

التعليم  
فوق  
الجميع | education  
above  
all



## GLOSSARY

MONITORING AND EVALUATION TERMS AND CONCEPTS

Part - I

EDUCATION ABOVE ALL FOUNDATION

Doha, Qatar

## EAA Glossary of M&E Terms and Concepts (Part - I)

This Glossary (Part – I) contains terms used in the area of Monitoring and Evaluation (M&E), their definitions, and sources. The aim is to promote a common understanding of the M&E terms and to support correct and standard usage of these terms across Education Above All (EAA) programmes and departments.

The glossary has drawn greatly on professionals' experience working for various EAA programmes. While building on the M&E terms currently used across all EAA programmes, the glossary also adopts the globally recognized standard terms and their definitions, as appropriate. The glossary draws upon, and simplifies, the work from a number of sources, notably the UNAIDS-MERG, IFAD-M&E Guide, GAC-RBM, OECD-DAC, and UNDP-M&E.<sup>1</sup>

Although most terms in the glossary can be used generically, they are defined in the context of programmes or projects of EAA Foundation.

Note: This is not intended to be an exhaustive list of M&E-related terms, but includes the most commonly used terms at EAA.

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<sup>1</sup> See the list of key "Sources" at the end of this document.

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TERMS	DESCRIPTION
<b>Activity</b>	Actions taken or work performed through which inputs such as funds, technical assistance, and other types of resources are mobilized to produce specific outputs [1].
<b>Assessment</b>	A process (which may or may not be systematic) of gathering information, analyzing it, then making a judgement on the basis of information [2].
<b>Assumptions</b>	Assumptions are the conscious and unconscious beliefs we each have about how the world works. From the perspective of the design team, assumptions constitute beliefs (validated or otherwise) about existing conditions that may affect the achievement of outputs and outcomes; and about why each level will lead to the next. In the context of the theory of change and logic model, assumptions are the necessary conditions that must exist if the relationships in the theory of change are to behave as expected. Accordingly, care should be taken to make explicit the important assumptions upon which the internal logic of the theory of change is based [2].
<b>Attribution</b>	The ascription of a causal link between observed changes and a specific intervention. The extent to which a reasonable causal connection can be made between a specific outcome and the activities and outputs of a project, programme or initiative [3].
<b>Audit</b>	An assessment of the adequacy of management controls to ensure economical and efficient use of resources, the safeguarding of assets; the reliability of financial and other information; the compliance with regulations, rules and established policies; the effectiveness of risk management; and the adequacy of organizational structures, systems and processes <sup>2</sup> . An independent, objective quality assurance activity designed to add value and improve an organization's operations [4].
<b>Baseline</b>	The status of services and outcome-related measures such as knowledge, attitudes, norms, behaviors, and conditions before an intervention, against which progress can be assessed or comparisons made. [1]
<b>Baseline study</b>	An analysis describing the situation prior to a development intervention, against which progress can be assessed or comparisons made [4]  At Al Fakhoora, this also refers to the analysis describing the situation prior to receiving assistance which is used to determine the results and accomplishments of an activity and serves as an important reference for evaluation. [4]
<b>Baseline data</b>	Baseline data provides a specific value for an indicator at the outset of a project or programme. Baseline data is collected at one point in time, and is used as a point of reference against which progress on the achievement of outcomes will be measured or assessed. [3]

<sup>2</sup> The EAA steering committee on M&E alignment discussed and agreed on this definition and also found it in line with the OECD definition of the term "Audit".

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	At Al Fakhoora, baseline data also refers to the situation to be addressed by a programme or project and that serve as the starting point for measuring the performance of that programme or project.
<b>Benchmark</b>	A reference point or standard against which performance or achievements can be assessed. [1,4] Note: A benchmark refers to the performance that has been achieved in the recent past by other comparable organizations, or what can be reasonably inferred to have been achieved in similar circumstances. [4]
<b>Beneficiaries</b>	The individuals, groups, or organizations, whether targeted or not, that benefit directly or indirectly, from the intervention. [1, 4] The set of individuals that experience the change of state, condition or well-being at the ultimate outcome level of a logic model. [3]  At Al Fakhoora, this also refers to Individuals and/or institutions whose situation is supposed to improve (the target group), and others whose situation may improve. Also refers to a limited group among the stakeholders who will directly or indirectly benefit from the project.
<b>Direct beneficiaries</b>	Usually institutions and/or individuals who are the direct recipients of technical cooperation aimed at strengthening their capacity to undertake development tasks that are directed at specific target groups (e.g. beneficiaries who receive inputs, grants, and trainings...etc can be considered direct beneficiaries. [5]
<b>Indirect Beneficiaries</b>	Indirect beneficiaries are considered those who do not receive direct targeted assistance or have no direct link with the activities but who could potentially benefit from the activity via the direct beneficiaries. <sup>3</sup>
<b>Potential Beneficiaries</b>	At Al Fakhoora, potential beneficiaries include all individuals who expressed interest or have been identified to benefit from an intervention. Potential beneficiaries may or may not conclude in beneficiaries after the processes and criteria defined for an intervention are executed
<b>Case study</b>	A methodological approach that describes a situation, individual, or the like and that typically incorporates data-gathering activities (e.g., interviews, observations, questionnaires) at selected sites or programs/projects. Case studies are characterized by purposive selection of sites or small samples; the expectation of generalizability is less than that in many other forms of research. The findings are used to report to stakeholders, make recommendations for program/project improvement, and share lessons learned. [1]
<b>Coherence</b>	How well does the intervention fit? The compatibility of the intervention with other interventions in a country, sector or institution.[4]

<sup>3</sup> OCHA Programme Manual, 2017

([https://www.unocha.org/sites/unocha/files/dms/SHF\\_Programme\\_Manual\\_Nov\\_2017.PDF](https://www.unocha.org/sites/unocha/files/dms/SHF_Programme_Manual_Nov_2017.PDF))

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	Note: The extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa. Includes internal coherence and external coherence: <b>Internal coherence</b> addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. <b>External coherence</b> considers the consistency of the intervention with other actors' interventions in the same context. This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort. [4]
<b>Cohort</b>	<p>A cohort is a group of subjects who share a defining characteristic (typically subjects who experienced a common event in a selected time period, such as enrolled students).</p> <p>At Al Fakhoora, it is a reporting term used for the group of students awarded Al Fakhoora Scholarship in a given academic year.</p> <p>At Educate A Child (EAC), a cohort consists of ALL the OOSC who are enrolled during a given school or academic year, in educational programmes at primary level, regardless of grade and the time of enrolment. [See EAC Technical Guidelines on KPIs]</p>
<b>Co-Funders</b>	Together with EAA funds, the partners who have contributed to the total budget of a project, programme or initiative. <sup>4</sup>
<b>Conclusions</b>	Point out the factors of success and failure of the evaluated intervention, with special attention paid to the intended and unintended results, and more generally to any other strength or weakness. A conclusion draws on data collection and analysis undertaken through a transparent chain of arguments.[1]
<b>Coverage</b>	The extent to which a program/intervention is being implemented in the right places (geographic coverage) and is reaching its intended target population (individual coverage).[1]
<b>Data</b>	Specific quantitative and qualitative information or facts that are collected and analyzed.[1]
<b>Data Collection Methods</b>	Data collection methods represent how data on indicators are collected. Choosing a data collection method depends on the type of indicator and the purpose of the information being gathered. Data collection methods can be informal and less structured, or more formal and more structured. Different methods involve "trade-offs with respect to cost, precision, credibility and timeliness.[3]

<sup>4</sup> The definition is widely understood and used across all EAA programs.

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	At Al Fakhoora, the data collection is considered as a qualitative or quantitative approach where indicators can be measured effectively. It includes surveys, Focus Group Discussions, key informant interviews. Regular reports...etc.
<b>Data Sources</b>	<p>Data sources are the individuals, organizations or documents from which data about your indicators will be obtained. The implementer will need to identify data sources for indicators. Data sources can be primary or secondary.[3]</p> <ul style="list-style-type: none"> <li>• Primary data is collected directly by the implementer at the source.</li> <li>• Secondary data is data that has been collected and recorded by another person or organization, sometimes for altogether different purposes.</li> </ul>
<b>Development Results</b>	Development results are a sub-set of results of the organization strategic objectives focused specifically on producing tangible improvements in the lives of the poor and vulnerable. In the results chain for EAA programming, these would be changes at the immediate, intermediate and the ultimate outcome levels.[3]
<b>Deliverable</b>	A deliverable is a tangible or intangible good or service produced as a result of a project, initiative or assignment that is intended to be delivered to a customer (either internal or external). A deliverable could be a report, a document, a software product, a server upgrade or any other building block of an overall project or assignment. <sup>5</sup>
<b>Effectiveness</b>	<p>Is the intervention achieving its objectives?            The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.            Note: Analysis of effectiveness involves taking account of the relative importance of the objectives or results.[4]</p>
<b>Efficiency</b>	<p>A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.            How well are resources being used? The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.[4]</p> <p>Note: "Economic" is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. "Timely" delivery is within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).[4]</p>
<b>Evaluability</b>	Extent to which an intervention or program/intervention can be evaluated in a reliable and credible fashion.[4]
<b>Evaluation</b>	An evaluation is the systematic and objective assessment of an on-going or completed project [or part of], programme or policy, its design, implementation

<sup>5</sup> Based on the current use and understanding of the term "deliverables", the EAA steering committee on M&E alignment discussed and agreed on this definition.

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	and results". "In the development context, evaluation refers to the process of determining the worth or significance of a development [initiative].[3, 4] Evaluation is the rigorous, scientifically-based collection of information about program/intervention activities, characteristics, and outcomes that determine the merit or worth of the program/intervention. Evaluations provide credible information for use in improving programs/interventions, identifying lessons learned, and informing decisions about future resource allocation.[4]
<b>Expected outcome</b>	An outcome that a program, policy or initiative is designed to achieve.[3]
<b>Ex-post evaluation</b>	Evaluation of a ... [initiative] after it has been completed. Note: It may be undertaken directly after or long after completion. The intention is to identify the factors of success or failure, to assess the sustainability of results and impacts, and to draw conclusions that may inform other [initiatives]. [3]
<b>Findings</b>	Factual statements based on evidence from one or more evaluations or studies.[5]
<b>Frequency of Data Collection</b>	Data Collection Frequency, just as the name suggests refers to the time frequency at which data is collected at regular intervals. This often refers to whatever time of the day or the year in any given length of period. <sup>6</sup>
<b>Formative evaluation</b>	A type of evaluation intended to improve the performance of a program or intervention. A formative evaluation is usually undertaken during the design and pre-testing of the intervention or program, but it can also be conducted early in the implementation phase, particularly if implementation activities are not going as expected.[1, 4]
<b>Generalizability</b>	The extent to which findings can be assumed to be true for the entire target population, not just the sample of the population under study. Note: To ensure generalizability, the sampling procedure and the data collected need to meet certain methodological standards.[1]
<b>Goal or Ultimate Outcome</b>	A broad statement of a desired, usually longer-term, outcome of a project, program or intervention. Goals express general program/intervention intentions and help guide the development of a program/intervention. [1, 3]  It is the highest-level change or outcome to which an organization, policy, program, or project contributes through the achievement of one or more outcomes. This can be reasonably attributed to a policy, program or initiative in a causal manner. The goal usually represents the <i>raison d'être</i> of an organization, policy, program, or project, and it takes the form of a sustainable change of state among beneficiaries. This is a long-term outcome that represent a change of state of a target population. Ultimate outcome of individual programs, policies or initiatives might contributes to the higher-level organizational Strategic Objectives.[3]

<sup>6</sup> Based on the current use and understanding of the term "frequency of data collection", the EAA steering committee on M&E alignment discussed and agreed on this definition.

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	<p>The goal represents the “why” of a project and should describe the changes in state, condition or well-being that a project’s ultimate beneficiaries should experience. These should not be confused with changes in surrounding circumstances, such as increased economic growth [...]. In the context of international assistance programming, a goal should instead reflect changes in the lives of women, men, girls and boys in the partner country, such as “Increased empowerment of women in village Y of country X”, or “Improved access to equitable/inclusive quality education for marginalized girls and boys in rural areas of region X”. [3]</p>
<b>Impact</b>	<p>Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.[4]            What difference does the intervention make?            The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.            Note: Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental and economic effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. Beyond the immediate results, this criterion seeks to capture the indirect, secondary and potential consequences of the intervention. It does so by examining the holistic and enduring changes in systems or norms, and potential effects on people’s well-being, human rights, gender equality, and the environment.[4]</p>
<b>Impact evaluation</b>	<p>A type of evaluation that assesses the rise and fall of impacts. Impacts on a population seldom can be attributed to a single program/intervention; therefore, an evaluation of impacts on a population generally entails a rigorous design that assesses the combined effects of a number of programs or interventions for the targeted populations.[5]</p>
<b>Immediate Outcome</b>	<p>An outcome that is directly attributable to a policy, program or initiative's outputs. In terms of time frame and level, these are short-term outcomes and are often at the level of an increase in awareness of a target population.[3]            Also see Outcome and Goal or Ultimate Outcome</p>
<b>Indicator (performance)</b>	<p>An indicator, also known as a performance indicator, is a means of measuring actual outcomes and outputs. It can be qualitative or quantitative, and is composed of a unit of measure, a unit of analysis and a context. Indicators are neutral; they neither indicate a direction of change, nor embed a target.[3]            A quantitative or qualitative variable that provides a valid and reliable way to measure achievement, assess performance, or reflect changes connected to an intervention.[4]</p> <p>Indicators can be at the level of the project, programs/department and strategic levels. The Strategic level indicators are cascaded to programs or departments.[3]</p> <p>Note: Single indicators are limited in their utility for understanding program effects (i.e., what is working or is not working, and why?). Indicator data should</p>



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	be collected and interpreted as part of a set of indicators. Indicator sets alone cannot determine the effectiveness of a program or collection of programs; for this, good evaluation designs are necessary.[3]
<b>Indicator (qualitative)</b>	Qualitative indicators capture experiential information, such as the quality of something, or beneficiaries' perception of their situation. They can help measure the presence or absence of specific conditions, or an individual or group's perception of how a service compares with established standards. Qualitative indicators can capture contextual information about situations, events and practices. For example, "level of confidence (1-4 scale) of parents in the security of roads leading to school" or "%/total individuals (f/m) who felt that they were completely or mostly able to participate in school management bodies or affairs".[3]
<b>Indicators (quantitative)</b>	Quantitative indicators are used to measure quantities or amounts. For example; "# of children enrolled", "# of individuals successfully trained", "enrolment or survival rates", or "gender parity in primary education".[3]
<b>Inputs</b>	The financial, human, material and information resources used to produce outputs through activities in order to accomplish outcomes. [1,2,3,4,5]
<b>Input and output monitoring</b>	Tracking of information about program/intervention inputs (i.e., resources used in the program/intervention) and program/intervention outputs (i.e., results of the program/intervention activities).[1] Note: Data on inputs and outputs usually exist in program/intervention documentation (e.g., activity reports, logs) and client records which compile information about the time, place, type and amount of services delivered, and about the clients receiving the services.[1]
<b>Internal evaluation</b>	An evaluation of an intervention conducted by a unit and/or individuals who report to the management of the organization responsible for the financial support, design and/or implementation of the intervention.[1]
<b>Intermediate Outcome</b>	An outcome that is expected to logically occur once one or more immediate outcomes have been achieved. In terms of time frame and level, these are medium-term outcomes and are often at the change of behavior level among a target population. [3] Also see Outcome and Goal or Ultimate Outcome
<b>Intervention</b>	A specific activity or set of activities intended to bring about change in some aspect(s) of the status of the target population (e.g. Construction of educational infrastructure, Community mobilization). [1]
<b>Lessons learned</b>	Generalizations based on evaluation experiences with programs, interventions or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact.[1,5]
<b>Logical framework</b>	Management tool used to improve the design of interventions. It involves identifying strategic elements (inputs, outputs, activities, outcomes, impact)

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	<p>and their causal relationships, indicators, and the assumptions of risks that may influence success and failure. It describes the intent of an investment and presents expected results, indicators, risks and mitigating strategies. It thus facilitates planning, execution, and monitoring and evaluation of an intervention.[2,3,5]</p> <p>See also Results Chain and Logical Model</p>
<b>Logic model</b>	<p>Like a roadmap or a blueprint, a logic model is a visual depiction of the main elements of a theory of change for a specific project or program, reflecting the series of changes that are critical to achieving project success. It depicts the logical connections between the planned outputs and the expected outcomes that the project aims to achieve or contribute to. The logic model forms a pyramid shape with multiple complementary pathways branching off below one ultimate outcome [goal] level.</p> <p>The logic model is used as both a planning and design tool during the development of a project or program, and a management tool during project or program implementation. [3,4,5]</p> <p>Logic Models are effective when organization need to:</p> <ul style="list-style-type: none"> <li>• Show someone something they can understand at a glance</li> <li>• Demonstrate you have identified the basic inputs, outputs and outcomes for your work</li> <li>• Summarize a complex theory into basic categories [3]</li> </ul> <p>See also Results Chain and Logical Framework</p>
<b>Major Activities or Sectors</b>	<p>At Al Fakhoora, this refers to basic project components and include sectors that Al Fakhoora is working on including quality of education, student services, leadership and development, economic empowerment, advocacy, psychosocial support, rehabilitation and reconstruction, disability... etc.</p>
<b>Means of verification</b>	<p>The expected source(s) of information that can help answer the performance question or indicator. [2] Means of Verification (MOVs) are the pieces of information which show that the standard set by the indicators has been reached. ... For some objectives and indicators, however, there may be no current information available.</p> <p>At Al Fakhoora, this refers to the methodology that we ensure we can verify or measure the indicators that is specified under each result chain hierarchy.</p>
<b>Meta-evaluation</b>	<p>A type of evaluation designed to aggregate findings from a series of evaluations. It can also be used to denote the evaluation of an evaluation to judge its quality and/or assess the performance of the evaluators.[4]</p>
<b>Monitoring</b>	<p>A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. [4]</p> <p>Routine tracking and reporting of priority information about a program/project/intervention, its inputs and intended outputs, outcomes and impacts.[1]</p>

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<b>M&amp;E plan</b>	<p>A multi-year implementation strategy for the collection, analysis and use of data needed for program/project management and accountability purposes. The plan describes the data needs linked to a specific program/project; the M&amp;E activities that need to be undertaken to satisfy the data needs and the specific data collection procedures and tools; the standardised indicators that need to be collected for routine monitoring and regular reporting; the components of the M&amp;E system that need to be implemented and the roles and responsibilities of different organisations/individuals in their implementation; how data will be used for program/project management and accountability purposes. The plan indicates resource requirement estimates and outlines a strategy for resource mobilization.[1]</p> <p>Also called M&amp;E strategy/framework/system.</p>
<b>M&amp;E work plan</b>	<p>An annual costed M&amp;E plan that describes the priority M&amp;E activities for the year and the roles and responsibilities of organizations/individuals for their implementation; the cost of each activity and the funding identified; a timeline for delivery of all M&amp;E products/outputs. The work plan is used for coordinating M&amp;E activities and assessing progress of M&amp;E implementation throughout the year.[1]</p> <p>Also known as M&amp;E activity plan.</p>
<b>Objective</b>	<p>A statement of a desired program/intervention result that meets the criteria of being Specific, Measurable, Achievable, Realistic, and Time-phased (SMART).[1]</p> <p>The objectives of programs or departments can contribute to EAA strategic objectives which represent EAA Strategy (The Strategic Waves).</p>
<b>Operational research</b>	<p>Systematic and objective assessment of the availability, accessibility, quality, and/or sustainability of services designed to improve service delivery. It assesses only factors that are under the control of program/project managers, such as improving the quality of services, increasing training and supervision of staff members, and adding new service components.[1]</p>
<b>Outcome</b>	<p>The likely or achieved short-term and medium-term effects of an intervention's outputs.[4]</p> <p>Short-term and medium-term effect of an intervention's outputs, such as change in knowledge, attitudes, beliefs, behaviours.[1]</p> <p>An outcome is a describable or measurable change that is derived from an initiative's (project's) outputs. In the context of development, these are also referred to as development results.</p> <p>Short-term outcomes (immediate outcomes) are usually changes in capacity, such as an increase in knowledge, awareness, skills or abilities, or access to... among intermediaries and/or beneficiaries.</p> <p>Medium-term outcomes (intermediate outcomes) are usually achieved by the end of a project/program, and are usually changes in behaviour, practice or performance among beneficiaries. [3]</p> <p>At Al Fakhoora, this also refers to an external consequence attributed, in part, to an organization, policy, program or initiative. Outcomes are not within the control of a single organization, policy, program or initiative; instead, they are</p>

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	<p>within the area of the organization's influence. Outcomes are usually further qualified as immediate, intermediate, or ultimate (final), expected, direct, etc.</p> <p>Also see immediate outcome, intermediate outcome, and goal or ultimate outcome.</p>
<b>Outcome evaluation</b>	<p>A type of evaluation that determines if, and by how much, intervention activities or services achieved their intended outcomes. An outcome evaluation attempts to attribute observed changes to the intervention tested.</p> <p>Note: An outcome evaluation is methodologically rigorous and generally requires a comparative element in its design, such as a control or comparison group, although it is possible to use statistical techniques in some instances when control/comparison groups are not available (e.g., for the evaluation of a national program).[1]</p>
<b>Outcome monitoring</b>	<p>Tracking of variables that have been adopted as valid and reliable measures (i.e., indicators) of the desired program/intervention outcomes. Outcome monitoring does not infer causality; changes in outcomes may be attributable to multiple factors, not just a specified program/intervention.[1]</p>
<b>Outputs</b>	<p>Direct products, services or deliverables stemming from the activities of an organization, policy, program, initiative or project. [1,2,3,4,5]</p>
<b>Performance</b>	<p>The degree to which an intervention, organization or an individual (student/staff) operates according to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans. [1,2,4]</p>
<b>Performance measurement framework (PMF) or Performance Monitoring Plan (PMP)</b>	<p>The Results-Based Management tool used to systematically plan the collection of relevant data over the lifetime of the project, in order to assess and demonstrate progress made in achieving expected results. The PMF or PMP is the “skeleton” of the monitoring plan: it documents the major elements of the monitoring system in order to ensure regular collection of actual data on the performance indicators. It contains all of the indicators used to measure progress on the achievement of the project’s outcomes and outputs. In addition, it specifies who is responsible for collecting data on the indicator, from what source, at what frequency and with what method. It also includes the baseline data and target for each indicator.[3]</p> <p>The PMF clearly details and explains the results chain of the project and lists all the SMART indicators associated with each result chain hierarchy so that implementers report against set and agreed indicators.</p>
<b>Programme</b>	<p>An overarching national or sub-national response to a problem. A programme generally includes a set of interventions marshaled to attain specific global, regional, country, or subnational objectives; involves multiple activities that may cut across sectors, themes and/or geographic areas.[1]</p>

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<b>Project</b>	An intervention designed to achieve specific objectives within specified resources and implementation schedules, often within the framework of a broader program.[1]
<b>Project Achievements to date</b>	It is the cumulative progress that has been achieved so far until the reporting period starting from the project implantation. <sup>7</sup>
<b>Project Target</b>	<p>Project Targets refer to a set of fixed goals or objectives that determine how a given project or initiative is expected to be done and what result or effect is supposed to be produced by the project. They identify project purpose while ensuring that there is no conflict between project goals and project deliverables.<sup>8</sup></p> <p>The target can be # of beneficiaries, schools, organizations or polices, etc. that a project or initiative is planning to reach with the intended interventions or activities</p> <p>Also see Target</p>
<b>Qualitative data</b>	Data collected using qualitative methods, such as interviews, focus groups, observation, and key informant interviews. Qualitative data can provide an understanding of social situations and interaction, as well as people’s values, perceptions, motivations, and reactions. Qualitative data are generally expressed in narrative form, pictures or objects (i.e., not numerically). Note: The aim of a qualitative study is to provide a complete, detailed description.[1]
<b>Quality assurance</b>	Planned and systematic processes concerned with assessing and improving the merit or worth of an intervention or its compliance with given standards. Note: Examples of quality assurance activities include appraisal, results based management reviews, evaluations.[1]
<b>Quantitative data</b>	Data collected using quantitative methods, such as surveys. Quantitative data are measured on a numerical scale, can be analysed using statistical methods, and can be displayed using tables, charts, histograms and graphs. Note: The aim of a quantitative study is to classify features, count them, and construct statistical models in an attempt to explain what is observed.[1]
<b>Relevance</b>	<p>Is the intervention doing the right things?</p> <p>The extent to which the intervention objectives and design respond to beneficiaries’, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.</p> <p>Note: “Respond to” means that the objectives and design of the intervention are sensitive to the economic, environmental, equity, social, political economy, and capacity conditions in which it takes place. “Partner/institution” includes government (national, regional, local), civil society organisations, private entities and international bodies involved in funding, implementing and/or overseeing the intervention. Relevance assessment involves looking at</p>

<sup>7</sup> Based on the current use and understanding of the term “Project Achievements to date”, the EAA steering committee on M&E alignment discussed and agreed on this definition.

<sup>8</sup> ibid

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	differences and trade-offs between different priorities or needs. It requires analysing any changes in the context to assess the extent to which the intervention can be (or has been) adapted to remain relevant. [1,4,5]
<b>Reliability</b>	Consistency or dependability of data collected through the repeated use of a scientific instrument or a data collection procedure used under the same conditions. [1,2,4,5]
<b>Research</b>	A study which intends to generate or contribute to generalizable knowledge to improve practices, i.e., the study intends to generate new information that has relevance beyond the population or program from which data are collected. Research typically attempts to make statements about how the different variables under study, in controlled circumstances, affect one another at a given point in time.[1]
<b>Results</b>	The outputs, outcomes, or impacts (intended or unintended, positive and/or negative) of an intervention. [1,2,3,4,5]
<b>Results based management (RBM)</b>	<p>A management strategy focusing on performance and achievement of results (outputs, outcomes and goals/impacts). [1,3,4,5]</p> <p>Results-Based Management is a life-cycle approach to management that integrates strategy, people, resources, processes, and measurements to improve decision making, transparency, and accountability. Results-Based Management is essential for [...] senior management to exercise sound stewardship in compliance with organization-wide performance and accountability standards. The approach focuses on achieving outcomes, implementing performance measurement, learning, and adapting, as well as reporting performance. RBM means:</p> <ul style="list-style-type: none"> <li>• defining realistic expected results based on appropriate analyses;</li> <li>• clearly identifying program beneficiaries and designing programs to meet their needs;</li> <li>• monitoring progress towards results and resources [utilized] with the use of appropriate indicators;</li> <li>• identifying and managing risks while bearing in mind the expected results and necessary resources;</li> <li>• increasing knowledge by learning lessons and integrating them into decisions; and</li> <li>• reporting on the results achieved and resources involved.</li> </ul> <p>The aim of results-based management is to improve management throughout a project and a program life cycle: from initiation (analysis, project planning and design), to implementation (results-based monitoring, adjustments and reporting), and to closure (final evaluations and reports, and integrating lessons learned into future programming). By managing better, you can maximize the achievement of results, that is, the positive changes you set out to achieve or contribute to with your programs or projects. [3,5]</p>
<b>Results-based monitoring</b>	The continuous process of collecting and analyzing information on key indicators and comparing actual results with expected results in order to

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	measure how well a project, program or policy is being implemented. It is a continuous process of measuring progress towards explicit short-, intermediate-, and long-term results by tracking evidence of movement towards the achievement of specific, predetermined targets by the use of indicators. Results-based monitoring can provide feedback on progress (or the lack thereof) to staff and decision makers, who can use the information in various ways to improve performance.[3]
<b>Results chain</b>	<p>A visual depiction of the logical relationships that illustrate the links between inputs, activities, outputs, and the outcomes of a given policy, program or project. Some practitioners use the terms “results chain” and “logic model” interchangeably. [3,4]</p> <p>Sometimes referred to as Results Chain Hierarchy. A methodology that logically relates the main elements in programme and project design and helps ensure that the intervention is likely to achieve measurable results. The results chain can be used to summarize and ensure consistency among inputs, outputs, immediate, intermediate and ultimate outcomes; and to identify important risks or assumptions. It is also referred to as a results-oriented programme planning and management methodology. The approach helps to identify strategic elements (inputs, outputs, purposes, and goal of a project or programme, their causal relationships, and the external factors that may influence success or failure of the programme. [3]</p>
<b>Risks</b>	Possible (negative) external factors i.e., event, condition, or decision, which are expected to seriously delay or prevent the achievement of the project/program objectives and outputs (and which normally, largely or completely beyond the control of project/program management). [2]
<b>Scorecard</b>	A department/program scorecard is a consolidated tool that provides the key information related to the department/program activities. The contents of the department scorecard are obtained from the operational activities carried out by the departments/programs, as well as, their strategic contribution to the overall EAA strategy. [EAA]
<b>Stakeholder</b>	<p>Agencies, organisations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation.[4]</p> <p>A person, group, or entity who has a direct or indirect role and interest in the goals or objectives and implementation of a program/intervention and/or its evaluation. [1] Stakeholders include beneficiaries, intermediaries, implementers and donors as well as others such as an individual, group, institution, or government with an interest or concern. [3,5]</p>
<b>Summative evaluation</b>	<p>A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program.[4]</p> <p>A type of evaluation conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were</p>

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	produced. It is designed to provide information about the merit or worth of the intervention.[1]
<b>Sustainability</b>	<p>The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time.[2,4]</p> <p>Will the benefits last?</p> <p>The extent to which the net benefits of the intervention continue, or are likely to continue.</p> <p>Note: Includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. Involves analyses of resilience, risks and potential trade-offs. Depending on the timing of the evaluation, this may involve analysing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long-term.[4]</p>
<b>Target</b>	<p>The objective a program/intervention is working towards, expressed as a measurable value. [1,2]</p> <p>A target specifies a particular value, or range of values, that you would like to see in relation to one performance indicator by a specific date in the future. Together, the targets established for the various indicators of a specific expected outcome will help you determine the level of achievement of that outcome.[3]</p> <p>Also see Project Target</p>
<b>Target group</b>	Specific group of people who are to benefit from the results of the intervention. [1,4,5]
<b>Target Population</b>	These are communities either refugees, IDPs or host communities targeted directly by a programme or project for implementation. [EAA]
<b>Terms of reference (TOR)</b>	(of an evaluation) a written document presenting the purpose and scope of the evaluation, the methods to be used, the standards against which performance is to be assessed or analyses to be conducted, the resources and time allocated, and the reporting requirements. [4,5]
<b>Theory of Change</b>	<p>Every program [and project] is based on a "theory of change" – a set of assumptions, risks and external factors that describes how and why the program [or project] is intended to work. This theory connects the program's [or project's] activities with its expected ultimate outcome [goal]. It is inherent in the program [or project] design and is often based on knowledge and experience of the program [or project design team], research, evaluations, best practices and lessons learned".</p> <p>The theory of change narrative is a crucial complement to the logic model. It describes the project's theory of change and focuses on what is not explicit in the logic model, such as the logical links between project outcomes and the key assumptions that underpin these links. It also justifies these links, assumptions and other project-design choices with evidence and lessons learned from other initiatives or practitioners. The narrative should also address any major risks to</p>



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	<p>the achievement of outcomes and describe the measures that have been – or will be – implemented to respond to them.</p> <p>A Theory of Change is the Foundation of an Outcomes-Based Process that drives an initiative or organization. There are 2 ways to define Theory of Change:</p> <ul style="list-style-type: none"> <li>• As a Process, TOC describes an approach to thinking about change realistically and communicating how change is expected to occur.</li> <li>• As a Product, TOC is a document that explains the underlying logic of an intervention and explains how progress toward goals will be monitored.[3]</li> </ul>
<b>Triangulation</b>	<p>The analysis of data from three or more sources obtained by different methods. Findings can be corroborated, and the weakness or bias of any of the methods or data sources can be compensated for by the strengths of another, thereby increasing the validity and reliability of the results.</p> <p>The use of three or more theories, sources or types of information, or types of analysis to verify and substantiate an assessment. Note: by combining multiple data sources, methods, analyses or theories, evaluators seek to overcome the bias that comes from single informants, single methods, single observer or single theory studies. [2,3,4]</p>
<b>Unexpected results or outcomes</b>	<p>A negative or positive change that is not part of the logic model but can be linked to the project. Not to be confused with a risk occurring or with other results not linked to the project.[3]</p>
<b>Unit of measurement</b>	<p>A unit of measurement is a definite magnitude of a quantity, defined and adopted by convention or by law, that is used as a standard for measurement of the same kind of quantity. ... For example, a length is a physical quantity. The metre is a unit of length that represents a definite predetermined length. This can be expressed in absolute numbers or percentages.<sup>9</sup></p>
<b>Validity</b>	<p>The extent to which a measurement or test accurately measures what is intended to be measured. [1,2,4,5]</p>
<b>Work plan</b>	<p>Annual or multi-year summary of tasks, timeframes and responsibilities. It is used as a monitoring tool to ensure the production of outputs and progress towards outcomes. [2,5]</p>
<b>Work breakdown structure</b>	<p>“The [Project Management Body of Knowledge] describes the work breakdown structure as a ‘deliverable-oriented hierarchical decomposition of the work to be executed by the team.’ [3,4]</p> <p>The work breakdown structure is a key project implementation tool that can be used to expand on the outputs and activities matrix by breaking the project outputs and sets of activities into corresponding sub-activities or tasks. In other words, the work breakdown structure subdivides the various components of project implementation into lower-level components that provide sufficient</p>

<sup>9</sup> Based on the current use and understanding of the term “Unit of Measurement”, the EAA steering committee on M&E alignment discussed and agreed on this definition.

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	detail for planning and management purposes, and tasks that people can actually perform.[3]

### Sources:

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3. Global Affairs Canada – Results-Based Management for International Assistance Programming.
4. Organisation for Economic Co-operation and Development (OECD) (2002). Glossary of key terms in evaluation and result based management. Paris, France: OECD. AND Better Criteria for Better Evaluation - Revised Evaluation Criteria Definitions and Principles for Use (<http://www.oecd.org/dac/evaluation>)
5. United Nations Development Program Evaluation Office – A handbook on Monitoring and Evaluation for Results.