–40 kg/ha
	To indicate a financial year, use an en dash, not a forward slash.	2019–20
<b>full stops</b>	Do not use full stops in acronyms, initialisms or most shortened forms.	BSc DFAT GDP Go to <a href="#">Commonly used terms</a> for specific terms
<b>hyphens</b>	Hyphens connect words and prefixes so their meaning is clear to readers.	Go to <a href="#">Commonly used terms</a> See <a href="#">Macquarie Dictionary</a>
	Hyphens are often used with prefixes to avoid double vowels and confusion with existing words.	de-emphasise re-signed
	Use a hyphen to describe a direction or compass point.	north-east south-western Also go to <a href="#">Countries and regions</a> , as some locations have formal names that may be hyphenated or capitalised differently.
	When 2 or more words are used as an adjective, link them with a hyphen to avoid confusion.	drought-prone farming system early-career academic second-generation farmer
	Use a hyphen to link parts of a fraction.	one-half
	Use hyphens to link numbers from 21 to 99 when you must write them out as words.	one hundred and seventy-eight ninety-two
	Avoid using a ‘hanging’ hyphen. Repeat the prefix instead.	full-time and part-time positions, not full- and part-time
<b>lists</b>	Bulleted and numbered lists both follow the same basic principles and use minimal punctuation. Use a numbered list if the order of the information is important, or if the points in a list will be referred to in subsequent text or discussion.	See <a href="#">Style Manual: lists</a> for more details.

	ACIAR style	Examples and notes
	<p>Lists are introduced by a lead-in phrase, followed by a colon.</p> <p>All the list items follow on grammatically from the lead-in phrase. For example, they all start with a noun (or noun phrase), or they all start with a verb.</p> <p>If the list items are not complete sentences, they start with a lower-case letter (unless the word is a proper noun). You may to override Microsoft Word's automatic capitalisation to do this.</p> <p>Do not add commas or semi-colons at the end of each list item.</p> <p>Do not put 'and' or 'or' at the end of the second-last list item.</p> <p>Use a full stop at the end of the final list item.</p>	<p>Gendered marketing challenges for women in legume markets include:</p> <ul style="list-style-type: none"> <li>• low literacy</li> <li>• cultural norms</li> <li>• lack of access to bicycles and oxen carts.</li> </ul> <p>Gender-related challenges specific to maize marketing for women include the inability to:</p> <ul style="list-style-type: none"> <li>• make decisions on sales</li> <li>• anticipate pricing decisions</li> <li>• access quality seeds.</li> </ul>
	<p>If all the list items are complete sentences, they start with a capital letter and finish with a full stop.</p>	<p>There were several common challenges and deficiencies:</p> <ul style="list-style-type: none"> <li>• The innovation platforms had poor leadership.</li> <li>• Gender was not incorporated into the core business models and activities.</li> <li>• Innovation platforms were wholly dependent on SIMLESA to understand the innovation platform concept and access necessary resources.</li> <li>• Financial and management errors occurred.</li> </ul>
	<p>Don't use more than 2 levels in a bulleted list. Use a dash for the second level.</p>	<p>There are many types of birds in Australia, including:</p> <ul style="list-style-type: none"> <li>• nocturnal birds <ul style="list-style-type: none"> <li>- frogmouths</li> <li>- nightjars</li> <li>- owls</li> </ul> </li> <li>• marsh birds <ul style="list-style-type: none"> <li>- crakes</li> <li>- grebes</li> <li>- snipes.</li> </ul> </li> </ul>
<b>quotation marks</b>	<p>Use single quotation marks.</p>	<p>'We dedicate our time to sustainable agriculture,' said the researcher.</p>
	<p>Quotation marks are placed around quoted text that is shorter than 30 words. Punctuation in and after quotation marks depends on the punctuation of the quoted text and how it is used in the content.</p>	<p>Go to <a href="#">block quotes</a> in <a href="#">Formatting</a> for quotes longer than 30 words.</p>
	<p>If a punctuation mark (for example, a full stop) is part of the quoted text, or the quoted text is a complete sentence, it comes before the closing quotation mark.</p>	<p>As one respondent said, 'We dedicate our time to agriculture because jobs are very difficult to find.'</p>
	<p>If a punctuation mark is part of the sentence outside the quoted text, it follows the closing quotation mark.</p>	<p>Common beans are known as a 'mama's crop'. Specific traits are classified as 'very important', 'regular' or 'not important'.</p>
	<p>Single quotations marks are used to enclose the title of a chapter in a book or report, an article in a journal, and other titles.</p>	<p>Go to <a href="#">Referencing</a> for more details on presenting titles of works.</p>
	<p>Use quotation marks to draw attention to a word or phrase, or to enclose a word you are defining.</p>	<p>The concept of 'same status' is widely elusive on multiple fronts.</p> <p>Members belonged to rotating credit and savings associations, known as 'merry-go-rounds'.</p>

	ACIAR style	Examples and notes
	Double quotation marks are only used for 'quotes within quotes'.	In a recent article, 'What kinds of "systems" are we dealing with?', Lewis writes ...
<b>semicolons</b>	Semicolons can complicate sentences for readers, so use them sparingly, if at all.	See <a href="#">Style Manual: Semicolons</a> for more details.
	The correct use of a semicolon is to connect 2 sentences that share or develop an idea. The information must be closely related. However, it is often better to split them into 2 complete sentences instead.	Non-climate-related constraints have not evaporated; in fact, they interact with and compound the climate change challenges. Non-climate-related constraints have not evaporated. In fact, they interact with and compound the climate change challenges.
	Semicolons are used to separate items in a run-on list, but only when one or more of the list items contains a comma. In this instance, use a semicolon before the final 'and' in the list.	The cost of fertiliser is driven by the lack of manufacturing, storage and blending facilities; poor rural infrastructure; high freight, port and handling charges; and the high cost of finance.
	Do not use a semicolon after a list item in a bulleted or numbered list items.	Go to <a href="#">lists</a> in <a href="#">Punctuation</a> for more details.
	Use a semicolon to separate multiple works in an in-text citation.	Go to <a href="#">In-text citations</a> for more details.
<b>spaces</b>	Only use one space after a full stop.	
	In shortened forms of qualifications, do not use a space before the opening bracket.	BSc(Hons) MSc(Microbiology)

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## Quotes from text

The digital edition of the Australian Style Manual clarifies current rules and conventions about using quotation marks and punctuation associated with written quotes. Key rules are:

- single quotation marks are placed around quoted text that is shorter than 30 words
- double quotation marks are used for quotes within quotes
- if the punctuation mark is part of the quoted text, or the text is a direct quote, place the punctuation mark before the closing quotation mark
- if the punctuation mark is part of the sentence outside the quoted text, place the punctuation mark after the closing quotation mark.

See [Style Manual: Quotation marks](#) for a detailed explanation and examples of using quote marks.

Go to [quotation marks](#) in [Punctuation](#) for a detailed explanation of using quote marks when writing short quotes.

Go to [block quotes](#) in [Formatting](#) for quotes longer than 30 words.

Do not use italics to indicate quoted words or content (see [Formatting](#) for appropriate use of italics).

## Quotes from interviews

Quotes written from interviews are in the past and should be attributed in the past tense, i.e. 'she said' not 'she says'; 'he explained' not 'he explains', etc.

If the attribution is at the end of the sentence, the verb should precede the name of the speaker, i.e. 'said Ms Green' not 'Ms Green said'. For example:

- 'The new variety of chickpeas will increase crop options for farmers in Bangladesh,' said Dr Cicer.

However, if the attribution is written into the sentence, the name will precede the verb. For example:

- After 5 years of working with researchers in Vanuatu, Professor Capra said farmers were 'embracing new goat-production practices'.



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## Shortened forms

Modern writing tends to limit the use of shortened forms, but in scientific writing they can be very useful and help comprehension. Shortened forms include acronyms, initialisms and abbreviations.

Acronyms are pronounced as a single word. For example:

- DFAT
- SIMLESA

Initialisms are pronounced letter-by-letter. For example:

- FAO
- GST

Abbreviations are shortened words or phrases. For example:

- subsp.
- *C. glauca*

Long names or titles or specific terms may also be abbreviated in a publication. For example:

- Action Plan (short for the National Biodiversity and Climate Change Action Plan)

## Defining shortened forms

If you are using a shortened form, you should define it the first time it appears in the publication. Write out the term in full, then add the shortened form in brackets directly afterwards. Do not use quotation marks.

- ACIAR was established under the *Australian Centre for International Agricultural Research Act 1982* (the ACIAR Act).

In short format communications or publications, you only need to define a shortened form once. However, if the publication is long or individual chapters might be distributed as standalone works, define the shortened forms the first time they appear in each chapter.

Include a list of shortened forms at the start of the publication. Go to [Structure of a publication](#) for the placement of this information. This list does not have to include shortened forms from references, standard units of measurements or shortened forms that only appear in tables or figures.

Using shortened forms is not compulsory. If a term that can be shortened to an acronym or abbreviation is only used a few times (3 or less), don't shorten it. If it is used frequently within a paragraph or section, consider replacing the full term with a generic reference, for example 'the program' or 'the organisation' or 'the project' or 'the tool'.

## Familiar terms

If you are sure that a shortened form will be easily understood by your audience, you don't need to define it. For example:

- DNA
- AIDS
- radar

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## Units of measurement

You do not have to define the shortened form of a standard unit of measurement or include it in a list of shortened forms. However, if a unit may not be understood by the readers, or there may be any confusion about what it means, you should define it clearly. For example:

- SU: sheep unit (equivalent to a 40 kg sheep in moderate condition)
- SR<sub>f</sub>: stocking rate that optimises financial returns for the herder
- Mha: million hectares

## Latin phrases

Avoid using shortened forms of Latin phrases. It is better to use the English equivalent. For example:

- use 'for example', not 'e.g.'
- use 'that is', not 'i.e.'
- use 'circa', not 'c.'

You can use these shortened forms in tables or figures if space is limited.

## General rules for shortened forms

- Do not include full stops in initialisms or acronyms (for example, 'WHO' not 'W.H.O.').
- Do not use a shortened form if the word or term is only used once or twice in your publication.
- Avoid plural or possessive forms the first time you use the full word or term. Rewrite the sentence, if you can, to avoid this. For example:
  - **[avoid]** The World Health Organization's (WHO's) policy is ...
  - **[rewrite]** The policy of the World Health Organization (WHO) is ...
- Use 'a' or 'an' in front of a shortened form depending on how it is pronounced. Go to [Choosing 'a' or 'an'](#) for more details.
- In general, use 'the' in front of initialisms but not in front of acronyms. For example:
  - In 2020, the FAO announced...
  - In 2020, DFAT conducted a review...
- Do not use the same shortened form for two different terms.
- Avoid shortened forms that may have other commonly known meanings. For example, 'AI' can mean 'artificial intelligence' to some readers and 'artificial insemination' to others.
- Avoid using shortened forms that are specific to a field or discipline of work in general publications. For example, FAW for fall armyworm may be appropriate in a document focused on crop production but not in a general multidiscipline publication.
- You can use a shortened form in an in-text citation before it is defined. Go to [In-text citations](#) for more details.
- Define all shortened forms in a table or figure in a note underneath it. Do this even if the shortened form has already been defined in the text. This is because tables and figures should be independent and be able to be understood without reference to the text. Go to [Tables, figures and photographs](#) for more details.

## Website address format

Use just the address, for example, 'aciarc.gov.au'. There is no need to start with www or https/.

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# Titles and forms of address

There are accepted conventions for capitalising, abbreviating and punctuating the titles of parliamentarians, diplomats and academics (see [Style Manual: Titles, honours, forms of address](#) for a full explanation).

## Parliamentarians

Capitalise the titles of the positions of:

- Prime Minister (or PM)
- Treasurer.

Do not capitalise titles if generically referring to a role or referring to more than one office holder. For example, 'senators' not 'Senators' and 'treasurers' not 'Treasurers'.

### Senator

People elected to the upper house take the title 'Senator' before their given name. For example, 'Senator Katy Gallagher'.

### Member of the House of Representatives

Members of the House of Representatives take the initialism 'MP' after their name. Write it after any other post-nominals. Don't use commas before or between post-nominals. For example, 'Ms Zali Steggall OAM MP'.

### Ministers

Use the title 'Honourable' or 'the Hon' for ministers (including the prime minister) and parliamentary secretaries in the Australian Parliament, for present and former ministers. For example, 'the Hon David Littleproud MP' or 'the Hon Dr Andrew Leigh MP'.

Use the title 'Senator' before 'the Honourable' if the minister or parliamentary secretary is a member of the Senate. For example, 'Senator the Hon Marise Payne'.

## Diplomats

The title for diplomats depends on what they represent:

- High commissioners represent Commonwealth countries
- Ambassadors represent non-Commonwealth countries.

Address or refer to (when writing) high commissioners and ambassadors with 'His Excellency' or 'Her Excellency'. Use initial capitals for titles. For example, His Excellency Mr Babar Amin, High Commissioner for Pakistan.

In formal correspondence with ambassadors and high commissioners:

- Open with 'Your Excellency'.
- Conclude with 'Yours faithfully'.

In informal correspondence:

- Open with 'Dear High Commissioner' or 'Dear Ambassador'.
- Conclude with 'Yours sincerely'.

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## Academics

The full titles of academics and professionals always have an initial capital letter. Use lower case for the names of positions when using them in a generic way. For example:

- The Vice-Chancellor of the University of Tasmania visited last week.
- Several vice-chancellors met last week.

Use full words in text for 'Professor' and 'Associate Professor'. The abbreviations 'Prof' and 'Assoc Prof' are acceptable in tables.

When referring to people who hold a doctorate it is acceptable to use the full word 'Doctor' or the abbreviation 'Dr' (without a full stop).

## General titles

Abbreviated forms are acceptable when using general titles such as Ms, Mr, Mrs and Mx (note no full stop).

Use the correct and preferred title for people of different gender identities. 'Mx' refers to non-binary people and those who do not wish to be referred to by their gender. Use 'Mx' when a person indicates this is what they prefer, but not otherwise.

# Capitalisation

Modern writing uses minimal capitalisation.

	ACIAR style	Examples and notes
<b>general notes</b>	Use sentence case except in special circumstances. Sentence case means: <ul style="list-style-type: none"><li>• capitalise the first word in a sentence</li><li>• use lower case for all other words, unless they are proper nouns.</li></ul>	See <a href="#">Style Manual: Punctuation and capitalisation</a> for more details. Go to <a href="#">Commonly used terms</a> to see the treatment of specific words and phrases
<b>academic degrees</b>	Use lower case for generic mentions (no apostrophe or 's'). Use initial caps. Subsequent and abbreviated mentions use a combination of capital and lower case.	a master degree (not masters) Her doctorate thesis... a Bachelor of Science degree a Master of Science He holds a BSc and a PhD...
<b>departments, agencies and organisations</b>	Use initial capital letters for the formal names of government departments, agencies and organisations. Use lower case for generic mentions.	The Department of Foreign Affairs and Trade The department announced...
<b>geographical regions</b>	Some geographical and country-specific regions and areas that ACIAR works within have formal names that use initial caps.	Go to <a href="#">Countries and regions</a>
<b>governments</b>	Use initial capitals for the formal name of governments. Use lower case for generic mentions.	The Indonesian Government announced... The governments of Indonesia and Vietnam... A recent government policy...
<b>hyphenated terms</b>	If a term is a proper noun, or title case is being used, capitalise both the first element and the other elements.	Intermediate-Range Nuclear Forces Treaty
	If the term has a hyphenated prefix, only capitalise the base word if it is a proper noun	Bio-courtyard House English for Non-English Speakers

	ACIAR style	Examples and notes
<b>names of diseases and pests</b>	Use lower case for the common names of diseases and pests, unless a word is a proper noun.	fall armyworm African swine fever See the <a href="#">Australian plant pest database</a> for specific terms
<b>names of plants and animals</b>	Use initial capital letters (roman) for names of families and above. Use initial capital letters (and italics) for genera. Use lower case (and italics) for species. Use initial capital letters (roman) for cultivars.	Myrtaceae <i>Cyathodes glauca</i> <i>C. glauca</i> <i>Glycine max</i> L. See <a href="#">International Plant Names Index</a> for the correct spelling and formatting of scientific names of plants.
	Use lower case for generic or common names of plants and animals. When using a common name, put the Latin name in brackets after the first mention.	maize ( <i>Zea mays</i> )
<b>programs</b>	Some programs have formal names that use initial caps.	Sustainable Development Investment Portfolio  Go to <a href="#">Organisations, departments and programs</a> for the names of specific programs
<b>proper nouns</b>	Use initial capitals for proper nouns. If you aren't sure if a word is a proper noun, check it in a dictionary.	the Ashes Bermuda grass See <a href="#">Macquarie Dictionary</a>
<b>titles</b>	In general, avoid using capitals for positions or roles within an organisation. Notable exceptions are listed below.	The senior policy adviser offered their view ...
	Use initial capitals for the full titles of academics and professionals. Use lower case for generic mentions.	The Vice-Chancellor of the University of Queensland visited last week. Several vice-chancellors met last week.
	Use initial capitals for the titles of members of the armed services.	Air Vice Marshal Catherine Roberts
	Use initial capitals for the titles of high commissioners, ambassadors and diplomatic staff.	High Commissioner for Pakistan Consul General in Chennai
	Use initial capitals for current heads of state. Use lower case for generic mentions.	The Prime Minister of Indonesia announced the new initiative. Australia's first female prime minister was Julia Gillard.
<b>titles and subtitles</b>	Titles of works use sentence case and italics, regardless of how the title is presented in the original publication. If a work has a subtitle, the first word after the colon is lower case, unless it is a proper noun. <b>Note: You can (and should) change the capitalisation of the title of a published work to conform to this style.</b>	<i>The influence of multi-stakeholder platforms on agricultural innovation and rural development: examples from Uganda</i>
<b>websites</b>	Use the same capitalisation as the organisation uses for the name of a website.	

# Numbers, measurements and currency

The guidelines below describe the treatment of numbers and measurements in general text, including headings. Different guidelines may apply for tables, figures and [reference lists](#).

## Numbers

	ACIAR style	Examples and notes
<b>general notes</b>	Use numerals for all numbers except zero and one.	See <a href="#">Style Manual: Choosing numerals or words</a> for more details. For example, zero, one, 2, 3, 4, etc.
	Use '0' and '1' when followed by an abbreviated unit of measurement or a symbol.	1%; 0–3 m
	When a number is at the start of a sentence, write it in words, or rewrite the sentence to avoid this. Use hyphens to link the words.	Thirty-eight varieties were trialled. Researchers trialled 38 varieties.
<b>adjectives</b>	Use hyphens when numbers are used as adjectives.	6-year period 12-km road
<b>ages</b>	Always use numerals. Use hyphens when an age is used as an adjective.	She was 13 years old. Our oldest member is a 95-year-old farmer.
<b>dates</b>	Use the order 'date' 'month (in full)' 'year'.	6 April 2020
<b>decades</b>	Do not use apostrophes when describing decades. Avoid dropping the first 2 numbers	In the 1990s, not in the 1990's or in the 90s
<b>decimals</b>	Use '0' before a decimal point for values less than one.	0.23
<b>fractions</b>	Only use a fraction where the exact number is not important. Use words, not numerals. Link the parts of the fraction with a hyphen.	Only two-thirds of the crop survived.
<b>large numbers</b>	Use commas to separate numerals into groups of 3.	6,000 7,981,230
	Use words for large round numbers.	This practice could save hundreds of lives.
	Use a combination of numerals and words for large, rounded numbers over a million.	We planted more than 6 million seeds. A\$2 million
<b>ordinals</b>	Write ordinal numbers up to 'ninth' in words.	first; second; third; fourth; fifth...
	Use numerals and a suffix for 10+ ordinals. Do not use superscript for the suffix.	10th or 21st Auto superscript and subscript can be turned off, or use Control Z to undo the automatic formatting
<b>range of numbers</b>	Use an unspaced en dash or 'to' for a range of numbers.	6–10 985–1,689 6 to 8 months
<b>spans of years</b>	Write all years out in full. Avoid en dashes.	The project ran from 2019 to 2021.
	Use an en dash (not a forward slash) and shortened years (2 or 4 numerals) to indicate a financial year period.	The 2020–21 results will be announced this week. Yields have improved since the 1999–2000 financial year.

	ACIAR style	Examples and notes
time	Use a colon to separate the hour and minutes. It is not essential to use '.00', unless it is better for consistency. Use 'am' and 'pm' preceded by a non-breaking space; write in same case as main text, generally lower case.	8:15 am 11 pm <b>How to type a non-breaking space</b> Windows: Ctrl+Shift+Space Mac: Option+Space
	Write out 'month' and 'year' in full. Do not use abbreviations.	one month 10 years

## Measurements, units and symbols

	ACIAR style	Examples and notes
general notes	Use the modern SI metric system for units of measurement and their abbreviation/symbol. These include metre (m), second (s) and kilogram (kg).	See <a href="#">International System of Units</a> for details of SI units and symbols.
	Legal non-SI units for use in Australia include hectare (ha), tonne (t), decibel (dB), litre (L), hour (h), day (d) and minute (min).	See <a href="#">Style Manual: Examples of other commonly used legal units in Australia</a> for more details.
angles	When indicating an angle, do not separate the degree symbol (°) from the number.	The tree stood at 90° to the horizon. <b>How to type a degree symbol</b> Windows: Alt + 0176 Mac: Option-Shift+8
arithmetic symbols	Use a non-breaking space between a number and these symbols in equations: = + - > <	6y – 5 > 37
	Use a non-breaking space in equations to stop them from breaking across a line.	
	Do not use a space when symbols are used to modify or describe a number.	+3 –5 >9 ±21
	Use an en dash (–) for a minus sign and negative numbers (not a hyphen). In an equation, to indicate a negative number, use the sign without a space.	21 – 7 = 14 –12 <b>How to type an en dash</b> Windows: Ctrl+Num- Mac: Option+Dash
definitions	Where a unit symbol is well known, you don't need to define it. If it might not be understood, define it the first time it is used.	Minimum flows varied seasonally between 80 cumecs (cubic metres per second) in winter and 140 cumecs in summer.
dimensions	Use the mathematical symbol 'x' (not the lower-case letter 'x') with a non-breaking space on either side.	110 m × 127 m <b>How to type a multiplication symbol</b> Windows: Alt+0215 unicode 00D7 Mac: Option+00D7
less than (<) and greater than (>)	In text, spell out in words. In brackets, use with no space between the symbol and the numeral.	The students were less than 23 years old. (<23 years)
percentages	Use a numeral with the percentage symbol. There is no space between the number and '%'. e.g. 35%	35% 1%

	ACIAR style	Examples and notes
	If a sentence begins with a percentage, spell out the number and use the words 'per cent', or rewrite the sentence to avoid this.	Sixty-four per cent of respondents preferred the first option. The results showed that 64% of respondents preferred the first option.
<b>plural and possessive</b>	Unit symbols don't have a plural or possessive form.	The farmers applied 250 kg of fertiliser, not 250 kgs
<b>prefixes</b>	Use SI prefixes. These include: $\mu$ = micro = $10^{-6}$ m = milli = $10^{-3}$ k = kilo = $10^3$ M = mega = $10^6$	See <a href="#">Style Manual: SI prefixes</a> for commonly used prefixes. See <a href="#">SI prefixes</a> for a complete list.
	Do not use a space after a prefix.	600 ML
<b>punctuation</b>	Don't use a full stop after a unit symbol.	We cleared 63 ha of weeds.
<b>ranges</b>	The unit symbol is only needed after the second number in a range separated by an en dash.	60–100 km 23–25 °C
	When writing a range in text, the unit can either be used after both numbers or just after the second, unless the unit is not separated by a space.	60 km to 100 km or 60 to 100 km 3% to 4% \$5 to \$10
<b>rates</b>	Use a slash to indicate a simple rate involving 2 or 3 unit symbols. Do not use negative indices.	6.2 t/ha (not 6.2 t ha <sup>-1</sup> ) 6.2 t/ha/year
	Use 'per' for rates involving units expressed in words.	number of parasites per person
<b>ratios</b>	Use an unspaced colon to indicate a ratio.	5:1
<b>spacing</b>	Use a non-breaking space between a number and a unit symbol.	0.5 m <b>How to type a non-breaking space</b> Windows: Ctrl+Shift+Space Mac: Option+Space
<b>temperatures</b>	Use a non-breaking space before the degree symbol, followed immediately by 'C' (Celsius)	40 °C
	Use the proper degree symbol (°), not a superscript 'o'.	<b>How to type a degree symbol</b> Windows: ALT+0176 Mac: Option+Shift+8
<b>words or numerals</b>	If a measurement appears at the start of a sentence, write out the number and the unit in words, or rewrite the sentence to avoid this.	Thirty-seven tonnes of wheat were distributed. The farmers distributed 37 t of wheat.



## Currency

	ACIAR style	Examples and notes
<b>general notes - Australia</b>	<p>If a publication clearly refers to Australian dollars, you can use \$ throughout.</p> <p>If it is possible that readers could be confused about the currency being Australian dollars, use A\$.</p> <p>AU\$ and AUS\$ are not recognised abbreviations for Australian dollars.</p>	See <a href="#">Style Manual: Currency</a> for more details.
<b>general notes - international</b>	<p>If a publication clearly refers to the currency of one country only, use the local symbol. Explain symbol on first use.</p> <p>If a publication uses multiple currencies, use the 3-letter International Bank Account Number (IBAN) currency codes.</p>	<p>Currency symbols for ACIAR partner countries are provided in the following table. See <a href="http://xe.com">xe.com</a> for more currency symbols.</p> <p>IBAN codes for ACIAR partner countries provided in the following table. See <a href="#">IBAN currency codes</a> for more currency codes.</p>
format	When referencing 'dollar' currencies, use the country prefix followed by the '\$' symbol. Do not use a space before or after '\$'.	A\$120; US\$109,546
	When writing dollar values more than 1 million or 1 billion, use symbol, figure and words.	\$2 million \$3.2 billion
	Avoid abbreviating million to M (or billion to B) in text. Acceptable to do so in tables and figures, for space considerations. Explain abbreviation in a note.	\$2M (unspaced) \$6B (unspaced)

## Currency codes and symbols for ACIAR partner countries

Country	IBAN code	symbol	Country	IBAN code	symbol
Australia	AUD	\$ or A\$	Pakistan	PKR	Rs
Bangladesh	BDT	৳	Papua New Guinea	PGK	K
Burundi	BIF	FBu	Philippines	PHP	₱
Cambodia	KHR	៛	Rwanda	RWF	RF
Canada	CAD	\$ or C\$	Samoa	WST	\$ or WS\$
China	CNY	¥	Solomon Islands	SBD	\$ or SI\$
Ethiopia	ETB	Br	Sri Lanka	LKR	Rs
Fiji	FJD	\$ or FJ\$	South Africa	ZAR	R
India	INR	₹	Tanzania	TZS	TSh
Indonesia	IDR	Rp	Thailand	THB	฿
Kenya	KES	KSh	Timor-Leste (US dollar)	USD	\$ or US\$
Kiribati (Australian dollar)	AUD	\$ or A\$	Tonga	TOP	T\$
Laos	LAK	₭	Uganda	UGX	USh
Malawi	MWK	K	United States of America	USD	\$ or US\$
Malaysia	MYR	RM	Vanuatu	VUV	VT
Mozambique	MZN	MT	Vietnam	VND	₫
Myanmar	MMK	K	Zambia	ZMW	Zk
Nepal	NPR	Rs	Zimbabwe	ZWL	Z\$
New Zealand	NZD	\$ or NZ\$			

## Part D: Preparing a publication

Part D will be most useful for writers and editors working on ACIAR publications. However, the information about tables, figures and photos, as well as referencing and formatting, will be relevant to anyone working on a scientific report or book.

### Structure of a publication

The basic elements of a printed corporate or scientific publication are:

- cover
- preliminary content
- main body
- endmatter.

The structure of a typical ACIAR publication is described below.

Not every publication will need to include all this content. Simpler publications, like brochures, newsletters and magazines, will use Arabic numbers throughout (excluding the cover and inner front cover).

Element	Content
<b>cover</b>	
<b>Front cover</b>	Mandatory: Australian Government logo, publication title, ACIAR Publication series and number Optional: image
<b>Inside front cover</b>	Blank or solid colour or image
<b>preliminary content</b> (roman numerals used for page numbers until the Introduction)	
<b>Title page</b>	Mandatory: publication title, author(s) and/or editor(s), ACIAR secondary brand, publication year The title page repeats the format of the publication title on the cover page without graphic elements
<b>Imprint page</b>	This page has no heading. It contains: <ul style="list-style-type: none"><li>• About ACIAR</li><li>• copyright statement</li><li>• publication details, including ISSN (if applicable) and ISBN</li><li>• credits</li><li>• ACIAR contact details</li><li>• cover image caption and credit</li></ul> In a very short publication, this information could go on the inner front cover. The size of the imprint text should be several points smaller than the body text of the report. See <a href="#">Imprint page</a> for required wording
<b>Foreword</b>	This is written by the ACIAR CEO (or jointly in co-publications), is quite short (1 page is standard) and includes a signature block.
<b>Contents</b>	This should include: <ul style="list-style-type: none"><li>• foreword</li><li>• preliminary content that comes after the table of contents</li><li>• 2 or 3 levels of headings from the main body of the text</li></ul> Do not include subheadings that appear in the summary or appendices.
<b>Lists of tables and figures</b>	Create separate lists for tables and figures. If the titles of the tables and figure are very long, shortened versions can be used in these lists.

Element	Content
<b>List of authors</b>	If there are a lot of authors, this list can include their names, organisations and country. Present this list as [given name] [family name]. Do not include titles (e.g. Dr, Professor). Sort the list in alphabetical order by family name.
<b>Acknowledgements</b>	If short or not essential, this can be moved to the end of the report.
<b>Abbreviations &amp; acronyms or List of shortened forms</b>	If short or not essential, this can be moved to the end of the report.
<b>Glossary</b>	If short or not essential, this can be moved to the end of the report.
<b>Preface</b>	This is written by the author(s) or editor(s) and gives background information to the publication (for example, why it was written). A preface is not often included in an ACIAR publication.
<b>Summary</b>	This can also be called 'Executive Summary'.
<b>main body</b> (Arabic numerals used for pages from here on)	
<b>Introduction</b>	This is numbered page 1 and must be a right-hand page in a printed publication. If the introduction contains numbered figures or tables, the Introduction should be called 'Chapter 1: Introduction' to avoid difficulties with the numbering.
<b>Parts</b>	If a publication is very long and/or contains content that falls into discrete categories, the chapters can be grouped into parts. Parts are named with capital letters (Part A, Part B, Part C...).
	Parts always start on a right-hand page.
	Part titles should be short and clear and use <a href="#">sentence case</a> . All the titles should use a parallel structure. For example: <ul style="list-style-type: none"> <li>• Part A: The motivation for SIMLESA</li> <li>• Part B: Highlights from country initiatives</li> </ul> or <ul style="list-style-type: none"> <li>• Part A: Setting the scene</li> <li>• Part B: Building on SIMLESA</li> </ul>
<b>Chapters</b>	The main body of the publication is divided into chapters. Chapters are numbered (Chapter 1, Chapter 2, Chapter 3...).
	Chapter titles should be short and clear and use <a href="#">sentence case</a> . All the titles should use a parallel structure. For example: <ul style="list-style-type: none"> <li>• Chapter 1: Benefits and trade-offs</li> <li>• Chapter 2: Digital knowledge-sharing</li> </ul> or <ul style="list-style-type: none"> <li>• Chapter 1: Linking sectors for impact</li> <li>• Chapter 2: Improving maize and legume seed systems</li> </ul>
	Long chapters can be divided further. Decimal numbers are used for these (1.1, 1.2, 1.3...)
<b>endmatter</b>	
<b>Acknowledgements</b>	If not included in the preliminary content.
<b>Appendices</b>	Appendices contain information that is too detailed or technical to include in the body of the publication (for example, data tables). Each appendix should relate to information included in the main text and be cross-referenced in the text. Do not include appendices with information that is not mentioned in the text. Appendices go in the order that they are mentioned in the text. Appendices are numbered (Appendix 1, Appendix 2, Appendix 3...).
<b>Shortened forms</b>	If not included in the preliminary content.
<b>Glossary</b>	If not included in the preliminary content.
<b>Reference list</b>	See <a href="#">Referencing</a> for details of how to present the reference list.
<b>Index</b>	The index is always the final element of a publication.

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## Publication codes

ACIAR publication codes provide a means of cataloguing, warehousing, identifying and searching for individual titles of books and reports published by ACIAR. Publication codes are assigned by the ACIAR Publications Manager at the start of the publication production process.

### Corporate reports

ACIAR publication codes are assigned to annual corporate reports, according to report type:

- Corporate Plan: CP
- Annual Report: AR
- Annual Operational Plan: AOP
- Annual Review: ARev

Publication codes are written with letters for the report type (case sensitive), followed by the year of the report. For example:

- CP2021–22
- AOP2019–20

### Scientific publications

ACIAR publication codes are assigned to scientific publications, according to series:

- monographs: MN
- co-publications: CoP
- proceedings: PR
- technical reports: TR
- impact assessments: IAS
- outcome evaluations: OE

Within the series, each title is numbered in order of production.

Publication codes are written with letters for the series type (case sensitive), followed by a 3-digit number, with no spaces. For example:

- MN205
- IAS099

## ISSNs and ISBNs

ACIAR annual corporate reports and scientific publications are assigned and published with an ISSN and ISBN for print, pdf and online versions.

ISSNs and ISBNs are assigned to the edited and approved manuscript by ACIAR Publications staff, before the manuscript is sent to the graphic designer.

ISSNs are not required for publications that do not belong to a registered ACIAR series.

If you require an ISBN for another type of publication, please discuss with ACIAR Publications staff.

ISBNs are not required for publications that are produced for promotional purposes, or publications that are unlikely to be added to library collections.

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## Imprint page

The following text is required on the imprint page of ACIAR corporate reports and scientific publications. Note that a series description and suggested citation are not required for corporate reports.

Text shown in the yellow box can be copied and pasted directly into your document.

### <<copy and paste>>

The Australian Centre for International Agricultural Research (ACIAR) was established in June 1982 by an Act of the Australian Parliament. ACIAR operates as part of Australia's international development assistance program, with a mission to achieve more productive and sustainable agricultural systems, for the benefit of developing countries and Australia. It commissions collaborative research between Australian and developing-country researchers in areas where Australia has special research competence. It also administers Australia's contribution to the International Agricultural Research Centres.

The Chief Executive Officer of ACIAR reports directly to the Australian Government Minister for Foreign Affairs. ACIAR operates solely on budget appropriation from Australia's Official Development Assistance (ODA).

The use of trade names constitutes neither endorsement of nor discrimination against any product by ACIAR.

### ACIAR XXX SERIES

/// select text from the next page for the appropriate series of scientific publication

### <<example format for citation of an ACIAR scientific publication>>

Page T, Meadows J and Kalsakau T (eds) (2021) *Sandalwood Regional Forum – Proceedings of a regional meeting held in Port Vila, Vanuatu, 11–13 November 2019*, ACIAR Proceedings No. 150, Australian Centre for International Agricultural Research, Canberra.

ACIAR [Series name] Series No. XXX (+ publication code, e.g. PR150)

Or

ACIAR [Corporate report type] 20XX–XX (+ publication code, e.g. AR2020–21)

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Cover: [description of subject and location]

Photo: [Name] [Surname]

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<<Series description to copy into coloured boxed area of imprint>>

#### **ACIAR MONOGRAPH SERIES**

This series contains the results of original research supported by ACIAR, or material deemed relevant to ACIAR research and development objectives. Publications in this series range from detailed scientific reports and analysis, written for researchers, extension agents and policymakers, to guides and manuals to support new or improved practices for smallholder farmers, fishers and foresters. Publications in the series are available as hard copy, in limited numbers, and online from the ACIAR website at [aciar.gov.au](http://aciar.gov.au)

#### **ACIAR TECHNICAL REPORTS SERIES**

This series of publications contains technical information resulting from ACIAR-supported programs, projects and workshops (for which proceedings are not published); reports on ACIAR-supported fact-finding studies; or reports on other topics resulting from ACIAR activities. Publications in the series are available as hard copy, in limited numbers, and published on the ACIAR website at [aciar.gov.au](http://aciar.gov.au)

#### **ACIAR PROCEEDINGS SERIES**

This series of publications includes the full proceedings of research workshops or symposiums organised or supported by ACIAR and its partner organisations. The papers in an ACIAR Proceedings publication are peer reviewed. Publications in the series are available as hard copy, in limited numbers, and published on the ACIAR website at [aciar.gov.au](http://aciar.gov.au)

#### **ACIAR IMPACT ASSESSMENT SERIES**

ACIAR seeks to ensure that the outputs of the research it funds are adopted by farmers, researchers, extension officers, policymakers and other beneficiaries. In order to monitor the effects of its projects, ACIAR commissions independent assessments of selected projects. This series of publications reports the results of these independent studies. Publications in the series are available as hard copy, in limited numbers, and published on the ACIAR website at [aciar.gov.au](http://aciar.gov.au)

#### **ACIAR OUTCOME EVALUATION SERIES**

ACIAR commissions independent outcome evaluations approximately 3 years after the conclusion of a project to investigate the extent to which ACIAR projects have contributed to intended outcomes, whether these were sustained post-project and how these catalysed short to medium-term development outcomes. Over time, these outcome evaluations support the development of effective agricultural research-for-development practice and demonstrate the value of investment of public funds. Publications in the series are available as hard copy, in limited numbers, and published on the ACIAR website at [aciar.gov.au](http://aciar.gov.au)

# Tables, figures and photographs

Tables and figures (such as graphs, charts, maps and diagrams) can make complex information easier to understand. Make sure that they are accurate, clear and presented as simply as possible.

- Always include a specific reference to each table and figure in the text.
- Try to present the table or figure as close as possible to this in-text reference.
- Tables and figures should be numbered sequentially in order of their appearance in the text.
- In lengthy text, tables and figures should be numbered by chapter first, then in order of their appearance in the text. For example, Figure 3.1 or Table 7.4.

If a publication contains many tables, consider putting them in an appendix.

## Tables

	ACIAR style	Examples and notes
<b>general notes</b>	Use tables for exact values and information that is too detailed for the text. Tables should let users: <ul style="list-style-type: none"><li>• scan the information</li><li>• find an exact value</li><li>• compare values in different categories</li><li>• understand how you have categorised the information.</li></ul>	See <a href="#">Style Manual: Tables</a> for more details.
<b>abbreviations</b>	Use abbreviations and shortened forms in tables to make the information shorter and easier to read.	
<b>alignment</b>	Align text to the left and numbers to the right. Line up decimal points.	
<b>column and row headings</b>	Make your column and row headings simple, clear and short. Do not rotate the text to make it fit.	
<b>in-text reference</b>	Always refer to the table in the text, using the table number (not the title). You can do this directly in the text, or in brackets. Do not use 'in the table below', as you cannot be sure where the table will sit when your publication is designed.	Table 12.4 shows... The incidence of disease increased in 2019 (Table 12.4)
<b>large and complex tables</b>	If a large table runs over to the next page, repeat the table number and title (with the word 'continued') and repeat the column headings. Consider splitting a large and complex table into smaller tables.	
<b>notes</b>	Tables must be self-explanatory. Define any acronyms or specific terms in notes below the table. <b>Do not use footnotes in table headings or cells.</b> Use symbols or superscript letters (a, b, c) to link information with a note. Choose one method to use throughout your publication. Symbols are a better choice if a note will appear next to numerals.	
	Present table notes in this order: <ul style="list-style-type: none"><li>• abbreviations</li><li>• notes to superscript locators (do not use superscript here)</li><li>• general note to the table</li><li>• source of data.</li></ul>	

	ACIAR style	Examples and notes
	<p>If you are using symbols to indicate table notes, use these symbols in this order:</p> <ul style="list-style-type: none"> <li>† (1st reference symbol in table)</li> <li>‡ (2nd reference symbol in table)</li> <li>§ (3rd reference symbol in table)</li> <li>*</li> </ul> <p>(4th reference symbol in table).</p> <p>Repeat using doubles, if needed (††, ‡‡, §§, **).</p>	
<b>numbering</b>	Number all the tables in a publication (unless you only use one). In short publications, or publications with a small number of tables, you can number the tables sequentially.	Table 1, Table 2, Table 3...
	In long publications with numbered chapters, use decimal numbering for tables.	Table 1.1, Table 1.2... Table 2.1, Table 2.2...
<b>rotation</b>	<p>Avoid rotating tables to make them fit onto a page. Instead, you can try:</p> <ul style="list-style-type: none"> <li>• abbreviating the column headings</li> <li>• changing the structure of the table</li> <li>• presenting the information in 2 or 3 smaller tables.</li> </ul>	
<b>size</b>	Do not create a table for only 1 or 2 items. Report these in text instead.	
<b>source</b>	List the source of your data below the table, under any notes.	
<b>structure</b>	<p>Organise the information in the table in a logical and consistent way.</p> <p>Use the same grammatical structure for each entry in a column.</p>	
<b>titles</b>	<p>Place the table number and title above the table.</p> <p>Use a colon after the number to separate it from the title text.</p> <p>Capitalise the first word and proper nouns only. Don't use a full stop to end the title, even if it is a complete sentence.</p>	Table 13.1: Legumes varieties demonstrated and promoted under SIMLESA
<b>units of measurement</b>	Include the unit(s) in the column or row heading if it is not in the title.	



## Figures

	ACIAR style	Examples and notes
<b>general notes</b>	Figures include graphs, charts, maps and diagrams. Informational photographs may also be treated as figures. Figures are good for showing: <ul style="list-style-type: none"> <li>• trends</li> <li>• statistical distributions and patterns</li> <li>• simple comparisons</li> <li>• processes and relationships.</li> </ul>	See <a href="#">Style Manual: Images</a> for more details.
<b>abbreviations</b>	Use abbreviations and shortened forms in figures to make the information shorter and easier to read.	
<b>alt text</b>	Add alternative (alt) text to all figures. Alt text explains information in images for screen reader users. Complex figures may also need an extended description. <b>Australian Government agencies are required to meet the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA.</b>	See <a href="#">Style Manual: alt text</a> for more details.
<b>colours</b>	Where possible, avoid using colour (for example, for lines on a graph) as the only way to distinguish different kinds of information. Use different thicknesses, dots, dashes or cross-hatching instead. This will make your information more accessible for all users.	See <a href="#">How to meet Web Content Accessibility Guidelines: use of colour</a> for more details.
<b>graphs</b>	Graphs are very good for presenting complex information, but they must be designed clearly. Try to keep your graphs as simple as possible. Include a clear key or legend and list the source of your data. Include units of measurement in the title, axes and/or legend. Always provide the designer with the underlying data for any graphs.	See <a href="#">Style Manual: graphs, charts and maps</a> for more details.
<b>in-text reference</b>	Always refer to the table in the text, using the table number (not the title). You can do this directly in the text, or in brackets. Do not use 'in the table below', because you can't be sure where the table will be placed in relation to the text when your publication is designed.	Table 12.4 shows... The incidence of disease increased in 2019 (Table 12.4)...
<b>numbering</b>	Number all the figures in a publication (unless you only use one). In short publications, or publications with a small number of tables, you can number the figures sequentially.	Figure 7
	In long publications with chapters, use decimal numbering for figures.	Figure 13.1
<b>source</b>	List the source of your information below the figure, under any other notes.	
<b>titles</b>	Place the figure number and title below the figure. Use a colon after the number to separate it from the title text. Capitalise the first word and proper nouns only. Don't use a full stop to end the title, even if it is a complete sentence.	Figure 1.2: Principal farming systems of Africa
<b>totals</b>	The total of the cells must add to the total in the total cell. If they don't, supply the reason in the table notes (for example, 'rounding error').	

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## Photographs

Use photographs that convey information and will be useful to the reader.

- When a photograph is used to communicate or illustrate an idea, they are treated as figures and numbered.

Photographs can be used decoratively, but they must still be directly related to the text.

- Decorative photographs are not numbered.

	ACIAR style	Examples and notes
<b>general notes</b>	Anyone who is identifiable in a photograph used in an ACIAR publication must have given their permission for their image to be used. If you are not sure if permission has been given, do not use the photograph.	Permissions associated with ACIAR photos are noted in Media Valet
<b>alt text</b>	Alternative (alt) text is required for all photographs. Alt text describes photographs for screen reader users. <b>Australian Government agencies are required to meet the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA.</b>	See <a href="#">Style Manual: alt text</a> for more details.
<b>captions</b>	Put the caption under the photograph. Include a brief description, including the names (and titles, if relevant) of everyone in the image.  Include the source or credit the copyright holder (use their full name where possible).	Dr Nyima Tashi (President, Tibetan Academy of Agricultural and Animal Science) and Professor Andrew Campbell (ACIAR CEO) in Lhasa 2018. Photo: David Kemp
<b>inappropriate content</b>	Ensure the images selected demonstrate good judgement and respect of subjects in the photo, or associated with the photo. Ensure that photos are culturally sensitive to the context of the subjects and the publication.	
<b>in-text reference</b>	Photographs that are included for information purposes and numbered should be referred to in the text. You do not need to refer to decorative photographs in the text.	
<b>numbering</b>	If photographs are decorative only, you do not need to give them a number or a title. If they are included for information purposes, treat them as figures.	
<b>resolution</b>	Use high resolution images. Low res images will not reproduce satisfactorily, especially in a printed publication. Check with the designer if you are not sure about the resolution of your images.	See <a href="#">Style Manual: images</a> for more details.

The [Project tools](#) page on the ACIAR website provides details of background, guidelines and details about consent for use of photographs in ACIAR documents and publications.

# Referencing

ACIAR uses the author–date system for referencing, as described in the [Style Manual](#). The author–date system uses short in-text citations and an alphabetical reference list. Readers use the information from an in-text citation to find the corresponding reference in the list.

A general description of author-date referencing is provided below, but for more complicated citations, please check the [Style Manual](#) for specific instructions about how to present these correctly.

If you are producing a scientific document with the help of referencing software (e.g. EndNote or Mendeley), it is acceptable to use the more formal Harvard referencing style.

## In-text citations

	Preferred style	Examples and notes
<b>general notes</b>	Use the author’s family name and date of publication in brackets. Do not separate with a comma.  If the author is mentioned in the sentence, add the publication date in brackets immediately after their name.	Other results were similar (Jones 2017).  Jones (2017) reported similar results.
<b>2 authors</b>	Use both names in the in-text citation. Use ‘and’, not an ampersand ‘&’.	Other results were similar (Black and Jones 2017). Black and Jones (2017) reported similar results.
<b>3+ authors</b>	Use the first author’s name followed by ‘et al.’ (including the full stop). Don’t use italics for ‘et al.’	Holmes et al. (2019) reported many changes. Other researchers reported similar results (Watson et al. 2017).
<b>multiple works by the same author</b>	Don’t repeat the author’s name. Separate the dates with a comma.	Other studies reported similar results (Black 2017, 2018; Dobell 2017).
<b>multiple works by the same author in the same year</b>	Add a letter (a, b, c ...) after the date of each citation. These letters must correspond with the entries in the reference list, which are ordered alphabetically by title.	Other studies reported similar results (Black 2018a, 2018b). Other studies reported similar results (Black 2018a, 2018c; Dobell 2017).
<b>multiple works in one citation</b>	Enclose all the citations in one set of brackets, separated by semicolons. Order chronologically and then by author name.	Other studies reported similar results (Triandis 1998; Black and Jones 2017; House et al. 2017).
<b>no publication date</b>	Use ‘n.d.’ instead of the year of publication.	Other researchers reported similar results (White and Jones n.d.).
<b>organisation as author</b>	Where the cited source is authored by an organisation, use the organisation’s name (or the shortened form of it).	DFAT (2019) reported ... Reports confirmed these findings (DFAT 2019).
<b>page numbers</b>	Include page numbers in the in-text citation when you are including a direct quotation. Use a colon between the date and page numbers. Do not use ‘p’ or ‘pp’.	‘These were identical results’ (White and Jones 2019:23). White and Jones (2019:23) claimed that these were ‘identical results’.
	For a range of pages, use an en dash between the numbers. Do not shorten the numbers.	‘These were identical results’ (White and Jones 2019:223–254).
<b>personal communications</b>	Use the words ‘personal communication’, followed by the date. Do not include this in the reference list.	Susannah Bishop (personal communication, 5 February 2020) wrote ...

	Preferred style	Examples and notes
unpublished works	Use 'unpublished' instead of the year of publication.	Other researchers reported similar results (White and Jones unpublished).
	For journal articles that have been accepted but are not yet published, use 'in press' instead of the year.	Jackson et al. (in press) reported similar results.

Note: Many of the examples presented are taken directly from the Australian Government Style Manual

## Reference list

The reference list includes the full details of every work cited in the publication. Use the heading 'References'.

If you want to include other sources that are not cited in the publication, put these in a list called 'More reading' or 'More information'. This will come after the reference list.

The reference list is usually at the end of the publication – after the appendices, but before the index. However, if the publication has chapters written by different authors, you can include a reference list at the end of each chapter instead.

**Note:** The guidelines in the following table are for digital publications. [Sample reference list for a print publication](#) at the end of this section shows how to format a reference list when your publication is not accessed online. This is essentially the same as for a digital publication, but hyperlinks are removed and URLs are written out (where they are needed).

	Preferred style	Examples and notes
general notes	Different types of sources will need different elements in the reference list. If it is not listed below and you are unsure what information is needed, check the Style Manual.	See <a href="#">Style Manual: author–date</a> for more details.
	The general order of information is: 1. author or authoring organisation's name(s) 2. publishing date 3. title (hyperlinked if relevant) 4. series or issue details 5. publisher details 6. accessed date (for digital content) 7. doi (if relevant).	Mendes P, Snow P and Baidawi S (2012) <i>Young people transitioning from out-of-home care in Victoria</i> , Monash University, Melbourne.  Parkyn O and Vehbi T (2014) ' <a href="#">The effects of fiscal policy in New Zealand: Evidence from a VAR model with debt constraints</a> ', <i>Economic Record</i> , 90(3):345–364, accessed 4 May 2020, doi:10.1111/1475-4932.12116.
	Order the reference list in alphabetical order, by family name and initial(s) of the lead author.	McFarlane K (2010) 'From care to custody: young women in out-of-home care in the criminal justice system', <i>Current Issues in Criminal Justice</i> , 22(2):345–353.  Mendes P, Snow P and Baidawi S (2012) <i>Young people transitioning from out-of-home care in Victoria</i> , Monash University, Melbourne.
authors' names	Don't separate the family name from the initials with a comma. Don't separate initials with full stops.	North DW (1990) <i>Institutions, institutional change, and economic performance</i> , Cambridge University Press, Cambridge.

	Preferred style	Examples and notes
	Use the names of all the authors. Don't use 'et al.' Use 'and' before the last name, not an ampersand (&).	Garratt A, Lee KR, Hashem Pesaran M and Shin Y (2003) 'A long run structural macroeconomic model of the UK', <i>The Economic Journal</i> , 113(1):412–455.
capitalisation	Capitalise all proper nouns, the names of periodicals and the first word of titles. Use lower case for all other words. <b>Note: You can (and should) change the capitalisation of the title of a published work to conform to this style.</b>	Baslum S (2000) <i>Payments to Vietnam veterans: a summary</i> , Department of Veterans' Affairs, Australian Government.
	Use a lower-case letter after a colon (unless the word is a proper noun).	Department of Conservation (2000) <i>Hydrogen-powered cars: progress to date</i> , Sustainable Energy Branch, Department of Conservation, Northern Territory Government.
chapter in an edited book	Use the order: Author A (Year) 'Title of chapter: subtitle of chapter', in Editor E and Editor F (eds) <i>Title of book: subtitle of book</i> , Name of Publisher, Place of Publication.	Laurence S and Margolis E (2005) 'Number and natural language', in Carruthers P, Laurence S and Stich S (eds) <i>The innate mind: structure and contents</i> , Oxford University Press, New York.
conference papers	Use the order: Author A (Day Month Year) 'Title of paper: subtitle of paper' [conference presentation], <i>Name of Conference</i> , Place of Conference, accessed Day Month Year.	Blunden J (9–12 May 2007) ' <a href="#">Plain or just dull? Collateral damage from the Plain English movement</a> ' [conference presentation], <i>3rd IPEd Conference</i> , Tasmania, accessed 3 May 2019.
data set	Use the order: Author A (Year) <i>Title of data set</i> [data set], URL or name of website, accessed Day Month Year.	National Native Title Tribunal (2014) ' <a href="#">Native Title determination outcomes</a> ' [data set], data.gov.au, accessed 4 January 2020.
dates	For newspaper articles, media releases, blog posts and social media posts, use the full date after the author's name and indicate the type of work it is in square brackets after the title.	Minister for Aboriginal Affairs (24 November 2020) ' <a href="#">A fairer future for Aboriginal Victorians</a> ' [media release], Victorian Government, accessed 8 January 2021.
DOIs	Journal articles, ebooks and PDFs may have a document object identifier (DOI). This helps readers find it online. If the document has a DOI, put it at the end of the citation and include 'doi:' in lower case before it.	Kelleher T (2009) 'Conversational voice', <i>Journal of Communication</i> , 59(1):172–188, doi:10.1111/j.1460-2466.2008.01410.x.
edited books	Use the order: Editor E (ed) (Year) <i>Title of book: subtitle of book</i> , Name of Publisher, Place of Publication.	Carruthers P (ed) (2005) <i>The innate mind: structure and contents</i> , Oxford University Press, New York. Carruthers P, Laurence S, Stich S and Templeton G (eds) (2005) <i>The innate mind: structure and contents</i> , Oxford University Press, New York.
hyperlinks	Hyperlink the titles of online sources. You do not need to add a URL.	DFAT (Department of Foreign Affairs and Trade) (2018) ' <a href="#">Fact sheets for countries and regions – India</a> ' [online document], DFAT, accessed 29 January 2020.
italics	Use italics for formal titles of complete published works, such as books and journals. Italics are also used for the names of webpages.	<i>Lessons and way forward to support the development of African farming and food systems</i> <i>Alumni Research Support Facility</i> , ACIAR website

	Preferred style	Examples and notes
journal articles	Use the order: Author A (Year) 'Title of article: subtitle of article', <i>Name of Journal</i> , volume(issue):page–page, doi:number. Always write the name of the journal in full. Hyperlink the article title if relevant.	Kelleher T (2009) ' <a href="#">Conversational voice</a> ', <i>Journal of Communication</i> , 59(1):172–188. doi:10.1111/1475-4932.12116, accessed 4 May 2020.
	If a journal article has been accepted but is not yet published, use '(in press)' and omit volume, issue and page numbers.	Kelleher T (in press) 'Conversational voice', <i>Journal of Communication</i> .
organisation as author	Where the cited source is authored by an organisation, use the organisation's name.	World Bank (2012) <i>World development report: gender equality and development</i> , World Bank, Washington, DC.
page numbers	Include page numbers only if the work is an article in a journal. Separate the range with an unspaced en dash. Write all page numbers in full.	Jackson D, Li X and Chandran P (2018) 'Safety and equity', <i>Psychological Science Australia</i> , 2(4):223–240.
PDFs	If possible, cite the webpage that the PDF can be downloaded from instead of linking to the PDF itself. If you must cite a PDF, indicate this in square brackets after the title.	Thomson Reuters Australia (2017) <a href="#">Table of abbreviations [PDF]</a> , Thomson Reuters Australia, accessed 20 January 2020.
personal communication	Do not include this in the reference list.	
place of publication	Only include the place of publication if it's relevant to the user or it adds credibility to the work. If you include a DOI, you don't need to include a publishing location.	Whitbread D (2009) <i>Design manual</i> , 2nd edn, UNSW Press, Sydney. Maddison S (2013) <i>Australian public policy: theory and practice</i> , 2nd edn, Cambridge University Press, doi:10.1017/CBO9781107255920.
quotation marks	Use single quotation marks for the title of journal articles, chapters in an edited book, a webpage or a document from a website. Do not also use italics.	Bishop S and Back F (2020) 'Organizational issues and color-coding', <i>Journal of Pediatric Science</i> , 4(2):22–25.
shortened forms	If you have used a shortened form of an organisation's name in the text, use this in the reference list. Add the full name in brackets after it.	WHO (World Health Organization) (2020) <a href="#">Nutrition: Stunting in a nutshell</a> [online document], WHO, accessed 12 June 2020.
	When citing webpages, you can use the shortened form of an organisation's name after the title. You can do this even if you have not introduced the shortened form before.	Jesuit Social Services (2015) <a href="#">Perry House makeover</a> , JSS website, accessed 18 December 2020.
spelling	Never alter the spelling in the title of a work or organisation. This includes keeping American spelling variations and misspellings.	World Meteorological Organization (2003) <i>World weather watch: twenty-first status report on implementation</i> , Secretariat of the WMO, Geneva, Switzerland.
theses	Use the order: Author A (Year) <i>Title of thesis: subtitle of thesis</i> [type of thesis], Name of University, accessed Day Month Year.	Rahman M (2013) <a href="#">Using authentic materials in the writing classes: tertiary level scenario</a> [master's thesis], BRAC University, accessed 5 May 2017.
unpublished works	Use 'unpublished' in place of the date. Use italics for the title of the work.	White N and Jackson D (unpublished) <i>Testing for EPO</i> , Australian Sports Drug Agency, Australian Government, accessed 3 March 2020.

	Preferred style	Examples and notes
<b>websites and webpages</b>	<p>Hyperlink the title of the webpage.</p> <p>Include the date you accessed the site at the end of the reference.</p> <p>Use the same capitalisation as the organisation uses for the name of a website.</p> <p>Include the word 'website' after the name of the website, unless the name of the website is a URL, for example WA.gov.au.</p>	<p>Clement J (2020) <a href="#">Device usage of Facebook users worldwide as of July 2020</a>, Statista website, accessed 16 September 2020.</p> <p>Department of the Prime Minister and Cabinet (n.d.) <a href="#">Australian National Anthem</a>, PM&amp;C website, accessed 20 January 2020.</p>

### Sample reference list for a print publication

When listing works in a print publication, add the full URL at the end of the reference, after the full stop. Do not underline the URL. Do not add a full stop after the URL.

Australian Government Department of Health (28 February 2020) 'Get the facts – immunisation facts in 90 seconds' [video], *Australian Government Department of Health*, YouTube, accessed 6 March 2020.  
<https://www.youtube.com/watch?v=foZeofdbJtw>

Climate Prediction Center (2014) *African Rainfall Estimation Algorithm Version 2.0* [PDF], accessed 9 October 2018.  
[https://www.cpc.ncep.noaa.gov/products/fews/RFE2.0\\_tech.pdf](https://www.cpc.ncep.noaa.gov/products/fews/RFE2.0_tech.pdf)

Department of the Prime Minister and Cabinet (n.d.) *Australian National Anthem*, PM&C website, accessed 20 January 2020.  
<https://www.pmc.gov.au/government/australian-national-anthem>

Kelleher T (2009) 'Conversational voice', *Journal of Communication*, 59(1):172–18, accessed 4 May 2020. doi:10.1111/1475-4932.12116

Minister for Aboriginal Affairs (24 November 2020) *A fairer future for Aboriginal Victorians* [media release], Victorian Government, accessed 8 January 2021. <https://www.premier.vic.gov.au/fairer-future-aboriginal-victorians>

National Native Title Tribunal (2014) *Native Title determination outcomes* [data set], data.gov.au, accessed 4 January 2020.  
<https://data.gov.au/data/dataset/native-title-determination-outcomes>

## Footnotes

If footnotes or endnotes are needed, use numbers in the text and match these with notes at the bottom of the page, or the end of the chapter or publication.

# Formatting

Formatting is about how your text looks on the page. If your document will be distributed as a PDF created directly from your MS Word file, it is important that it is clear, consistent and easy to read.

If your publication will be created by a professional designer, it is still important that your text is formatted properly. Correct formatting in MS Word reduces the possibility of errors and means fewer changes after layout.

	ACIAR style	Examples and notes
general notes	Using MS Word's styles will make your document neater and help you work more efficiently.	See <a href="#">Microsoft support: apply styles</a>
	You can change how a Word style looks by modifying it and choosing the font, size, colour and spacing.	See <a href="#">Microsoft support: customize or create new styles</a>
bold	Only use bold text for headings.	
block quotes	Quoted material that is longer than 30 words should be introduced with a colon and presented in its own indented paragraph. Do not use quotation marks or italics for block quotes. Do not put block quotes (or other text) into individual text boxes in Word. These can cause problems in design software.	Use the Word style <b>Block text or Quote</b>
brackets	Brackets should be in the same type (roman, italics, bold) as the text around them, regardless of how the text inside the brackets is styled.	The final report ( <i>Policy and institutional reforms to improve horticultural markets in Pakistan</i> ) was published in 2021.
capital letters	Never type headings or titles in ALL CAPITAL LETTERS.	Go to <a href="#">Capitalisation</a> for more details
headings	Use the in-built Word styles for headings. This will help ensure that the hierarchy of your headings are correct. You can also use correctly styled headings to generate an automatic table of contents.	Use the Word styles <b>Heading 1</b> , <b>Heading 2</b> ...
hyperlinks	In general text, hyperlink relevant words instead of writing out the URL. Only use links if they will be useful for the readers. Try to put the link at the end of the sentence.	ACIAR offers scientists from partner countries the opportunity to obtain postgraduate qualifications at Australian tertiary institutions through the <a href="#">John Allwright Fellowship</a> .
	Use lower-case for hyperlinked URLs and email addresses. Do not use angle brackets (< >).	<a href="http://aciarc.gov.au">aciarc.gov.au</a> <a href="mailto:r.adam@cgiar.org">r.adam@cgiar.org</a>
	<b>Note: Do not use hyperlinks in documents being prepared as printed publications.</b>	
italics	Limit the use of italics. Words in italics can be hard to read, especially in long blocks of text.	
	Use italics for the titles of books, journals and websites.	Go to <a href="#">Referencing</a> for more details on formatting the details of publications.
	Use italics for variables in data sets, equations, graphs, figures and text.	$n = 78$ $y = 3x - 6$ $R^2$ values



	ACIAR style	Examples and notes
	<p>Use italics for the full titles of Australian legislation (Acts) and legal cases, including the year.</p> <p>Do not use italics for the titles of legislation of countries other than Australia.</p>	<p><i>Australian Centre for International Agricultural Research Act 1982</i></p> <p>Land Act 2012 (Kenya)</p>
	<p>Use italics for genus and species, including any subspecies, but not for the common name.</p> <p>Use italics for the scientific names of infectious organisms, including some bacteria and fungi.</p>	<p><i>Acacia phlebocarpa</i> is the scientific name for the tabletop wattle.</p> <p>See <a href="#">Style Manual: plants and animals</a></p> <p>See <a href="#">International Plant Names Index</a> for the correct spelling and formatting of scientific names of plants.</p>
	<p>Use italics for words and phrases that are not in English. If you are unsure, check in the dictionary to see if the word has become accepted in Australian English. If it appears in a dictionary, do not use italics.</p>	<p><a href="#">Macquarie Dictionary is the standard reference for Australian spelling</a></p>
<b>lists</b>	<p>Use MS Word's automatic list function in the Home ribbon for bulleted and numbered lists.</p>	<p>Go to <a href="#">lists</a> in <a href="#">Punctuation</a> for more details</p>
<b>paragraphs</b>	<p>Don't type extra paragraph returns between paragraphs. Use a Word style that adds a space before or after a paragraph instead.</p>	<p>Use the MS Word style <b>Body Text</b></p>
<b>spaces</b>	<p>Only use one space after a full stop.</p>	
<b>underlining</b>	<p>Only use underlining to indicate an active hyperlink.</p>	<p>Use the Word style <b>Hyperlink</b></p>







Australian Government

Australian Centre for  
International Agricultural Research

# ICCON News

## WRITING GUIDE

September  
2020



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# Preparation

## What makes news—an introduction to news values

It is new. It is about current events that affect people. The key questions news answers are **what** is happening and **why** does it matter to your audience. This is different to information, which is just facts about any subject.

News values can help you understand why this matters to your audience.

News values are criteria that influence what is selected and published or broadcast as news. These values help explain what makes something 'newsworthy' or 'in the public interest'.

While there are differences in news values (including the terminology used) between different countries, universities and media outlets, the list below is a summary of commonly used news values.

Generally, the more news values a story contains, the more newsworthy it is.

The first three news values listed (i.e. timeliness, impact/relevance, and human interest) are most likely to appear in ACIAR news stories.

When you are pitching a story and writing it, ask yourself 'What news values are in this story?' if you answer none, then it is not a news story.

News values:

**Timeliness:** Current news has more impact than something that happened yesterday or last week. The news media loses interest quickly and past events become stale when there's always fresh news somewhere.

**Impact/relevance:** If the impact of an event may directly affect readers, they'll want to know about it.

**Human interest:** If a situation draws any sort of emotional reaction, it might contain the news element of a human-interest story.

**Prominence:** A well-known person, place, or event has a stronger news angle than something that the audience isn't familiar with.

**Oddity/unusualness:** If something is unusual, shocking, or bizarre, the strangeness alone could make it newsworthy.

**Extremes/superlatives:** Reporters and audiences might be interested in the first, the best, the longest, the smallest, the highest—if you can legitimately claim one. Be careful. Do not overly focus on this, create hyperbole, or exaggerate claims. Dishonesty here will come back to bite you.

**Scale/magnitude:** The more people involved in or affected by the event, the more newsworthy it is. Similarly, the number of people affected by the event will affect its newsworthiness, whether it's an adjustment of minimum wage or a disease outbreak.

There are two other news values that are **not used** by ACIAR:

**Proximity:** This can be geographic (e.g. an event happening nearby) or cultural (e.g. an event happening in another place to which your audience had strong cultural connections, such as speaking the same language).

**Conflict:** Audiences are always interested in disagreements, arguments, and rivalries. If an event has a conflict attached to it, many people will be interested on that basis alone. Conflict is not a news value that ACIAR focuses on.

Additional sources about news values:

- Watch: [What Makes News: Universal News Drivers \(News Values\)](#) and [News value: What Makes Interesting Reading](#)
- Read: [10 elements of news and newsworthiness](#) and [News value types Part 1](#) and [Part 2](#)

## Examples of news values in ACIAR work

### 1. Lead from article '[Ocean Jewels: Tonga's Mabé Pearls a potential economy booster](#)'

Pearl farmers in Tonga can achieve double the average national income and capture value-added opportunities locally by growing unique mabé pearls cultured using winged pearl oysters, according to a new report.

This lead shows:

- **Impact:** double the average national income
- **Oddity:** growing unique mabé pearls

### 2. Lead from article '[Safe pork program improves food safety in Vietnam](#)'

On World Food Safety Day, ACIAR is celebrating its SafePORK project, which is successfully working with wet market retailers and small-scale abattoirs in Vietnam to increase the use of improved food safety practices in the handling of pork.

This lead shows:

- **Timeliness:** went out on World Food Safety Day and amidst COVID-19
- **Conflict:** wet markets were being discussed as the source of COVID-19 at the time of this news item and were a controversial topic, so demonstrating a positive outcome from working with wet markets rode on the back of that hot topic
- **Impact/relevance:** highly relevant because of the impact of COVID-19 on the world and the implied poor food safety practices that may have been the source, whereas this news item focus on improving food safety so relevant to a wider audience as well as Vietnamese pork eaters

### 3. Lead from article '[Ugandan mums get fish booster to fight COVID-19](#)'

A new fish-enriched maize meal has been fast-tracked to mothers and their young children in a Ugandan hospital to help improve their nutritional status and reduce the impact of COVID-19.

This lead shows:

- **Timeliness/Relevance:** was happening at the height of the impact of COVID-19
- **Human interest:** the solution is targeted at helping mums and their young children
- **Oddity:** fish booster sounds curious and interesting

## Finding a news story for ACIAR

Be curious!

Actions you can take to find news stories for ACIAR:

- Listen to what people in your office or in your team are talking about.
- Attend project meetings.
- Talk with local research coordinators.
- Set up regular meetings with country managers to map out possible topics.
- Read project reports (but remember news is a different format to a project report, so you must understand the report content and then transform it into news that explains clearly and concisely why this matters to your audience).
- Review trip reports.
- Brainstorm with other communication officers if ACIAR work relates to any topics that are currently being discussed in the news or on social media.
- Discuss among your colleagues if ACIAR work relates to announcements from governments, other organisations and businesses.
- Consider project milestones:
  - **When a project starts, write a news story announcing it.**
  - When an important result is published, write a news story about it.
  - When a project is concluding or a final report is published, write a news story that promotes what the research achieved.

### How the ICCON find news stories

- **Prompt project leaders:** Provide project teams with a 'cheat sheet' that outlines what makes a good news story. Outline the news values and importance of focusing on the human-interest angle. Prompt them to ask and answer the questions: How are people benefiting from their research? What impact does the research have on different people?
- **Join project meetings:** Building relationships with the research teams means they have started thinking about communications as an important part of ACIAR work. Talk to your Country/Regional Office colleagues about project meetings that you could join (e.g. mid-year/annual reviews), from which you could draw story ideas. Follow up separately with the project team if/when you have identified story leads.
- **Identify international or national observance/celebration days:** Look for how ACIAR work support or relates to these days. Ask if projects link or contribute to the issue (e.g. World Food Day, World Oceans Day, World Soil Day, etc).
- **Keep updated with project reports:** When a project finishes read the final report and identify the best outcomes/values and write about it. Make sure you are aware of mid-term reviews—join the mid-term review meeting/field-trips and read any mid-term reports to identify story ideas.



## Pitching a news story

To pitch a news story is to write a short email or summarise in a few words during a conversation a story idea, including what is newsworthy about it.

Before the ICCON start writing a news story, they must pitch it to the Outreach Assistant Director Patrick Cape via phone/video call or email.

Patrick will say whether the idea is appropriate for an ACIAR news story and give direction on whether the ICCON should write the story and what it should include.

When pitching a news story, the ICCON must answer:

- What makes it new or newsworthy?
- Why does it matter to your audience?
- Give some details (five Ws and the H: who, what, when, where and how) and who you will interview.
- What multimedia will you provide?
- Is a news article the best format? Or would this story idea be better for a *Partners* magazine article, a [blog post](#), a post on the ACIAR Facebook page or another format?

**Pitch your stories by linking them to thematic areas and providing a short summary of key messages, e.g.:**

### **Women improve soil health through agroforestry**

*Pitch:* An ACIAR-supported project leads the community of Nadroumai to achieve Sustainable Development Goal 15 which aims to protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and biodiversity loss. It also enables local women to create income opportunities for their community.

### **ACIAR Food systems assessment amid COVID-19**

*Pitch:* Governments and food systems stakeholders in the Indo-Pacific are seeing emerging risks to food systems resilience as a result of public and private sector responses to the COVID-19 pandemic. In Stage two of ACIAR's Integrated Assessment of Food System Security, Resilience and Emerging Risks in the Indo-Pacific, PNG is one of the countries that will be the focus of a deeper, more comprehensive and data driven investigation into response options. The outcomes of the assessment will be of interest to ACIAR audiences because COVID-19 is still of high importance globally. PNG and the Pacific are a high priority for Australia. The new research is relevant, timely and has an impact on countries that are the subject of the research.

### **Mitigating the impacts of COVID-19 on food security among communities in the Philippines**

*Pitch:* With support from ACIAR, the Visayas State University (VSU) in Baybay City, Leyte, is distributing free vegetables to students and families in communities in central Philippines affected by the COVID-19 pandemic. This initiative is helping to ensure a steady supply of different vegetable crops in response to stresses on food supply caused by the pandemic. This activity is part of an ACIAR-VSU project assisting farmers acquire accreditation to market 'safe vegetables' under the banner of the Philippines Good Agricultural Practices (GAP) certification.

## Researching a news story

In your research and interviews, you are seeking answers to the five Ws and the H. These are:

- **Who** is involved/affected?
- **What** happened? What was the impact?
- **Where** did it happen?
- **When** did it happen?
- **Why** did it happen? Why does it matter?
- **How** did it happen?

Note: When you are thinking about the **why**, remember all ACIAR projects are part of a wider portfolio. That could be in a particular country/region, research program or other strategic area of work. It is important to include this to explain **why** a project matters. This only needs to be one or two sentences.

## Who to interview?

- ACIAR Research Program Manager (mandatory)
- Project leader
- In-country contacts
- On-the-ground researchers
- People who will be affected in-country (e.g. farmers, extension officers) – not essential for news stories

## Interviewing tips

It is always better to speak to a person than emailing them questions because you usually get a more 'human' response and you have the opportunity to clarify information and ask follow-up questions. Before conducting your interview:

- **Do your research:** research your topic before your interview (e.g. read the project report) so you are asking good questions and not ones you can easily answer from research.
- **Prepare three or four key questions:** if you have too many questions to ask the person, the interview will likely feel rushed. Many questions can be answered by doing research before the interview. If you have fewer key questions, you can keep the interview on course but also give room for the person to tell you the story and hopefully something new you didn't know.
- **Ask open-ended questions:** this includes questions that require more than a 'yes' or 'no' answer. These are questions that start with 'How', 'Why' etc.
- **Don't be afraid to clarify:** constantly check you have understood what your interview subject means. It is also useful to ask if there are there any problems or sensitivities with doing a news article on this research.
- **Ask questions that can't be answered from your research:**
  - Remember you're looking for news that affects people, so ask how the research will affect people and why it matters.
  - Ask a few questions about the researcher's experience doing this work. What stood out to them as important? What surprised or impressed them?
- **Record your interview:** Use your phone to audio record your interview. Then try using a transcription service (e.g. [Rev](#)) to transcribe the recording to make sure you didn't miss anything.

### Examples of ICCON interview questions related to ACIAR work

- What is the latest results or activities happening on your project?
- What are you planning next for this research?
- What do these results mean for farmers in this region?
- How do you hope these results will be used?
- What was it like doing this research? Did anything unexpected happen?
- What was the best thing about doing this research?
- Can you connect or introduce me with someone who has benefited from this research? Perhaps a local farmer?
- Is there anything else readers would like to know about the project?
- Can you clarify some technical words such as <insert terms>
- In the previous site visit, you said that <insert statement>, do you have any updates on this?
- According to the final report, it showed <insert statement> however you said <insert statement>, could you help to explain why?
- Why is this research important, how does it benefit farmers, and local communities?
- What was the need for this research?
- Can you tell me more about <insert fact about the research>?

The most important thing to do in an interview is **LISTEN**.

It is best to record each interview. It makes writing a story much easier. It ensures you capture everything that was said and also lets you concentrate on asking questions. To protect people's privacy, you must ask them before you record your conversation.

To save time, you can get your interview transcribed on <https://www.rev.com/>. This does have a cost. And the resulting transcript can have errors, so read through it carefully and refer back to the recording if you need to check anything.

## Solutions to common ICCON challenges

Challenge	Ideas to help address the challenge
Not getting a response from a local researcher	<ul style="list-style-type: none"> <li>• Get someone more senior to introduce you or encourage the conversation.</li> <li>• Ask the project team to recommend on-ground researcher or beneficiaries. Sometimes that includes getting a project team member to translate.</li> <li>• Seek approval from the researcher to use information from own research (and attribute it to local researcher).</li> </ul>
Interviewees not responding quickly or have limited time.	<ul style="list-style-type: none"> <li>• Do as much of your own research as possible before requesting the interview so you are well prepared and don't waste their time.</li> <li>• Draft content and then ask for them to review it.</li> </ul>
Receiving highly technical content.	<ul style="list-style-type: none"> <li>• Research and read until you understand something, such as a project report, and can put it in your own words.</li> <li>• Ask and clarify again with researchers/project coordinator.</li> <li>• Talk to other ICCONs and the ACIAR Outreach team to help brainstorm ideas.</li> <li>• Ask technical project staff (project leader or coordinator) to describe the project and research results in their own words.</li> </ul>
Partner organisations not giving relevant information	<ul style="list-style-type: none"> <li>• Instead of an email try and schedule a video call so that you can ask follow up questions.</li> <li>• Ask technical people to explain things in the most simple language they can.</li> <li>• Don't be afraid to ask the 'so what' questions. For example: So what does this mean for farmers?</li> </ul>

# Writing a news story

## Your target audience

ACIAR news stories target an Australian audience.

They should be written so a **wide audience** understands them. This includes people who do not know much about agriculture, or the countries within which ACIAR operates.

The best way to do this is by using common words, or plain English. Writing in plain English means using simpler and more direct language and shorter sentences.

Write so an average 12 to 14-year-old can read and understand it.

## Writing style

**Be accurate.** If in doubt, leave it out.

**Use plain English.** Writing in plain English means using common words and more direct language. It does not mean dumbing down information. Plain English means most people can understand it.

Writing in plain English means avoiding scientific or other jargon (i.e. special words or expressions used by a profession or group that are difficult for others to understand).

Find plain English words and terms from the [Australian Government Digital Guide - Writing Style](#) and always double check the ACIAR style sheet to make sure you are using the correct ACIAR word.

**Write in active voice.** Active voice follows the sentence structure subject-verb-object. Active voice gets straight to the point.

To work out these elements of a sentence, ask:

- Who/what is doing the action? This is the **subject**.
- What are they doing? This is the **verb**.
- To what/whom are they doing the action? This is the **object**.

Avoid passive voice (object-verb-subject). Passive voice usually makes it difficult to know who did who did the action. You can use passive voice if you can't specify the who did the action, e.g.: the part-time role was approved in March.

Write short, simple sentences.

Each paragraph should ideally be one sentence long, or two short sentences. The average sentence length should be 23 words long and any individual sentence should not be longer than 30 words.

Using these principles, will make the article easier to read. ACIAR articles should be written so an average 12 to 14 year-old can understand it. People should be able to read a news article on its own and understand it, without background knowledge or content.

The Australian Government provides [additional information about writing style](#).



## Examples of sentences in active and passive voice

Subject in purple

Verb in blue

Object in red

### Active:

The project introduced farmers to higher-value crops, improved seeds and other farm inputs, and new markets and farming practices.

### Passive:

Through this project, farmers were introduced to higher-value crops, improved seeds and other farm inputs, and new markets and farming practices.

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### Active:

Staff will use the fish-enriched composite flour to prepare meals for mothers whose children are admitted to the unit. It can replace ordinary maize flour.

### Passive:

The fish-enriched composite flour will be used to prepare meals for mothers whose children are admitted to the unit—it can be used to replace ordinary maize flour.

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### Active:

Fishmeal is a delicacy within the region. High demand and overfishing put pressure on its price.

### Passive:

While price pressure on fishmeal is driven by overfishing and human consumption given fishmeal is a delicacy within the region.

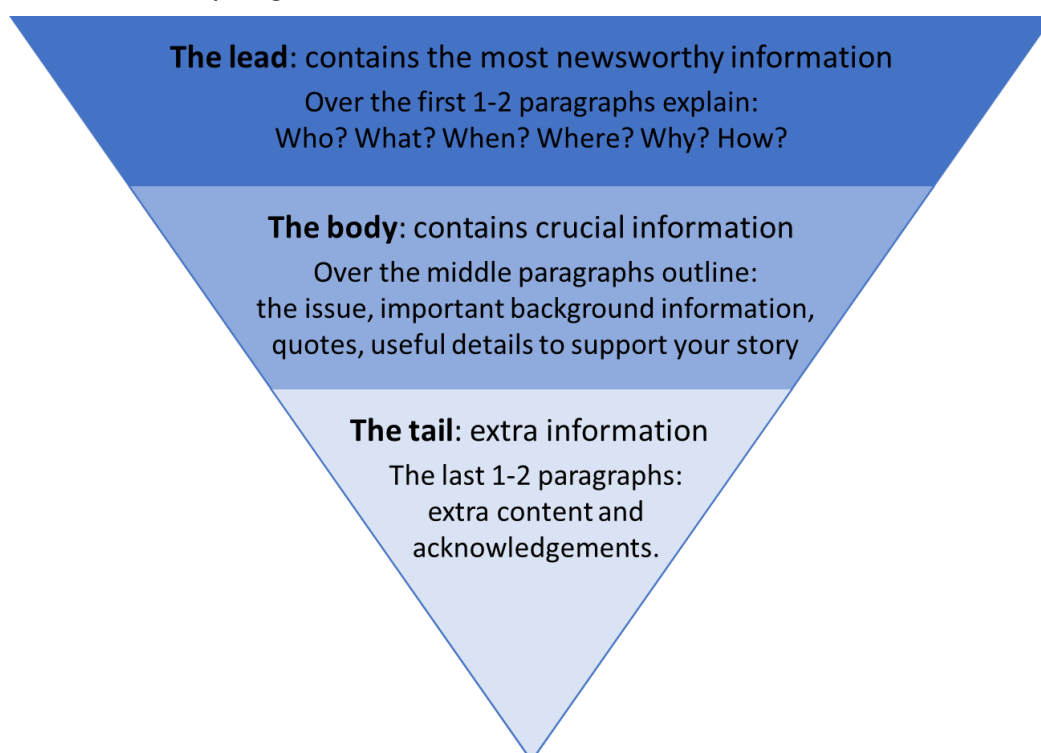
## Length

The optimal length of an ACIAR news article is 400-450 words, however a maximum of 500 is allowed if it cannot be avoided. It can be difficult to write to a short word limit. It often takes more time to write a shorter story because you must craft it more carefully. But keep asking yourself if a particular detail helps people understand the story and why it matters. If you have more to say, it could become a series of articles or you can include links to more detailed information.

## Structure

News articles should follow the 'inverted pyramid' structure. This structure has the most important information first. The who, what, when, where and why appear at the start of a story, followed by supporting details and background information. This structure developed so newspaper editors could cut a story from the bottom to allow it to fit into a space on a page and the story would still make sense. It is still favoured because many readers don't continue reading/watching/listening to a story all the way to the end.

Here is a summary diagram.



A news article's structure is made up of a headline, lead, body and tail. Each should contain different information to draw the reader into the story and to comply with a news article style.

## Headline

The headline communicates the main idea of a news story in a way that will capture the reader's attention. Traditionally news headlines are:

- **Short, typically eight words or less.** People scan headlines, so they need to be understood quickly. For ACIAR, target a headline of 8-10 words, with a maximum of 15 words if necessary and beneficial. In total, the headline (including spaces) should not exceed 55 characters.
- **Information-rich.** The headline should include the key information.
- **Starts with keywords.** When people scan, they tend to read the first words most of all.
- **Understandable even out of context.** Headlines often appear on their own e.g. in social media, search engine results and website previews.
- **Predictable and match reader expectations.** Readers should get what they expect from the article after reading the headline.

In the days of digital news, we are seeing longer headlines that include more key words for search engine optimisation. However, for ACIAR articles, follow the approach above.

To write headlines that meet these requirements:

- Practise and write many drafts.
- Write it after you finish writing the article, so you have a complete understanding of the story.
- Focus on key words and do not include words such as 'a', 'an', and 'the'. You can use a comma instead of 'and'.
- Use present-tense verbs for events in the past or present. For events in the future, use the infinitive form of the verb e.g. 'Local store to open new location'.
- Write in **active voice** (i.e. subject + verb + object).
- Select strong, effective words including great verbs.
- Write headlines in sentence case because people use the shape of words to read as well as the letters. Sentence case means that only the first letter of the sentence and only the first letter of proper nouns are capitalised. (e.g. This is a sentence in sentence case. This is a Sentence in Title Case.) Use sentence case.

### Examples of ACIAR ICCON article headlines

- ACIAR awarded Vietnam's Friendship Order
- Accredited 'safe' vegetables help Vietnamese farmers earn more
- Safe pork program improves food safety in Vietnam
- Ocean jewels: Tonga's mabe pearls a potential economy booster
- Plant health clinics benefit Samoan farmers
- A sweet deal on clean planting materials
- Fresh vegetables delivered to Filipin communities affected by COVID-19
- Relationships for improved agriculture research in PNG
- Vietnam breeds productive, resilient hybrid grouper
- When less is more: growing vegetables the safer, healthier way
- Filipino women breaking new ground in science and agriculture



## Lead

The lead is the first paragraph of a news story. It is typically one sentence long. It concisely tells the reader the main idea of the story and conveys its news value. It aims to hook people in, so they keep reading.

The lead should:

- Be 30 words or less.
- Answer who the article is about, what they are doing or how they are affected.
- Make the topic relevant immediately.
- Clearly demonstrate at least one and ideally two news values.

To write leads that meet these requirements:

- Think how would you start telling the story to a friend or family member (one who doesn't know anything about the topic).
- Write in active voice.

### Examples of ACIAR ICCON article leads

- Soil water monitoring tools have helped small scale farmers in Kiwere, Tanzania, reduce irrigation time by 65%.
- With ACIAR support, the Visayas State University (VSU) is distributing free vegetables to communities in central Philippines affected by COVID-19.
- ACIAR is working with wet market retailers and small-scale abattoirs in Vietnam to increase the use of improved food safety practices in the handling of pork.
- A successful breeding program in Vietnam has developed a new hybrid grouper that could double fish farmers' incomes.
- ACIAR was awarded the Friendship Order from the Vietnam Government in Hanoi today—the country's most prestigious award for foreign organisations.
- Pearl farmers in Tonga can achieve double the average national income and capture value-added opportunities locally by growing unique mabé pearls cultured using winged pearl oysters.
- ACIAR has launched a scholarship program that supports domestically-led agricultural research to address the needs of people in the Pacific region.
- Local farmers in the highlands of Papua New Guinea can harvest up to five times more sweetpotato and earn more thanks to new ACIAR research.

### ACIAR ICCON tips on writing the lead

- Always think about the impact, how it will affect people.
- Sometimes if you are not sure of the lead or the news angle, just start writing.
- Write the most important information of the article, follow the Ws and H format
- Simple easy to digest information that can summarise the entire article.

## The body

This is the part of the news article that adds details to the story. The body of an article includes supporting facts, as well as direct and paraphrased quotes.

Each paragraph in the body should flow clearly from one to the next. Likewise, each sentence should make sense, on its own and in the context of the full article.

The body should make the issue clear and go into enough detail to demonstrate why the topic of the article is important. Background information should be provided in the body, as should supporting information.

Each paragraph should ideally be one sentence long, or two short sentences. The average sentence length should be 23 words long and any individual sentence should not be longer than 30 words.

You should hyperlink mentions of research organisations, government pages and university websites. If the article is about a specific research project, link to the relevant web page. Hyperlinks help with the search engine optimisation and are particularly effective when they link to highly-ranked websites. Hyperlinks should not add to the overall word count.

### Example of using hyperlinks well

From the ACIAR news article [Ugandan mums get fish booster to fight COVID-19](#)

...In response to the [Ugandan President's appeal](#) for help, the NutriFish project team prioritised its development of a nutrient-dense fish-enriched maize meal flour and donated 2.5 tons of it to the Mwanamugimu Nutrition Rehabilitation Unit at [Mulago Hospital](#) in Kampala.

NutriFish is one of nine projects under [Cultivate Africa's Future \(CultiAF\)](#)—a co-funded partnership between ACIAR and [Canada's International Development Research Centre \(IDRC\)](#)—which aims to improve food and nutrition security, resilience, and gender equality across eastern and southern Africa.

'The fish-enriched composite flour will be used to prepare meals for mothers whose children are admitted to the unit—it can be used to replace ordinary maize flour,' says Dr Dorothy Nakimbugwe, NutriFish project coordinator, Director of [Nutreal Ltd](#), Uganda, and Associate Professor, Department of Food Technology and Nutrition, School of Food Technology, Nutrition and Bio-Engineering at [Makerere University](#)...

## Using quotes

Quotes from people involved with or affected by ACIAR work give credibility to an article. Use direct quotes to record the opinions, emotions, promises, and unique expressions of your sources.

A news story lets the direct quotes do as much of the work as possible. Avoid pulling your punches by summarising the quote before introducing it.

Quotes must add value to the story and not be mundane, that is, quotes for the sake of quotes.

For ACIAR news articles you should quote the ACIAR Research Program Manager. In every ACIAR news article you need to state why ACIAR is funding the initiative. This information can be provided via a simple one sentence statement, or it can be provided by quoting an ACIAR spokesperson—such as the relevant Research Program Manager (RPM). You should therefore always ask the RPM to review your news article and to check whether a quote or statement from them is required.

Then include a quote from either the project leader, on-ground researcher or in-country person affected by the research.

For ACIAR news articles you can include direct quotes from up to two people, up to three may be considered in exceptional circumstances.

If you take the time to introduce a person to quote them, give them at least two direct quoted sentences. For example, in one sentence they could introduce an idea and then they could address the idea in the second sentence. You can always suggest slight revisions to a direct quote from a spokesperson to make it easier to read or more succinct. However, you must not change the meaning or their intent, and you must approve your proposed changes with them first before publishing the article.

Remember it is ACIAR style to use single quotation marks and the past tense (i.e. he said, she said) for quotes.

### Example of correct usage of quotation marks and tense

From the ACIAR news article [New biosecurity lab boost Pacific research capacity](#):

...ACIAR Research Program Manager for Horticulture, Irene Kernot<sup>1</sup>, said ACIAR is proud to support and enhance the Pacific region's research capacity.

'The facility allows SPC to achieve plans of a regional centre of excellence in pest and disease diagnostics while supporting regional food security amid a fast-growing influence of climate change,' Ms Kernot said<sup>2 3</sup>.

'Climate change is a major factor driving the rise in the spread of pests and diseases, along with increased global export trade.'<sup>4</sup>

'Changing weather patterns affect the survival rate and geographical distribution of pests; and the intensity, development and geographical distribution of diseases.'<sup>4</sup>

'Growing and expanding the ability of our partner countries in the Pacific to manage this growing biosecurity threat is crucial to ensuring regional food security.' ...

#### Notes:

1. Introduce the person being quote.
2. Reference who is being quoted after the first sentence.
3. Use past tense (i.e. he said, she said, Ms Kernot said).
4. You don't need to use a closing quotation marks at the end of paragraphs if the quote continues onto the following paragraph. This indicates the person is still being quoted.

## Paraphrasing

To paraphrase means to put something into your own words. This can include summarising a quote. Paraphrasing can clarify the message, make it more relevant to your audience, or give it greater impact.

Paraphrasing is a useful way to record what an interviewee has said, but to make it more succinct and to flow with the rest of the story.

### Example of paraphrasing

**Question to interviewee:** What is social capital?

#### Interviewee's response:

"By social capital I think about things like... And we all... social capital's been defined over and over again through the academic literature. But I'll give you the applied sense of it. For me and for the project it's about how communities gel together from a family grouping through to a community grouping. How the... Where the social links are, who's talking to who in their day to day lives, how they connect for social interaction and business interactions and the two can be the same. So if I'm growing carrots and I want to go and sell them locally at the marketplace, I go out to do that I have relationship with the purchaser or the buyer that's part of social capital. It's also about the networks that are formed and importantly how those networks are used. So we can have a lot of people that we know, but how do we actually use those networks? Do we know... Can we call on people in time of need."

#### Paraphrase and related adjusted quote for news article:

The project leader says social capital is about the networks formed for social and business interactions, as well as how these networks are used.

## What you can exclude from a news article?

A news article is much shorter than a project report, academic journal report or an interview with a scientist. It is also much shorter than a blog or feature-length magazine article. A general audience needs to be able to read and understand a news article.

With these differences in mind, the following elements should be left out of ACIAR news articles:

- Scientific processes or methodology (instead focus on outputs or outcomes)
- Scientific jargon
- Acronyms (they need to be spelled out in full. Acronyms should be used sparingly.)
- The full project name and project code (instead use a hyperlink). This is because with the new website, *Related Projects* are listed in the column next to the body text.
- All the people and organisations involved
- Deep dive into the background/context
- References
- Long quotes

## Quick tricks – what to leave out

### Don't spell out ACIAR.

In ACIAR news articles, unlike for other acronyms, you don't need to spell out the 'Australian Centre for International Agricultural Research' the first time you reference ACIAR. Just use 'ACIAR'.

For example, in this sentence SPC is spelt out but not ACIAR:

*Located within the Pacific Community's (SPC) Narere campus, the new facility is the first of its kind for the region and was built with financial support from ACIAR.*

### You don't have to write the full project name

ACIAR projects may have long and complicated project names. You don't need to spell out the full project name in an ACIAR news article. You may give an in-line reference to the project instead and hyperlink to the project page.

For example, in this sentence the words 'SafePORK project' reference the full project and it is hyperlinked to the project page.

*On World Food Safety Day, ACIAR is celebrating its [SafePORK project](#), which is successfully working with wet market retailers and small-scale abattoirs in Vietnam to increase the use of improved food safety practices in the handling of pork.*

In this example, 'ACIAR-VSU project' is used:

*This activity is part of an [ACIAR-VSU project](#) assisting farmers acquire accreditation to market 'safe vegetables' under the banner of the Philippines Good Agricultural Practices (GAP) certification.*

### Acknowledge key partners, but not everyone

ACIAR projects often have many partners. In ACIAR news articles acknowledge the key partners including the contracted Australian agency and the key in-country partners related to the news story being told.

All other partners should be listed on the project landing page, a link to which should be included in the news article. In this way all partners involved in the project are acknowledged – just not necessarily listed on the news article itself.

For example:

*...Established through an [ACIAR-funded project](#) run by [Applied Horticultural Research](#), farmers from Taunbogyi village in the Southern Shan State delivered 900kg of tomatoes last week to retail markets in Yangon...*

*...The project is also engaging with the private sector, with [Fresh Studio](#) responsible for the training, certification and linking the farmers with the market, with local logistics company [Future Glory](#) helping transport the farmers' produce the 600km plus journey to Yangon...*

*...The [Yezin Agricultural University](#) (YAU) is also playing an important role in the project, helping farmers to build skills by running farm-based trials to assess new vegetable varieties, improved crop establishment and expanding the range of crops that can be grown in the region...*

## Tips for writing news about science

ACIAR news articles tell readers why ACIAR-supported research matters to people. They also promote ACIAR as a trusted and expert science partner.

Here are five tips to help write news about science for ACIAR.

### 1. Tell a story

This includes having:

- Characters – explain who is involved/affected and what makes them important and interesting. Characters can include farmers, scientists, politicians, officials and businesspeople – not just the scientists.
- Setting – many readers won't be familiar with the areas and countries, or even the agricultural sectors, where ACIAR works, so paint a picture of what it is like there. What is the scene or setting like? What makes the place or location unique?
- Problem – explain the problem in a way that the audience can understand and relate to it. How big or important is the problem. This could involve sharing a person's personal story of how they are affected.
- Solution – explain how the people solved the problem; the result; and the impact on the people involved.

### 2. Know your audience

Remember ACIAR news articles target a general Australian audience. Many of them will have limited knowledge of agriculture and science.

ACIAR news articles should be written so an average 12 to 14 year-old can read them and understand what is happening and why it matters.

With this in mind, make sure the first few paragraphs hook that general audience's attention and make the story relevant to them.

If you do need to introduce a new term or idea to the reader because it is fundamental to the story, then explain what it means in plain English.

### 3. Know what you want to achieve

The reason why a news article is worth writing and being published should be in the back of your mind as you develop it. Examples of reasons could include:

- Showcase the impact and value of the ACIAR investment into research.
- Announcing funding of a new project or a scholarship program.
- Announcing an event or a milestone.
- Inform the audience of the broader issues ACIAR is trying to help solve.
- Support ongoing and productive relationships with partners.
- Support technology adoption or policy change.

These reasons will help you decide who to interview and what to include.

#### **4. Facts are not enough**

When writing about science it is easy to get caught up in the technical detail. While everything you publish must be technically accurate, just reporting the facts is not enough to tell a good story.

Consider how you can tap into people's emotions to communicate your story. Ask yourself why might people care about your news? And what can you say that might evoke an emotional response in your readers, so they feel the impact of your news?

##### **Dealing with sensitive topics**

Consider whether the topic you are covering is sensitive. Is it dealing with a sensitive scientific topic or issue that people may have an adverse reaction to such as genetic modification or even climate change?

How you 'frame' the topic matters. How you frame something or someone is how you represent it. It includes what information you present and what words and/or images are used. It can change the audience's perception without altering the facts. Consider how you introduce the topic and how you talk about it so it shows the reader the perspective of ACIAR and leaves less room for confusion.

Check with ACIAR Outreach and Capacity Building team if you encounter a sensitive issue to check if ACIAR has a position it communicates about the topic.

It is also important to think about how you frame the people involved. For example, smallholder farmers could be framed – as destitute farmers ignorant of technology or as small business entrepreneurs looking for new solutions? Which is appropriate for ACIAR?

##### **Examples of ACIAR ICCON dealing with sensitive issues in writing news articles**

###### **When one solution does not fit all.**

Due to COVID-19 and border closure one Meryl Williams Fellowship candidate has been allowed to carry out her research in Fiji. The story had to be written in a manner providing justification why the candidate had been allowed to do so, so that other MWF candidates didn't feel left out or that she got special treatment.

###### **Portraying vulnerable people**

This may include sick people or children. Consent must always be sought, accompanied by an explanation about the nature of interviews, photos or videos including what they will be used for and who is likely to view them. Consent must then be sought.

###### **Long acknowledgements**

In-country project leads/coordinators want to include or acknowledge all the VIPs involved with or supporting the project (i.e. including all the names because they feel the VIPs will feel slighted if they were not acknowledged. Explain to them that the focus of the story is the results/activities of the project and if it is really needed to include VIP name it could just be the top person like the university president or the Australian Ambassador.

## 5. Help scientists shine

ACIAR articles should share and celebrate the work of scientists and other researchers.

Scientists are not journalists. It is up to the ICCON to 'translate' the scientist's work into something meaningful and engaging to the wider public.

Focus on what the outcome of the work will be for people.

The job of the ICCON is to make scientists look good and make the importance of their research abundantly clear.

### Additional resources

- Join a science communication group on Facebook ([AAAS](#), [Australian Science Communicators](#)) or find and follow great science communicators
- Read a journal article... on science communication! ([JCOM](#), [Science Communication](#), [Public Understanding of Science](#))

Read these articles: <https://www.scidev.net/global/communication/practical-guide/planning-and-writing-a-science-story.html> and <https://www.writing-skills.com/top-ten-writing-tips-for-scientists>



## Editing and proofreading

Editing and proofreading are separate processes to review content. The ICCON must edit and proofread their own articles before submitting them.

### Editing

This is the process of actively improving writing. It looks at the big picture. It includes reviewing:

- Structure and flow
- Focus – relevance to readers
- Content
- Suitability of sources
- Readability

When editing your work, start with the big questions and then work down to the details. Use the ICCON news articles checklist to help you with editing.

Use can use readability tools to help with editing, but use them with care. Readability tools can show where you can improve content. They can give you useful metrics that provide an overview of your work.

For example, the Flesch reading ease index is a commonly used readability test. It indicates how difficult a passage in English is to understand. It uses word length and sentence length. The index is a scale from 1 to 100. A higher score is easier to read. A score of 90 to 100 indicates the text is very easy to read and can be easily understood by an average 11-year-old student.

Many online readability tools incorporate the Flesch reading ease index, such as the [Hemingway Editor](#), which the Australian Government recommends.

Some tools (including the review or editor function in Microsoft Word and Grammarly) give suggestions to make text more readable. Be careful using automatic recommendations.

## Proofreading

This is the process of catching and correcting errors. It looks at the details. It includes reviewing:

- Spelling and typos.
- Grammar (i.e. the structure of language). You can think of it as word order and choice. How we order our language is part of what determines meaning.
- Punctuation (i.e. symbols we use to clarify meaning e.g. full stops, commas, question marks, inverted commas etc.).
- Choice of words and tone.

It is difficult to proofread one's own work. We tend to read what we expect to see, not necessarily what is there. For the best chance of catching errors, we recommend:

### 1. Take a break

Take a break from looking at your work. Ideally leave it overnight, but even a couple of hours is useful. This lets you look at your work with fresh eyes.

### 2. Change the format

Print it out or change the font or the letter size. These make the words look different and words sit on different lines. This helps you see errors that you did not see before.

### 3. Use a ruler/page to block the rest of the work

Blocking out the rest of the work forces you to look at one sentence at a time. This stops you scanning over errors.

### 4. Read it out aloud

Ideally you can go to a separate space, such as a meeting room, and read the work. If that is not available, you can use the 'Read Aloud' function that is available in some versions of Microsoft Word.

### 5. Ask a friend or another ICCON member

- Having a reciprocal agreement, in which you proofread their work and they proofread your work, is ideal. Make sure you ask people ahead of time and deliver the draft on time to them.

### 6. Use a tool (but don't rely on it)

Tools such as Microsoft Word spellcheck and Grammarly. But you cannot rely on them to pick up all errors and sometimes their suggestions don't make sense in the context of every sentence.

### 7. Double check the spelling of names

This includes people's names, locations, projects and organisations.

### 8. Refer to the ACIAR style sheet

Check your usage of words, numbers and your spelling is consistent with the ACIAR style sheet.

## Additional resources

- Watch: [Editing and proofreading](#)
- Read: [How to Edit Your Own Writing](#) and [11 tips for editing your own writing](#)
- Watch: [How to proofread your writing: 10 top tips](#)
- Read: [15 common grammar mistakes that kill your writing credibility](#)
- Use: [Hemingway online editor](#) – cut and past your text to see how it performs

## Quick reference: plain English examples

Don't write this	Write this
a number of	some, many, few
address this issue	look for solutions, solve this problem
approximately	about
adequate number of	enough
aggregated	total
amongst	among
as a consequence of	because
ascertain	find out
assist	help
at a later date	later
at the time of writing, at this point in time	now
cognisant of	aware of, know
collaborate with	working with
commence	start, begin
concerning	about
consequently	so
create a dialogue with them	speak to them
deliver, drive	say what you are doing, e.g. 'increasing' ...
despite the fact that	although
disburse	pay
discontinue	stop
dispatch	send
documentation	documents
due to the fact that	because, since, as, owing to

Don't write this	Write this
during the month of September	in September
establish	create, set-up, form
examine	look at, check, discuss
facilitate	help
give consideration to	think about, consider
going forward	future
have the capacity to	can
identify	set, create, decide on, know, recognise
if this is not the case	if not
if this is the case	if so
impact upon	affect
in accordance with	in line with
implement	apply, install, do
in order to	to
in receipt of	get, have, receive, receiving
in relation to	about
in the event of, in the event that	if, when
in the light of, in view of	because of
it is requested that you declare	you should declare
it should be noted that	note that, remember that
key, important, primary	main
leverage	use, build on
make an application	apply
make a complaint	complain
methodology	method
notwithstanding	even though, though

Don't write this	Write this
obtain	get, have
prior to	before
primary	main
provide	give
provide a response to	respond to
provide assistance with	help
pursuant to	under
reach a decision	decide
require	need or must
subsequently	after
table (verb) - unless tabling a document	address, discuss, release
that is the reason why	that is why
the way in which	how
the reason is because	because, the reason is
thereafter	then, afterwards
until such time as	until
upon	on
utilise	use
whether or not	whether
with reference to, with regard to, with respect to	about, regarding

## ICCON news article checklist

Newsworthiness	
<input type="checkbox"/>	Does the article have at least two strong news value?
<input type="checkbox"/>	Does it answer the five Ws and H?
Headline and lead	
<input type="checkbox"/>	Is the headline no more than 55 characters in total (including spaces)?
<input type="checkbox"/>	Does the headline include the key information?
<input type="checkbox"/>	Does the headline make sense, even out of context?
<input type="checkbox"/>	Is the lead (i.e. the first paragraph) 30 words or less?
<input type="checkbox"/>	Does the lead answer who the article is about; what they are doing?
<input type="checkbox"/>	Does the lead clearly demonstrate at least one news value?
Content	
<input type="checkbox"/>	Does the article quote a relevant person?
<input type="checkbox"/>	Does it attribute quotes and data to their source?
<input type="checkbox"/>	Does it explain ACIAR involvement and why ACIAR is supporting the work?
<input type="checkbox"/>	Does the coverage of the research explain why it matters to people?
<input type="checkbox"/>	Is it accurate?
Structure	
<input type="checkbox"/>	Is it structured in an inverted pyramid?
<input type="checkbox"/>	Does it have one sentence per paragraph.
Readability	
<input type="checkbox"/>	Is it free of scientific jargon?
<input type="checkbox"/>	Will an Australian audience unfamiliar with agriculture understand it?
<input type="checkbox"/>	Does Grammarly give you a readability score of 60 or more?
<input type="checkbox"/>	Is it under 400 words?
<input type="checkbox"/>	Can anything be cut without affecting the whole?

<input type="checkbox"/>	Is the average sentence length 23 words or less?
<input type="checkbox"/>	Are all sentences shorter than 30 words?
<input type="checkbox"/>	Is it more than 90% of it in active voice?
<input type="checkbox"/>	Does it use plain English (i.e. common words)?
<b>Editing and proofreading</b>	
<input type="checkbox"/>	Have you edited it?
<input type="checkbox"/>	Can anything be cut without affecting the whole?
<input type="checkbox"/>	Have you proofread it?
<input type="checkbox"/>	Does it comply with the ACIAR style sheet?
<input type="checkbox"/>	Are hyperlinks included to the research project, organisations and extra information?
<b>Approvals and consent</b>	
<input type="checkbox"/>	Have the quoted people reviewed the article and consented to their quotes?
<input type="checkbox"/>	Has the Country Manager approved the article?
<input type="checkbox"/>	Has the Research Program Manager or relevant ACIAR technical person approved it?
<input type="checkbox"/>	Has the Research Program Manager been invited to provide a quote?