

Handout regarding results-oriented project planning and monitoring

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1. Relevance

The DAAD views itself as a studying organisation and strives to continually improve the objective achievement and implementation of its programmes in dialogue with higher education institutions, sponsors and other partners. Its programmes, made up of mediums of the Federal Ministry for Economic Cooperation and Development (BMZ), are therefore also accompanied by Results-Oriented Monitoring (ROM). Surveying and assessment of monitoring data enables the DAAD and the higher education institutions to better understand the results and effects, and to draw conclusions from this for conception and further development of programmes, as well as for successful implementation. A continual learning process forms the basis for a results-oriented control with the objective to further increase the efficiency of the development-policy actions of all of the participating actors. Furthermore, ROM supports the transparency and accountability with respect to the sponsors, the public and partners both nationally and abroad. Thereby the DAAD takes into account both international discourse within the framework of the “Aid Effectiveness Agenda” and the provisions of the Federal Budget Code regarding the control of success with the use of public funds.

2. Role of results framework and indicators

A results framework provides a central reference document for the results-oriented planning and control of projects and programmes. In conjunction with indicators, it forms the basis for monitoring and evaluation.

- A results framework provides **visualisation of funding logic** of a project or programme. It clarifies the connections between the contributions of various participants, the activities, the short and medium-term envisaged results, as well as the medium to long-term pursued objectives and effects.
- The activities, results and objectives described in the results framework are allocated **indicators**. Using these indicators, the implemented activities and the envisaged **results and objectives can be made measurable**.
- Results frameworks and indicators form the basis for a results-oriented planning and reporting, and in doing so a systematic **assessment of the state of implementation and objective achievement** in terms of a target-actual comparison. This forms the

foundations to control a project or programme in a results-oriented way, and to further develop the dialogue between the participating partners.

3. Key terms and definitions

3.1. Results framework

In a results framework the superior, development-policy, relevant objectives (**impacts**) are formulated, to which a contribution is to be made with the direct project/programme objectives (**outcomes**). These project/programme objectives are achieved through the performed results (**outputs**) being used by the target group. The results are again a consequence of **activities and actions** of a project/programme, which are enabled through the application of resources (**inputs**).

BMZ and DAAD orientate themselves on the definition of various levels of effect of the OECD/DAC definitions¹:

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

Impacts are the envisaged, primary, developmental objectives for which a contribution is provided in the long term by way of a development intervention, e.g. the contribution for internationalisation of the participating higher education institutions, or for the involvement of trained staff in solving the development-relevant questions. The effects observed on this level in turn provide a contribution to major objectives, such as establishment of efficient and open-minded higher education institutions and for the sustainable development in terms of the 2030 Agenda and the SDGs. Impacts are generally not checked within the parameters of monitoring, but are through evaluations (frequently ex-post).

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

Outcomes describe the envisaged effects that occur for the target group as a result of the use of the outputs (=use for the target group). The programme and project objectives are formed on this level. Outcomes are, for example, established development-relevant networks under the involvement of extramural actors, at the participating higher education institutions established research focus in the subjects of the 2030 Agenda or those at the participating higher education institutions including ICT based methods strengthened teaching and support.

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.

All products, services and results that are developed and/or provided through an intervention, which when being used result in the outcome objective, are described as an output. Outputs are, for example, common research agendas, implemented specialist

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

exchange or (further) developed, practice-oriented curricula/teaching modules. Outputs also include gained personal skills or imparted knowledge.

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

Project-specific activities and interventions are formulated under this, for example, the implementation of events, training and further training and project-related residencies or the development/revision and/or procurement of teaching/study and resource materials.

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

Inputs are all of the materials and non-material resources used within a project, such as the funding and personal resources, as well as the specialist expertise and infrastructure provided by DAAD from the higher education institutions and, where applicable, from other partners.

3.2. Indicators

The activities, outputs and outcomes named in the results framework are assigned indicators that indicate specification and measurement. An indicator is an empirical, directly determinable size, which provides the information about a construct that cannot be measured directly.

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

Variable or factor (quantitative or qualitative in nature) that provides a simple and reliable means to measure achievement, to reflect the changes connected to development intervention, or to help assess the performance of a development actor.²

When formulating significant indicators, particular minimum requirements must be observed. On the one hand, an indicator must be suitable to effectively measure the construct or fact which it is to measure (validity). On the other hand, it must provide the same results for repeat measurements under the same conditions (reliability). Besides these methodical requirements, indicators should also meet pragmatic demands. They should therefore be selected in such a way that they are achievable in a given environment with the present resources and capacities (practicability) and accepted by the participating persons (acceptance). Significant indicators should define precise targets (benchmarking), provide information about it, how much of something is going to be used, implemented and achieved in what time-frame within a project.

When implementing these requirements, the so-called SMART rule is helpful. According to this, indicators should comply with the following quality criteria:

Specific:	precise and clear regarding quality and quantity (who? what? how?)
Measurable:	with reasonable effort and reasonable costs- measurable
Attainable:	objective in the provided framework is realistically achievable
Relevant:	significant regarding the intended changes
Time-Bound:	temporally determined

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

Further links:

BMZ – Federal Ministry for Economic Cooperation and Development (2006): Evaluation criteria for the German bilateral development cooperation.

[http://www.bmz.de/de/zentrales_downloadarchiv/erfolg_und_kontrolle/evaluierungskriterien.pdf; updated: 12.09.2016]

Meyer, Wolfgang (2004): Indicator development: a practice-oriented introduction. [http://ceval.de/modx/fileadmin/user_upload/PDFs/workpaper10.pdf; updated: 12.09.2016]

OECD/DAC (2009): Glossary of development policy Key Terms in Evaluation and Results Based Management

[<http://www.oecd.org/dac/evaluation/dcdndep/43184177.pdf>; updated: 12.09.2016]

Phineo (2013): Textbook “Effect”. The practical handbook for anyone who would like to do good even better. [https://www.phineo.org/fileadmin/phineo/2_Publikationen/Kursbuch/PHINEO_KURSBUCH_WIRKUNG_low.pdf; updated: 12.09.2016]

4. Results framework for the programme “Higher Education Excellence in Development Cooperation - exceed”

The exceed programme’s results framework was developed by DAAD and coordinated with the BMZ. It forms the reference framework stipulated by the sponsors for the funding of individual projects.

Background to the initiative is that the contribution by higher education institutions to the solution of large development challenges has increased, its potential for developmental collaboration has become more accessible and should become even more usable. The exceed programme therefore strengthens German higher education institutions and their partner higher education institutions in developing countries in the areas of teaching, research and services, so that they can perform mutually effectively providing innovative contributions for the implementation of Millennium Development Goals and to be able to contribute to the solution of development-policy challenges.

The **long-term objective** of the programme (impact) is to provide a contribution to sustainable development in terms of the 2030 Agenda, thereby the Sustainable Development Goals (SDGs), as well as the development of efficient and open-minded higher education institutions in Germany and partner countries.

In order to achieve this, the programme should contribute to the internationalisation of the participating higher education institutions and also that the German higher education institutions insert themselves actively into development collaboration as partners. Furthermore, a contribution be provided for this by exceed, for which trained staff aid in the solution of development-relevant questions, and solution approaches for SDG relevant questions are to be provided and communicated effectively.

From these long-term, envisaged effects the following four **primary programme objectives** (outcomes) have derived:

- German higher education institutions have acquired expertise in the development cooperation.
- Development-relevant networking is established through the involvement of extramural actors.

- Research focal points regarding subjects of the 2030 Agenda for sustainable development are established at the participating higher education institutions
- Alumni are integrated into the labour market according to their education

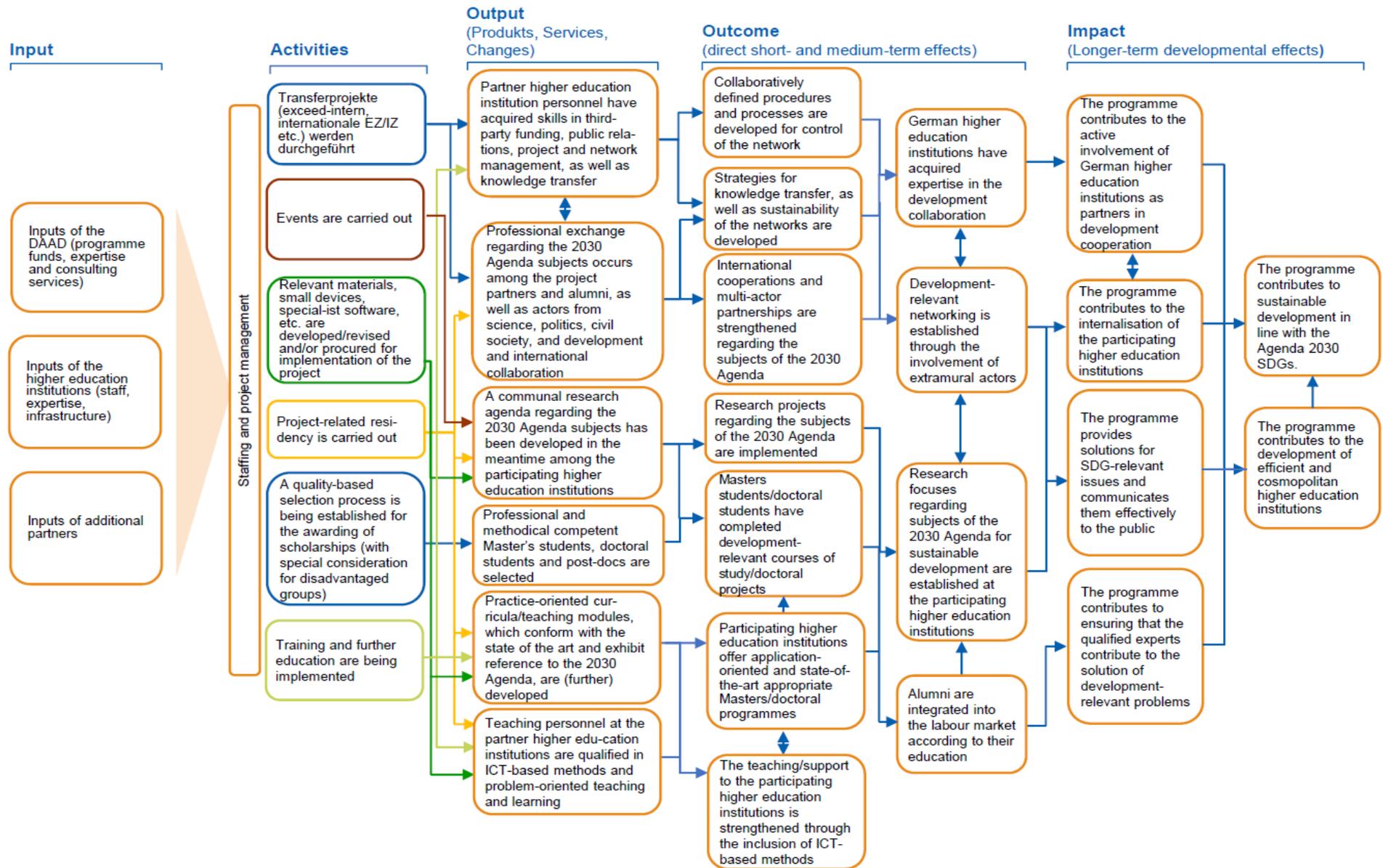
These four primary programme objectives are achieved when the following seven **primary programme objectives** are aimed for on the outcome level:

- Collaboratively defined procedures and processes are developed for control of the network.
- Strategies for knowledge transfer, as well as sustainability of the networks are developed.
- International cooperations and multi-actor partnerships are strengthened regarding the subjects of the 2030 Agenda.
- Research projects regarding the subjects of the 2030 Agenda are implemented.
- Masters students/doctoral students have completed development-relevant courses of study/doctoral projects.
- Participating higher education institutions offer application-oriented and state-of-the-art appropriate Masters/doctoral programmes.
- The teaching/support to the participating higher education institutions is strengthened through the inclusion of ICT-based methods.

In order to achieve this, in the individual projects of the exceed programme on an **output** level the staff of the partner higher education institutions are taught skills in third-party funding, public relations, project and network management, as well as knowledge transfer, and the teaching staff are also qualified in ICT-based methods and problem-oriented teaching and learning. Furthermore, within the project there is a simple exchange regarding the subjects of the 2030 Agenda, in which the project partners and exceed alumni, as well as actors from science, politics, economics, civil society and development and international collaboration.

With an eye on establishing the research focal points, it is continually important that the participating higher education institutions have developed a communal research agenda regarding the 2030 Agenda subjects, and that competent Masters students, doctoral students and post-docs are selected professionally and methodically. From a structural point of view, it is significant that practice-oriented curricula/teaching modules, which conform to the state of the art and exhibit reference to the 2030 Agenda, are (further) developed within the framework of the projects.

To implement these outputs, **inputs** (resources) from the participating actors are included. On the part of the DAAD, that is the programme mediums (e.g. personal support for the implementation of the project in the form of financed positions, such as equipment and means of mobility), expertise and consultation; on the part of the applying higher education institution and, where applicable, other partners that is personal and financial resources, expertise and infrastructure. With these inputs events, training and further education and project-related residency can be implemented on the **activities** level. Furthermore, transfer projects can be implemented, which are either applied exceed-internally or integrate relevant external actors. In addition to this, the development/revision and/or procurement of relevant materials and small devices or special software for implementation of the project are eligible. Furthermore, an important activity within the project is establishing a quality-based selection process for the awarding of scholarships.



5. Indicators for the programme “Higher Education Excellence in Development Cooperation - exceed”

The following **programme indicators** have been determined for the exceed-programme, in addition to which the DAAD requests higher education institution data within the framework of the annual report. This data serves programme control by the DAAD, as well as the accountability of the DAAD to the sponsors.

Activities and assigned programme indicators

Activities	Indicator
Events are carried out	<p>Number of events carried out with support of the DAAD (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • Event location/country • Duration (in days) • Format (e.g. planning/control meeting, workshops, conferences) • Initiation of research projects • Partner reference • SDG reference • Participation of external actors
	<p>Number of participants in events (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender • Origin • Participants from more than one partner country
Relevant materials, small devices, specialist software, etc. are developed/revised and/or procured for implementation of the project	<p>Expenses for materials, small devices, specialist software, etc. (in euros) (in the reporting year)</p>
	<p>Qualitative description of the most important materials, small devices, specialist software, etc., as well as their use within the framework of the project (in the reporting year)</p>
Project-related residency is carried out	<p>Amount of funding issued (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Type of funding
	<p>Number of subsidised individuals (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender • Country of origin • Target country (Germany/partner country) • Nationality • Status (e.g. MA student, doctoral student, professor) • Duration of funding • Subject groups • Type of funding • New/further funding

<p>A quality-based selection process is being established for the awarding of scholarships (with special consideration for disadvantaged groups).</p>	<p>Number of exceed-projects that has collaboratively developed and implemented the awarding of scholarships (in the reporting year)m differentiated according to</p> <ul style="list-style-type: none"> • Status of the criteria definition (conception begun, conception completed, implementation introduced/piloted, implementation completed/implemented)
<p>Training and further education are being implemented</p>	<p>Amount of training and further education carried out with the support of the DAAD (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • Event location/country • Duration (in days) • Format (e.g. seminars, summer schools, excursions) • Type of qualification (e.g. professional, didactic, interdisciplinary) • Initiation of research projects • Participation of external actors • SDG reference
	<p>Number of participants in training and further education (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender • Origin • Trained teachers • Participants from more than one partner country • Type (internal/external)

Outputs and assigned programme indicators

Output	Indicator
<p>Partner higher education institution personnel have acquired skills in third-party funding, public relations, project and network management, as well as knowledge transfer</p>	<p>Amount of training and further education carried out with the support of the DAAD (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • Event location/country • Duration • Format (e.g. workshops/seminars, symposiums/meetings/conferences, summer schools, excursions) • Type of qualification • Professional (e.g. didactic, interdisciplinary, administrative) • Initiation of research projects • SDG reference
	<p>Number of participants in training and further education (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender • Origin • Trained teachers • Participants from more than one partner country • Type (internal/external)

<p>Professional exchange regarding the 2030 Agenda subjects occurs among the project partners and alumni, as well as actors from science, politics, civil society, and development and international collaboration</p>	<p>Number of events carried out with support of the DAAD (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • Event location/country • Duration (in days) • Format (e.g. planning/control meeting, workshops, conferences) • Initiation of research projects • Partner reference • SDG reference • Participation of external actors
	<p>Number of participants in training and further education (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender • Origin • Participants from more than one partner country
<p>A communal research agenda regarding the 2030 Agenda subjects has been developed in the meantime among the participating higher education institutions</p>	<p>Number of developed research agendas (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • State of implementation (conception begun, conception completed, implementation introduced, implementation completed) • SDG reference • Number of participating people (e.g. doctoral student, academic/higher education institution lecturer, professor)
	<p>Qualitative description of mutually developed research agendas (since funding began)</p>
<p>Professional and methodical competent Master’s students, doctoral students and post-docs are selected</p>	<p>Amount of funding issued (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Type of project (e.g. study, research, language course/workshop, internship, study trip, teaching activity)
	<p>Number of students who have obtained a scholarship (Master’s scholarship, doctorate, post-doc)</p> <ul style="list-style-type: none"> • Gender • Nationality • Scholarship cohort • Envisaged degree • Academic progress

<p>Practice-oriented curricula/teaching modules, which conform with the state of the art and exhibit reference to the 2030 Agenda, are (further) developed</p>	<p>Number of newly developed or revised curricula, teaching modules, courses or other offered courses (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • Type (e.g. curricula, teaching modules, courses) • New or revised • Level (e.g. Bachelor, Master, PhD) • State of implementation • Inclusion of extramural actors • Use of ICT-based methods in the development • Use of ICT-based methods intended for teaching • Definition of Learning Outcomes • SDG reference <p>Qualitative description of the development-political relevance of the curriculum, teaching modules, courses and other offered courses, and the added value for the partner higher education institution(s)</p> <p>Qualitative description of the inclusion of extramural actors</p>
<p>Teaching personnel at the partner higher education institutions are qualified in ICT-based methods and problem-oriented teaching and learning</p>	<p>Number of qualified staff (including lecturing doctoral students) (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender
<p>Structural prerequisites for degree courses are created.</p>	<p>Number of newly created or improved processes and structures for the degree courses (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Name/course description • Area: <ul style="list-style-type: none"> - Teaching - Research - Higher education institution management - Network - Other • State of implementation: <ul style="list-style-type: none"> - Conception begun - Conception completed - Implementation introduced - Implementation completed - Other • Contribution for improvement
<p>Individual contact among the participating universities and higher education institutions is developed and consolidated</p>	<p>Number of newly acquired active partners, who conceptualise, manage and/or implement activities within the higher education institutions (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Area: <ul style="list-style-type: none"> - Academics/research - Economics - Civil society - Public sector/politics - Other

	<p>Number of consolidated contact with existing partners (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Area: <ul style="list-style-type: none"> - Academics/research - Economics - Civil society - Public sector/politics - Other
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Outcomes and assigned programme indicators

Outcome	Indicator
Collaboratively defined procedures and processes are revised for control of the network	<p>Number of procedures and processes presented by the higher education institutions with partner participation for the control of the network (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • State of implementation
	<p>The number of roles defined by higher education institutions for the networks in the exceed-projects (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • State of implementation
Strategies for knowledge transfer, as well as sustainability of the networks are developed	<p>Number of strategies developed by higher education institutions for the organisation of networks (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • State of implementation
	<p>Number of strategies developed by higher education institutions for the transfer of knowledge (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • State of implementation
	<p>Number of strategies developed by higher education institutions for the sustainability of networks (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • State of implementation
	<p>Qualitative description of the strategies for the organisation of networks, as well as to secure the knowledge transfer and sustainability of the networks (in the reporting year).</p>
	<p>Number of developed research and consultation products of the participating higher education institutions, which have arisen as a spin-off from the exceed-programme (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Title • Type (e.g. research project) • State of implementation • Participating partner

	Qualitative description of the research and consultation products (in the reporting year).
International cooperations and multi-actor partnerships are strengthened regarding the subjects of the 2030 Agenda	Qualitative description of the development of cooperations regarding the 2030 Agenda subjects with regard to participating actors, subjects of cooperation and type of cooperation (network) (since funding began)
Research projects regarding the subjects of the 2030 Agenda are implemented	Number of graduates who have obtained a scholarship for a doctorate (in the reporting year), differentiated according to <ul style="list-style-type: none"> • Gender • Nationality • Scholarship cohort • Envisaged degree • Academic progress
	Qualitative explanation for the reasons provided for grant abortion (in the reporting year)
	Number of developed research and consultation products regarding the 2030 Agenda subjects with participants from at least two partners per network (in the reporting year), differentiated according to <ul style="list-style-type: none"> • Title/subject • Type (e.g. project and research applications) • State of implementation • Participating partner
Master’s students/doctoral students have completed development-relevant courses of study/doctoral projects.	Qualitative description of the project and research application in the reporting year
	Number of DAAD scholars, who have completed their degree (in the reporting year), differentiated according to <ul style="list-style-type: none"> • Gender • Nationality • Scholarship cohort • Envisaged degree (e.g. Masters, PhD) • Academic progress
	Qualitative explanation for the reasons provided for grant abortion (in the reporting year)
	Number of newly developed or revised curricula, teaching modules, courses or other offered courses (since funding began), differentiated according to <ul style="list-style-type: none"> • Title/subject • Type (e.g. curricula, teaching modules, courses) • New or revised • Level (e.g. Bachelor, Master, PhD) • State of implementation • Inclusion of extramural actors • Use of ICT-based methods in the development • Use of ICT-based methods intended for teaching
Participating higher education institutions offer application-oriented and state-of-the-art appropriate Masters/doctoral programmes	

	<ul style="list-style-type: none"> • Definition of Learning Outcomes • SDG reference <p>Number of planned study places for study offers that are/have been revised or newly developed with support for the programme (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Type (e.g. curricula, teaching modules, courses) <p>Number of applicants for study offers that have been revised or newly developed with support for the programme (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Type (e.g. curricula, teaching modules, courses) <p>Number of scholars in study offers, which have been revised or newly developed with support for the programme (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Type (e.g. curricula, teaching modules, courses) <p>Number of teachers in study offers, which have been revised or newly developed with support for the programme (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Type (e.g. curricula, teaching modules, courses)
<p>Teaching/support to the participating higher education institutions is strengthened through the inclusion of ICT-based methods</p>	<p>Number of newly developed or revised curricula, teaching modules, courses or other offered courses (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Title/subject • Type (e.g. curricula, teaching modules, courses) • New or revised • Level (e.g. Bachelor, Master, PhD) • State of implementation • Inclusion of extramural actors • Use of ICT-based methods in the development • Use of ICT-based methods intended for teaching • Definition of Learning Outcomes • SDG reference
<p>German higher education institutions have acquired expertise in the development collaboration</p>	<p>Gain of development collaboration expertise within a project team of the German higher education institution (since funding began)</p> <p>Qualitative description, to what extent the German higher education institutions more frequently deal with develop-relevant questions (e.g. on courses, seminar papers, dissertation, through publication of publications or within the framework of higher education institution strategy) and how the diffusion of the development collaboration subject is structured in the higher education institution (since funding began)</p>

Development-relevant networking is established through the involvement of extramural actors	<p>Number of exceed-networks (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Network name • Partner structure (north-south, north-south-south) • Professional focus • Regional focus • Participation of extramural actors
	<p>Qualitative description of the networks, as well as their developmental relevance and the development of the networks with the involvement of extramural actors in the exceed-programme (since funding began)</p>
	<p>Number of active cooperation partners in the funding networks (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Name of institution • Institution centres • Area (e.g. academics/research, economics, civil society, public sector/politics) • Type (determined in the funding agreement (with MoU), other partners (without MoU)) • Development of partnership (e.g. unchanged, consolidated, institutionalised, cooperation terminated) • Added value for the project
	<p>Number of professional networks in which the funded exceed-projects are actively participating (since funding began), differentiated according to</p> <ul style="list-style-type: none"> • Network name • Professional focus • Regional focus • Participation of extramural actors (e.g. academics/research, economics, civil society, public sector/politics) • Network’s central tasks • Added value for the project
Research focuses regarding subjects of the 2030 Agenda are established development are established at the participating higher education institutions	<p>Number of publications on the research focus in which academics from the exceed-programme participated, realised with the support of the DAAD (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Author(s) • Title • Type (e.g. professional journals with peer-review procedures, professional journals without peer-review procedures, conference volumes, academic monographs) • Publication date • Arose within the framework of a doctorate funded through the programme
	<p>Number of DAAD scholars who entered or completed their thesis on the research focus in the exceed-programme (in the reporting year), differentiated according to</p> <ul style="list-style-type: none"> • Gender • Nationality • Scholarship cohort • Envisaged degree

	<ul style="list-style-type: none"> Academic progress
	The amount of the third-party funds raised for projects, excluding the DAAD funded projects, in which the 2030 Agenda subjects are being revised (in the reporting year)
	Number of active conference participants (in the reporting year)
	Number of academic distinctions, prizes, etc. (in the reporting year), differentiated according to <ul style="list-style-type: none"> Type/description of the prize
Alumni are integrated into the labour market according to education	Number of DAAD scholars, who have completed their degree (in the reporting year), differentiated according to <ul style="list-style-type: none"> Gender Nationality Scholarship cohort Envisaged degree (e.g. Masters, PhD) Academic progress
	Qualitative description of the continuance of alumni from the funded projects and their activities

6. Notes for results-oriented project planning

For the higher education institution project proposal, specification of the impact logic and indicators of the programme for the respective project is required. This occurs using a **project conception** in text form and a **project plan overview**.

The activities, outputs and outcomes depicted in the results framework of the programme are to be clarified here according to the individual project conception and planning. You should therefore indicate which activities and/or interventions should be implemented for the planned project in order to achieve the outputs and outcomes specific to the project. As a result of this you have an results-oriented project conception, which is coherent with the programme’s results framework.

Important note:

The individual networks of various focuses can be placed within the programme’s results framework. Not every network has to contribute to all of the outcomes, however the establishment of development-relevant networks including the extramural actors and research focuses for the 2030 Agenda subjects at the participating higher education institutions is inevitable. Furthermore, the networks have leeway in the formulation of their objectives and in the ways in which they achieve them; the project objectives must be consistent with the programme objective when doing this

On the basis of the project conception **the project-specific output and outcome are to be defined for 1 to 2 significant indicators**. When doing this, the programme indicators presented in Section 5 are to be used insofar as they are relevant for the concrete project planning and control. Furthermore, if required, other indicators can be developed that are suited for

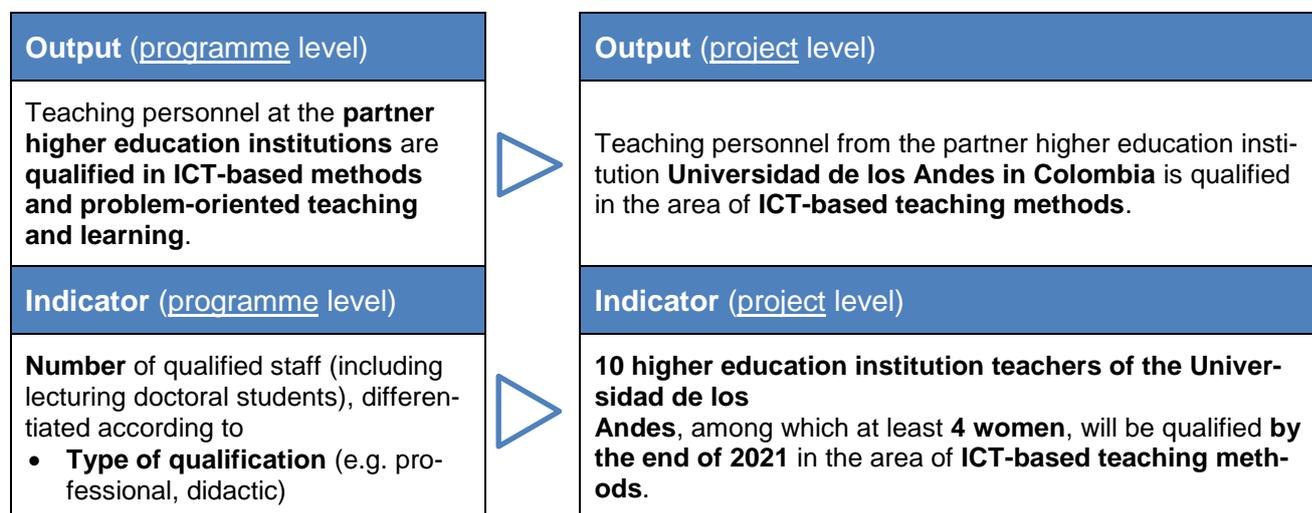
specification and measuring the output and outcome of the project. Indicators can be quantitative (number) and qualitative. Every indicator must be substantiated with project-specific target values (value assembly) that provide information about it, how much of something should be used, implemented and achieved in what time-frame within a project. Thus the degree of project progress and objective attainment can be checked. In the **project plan overview** (Annex) the project conception, value assembled indicators and temporal intervention planning are documented tabularly.

The respectively relevant programme indicators, as well as the individual project indicators defined in the higher education institution’s application form the reference framework for the annual reporting of higher education institutions to the DAAD.

Selected examples for results-oriented project planning and adaptation of the programme indicators to a specific project

Formulation of project indicators on output level

Example 1



Example 2

Output (<u>programme</u> level)		Output (<u>project</u> level)
Practice-oriented curricula/teaching modules , which conform with the state of the art and exhibit reference to the 2030 Agenda, are (further) developed.	▷	A Masters curriculum on the subject of sustainable development has been collaboratively newly developed with the Hawassa University and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ society for international cooperation) in Ethiopia.
Indicator (<u>programme</u> level)		Indicator (<u>project</u> level)
Number of newly developed or revised curricula, teaching modules, courses or other offered courses, differentiated according to <ul style="list-style-type: none"> • Type (e.g. curricula, teaching modules) • Title/subject • New or revised • Level (e.g. Bachelor, Master) • State of implementation (e.g. coordinated, tested, offered) • Inclusion of extramural actors (e.g. economy) • Number of partner higher education institutions participating in the development 	▷	For WS 2021 the collaboratively developed Masters degree course with the Hawassa University and GIZ in the subject of sustainable development will be offered.

Formulation of project indicators on outcome level

Example 1

Outcome (<u>programme level</u>)	▶	Outcome (<u>project level</u>)
Development-relevant networking is established through the involvement of extramural actors.		The ICDD has established development-relevant partnership cooperations with extramural organisations
Indicator (<u>programme level</u>)	▶	Indicator (<u>project level</u>)
Number of active cooperation partners in the funding partnerships, differentiated according to <ul style="list-style-type: none"> • Name of institution • Headquarters of the institution (DAAD-key) • Area (e.g. academics/research, economics, politics) • Type (e.g. determined in the application contract, other partners) • Development of the partnership (e.g. unchanged, consolidated) 		The ICDD network , its collaboration defined in the application contract , has consolidated at least 21 partnership cooperations with extramural organisations , such as ASLP (Australian Society of Legal Philosophy), ILO (International Labour Organisation) and National Association of Street Vendors in India.

Example 2

Indicator (<u>programme level</u>)	▶	Indicator (<u>project level</u>)
Masters students/doctoral students have completed development-relevant courses of study/doctoral projects .		In the year 2022, the first cohort is completing their studies in the Masters degree course of sustainable development at the Hawassa University in Ethiopia .
Indicator (<u>programme level</u>)	▶	Indicator (<u>project level</u>)
Number of DAAD scholars, who have completed their degree (in the reporting year), differentiated according to <ul style="list-style-type: none"> • Gender • Nationality • Scholarship cohort • Envisaged degree (e.g. Master, PhD) • Academic progress 		In the year 2022 , 5 Ethiopian DAAD scholars (of which 2 are women) will successfully complete their Masters’ degree course in sustainable development as the first cohort of scholars.