

## INDEX

This index covers subjects in the Introduction and Parts 1-5; countries and regions are not indexed. Page numbers in *italics* indicate tables or figures; those in **bold** indicate text in boxes. The abbreviation ECCE is used for 'early childhood care and education' in subheadings.

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## Notes

1. A lot of the references in the first column on p16 are minor/passing references and it can be difficult to decide which are significant enough to be indexed. The ones included here have been deliberated over! If you have indexed the topics elsewhere and the small amount of information provided adds to the overall picture, it can be worth including as a reference; on the other hand if it only repeats information given elsewhere, or the user wouldn't find anything helpful it is better to omit it. You may have come to a different decision, but you should be sure that the information can be considered useful in the context of the text.

2. Double entries:

assessment of learning/learning assessment  
attainment/learning outcomes  
completion rates/school completion  
conflicts/emergency situations  
informal education/non-formal education  
mother tongue/vernacular language

3. *see also* reference would include middle-income countries, but the entry gives no locators not already covered at developing countries and low-income countries
4. This text has many closely-related near synonymous terms used interchangeably so it is important to try to find main terms and provide appropriate cross-references between terms. This index uses disadvantage as a main term, but you could equally have used marginalization of inequality with corresponding cross-references.
5. *see also* reference would include exclusion, but locators are already covered
6. 'education' is almost the metatopic, but the report also covers other major themes such as gender parity, adult literacy, health and nutrition, so it is useful to point to the headings which particularly relate to education in schools.
7. subheadings to cut down long strings, but grouped to avoid 'over-analysis and lots of repeated locators. It is acceptable for locators to be repeated if there are other additional locators against the heading.
8. In a longer text a heading such as this might have several subheadings, but in this text there are only a few locators, so breaking them down further is not necessary.
9. subheadings used to flag up two distinctive aspects of the topic – incentives for parents are clearly different from incentives for teachers.
10. No double entry or cross-reference for 'NER' as the entries would be adjacent in the index.
11. This text uses a lot of jargon, but the general rule is to use the language of the text, whilst providing cross-references from other possible terms which might be sought. In this case 'access to education', 'attendance', 'exclusion', 'inclusion', 'school attendance', 'school participation'.
12. This heading would normally qualify for a double entry, but because the target includes a cross-reference increasing the number of lines it remains a cross-reference.
13. 'vernacular language' double entry with 'mother tongue', alternative form given in brackets as vernacular language not used on page