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GLOSSARY

PROGRAMME MANAGEMENT TERMS AND CONCEPTS

Part - II

EDUCATION ABOVE ALL FOUNDATION

Doha, Qatar

EAA Glossary of Program Management Terms and Concepts (Part - II)

This Glossary (part – II) includes terms or concepts in relation to programme management and provides the basis for facilitating a common understanding across all EAA programmes. Although most terms in the glossary can be used generically, they are defined in the context of programmes or projects of Education Above All (EAA) Foundation.

Note: This is not intended to be an exhaustive list of terms or concepts, but includes the most commonly used terms or concepts.

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TERMS	DESCRIPTION
Absenteeism (Absence)	<p>Absenteeism refers to when a student does not attend school/learning site or remain absent from participating in learning activities (for any reason), while truancy refers to unexcused (or unjustified) absenteeism. Some related terms include:</p> <p>Chronic truancy: A student who has been absent from school without an excused reason for part of the school year, expressed as a percentage of the total number of school days (or hours). The related indicators would be defined as the number and percentage of students in a given level of education who have been absent from school without an excused reason for a specified percentage of the school year. Several levels of chronic truancy could be defined and monitored, for example:</p> <ul style="list-style-type: none"> • Severe truancy: More than 20 per cent of days missed during the current school year. • Frequent truancy: 10–20 per cent of days missed during the current school year. • Chronic absenteeism: This is the same as the indicator for chronic truancy, except that it includes both excused and unexcused absenteeism. • Permissible absenteeism: The maximum period of time a student may be absent before having to repeat the year, or needing to pass an exam to continue to the next grade.
Academic year	<p>Academic year is defined as an annual teaching or examination period during which students attend courses or take final examinations, not taking minor breaks into account. It may be shorter than 12 months, but would typically not be shorter than 9 months. It may vary for different levels of education or types of educational programmes (alternative or accelerated education) or institutions within a country. This is also referred to as the school year, mainly for the pre-tertiary level. (Source: ISCED 2011).</p> <p>At EAA Together project in Qatar, academic year, different from a business year, refers to a defined school year for a school following a specific curriculum; e.g. in Qatar, an Asian academic year is from April – March whereas majority of curriculum follows from Sept – June.</p>
Access (to education)	<p>Access refers to the following: (a) a school/learning site is available for children to attend within a defined distance (e.g., 3 km or less); (b) reduced opportunity costs so children can go to school; and (c) lack of discrimination or other barriers.</p>
Accountability	<p>The obligation to demonstrate that responsibility is being taken both for the means used and the results achieved in light of agreed expectations. It also refers to the responsibility for use of resources and the decisions made, as well as the obligation to demonstrate that work has been done in compliance with agreed-upon rules and standards and to report fairly and accurately on performance results vis-a-vis mandated roles and/or plans.</p>
Adolescents	<p>The United Nations understands adolescents to include persons aged 10-19 years.</p>

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Age-range	<p>A range indicating the upper and lower ages considered suitable for a specified thing; e.g. level of education.</p> <p>At Together, age range refers to the official age for a specific level of education based on specific country education system requirement, e.g. if primary starting school age is 6, that should be counted as the age-appropriate entrance to enroll in first grade.</p>
Application Financial Analysis	At Al-Fakhoora, a process whereby the case assessor calculates the net income of the applicant's family based on the financial documents collected and submitted.
Application In-depth Analysis	At Al-Fakhoora, a process whereby the case assessor reviews the applicant's provided documents, including guardians' bank statements in details and requests clarifications for any depicted concerns.
Application Pre-screening	At Al-Fakhoora, a process whereby the case assessor reviews the collected and submitted applicant's documents to verify the validity of all provided documents and the applicant's eligibility based on the criteria in the approved poverty scorecard.
Attendance	Attendance refers to being present to participate in activities of a learning program in a school or learning site on regular basis with no more than expected (e.g., 30 consecutive) learning days of unexcused absence.
At Risk (of dropout)	<p>There is no universal definition of "at risk," but research suggests that there is a range of interrelated demand and supply factors that interact to influence how and why students drop out from school, including, on the one hand, economic or social disadvantages due to the children's background or belief systems; or in-school factors, i.e., lack of safety, inadequate school infrastructure, and quality or relevance of instruction, on the other. A number of academic proxies – such as low performance, poor attendance, and other behaviours in school -- have been shown to predict school dropout.</p> <p>An EAC review of international experience concluded: "Risk factors for dropout come from background disadvantages combined with difficulties faced in school, and prior to dropout children begin to display signs of withdrawal and disengagement."</p>
Barriers (to education)	Barriers to education are things that prevent children from attending school or from reaching minimum education standards. Some barriers are physical, such as a shortage of schools and school infrastructure. Barriers to education can take a variety of forms. They can be physical, technological, systemic, financial, or attitudinal, or they can arise from an education provider's failure to make available a needed accommodation in a timely manner.
Capacity	The ability of individuals and organizations to perform functions effectively, efficiently and in a sustainable manner.

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	At Together, the capacity also refers to the space of an infrastructure (school or classroom) to accommodate students/new enrolments.
Capacity Building	Also known as Training. Please see Strengthening Human Capital.
Classroom	Classroom refers to a room or place in which teaching or learning activities can take place. Classrooms are safe and secure spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Temporary classrooms (such as tents, open spaces set aside for instruction) may be used in emergency/crisis situations.
Construction (of Educational Infrastructure)	Construction of education infrastructure is the process of constructing a new building or structure that typically takes place on location or site for teaching/learning use. Construction differs from refurbishment or renovation, hence, for clarity it is referred as “New Construction”. Also see Refurbishment
Dropout	Dropout refers to student who leaves school/education program definitively in a given academic year. At EAC, DROPOUTS are the number of students from a cohort enrolled in a given grade of primary level of education at a given school year who are no longer enrolled in the following school year.
Enrolled or Enrolment	Enrolled refers to individuals officially registered in a given educational program, or stage or module thereof, regardless of age.
Educational Infrastructure	Education infrastructure includes, suitable spaces to learn. This is one of the most basic elements necessary to ensure access to education. School classrooms are the most common place in which structured learning takes place with groups of children. While learning also takes place in a variety of different types of spaces - tents, temporary shelters, plastic sheeting, shade of trees, places of worship, people’s homes, and so on—families and communities expect formal education to take place in classrooms that have been designed for safety and comfort.
Funding Partner (Donor)	At Together, this refers to a partner in an initiative identified to be responsible of covering a fraction or all of funding requirements for the implementation of an initiative
Global Citizenship	When individuals (especially youth) develop the knowledge, skills and values they need to engage with the world. The focus is on young people’s positive responses to global issues and their actions to bring change at the local level.
Global Citizenship Education (GCED)	Any educational effort that aims to provide the skills, knowledge, and experiences and to encourage the behaviours, attitudes, and values that allow

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	youth to be agents of long-term, positive changes in their own lives and in their immediate and larger communities.
Graduated or Graduation (Completed or Completion)	<p>The term Graduated or Completed refers to the students (from a given cohort) who graduate from or complete an educational programme at a recognized level (e.g., primary, secondary levels), regardless of age, years of schooling, and repetition of any grade.</p> <p>At Together, it is considered as a status given to a beneficiary once successfully completed grade 12 with a passing grade.</p>
Implementing Partner	<p>Implementing partner (plural implementing partners) Either an associate government or non-government entity or agency that supplements the works of a larger organization or agency by helping to carry out institutional arrangements in line with the larger organization's goals and objectives.</p> <p>At Together, this refers to the partner in an initiative identified to be responsible of implementation of all initiative components</p> <p>At Al Fakhoora, this is also referred to as Implementing Partners (sub-recipient), are organizations that have received fund from Al Fakhoora implementing partners, which has signed a contract, to implement some of the activities of the project. Examples can be local NGOs, associations, universities ...etc.</p>
Initiative	<p>An Initiative is an allocation of resources and funds dedicated to close a gap to accomplish an organizational objective. Initiatives are projects that include a scope, milestones, deliverables, budget, and start/end date.</p> <p>At ROTA the Initiatives align with the overarching strategic objectives and allow the programme to translate strategy into action. Whereas the SOs articulate the areas where we seek to bring about positive change (the what), the initiatives provide the details of the separate programmatic responses that ROTA will use to tackle each SO (the how). Each initiative must meet four criteria: 1) able to be costed, 2) demonstrate significant scale/reach, 3) have aims which can be clearly communicated in layman terms, and 4) be able to attract the required resources through donors and partnerships.</p>
OOSC (Out of School Children)	<p>At EAC, the Out-of-School Children (OOSC) are children of the official primary school age-range who are not participating in a pre-primary, primary or secondary level education program; and children over the official primary school age-range, who have not received, and are currently not participating in, a primary level education program.</p> <p>At EAC, the working definition of out-of-school children builds on the UNESCO Dimensions of Exclusion, expanded to include the following groups or types of out-of-school children:</p> <ul style="list-style-type: none"> • Children who do not have access to a school: These children will never attend unless they gain access. • Children who have access to school but who are not enrolled: These children either never enter school or will enter school late.

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	<ul style="list-style-type: none"> • Children who have access and have enrolled in school but who do not attend. • Children who have dropped out of the education system. • Children who are in emergency and/or crisis situations and not participating in any organized education program. These children may be displaced and in temporary living conditions with no schools or organized educational opportunities available. <p>NOTE: Generally, EAC does not consider age-appropriate or on-time enrollees in grade 1 as out-of-school children (for details, refer to EAC guidelines on operationalization of OOSC definition).</p> <p>At Together, OOSC term refers to children between the age-range 6-18 not currently registered at any ministry licensed and regulated school.</p>
Primary Education	<p>Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy), and to establish a sound foundation for learning and solid understanding of core areas of knowledge and personal development, preparing for lower secondary education. It aims at learning at a basic level of complexity with little if any specialization.</p> <p>EAC uses both primary and basic education to refer to the full cycle of grades 1-8, excluding lower secondary education, depending on specific country contexts.</p>
Primary school age-range	<p>Primary school age-range for students refers to the official age for primary level education based on specific country education system requirement, e.g. if primary starting school age is 6, that should be counted as the age-appropriate entrance to enrol in first grade.</p>
Programme	<p>An overarching national or sub-national response to a problem. A program generally includes a set of interventions marshalled to attain specific global, regional, country, or subnational objectives; involves multiple activities that may cut across sectors, themes and/or geographic areas.</p>
Project	<p>An intervention designed to achieve specific objectives within specified resources and implementation schedules, often within the framework of a broader program.</p>
Project Regulating Body (BOT)	<p>At Together, The Board of Trustees is established to regulate the operations of an initiative or project. At Together/EAA, BOT of an initiative (i.e., Assalam School) has representation of implementing partner, funding partner/s, local education ministry, EAA, benefiting community and the local community through its members.</p>
Promoted	<p>The term Promoted refers to the students (from a given cohort) enrolled in a given grade at a given school or academic year who study in the next grade in the following school year.</p>

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Refurbishment	<p>Refurbishment (also called renovation) is the process of improving a broken, damaged, or outdated structure. Refurbishment typically involves repairing, maintenance or structural improvements of an existing school building or infrastructure.</p> <p>Also see construction.</p>
Repeaters	<p>The students (from a given COHORT) who are enrolled in the same grade, as the previous year, for a second or further years</p>
Retention (now standardized as Survival)	<p>Retention (now standardized as Survival) refers to a cohort of students, enrolled during a given school or academic year in educational programmes, who continue or remain in an education programme each successive school or academic year, regardless of repetition and promotion.</p> <p>At Together, the term Retention is used in another variant form “Academic Year Retention” (inverse of dropout).</p> <p>Also see Survival</p>
School or Learning Site	<p>School or Learning Site refers to a service point that provides instructional or education related services to a group of pupils.</p> <p>A school may have a single administrative unit with several service points (or group of branch schools or satellite school or campuses). An administrative unit refers to any school, or group of schools, under a single director or a single administration. A service point refers to any location which provides a service for pupils or students, whether it is a single entity or part of a larger administrative unit¹. EAC also refers a school as a learning site.</p> <p>Schools are usually considered safe and secure spaces in which organized group learning takes place. Schools range from environmentally appropriate, roofed structures without walls, to conventional four-walled structures with a roof and windows. A conventional school building might consist of one or multiple classrooms. Temporary schools (such as tents, open spaces set aside for instruction) may be used in emergency/crisis situations.</p>
Secondary Education	<p>Secondary education provides learning and educational activities building on primary education and preparing for both first labour market entry as well as post-secondary non-tertiary and tertiary education. Broadly speaking, secondary education aims at learning at an intermediate level of complexity. ISCED distinguishes lower and upper secondary education.</p>
Stakeholder	<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. Stakeholders include beneficiaries, intermediaries, implementers and donors as well as others such as an individual, group, institution, or government with an interest or concern.</p>

¹ Refer to UIS Glossary for definition of “School”: <http://uis.unesco.org/en/glossary>

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<p>Strengthening Human Capital (Also known as Capacity Building or Training)</p>	<p>An important capacity-building component of the EAA programmes is assisting education stakeholders to organise their efforts increasingly in relation to the results they achieve in terms of impact and coverage and help improve local-level capacity for management of education. A lack of human resources capacity is a major barrier to the achievement of the SDGs. EAA partners and projects, and national education ministries need to recruit and retain skilled education workforce at all levels. They also need to strengthen educational and management systems and to creatively finance all of the above. To this end, a reasonable portion of EAA’s funds for the partner projects is dedicated for strengthening human capital; e.g., training of teachers or educators, school administrators, PTA, education officials, volunteers, etc.</p> <p>Also known as Training and/or Capacity Building</p>
<p>Training</p>	<p>Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. ... Training is the act of increasing the knowledge and skill of an individual (e.g. employee, teacher) for doing a particular job.</p> <p>Also see Strengthening Human Capital.</p>
<p>Survival (Also referred to as Retention)</p>	<p>Survival (or previously used as Retention) refers to a cohort of students, enrolled during a given school or academic year in educational programmes, who continue or remain in an education programme each successive school or academic year, regardless of repetition and promotion.</p> <p>At Together, this term is used as it is and in another variant form “Academic Year Retention” (an inverse of dropout).</p> <p>Also see Retention</p>
<p>Survival Rate</p>	<p>At EAC, Survival Rate refers to a percentage of a cohort of students (previously OOSC), enrolled during a given school or academic year in educational programmes at a primary level, who continue or remain in a primary education programme each successive school or academic year, regardless of repetition and promotion. Rates approaching 100% indicate a high level of survival (retention) and low incidence of dropout.</p>
<p>Technical and Vocational Education (TVET)</p>	<p>Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic life. TVET thus equips people not only with vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. Examples of the benefits include self-awareness and self-esteem, and strengthened interpersonal, citizenship, learning to learn, communication and entrepreneurial skills.</p>
<p>Technical assistance</p>	<p>At Al Fakhoora, Technical Assistance is a non-financial assistance provided by local or international specialists that can take the form of sharing information and expertise, instruction, skills training, transmission of working knowledge, and consulting services and may also involve the transfer of technical data. The</p>

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	aim of technical assistance is to maximize the quality of project implementation and impact by supporting administration, management, policy development, capacity building, etc.
Truancy	Truancy refers to unexcused (or unjustified) absenteeism. Also see Absenteeism (absence)
WASH Facilities (Improved)	<p>Improved WASH facilities² include the following:</p> <ul style="list-style-type: none"> a. Improved basic sanitation facilities; b. Improved drinking water facilities; and c. Improved hygiene [handwashing with soap and water], at or for learning sites/schools. <p>An improved sanitation facility is defined as a facility that hygienically and safely dispose excreta or treat off-site. Improved sanitation facilities include flush/pour-flush toilets or latrines connected to a sewer, septic tank or pit; ventilated improved pit latrines; pit latrines with a slab or platform of any material which covers the pit entirely, except for the drop hole; and composting toilets/latrines.</p> <p>Unimproved facilities include public or shared facilities of an otherwise improved type; flush/pour-flush toilets that discharge directly into an open sewer or ditch or elsewhere; pit latrines without a slab; bucket latrines; hanging toilets or latrines; and the practice of open defecation in the bush, field or bodies of water.</p> <p>An improved drinking water facility is a source that, by nature of its construction, is protected from outside contamination in particular from contamination with faecal matter. Improved drinking water sources include: piped water into dwelling, plot or yard; public tap/standpipe; borehole/tube well; protected dug well; protected spring; rainwater collection and bottled water. Users of bottled water are considered to have access to improved sources only when they have a secondary source which is of an otherwise improved type.</p> <p>Improved drinking water sources do not include unprotected wells, unprotected springs, water provided by carts with small tanks/drums, tanker truck-provided water and bottled water (if the secondary source is not improved) or surface water taken directly from rivers, ponds, streams, lakes, dams, or irrigation channels. Drinking water is defined as water used for ingestion, food preparation and basic hygiene purposes.</p> <p>An improved hygiene facility is defined as a handwashing facility [a device to contain, transport or regulate the flow of water to facilitate handwashing with soap and water]. Of the range of hygiene behaviours considered important for health, improved hygiene here refers to presence of soap and water at a designated place.</p>

² For details, see WHO/UNICEF Joint Monitoring Programme on Water Supply and Sanitation (JMP) <https://www.wssinfo.org/> and SDG Indicators.
Metadata repository <http://unstats.un.org/sdgs/metadata/>

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Youth	Persons aged between 15 and 24. The operational definition and nuances of the term often vary from country to country, depending on the specific socio-cultural, institutional, economic and political factors. This definition mainly serves statistical purposes for assessing the needs of the young people and providing guidelines for youth development. All United Nations statistics on youth are based on this definition.
Youth Empowerment	Youth empowerment means enhancing the capabilities of individual youth and youth groups to fully participate in all aspects of society and promoting enabling conditions that can help them take control of their own development and futures.
Young People/Young Person	Together, adolescents (10-19) and youth (15-24) are referred to as young people, encompassing the ages of 10-24 years. Due to data limitations, these terms can refer to varying age groups that are separately defined as required.
Wave	EAA uses the term Wave as the period for strategic plan or framework (e.g., Wave I, II, or III Strategy of EAA). At Al Fakhoora, it is an internal term used for the group of students awarded Al Fakhoora Scholarship at a given academic year.
Work Breakdown Structure (WBS)	A work-breakdown structure in project management and systems engineering, is a deliverable-oriented breakdown of a project into smaller components. A work breakdown structure is a key project deliverable that organizes the team's work into manageable sections. At Al Fakhoora, WBS is a deliverable-oriented hierarchical decomposition of the work to be executed by the project team to accomplish the project objectives and create the required deliverable. A WBS is the cornerstone of effective project planning, execution, controlling, monitoring, and reporting.

Sources:

- Education Above All (EAA) Foundation (2020): Wave II Strategy and Programmes' Business Plans.
- Educate A Child – EAC (February 2020): Key Performance Indicators, Technical Guidelines
- UNICEF and UIS (2016). Monitoring Education Participation: Framework for Monitoring Children and Adolescents who are Out of School or at Risk of Dropping Out. UNICEF Series on Education Participation and Dropout Prevention, Vol I. Geneva: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States. UNESCO Institute for Statistics (UIS) Glossary: (<http://uis.unesco.org/en/home>)