Appendix C: Glossary

- **categorisation framework** – a framework adaptable to group data and research so that it is analysable at scale. It is typically developed through a consensus-building process around a common theme and allows for multiple levels of specificity.

- **data** – actual information (such as measurements or quotes) used as a basis for reasoning, discussion, or calculation. Data differs from evidence in that data needs to be analysed and summarised before it becomes evidence.

- **education system** – a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people. It involves a wide range of people including curriculum developers, inspectors, school principals, teachers, school nurses, and students.

- **evidence** – one or more verifiable reasons for believing something is true or not true (or simply unproven). Evidence is often derived from data through the process of research.

- **evidence synthesis** – also sometimes called "systematic review" – is a way of combining findings from multiple research studies that have investigated the same theme to draw an overall understanding of what they found. The process of synthesis usually utilises a categorisation framework and creates a more solid basis for deriving evidence than is possible from individual research studies alone.

- **evidence summaries** – an evidence summary is a short summary of the best available evidence on a defined question (derived from a synthesis), with consideration of gaps and implications for further research. It aims to help policymakers, using clear language, use the best available evidence in their decision-making.

- **inclusion** – providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised. Such groups vary by context, and frequently include girls, rural populations, refugees, individuals marginalised because of their sexual orientation, individuals with disabilities, indigenous peoples, and children and youth from poor households. In this white paper, we stress the importance of data and evidence reflecting the distinct needs of these groups.

- **knowledge** – our best, contextualised understanding of the evidence available.

▶ **meta-analysis** – a statistical analysis that combines the results of multiple research studies, often used as part of evidence synthesis.

▶ **research** – the systematic investigation into and study of data and sources to establish findings. Research is often conducted by academics according to rigorous methodologies and the formal results are published as papers in peer-reviewed journals.

▶ **sector plan** – a sector plan is a medium-term plan, often five to seven years, that outlines a government's education strategy and provides a coordinating framework. It is typically developed through an inclusive process and entails: a sector analysis, identification of policy priorities and strategies, programme design, costing and financing, an action plan, an implementation strategy, and a monitoring and evaluation strategy.

▶ **user-centred design** – an iterative process that begins with an understanding of user needs (including their environment) and remains focused on them through implementation and evaluation, resulting in tailored solutions.