ROMA EDUCATION FUND

GLOSSARY OF TERMS

Activity (or task)	A specific piece of work that needs to be completed. An activity typically has an expected duration, cost and requires certain resources. Also, the term is known as task. Deliverables are the products of activities.
Baseline data	Data (information) about the situation before the project starts. Usually baseline information comes from a study done before an intervention (project). This information is used during monitoring and evaluation to assess what difference the intervention (project) has made.
Beneficiaries	Those people who receive direct benefits from the project or program.
Best practices	An activity or project that is generally accepted as setting a high standards for performing that work. Models or practices that have shown results/impact over time.
Deliverables	Any measurable, tangible, verifiable outcome, result, or item that must be produced to complete a project (or part of a project).
Efficiency	Efficiency tells you the extent to which the input into the work is appropriate in terms of the output or outputs obtained. This could be input in terms of money, time, staff, equipment and so on.
Effectiveness	Effectiveness is a measure of the extent to which a development program or project achieves the specific objectives it set.
Equity	The reduction of social inequality and consequently the reduction in social segmentation by income level, gender, ethnic group or some other factor. Promoting equity in education outcomes is REF's primary objective.
Indicators	An indicator is a measurable or tangible sign that something has been done. So, for example, an increase in the number of students passing an examination is an indicator of an improved culture of learning and teaching. The means of verification (proof) is the

	officially published list of passes.
Input	The set of resources (staff, money, space, project beneficiaries) brought together to accomplish the project's objectives.
Impact	Long-term results achieved by your beneficiaries as a result of changing practices, knowledge and attitudes. The impact of a project often happens after the project finishes.
Lessons learned	The learning that takes place during or at the end of the project and is documented to provide information on what went well and which aspects could have been improved. Lessons learned serve as examples or guidelines for future projects.
Objective	An objective is a concrete statement that describes what the project is trying to achieve. Project success is determined based on whether the project objectives are achieved. A technique for writing an objective is to make sure it is Specific, Measurable, Attainable/Achievable, Realistic, and Timebound (SMART).
Opportunity costs	Opportunity costs are the opportunities you give up when you decide to do one thing rather than another. For example, if you spend your money upgrading teachers, you give up the opportunity of using that money to buy more text books. Another example: a child going to school gives up the opportunity to earn money.
Outputs	The end result of a process. Outputs are the products (number of meetings held, reports produced, number of involved parents etc) that result from the combination of inputs and processes.
Outcomes	Practices and knowledge of project beneficiaries which are expected to change as a result of the intervention. Improved performance on a school examination would be an outcome of a teacher training programme (input) and the new teaching practices used in the classroom (output).
PIP1 (project implementation plan)	An overall plan used to define the project's outcomes and indicators. How your project objectives will be translated in outcomes and indicators (from the application). REF is proposing the following support questions for filling out the PIP1: What kind of change is expected? How much change is expected? (to answer this question baseline data are needed) Over what time period is expected the change? How to measure the indicators?
PIP2 (project implementation	An overall project plan that contains all of the project management-related aspects during the phases of initiation,

plan)	definition, planning and implementation. A plan that documents how the aim and will be achieved, detailed activities, and who will be responsible for what in the project. It also describes the deliverables and budget allocations for each activity.
Policy	A plan of actions adopted by a person, group, or government or a specific decision or set of decisions designed to carry out s uch a course of action.
Process	A set of activities (e.g. training, delivering services) by which resources are used in pursuit of the expected results.
Procurement planning	The process of determining which goods and services should be purchased or performed outside of the organization and outlines the details of what, how and when the goods should be acquired.
Program	A group of related projects that are managed together.
Project	A connected set of activities pursuing a common objective or set o f objectives, with defined start and end dates.
Qualitative data	Qualitative data or information deals with how people feel about something, or their opinions and experiences. Qualitative data can be converted into quantitative data for analysis.
Sampling	Sampling is a way of selecting project participants or beneficiaries when the project cannot cover all the cases that exist. Sampling is also used to identify whom to speak to, whom to interview, and whom to survey when you are doing an evaluation.
Scaling up	Taking a project from dealing with small numbers of beneficiaries to dealing with large numbers of beneficiaries. Scaling up can be seen as involving a horizontal and a vertical aspect. The horizontal aspect of scaling up is the replication of a successful piloted project, i.e., the number of participating units will increase. The vertical aspect is when a pilot project gets reformulated on higher levels of the educational system, involving new levels of institutions, legislative changes, and new ways of budgeting, changes in perception, expectations and education management. Horizontal and vertical scaling up can interact because the vertical scaling up can influence the horizontal level by including more and more units.
Secondary data	Secondary data is information that already exists, collected by other people, organisations. Primary data is information collected by you – from other project stakeholders, the general population,

	your own observation and so on.
Social inclusion	It is about reducing inequalities between the least advantaged groups and communities and the rest of society by closing the opportunity gap and ensuring that support reaches those who need it most.
Stakeholders	Any individual, person or organization that has a legitimate interest in a project.
Structured, semi-structured or Unstructured interviews	Structured interviews follow a fixed set of questions, unstructured interviews do not have any pre-prepared questions and semi-structured combine structured and unstructured approaches, with the interviewer asking some set questions but adding others in order to follow a line of inquiry that comes up.
Sustainability	Sustainability refers to the continuation of project activities after the project finishes. It has institutional and financial dimensions. Sustainability should be integrated into an initiative's strategy from the beginning so that plans for what will happen when the funding ends are incorporated at the outset.
Target group:	The specific population group or groups intended as beneficiaries of a project. This definition should include the geographical area (country, region, town, etc.) covered by the target population as well as the age group and gender.
Triangulation	Triangulation is a way of confirming data by using several sources to reflect on/measure the same thing. For example, if the teachers, learners and parents in a school all praise the principal for being open-minded, this information is more likely to accurate than if only the teachers said so.
Variables	A variable is a changing element of the situation which is expect to affect efficiency, effectiveness and/or impact. Location in terms of rural/urban is a variable which is expected to affect the enrollment rate of young children, A good project design adjusts activities to take account of the effect of these variables; and variables should be reflected in the project indicators.