DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

A guide to results-oriented project planning and monitoring

1. Introduction

As a learning organisation, the DAAD is committed to working with higher education institutions, funding bodies, and other partners to continually improve the achievement of objectives and the implementation of its programmes. DAAD programmes funded by the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) and other donors are therefore supported by a results-oriented monitoring system (RoM). The collection and evaluation of monitoring data enables the DAAD and the higher education institutions to better understand results and impacts. Thus, conclusions can be drawn for the design and further development of programmes and their successful implementation. Results-oriented management is based on a continuous learning process. This aims to further enhance the effectiveness of the action of all parties involved regarding development policy. Results-oriented monitoring also supports transparency and accountability with respect to funding bodies, the public, and partners in Germany and abroad. Consequently, the DAAD is able to take account of both the international discourse relating to the Aid Effectiveness Agenda and also the provisions of the Federal Budget Code regarding performance monitoring in the use of public funds.

2. The function of results frameworks and indicators

A results framework is a core reference document for the results-oriented planning and management of projects and programmes. Combined with indicators, it forms the basis for monitoring and evaluation.

- A results framework **demonstrates and visualises the funding logic** of a project or programme. It clarifies the relationships between the contributions of the various stakeholders, the activities, the intended short and medium-term results, and the medium and long-term objectives and impacts.

- **Indicators** are assigned to the activities, results, and objectives described in the results framework. These indicators allow the implemented activities and the intended **results and objectives to be measured**.

- Results frameworks and indicators are the basis for the results-oriented planning and reporting of projects. Thus, they are decisive for a systematic **assessment of the extent to which objectives have been implemented and achieved** by means of a comparison between target and actual performance. This is the basis for the results-oriented management of a project or programme and its further development in dialogue between the partners involved.

3. Key terms and definitions

3.1. Results framework

In a results framework, the higher-level development policy objectives (**impacts**) are formulated. The direct project/programme goals (**outcomes**) should contribute towards achieving these impacts. The project/programme goals are achieved when the results produced (**outputs**) are used by the target group. The results, in turn, are derived from the **activities and measures** of a project/programme, which are made possible through the use of resources (**inputs**).

DAAD bases the definition of the different impact levels on the OECD/DAC definitions[1]:

Impacts: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

Impacts are the intended higher-level development policy goals, towards which a contribution is to be made in the long term through a development intervention, e.g. a contribution towards the structural reinforcement of teaching at the partner institutions. The impacts observed at this level in turn contribute towards overarching objectives, such as the creation of outstanding, cosmopolitan higher education institutions, and towards sustainable development in general. Impacts are usually reviewed by means of evaluations (often ex-post), not as part of monitoring.

Outcomes: The anticipated or achieved short-term and medium-term effects of an intervention's outputs.

Outcomes are the intended effects that result from use of the outputs for the target group (= benefits for the target group). The programme objectives are formulated at this level. Outcomes are, for example, newly developed degree courses at the partner institutions or established networks between universities, institutions and organisations of the private or public sector.

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[1] Cf. OECD/DAC (2009): Glossary of Key Terms in Evaluation and Results Based Management. Available online at: http://www.oecd.org/dac/evaluation/dcdndep/43184177.pdf [1.7.2016].

Outputs: The products, capital goods, and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.

Outputs are all the products, services, and results developed and/or provided through an intervention required to achieve the intended outcomes. Outputs are, for example, jointly developed curricula or teaching modules compiled within projects, the creation of structural conditions for degree courses at the partner universities, or the expansion and consolidation of contacts. Outputs also include personal skills gained or knowledge transmitted.

Activities: Actions taken or work performed through which inputs, such as funds, [..] assistance, and other types of resources are mobilized to produce specific outputs.

These include project-specific activities and measures, e.g. the organisation of events, further and continuing education activities, project-related visits, and the development/revision or acquisition of teaching/learning materials and consumables.

Inputs: The financial, human, and material resources used for the development intervention.

Inputs are all the material and non-material resources involved in a project, e.g. the financial and personnel resources supplied by the DAAD, the higher education institutions, and other partners, where applicable, as well as specialist expertise and infrastructure.

3.2. Indicators

Indicators are assigned to the activities, outputs, and outcomes listed in the results framework; they are used for specification and measurement. An indicator is a value that can be measured empirically, providing information about a construct that cannot be measured directly.

According to the OECD/DAC, an indicator is defined as follows:

Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement to reflect the changes connected to an intervention or to help assess the performance of a development actor.[2]

The selection of conclusive indicators requires several minimum standards. Firstly, an indicator should measure the actual issues it ultimately ought to measure (validity). Secondly, repeated tests and measurements should – given that the conditions remain the same – always lead to the same results (reliability). Aside of these methodological requirements the indicators also need to

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[2] Cf. OECD/DAC (2009): Glossary of Key Terms in Evaluation and Results Based Management. Available online at: http://www.oecd.org/dac/evaluation/dcdndep/43184177.pdf [20.7.2016].

follow practical requirements. They should thus be chosen in consideration of the given circumstances, such as resources and capacities (practicability) on the one hand and acceptance of the people concerned on the other hand (acceptance). Meaningful indicators ought to define precise target values (benchmarks**)**. These targets specify firstly, the measures which should be deployed and secondly the specific timeframe.

The SMART criteria are a useful guide towards the implementation of these requirements.:

Specific:	Precise and unambiguous in terms of quality and quantity (Who? What? How?)
Measurable:	Can be measured with reasonable effort and at reasonable cost
Attainable:	Objectives are realistically achievable within the specified parameters
Relevant:	Meaningful in terms of the intended changes
Time-bound:	Has a defined timeframe

More information:

Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung) (2006): Evaluation criteria for German bilateral development cooperation.
[http://www.bmz.de/de/zentrales_downloadarchiv/erfolg_und_kontrolle/evaluierungskriterien.pdf; Date: 12.09.2016]

Meyer, Wolfgang (2004): Indikatorenentwicklung: Eine praxisorientierte Einführung. [http://ceval.de/modx/fileadmin/user_upload/PDFs/workpaper10.pdf; Date: 12.09.2016]

OECD/DAC (2009): Glossary of Key Terms in Evaluation and Results Based Management.
[http://www.oecd.org/dac/evaluation/dcdndep/43184177.pdf; Date: 12.09.2016]

Phineo (2013): Kursbuch Wirkung. Das Praxishandbuch für alle, die Gutes noch besser tun wollen. [https://www.phineo.org/fileadmin/phineo/2_Publikationen/Kursbuch/PHINEO_KURSBUCH_WIRKUNG_low.pdf; Date: 12.09.2016]

4. Results framework for the programme "African Excellence"

The results framework for the programme "African Excellence" was developed by the DAAD in dialogue with selected university representatives. It forms the framework of reference specified by funding bodies for project funding.

At the **impact level**, the programme aims to contribute to the sustainable development and to implement competitive, sustainable operating Centres of African Excellence at selected African universities (within this call for tender: Western Africa). The programme contributes to ensure that the trained persons are qualified to work in social, academic or economic key positions. To achieve these impacts, teaching at partner universities is to be strengthened and adapted to the needs of the labour market. At the same time, social visibility is to be generated as well as networking with politics, stakeholders and civil society.

To contribute to the achievement of these long-term effects (impacts), the programme pursues four **programme objectives (outcomes)**:

1. Qualified graduates are trained in subject matter, methodologically and personally in societally relevant areas

2. Teaching at partner higher education institutions has been improved allowing for local circumstances and corresponds to the international state of science

3. Research capacities have been expanded and improved

4. The centres of excellence are cooperating in networks with relevant employers and stakeholders from politics, business and civil society and achieving increased societal visibility within the region of Western Africa (and especially within Mali and Niger)

To achieve this, the following **outputs** are necessary:

1. Academically and methodologically competent students and doctoral candidates have received a study place/funding

2. Curricula/teaching modules in application-oriented study programmes that are appropriate to the local context and correspond to the international state of science have been jointly developed

3. Structural prerequisites for courses of study have been established

4. Staff at the partner higher education institutions are qualified in terms of subject matter, didactics and administration

5. Applied research or contract research is conducted

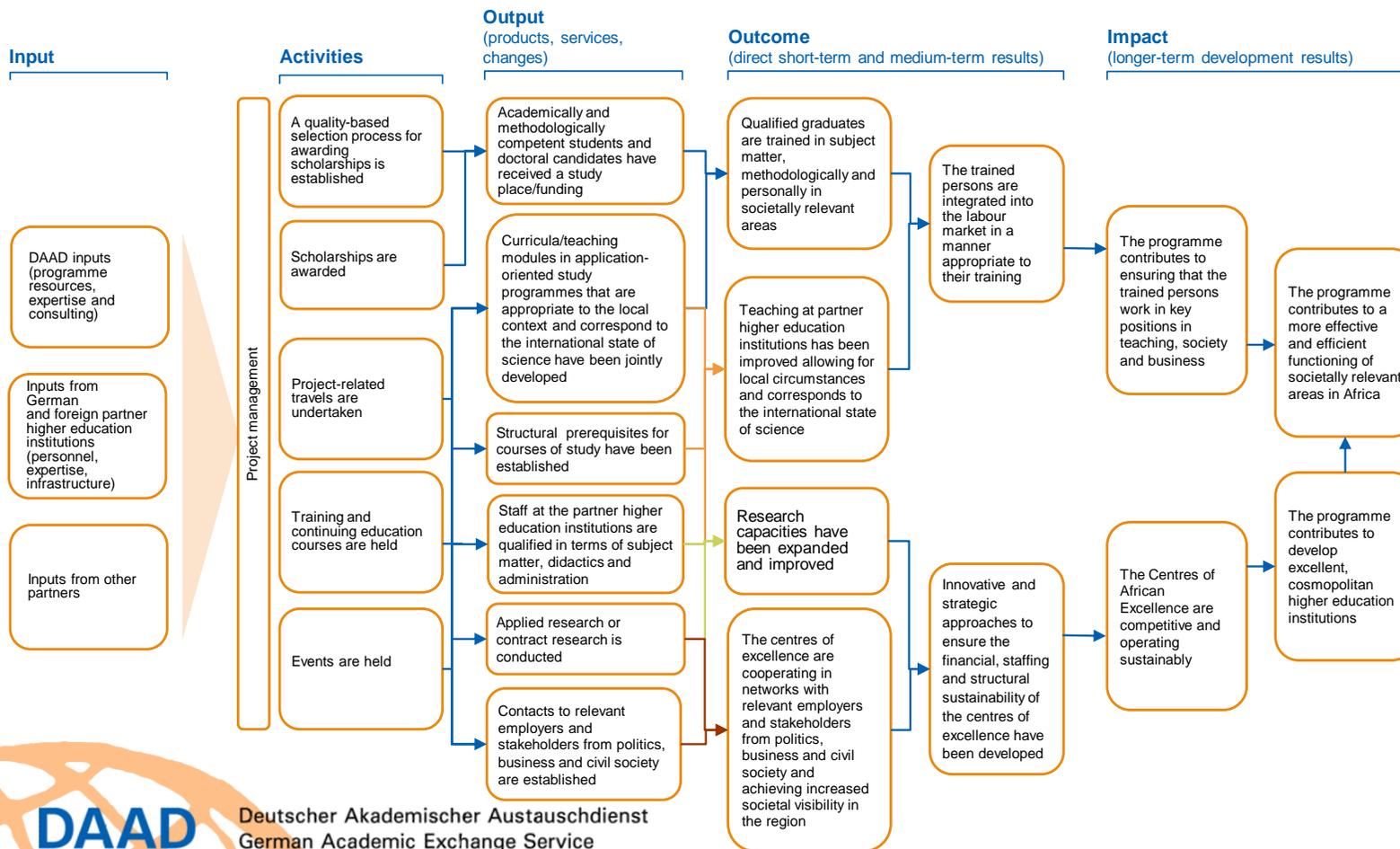6. Contacts to relevant employers and stakeholders from politics, business and civil society are established

Various **activities** can be organised by the participating universities and other institutions to achieve these outputs. For example, expenditure that relates to the implementation of further and continuing education measures, workshops, and for project-related visits is eligible for support. Likewise, expenditure for the development/revision or acquisition of teaching/learning materials, consumables, and small equipment can be funded (for funding information cf. Annex 1 – Funding framework).

In the scope of this programme "African Excellence" the following activities shall be realised:

- A quality-based selection process for awarding scholarships is established
- Scholarships are awarded
- Project-related travel is undertaken
- Further training and continuing education courses are held
- Events are held

Inputs (resources) will be supplied by the parties involved to implement the higher education projects. The DAAD will contribute programme resources, expertise, and advice; the applicant universities and other partners, where applicable, will provide staff and financial resources, expertise, and infrastructure.

Results framework - African Excellence

Input

Activities

Output
(products, services, changes)

Outcome
(direct short-term and medium-term results)

Impact
(longer-term development results)

Project management

DAAD inputs (programme resources, expertise and consulting)

Inputs from German and foreign partner higher education institutions (personnel, expertise, infrastructure)

Inputs from other partners

A quality-based selection process for awarding scholarships is established

Scholarships are awarded

Project-related travels are undertaken

Training and continuing education courses are held

Events are held

Academically and methodologically competent students and doctoral candidates have received a study place/funding

Curricula/teaching modules in application-oriented study programmes that are appropriate to the local context and correspond to the international state of science have been jointly developed

Structural prerequisites for courses of study have been established

Staff at the partner higher education institutions are qualified in terms of subject matter, didactics and administration

Applied research or contract research is conducted

Contacts to relevant employers and stakeholders from politics, business and civil society are established

Qualified graduates are trained in subject matter, methodologically and personally in societally relevant areas

Teaching at partner higher education institutions has been improved allowing for local circumstances and corresponds to the international state of science

Research capacities have been expanded and improved

The centres of excellence are cooperating in networks with relevant employers and stakeholders from politics, business and civil society and achieving increased societal visibility in the region

The trained persons are integrated into the labour market in a manner appropriate to their training

Innovative and strategic approaches to ensure the financial, staffing and structural sustainability of the centres of excellence have been developed

The programme contributes to ensuring that the trained persons work in key positions in teaching, society and business

The Centres of African Excellence are competitive and operating sustainably

The programme contributes to a more effective and efficient functioning of societally relevant areas in Africa

The programme contributes to develop excellent, cosmopolitan higher education institutions

5. Indicators for the programme "African Excellence"

The following indicators for the **programme level** were formulated by DAAD and representatives of other centres of excellence. They correspond with the activities, outputs and outcomes set in the results framework. Data is retrieved through the annual reports by the higher education institutions. It is used for the programme steering by the DAAD as well as to report back to the funding body.

Input and assigned programme indicators

Input	Indicator	Survey tool

DAAD-funded personnel at higher education institutions	**Number of DAAD-funded full-time equivalents (FTE) employed at the participating higher education institutions (in the reporting year), differentiated by**
	
	• Field of activity:[3]
	  • Project coordination
	  • Academic role
	  • (Financial) administration
	  - Other
	• Type of personnel:
	  • Personnel in Germany
	  • Assistants in Germany
	  • Personnel outside Germany
		Report

Activities and assigned programme indicators

Activities	Indicator	Survey tool

A quality-based selection process for awarding scholarships is established	**Number of centres of excellence that have developed and established a mandatory catalogue of criteria for awarding scholarships based on quality, differentiated by**
	
	• Status:
	  • Conceptualisation begun/completed/etc.
	  • Implementation initiated/completed/etc.
		Report

	Qualitative description of selection process for awarding scholarships	Report

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[3] Note on surveying/analysing: differentiate *Field of activity by *Type of personnel

	Number of centres of excellence that have developed and established a mandatory catalogue of criteria for awarding study places based on quality, differentiated by
	
	• Status:
	  - Conceptualisation begun/completed/etc.
	  - Implementation initiated/completed/etc.
	  - Implementation completed
	  - Other/not applicable
		Report

	Qualitative description of selection process for award-ing study places	Report
Scholarships are awarded	**Number of scholarship holders at the centres of excel-lence (in the reporting year), differentiated by** • Gender • Country of origin (DAAD key) • Country of nationality (DAAD key) • Status: -Bachelor students -Master students -Doctoral candidates • Duration of funding: days; weeks; months • Subject group (DAAD key) • Type of funding (DAAD key) • Academic progress	Report

Project-related stays are conducted	**Number of funding recipients (in the reporting year), differentiated by**
	
	• Type of project
	  • Degree course
	  • Research
	  • Language course
	  • Specialist course/workshop
	  • Internship
	  • Study tour
	  • Teaching
	
	Number of funding recipients who did not receive a scholarship (in the reporting year), differentiated by
	
	• Gender
	• Country of origin (DAAD key)
	• Destination country
	• Country of nationality (DAAD key)
	• Status:
	  • Bachelor students
	  • Master students
	  • Doctoral candidates
		Funding recipi-ent statistics

	• Researchers/university teachers (excluding professors)
	• Professors
	• Other funding recipients (e.g. administrative staff)
	• Duration of funding: days; weeks; months
	• Subject group (DAAD key)
	• Type of funding (DAAD key)
	• Funding:
	  • New funding
	  • Follow-up funding	

Events are carried out	**Number of events held with financial support from DAAD (in the reporting year), differentiated by**
	
	• Title/topic
	• Location/country where event was held
	• Format:
	  • Workshops/seminars
	  • Symposia/conferences/meetings
	  • Summer schools
	  • Excursions
	  • Planning and steering meetings
	  • Networking meetings
	  • Alumni events
	  • Other
	• Inclusion of non-university stakeholders by different sectors
		Report

	Number of participants at events held with financial support from DAAD (in the reporting year), differentiated by
	
	• Gender
	• Origin:
	  • Participants from country of location
	  • Participants from other African countries
	  • Participants from countries outside Africa	

	Number of events held without financial support from DAAD (in the reporting year), differentiated by
	
	• Title/topic
	• Location/country where event was held
	• Format:
	  • Workshops/seminars
	  • Symposia/conferences/meetings
	  • Summer schools
	  • Excursions
	  • Planning and steering meetings
	  • Networking meetings
	  • Alumni events	

	• Other • Inclusion of non-university stakeholders by different sectors	

	Number of participants at events held without financial support from DAAD (in the reporting year), differentiated by
	
	• Gender
	• Origin:
	  • Participants from country of location
	  • Participants from other African countries
	  • Participants from countries outside Africa	

Further trainings and staff development courses are held	**Number of further training and staff development courses held with financial support from DAAD (in the reporting year), differentiated by**
	
	• Title/topic
	• Location/country where event was held
	• Date (start)
	• Duration (in days)
	• Format:
	  • Workshops/seminars
	  • Symposia/conferences/meetings
	  • Summer schools
	  • Excursions
	  • Networking meetings
	  • Alumni events
	  • Other
	• Type of training
	  • Subject-related
	  • Didactic
	  • Cross-disciplinary
	  • Administrative
	• Target group:
	  • Teaching staff
	  • Students
	  • Administrative staff
	  • Other
		Report

	Number of participants in trainings and staff development courses provided with financial support from DAAD (in the reporting year), differentiated by
	
	• Gender
	• Origin:
	  • Participants from country of location
	  • Participants from other African countries
	  • Participants from countries outside Africa
	• Type:
	  • Internal (assigned to the project)	

		• External (not assigned to the project)	

		Number of trainings and staff development courses held without financial support from DAAD (in the reporting year), differentiated by
		
		• Title/topic
		• Location/country where event was held
		• Format:
		  • Workshops/seminars
		  • Symposia/conferences/meetings
		  • Summer schools
		  • Excursions
		  • Networking meetings
		  • Alumni events
		  • Other
		• Type of training
		  • Subject-related
		  • Didactic
		  • Cross-disciplinary
		  • Administrative
		• Target group:
		  • Teaching staff
		  • Students
		  • Administrative staff
		  • Other	

		Number of participants in trainings and staff development courses held without financial support from DAAD (in the reporting year), differentiated by
		
		• Gender
		• Origin:
		  • Participants from country of location
		  • Participants from other African countries
		  • Participants from countries outside Africa
		• Type:
		  • Internal (assigned to the project)
		  • External (not assigned to the project)	

Output and assigned programme indicators

Output	Indicator	Survey tool

Academically and methodologically competent students and doctoral candidates have received a study place/funding	**Number of funding recipient (in the reporting year), differentiated by**
	
	• Type of project
	  • Degree course
	  • Research
	  • Language course
	  • Specialist course/workshop
	  • Internship
	  • Study tour
	  • Teaching
		Funding recipient statistics

	Number of funding recipients who received DAAD-scholarships (in the reporting year), differentiated by
	
	• Gender
	• Country of nationality (DAAD key)
	• Status:
	  • Bachelor students
	  • Master students
	  • Doctoral candidates
	• Funding:
	  • New funding
	  • Continuing funding
	• Duration of funding: days; weeks; months
	• Subject group (DAAD key)
		Report

	Number of students who received a study place at a DAAD-funded Centre of Excellence in Africa, differentiated by
	
	• Gender
	• DAAD funding recipients
	• Origin:
	  • From country of location
	  • From other African countries
	  • From countries outside Africa
	• Status:
	  • Master students
	  • Doctoral candidates
	• Study programme
		Report

Curricula/teaching modules in application-oriented and societally relevant study pro-grammes that are ap-propriate to the local context and corre-spond to the interna-tional state of science have been jointly de-veloped	**Number of newly developed or revised curricula, teach-ing modules, courses or other study offerings (since funding began), differentiated by**
	
	• Type[4]:
	  • Curricula/Teaching modules/-curses/other
	• Title/topic
	• Newly developed/revised
	• Level:
	  • Bachelor/Master/PhD/Other
	  • Degree of implementation:[5] (e.g. conceptualisa-tion phase begun, tested, accredited)
	• Definition of learning outcomes for teaching
	  • Academic competences: yes/no
	  • Methodical competences: yes/no
	  • Personal competences: yes/no
	  • Management and administrative competences; mouse-over: yes/no
	• Involvement of non-university stakeholders in de-velopment: yes/no
		Report

	Qualitative description of curriculum/teaching mod-ules/courses/other study offerings regarding their • professional/technical content • application orientation of teaching and societal rele-vance • Integration of elements to teach subject-specific, methodological, personal, administrative and man-agement competences and skills	

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[4] Note on survey/analysis: differentiate *Type by *New/revised, *Level, *Degree of implementation
[5] Analysis of output indicator: Conceptualisation phase begun, draft exists

	Number of newly created or improved processes and structures for courses of study (since funding began), differentiated by • Name/description • Area: • Teaching • Research • University management • Research • Network • Other (please specify): • Degree of implementation: • Conceptualisation begun/completed/other • Implementation initiated/completed/other • Contribution to improving the respective sector	
Structural prerequisites for courses of study have been established		Report
Staff at the partner higher education institutions are qualified in terms of subject matter, didactics and administration	**Number of qualified staff (including doctoral candidates) (in the reporting year), differentiated by** • Gender • Country of origin • Participants from country of location • Participants from other African countries • Participants from countries outside Africa • Status: • Doctoral candidates • Researchers/university teachers (excluding professors) • Professors • Administrative staff • Other • Type of participants: • Internal (assigned to the project) • External (not assigned to the project) • Type of training: • Specialist • Didactic • Cross-disciplinary • Administrative	Report

Applied research or contract research is conducted	**Number of external research contracts acquired and implemented by the centres of excellence (in the reporting year), differentiated by** • Title/topic • Client sector (*select all that apply*) - Science/research - Business - Civil society - Public sector/politics - Other • Status of implementation - Research contract received, implementation has not yet begun - Implementation begun/complete	Report
	Qualitative description of research contracts	
Contacts to relevant employers and stakeholders from politics, business and civil society are established	**Number of contacts newly established between members of the centres of excellence and employers and stakeholders from politics, business and civil society (in the reporting year), differentiated by** • Sector: • Science/research • Business • Civil society • Public sector/politics • Other	Report
	Number of contacts consolidated between members of the centres of excellence and employers and stakeholders from politics, business and civil society (in the reporting year), differentiated by • Sector: • Politics/public sector • Business • Civil society • Higher education institutions/academia • Other, please specify: ___	
	Qualitative description of value the newly gained individual contacts add to the project	

Outcome and assigned programme indicators

Outcome	Indicator	Survey tool

Qualified graduates are trained in subject matter, methodologically and personally in societally relevant areas	**Number of scholarship holders who have graduated from one of the centres of excellence (in the reporting year), differentiated by**
	
	• Gender
	• DAAD scholarship holders: yes/no
	• Country of nationality (DAAD key)
	• Status:
	  • Bachelor students
	  • Master students
	  • Doctoral candidates
	• Within the standard period of study: yes/no	

	Number of drop-outs in the reporting year	
	Qualitative explanation of reasons for dropping out in the reporting year	

Outcome	Indicator	Survey tool

Teaching at partner higher education institutions has been improved allowing for local circumstances and corresponds to the international state of science	**Number of centres of excellence that have introduced or revised standard quality assurance procedures within the funding period and are implementing these, differentiated by**
	
	• Areas in which standard procedures for quality assurance were introduced (*select all that apply*)
	  • Competence of teaching staff
	  • Didactic concept of courses
	  • Subject-relevant content of courses
	  • Infrastructural equipment
	  • Design of internships
	  • Other
	• New or revised:
	  • Newly developed
	  • Revised
	• Status
	  • Conceptualisation begun/completed/other
	  • Implementation initiated/completed/other	

	Qualitative description of improvements in teaching	

Research capacities have been expanded and improved	**Number of research and consultancy products at the higher education institutions developed with the help of the programme (in the reporting year), differentiated by**
	
	• Title
	• Type:
	  • Project and research applications
	  • Other
	• Status (e.g. submitted/accepted/rejected/other)
	• Participating higher education institutions/institutes
		Report

	Number of publications issued with support from the programme in the reporting year, differentiated by
	
	• Author(s)
	• Title
	• Type of publication:
	  • Specialist journals with peer review
	  • Specialist journals without peer review
	  • Conference proceedings
	  • Academic monographs
	  • Academic edited volumes
	  • Reviews
	  • Project reports/technical reports/working papers (grey literature)
	  • Lexicon entries/overview articles
	  • Newspapers/magazines/online publications
	  - Other (please specify): ___
	• Date of publication
	• Created as part of a doctorate funded through the programme: yes/no	

	Qualitative description of expansion and improvement of research capacities	
The centres of excellence are cooperating in networks with relevant employers and stakeholders from politics, business and civil society and achieving increased societal visibility	**Number of academic and regional networks in which the centres of excellence are actively involved (since funding began), differentiated by** • Name/description of network • Subject focused on • Region focused on • Involvement of non-university stakeholders • Central functions of the network • Added value for the project	

	Number of national and international external events attended by lecturers or researchers from the centres of excellence presenting own contributions (in the reporting year), differentiated by
	
	• Location of event:
	  • Country of location
	  • Other African country
	  • Country outside Africa	

	Number of visits logged by websites of centres of excellence in the reporting year (if data available)	

	Number of applicants per scholarship at the centres of excellence (in the reporting year), differentiated by
	
	• Gender
	• Origin:
	  • National
	  • International
	• Study programme	

	Number of applicants per study place at the centres of excellence (in the reporting year) (if data available), differentiated by
	
	• Origin:
	  • National
	  • International
	• Study programme	

	Number of centres of excellence that carry out tracer studies 2-3 years after completion of scholarships	
The trained persons are integrated into the labour market in a manner appropriate to their training	**Qualitative description of the results of the performed tracer study**	Report
	Proportion of alumnae/-i who are integrated into the labour market in a manner appropriate to their training according to the results of the tracer study[6]	
	Number of centres of excellence that have developed and established as mandatory a strategy to ensure	Report

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[6] Remark for reporting: proportion of alumnae/-i who answered the question of the tracer study „Looking at your current professional tasks overall, to what extent do you use the qualifications you acquired during your studies at the Centre?" with value 1 (very greatly) or 2 (greatly).

Innovative and strategic approaches to ensure the financial, staffing and structural sustainability of the centres of excellence have been developed	**their financial, staffing and structural sustainability, differentiated by** • Status: • Conceptualisation begun/completed • Implementation initiated/completed	
	Qualitative description of strategy to ensure sustainability	

6. Information on results-oriented project planning

With regard to the project applications, it is necessary to specify the results logic and the programme indicators for the respective project. This is done by means of a **project concept** in textual form and a **project planning overview**.

For this, the activities, outputs and outcomes depicted in the programme's results framework must be stated precisely, according to the individual project concept and planning. For the planned project, each activity and measure that will be implemented to achieve the project-specific outputs and outcomes must be specified and assigned to the categories in the programme results framework. This produces a results-oriented project concept that is consistent with the programme's results framework.

Important note:

The individual centre can focus on different areas within the programme's results framework. It is not essential for every project to contribute to all of the programme's objectives (outcomes); however, the contribution towards a structural reinforcement of teaching at the partner institutions is indispensable. Albeit the applicants also have flexibility in how they formulate their goals and how they achieve them, it is a set condition that the project objectives are consistent with the programme objectives.

Based on the project concept, **one or two meaningful indicators must be defined for each project-specific output and outcome respectively**. For this, the programme indicators presented in Section 5 should be used, provided their relevance for the actual planning and management of the project. If required, additional indicators can be developed that are suitable for the specification and measurement of the project outputs and outcomes. Indicators can be quantitative (number) and qualitative. Each indicator must be populated with project-specific target values (benchmarks) that provide information about what, how much, and when various aspects will be introduced, implemented, and achieved in the project. This makes it possible to verify the progress of the project and measure the extent to which objectives have been achieved. In the **project planning overview** (Annexe 3), the project concept, the populated indicators and the scheduled measures are documented in a table.

The project specific programme indicators and the individual project indicators defined in the universities' applications create the frame of reference for the higher education institutions' annual reports to the DAAD.

Selected examples from DAAD projects for results-oriented project planning and adaptation of indicators

An example of the formulation of project indicators at <u>output level</u>:

Example 1

Output (<u>Programme</u> level)	**Output** (<u>Project</u> level)
Lecturers at the **partner (higher education) institutions** are qualified in their **academic field** and in **teaching**.	Lecturers at the partner university **University of Ghana in Ghana** are qualified in the **field of media didactics**.
Indicator (<u>Programme</u> level)	**Indicator** (<u>Project</u> level)
Number of qualified lecturers (including doctoral candidates) (in the reporting year), differentiated by • **Type of qualification** (e.g. subject-related, didactical, interdisciplinary)	**10 lecturers of the University of Ghana**, among them at least 4 women, are qualified in the **field of media didactics** until the end of 2017.

Example 2

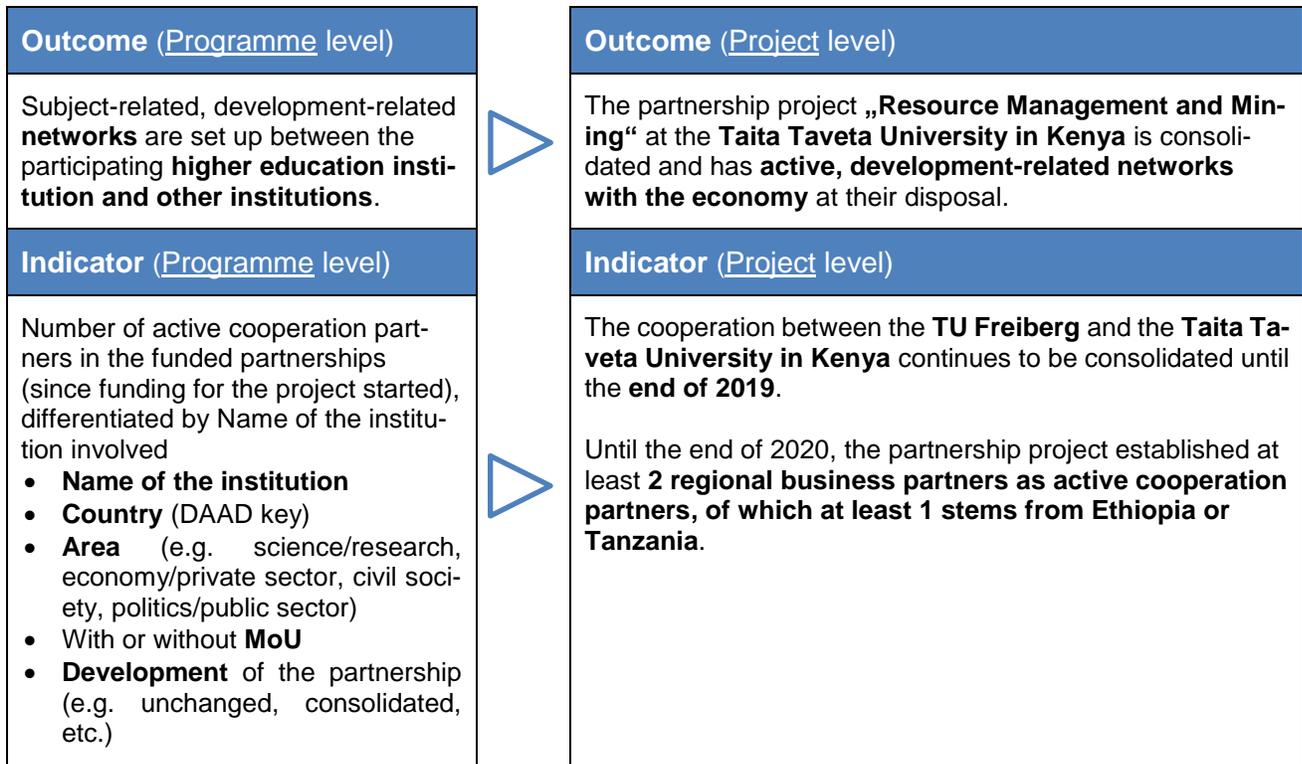| **Output** (<u>Programme</u> level)	**Output** (<u>Project</u> level)
Curricula/teaching modules that suit the local context and correspond to the international state of science, have been **jointly** developed/revised.	A **curriculum for the Master's programme in Microfinance** has been **newly developed in a joint manner** by the **Université Protestante au Congo (UPC) in Kinshasa and the Frankfurt School of Finance & Management**.
Indicator (<u>Programme</u> level)	**Indicator** (<u>Project</u> level)
Number of newly developed or revised curricula, teaching modules	As of the **semester start in fall 2020**, the **newly developed curriculum for the Master's programme in Microfinance** by the **Université Protestante au Congo (UPC) in**

and events, and further study options, differentiated by • **Type** (e.g. curricula, teaching modules) • **Title/topic** • **New** or revised • **Level** (e.g. Bachelor, Master) • **Status** (e.g. designed, **agreed on**, tested, accredited) • **Involvement of external actors** (e.g. science/research, economy/private sector, others) • **Number of partner institutions (higher education) involved in the development process**	**Kinshasa** and the **Frankfurt School of Finance & Management** has internally been agreed on.

An example of the formulation of project indicators at **outcome level:**

Example 1

Outcome (Programme level)	**Outcome** (Project level)
Subject-related, development-related **networks** are set up between the participating **higher education institution and other institutions**.	The partnership project **„Resource Management and Mining"** at the **Taita Taveta University in Kenya** is consolidated and has **active, development-related networks with the economy** at their disposal.
Indicator (Programme level)	**Indicator** (Project level)
Number of active cooperation partners in the funded partnerships (since funding for the project started), differentiated by Name of the institution involved • **Name of the institution** • **Country** (DAAD key) • **Area** (e.g. science/research, economy/private sector, civil society, politics/public sector) • With or without **MoU** • **Development** of the partnership (e.g. unchanged, consolidated, etc.)	The cooperation between the **TU Freiberg** and the **Taita Taveta University in Kenya** continues to be consolidated until the **end of 2019**. Until the end of 2020, the partnership project established at least **2 regional business partners as active cooperation partners, of which at least 1 stems from Ethiopia or Tanzania**.

Example 2

Outcome (Programme level)
The partner higher education institutions offer courses of study that suit the **local context** and correspond to the international state of science.

Outcome (Project level)
At the **University of the Western Cape (UWC) in South Africa** a newly developed Master's curriculum on the topic of **International Criminal Justice** is offered.

Indicator (Programme level)
Number of students for a course of study, which has been revised or newly developed in the course of the programme (since funding for the project started), differentiated by • **Type** (e.g. curricula, teaching modules, courses)

Indicator (Project level)
In the **fall semester 2019** at least **20 students** are enrolled in the newly developed Master's degree **International Criminal Justice** at the **University of the Western Cape (UWC) in South Africa**, at least **30 per cent of which are women**.