

## A guide to results-oriented project planning and monitoring

### Table of contents

1. Relevance .....	1
2. The function of results frameworks and indicators .....	1
3. Key terms and definitions .....	2
3.1. Results framework .....	2
3.2. Indicators .....	3
4. Results framework for the programme "German-Arab Transformation Partnership, programme line 1: University Partnerships" .....	5
5. Indicators for the programme "German-Arab Transformation Partnership, programme line 1: University Partnerships" .....	7
6. Information on results-oriented project planning .....	13

### 1. Relevance

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 Germany Foreign Office (Auswärtiges Amt - AA), the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung - BMBF) and the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) 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 education and 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 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 **visualises the funding logic** of a project or programme. It clarifies the relationships between the contributions of the various stakeholders, the measures / activities, the intended short and medium-term results, and the medium and long-term objectives and impacts.
- **Indicators** are assigned to the measures / activities, results, and objectives described in the results framework. These indicators allow the implemented measures / activities and the intended **results and objectives to be measured**.

- Results frameworks and indicators are the basis for the results-oriented planning and re-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**).

The DAAD bases its definition of the different impact levels on the OECD/DAC definitions<sup>1</sup>:

**Impacts:** Positive and negative, primary and secondary long-term effects produced by a measure / activity, directly or indirectly, intended or unintended.

*Impacts are the intended higher-level education and development policy goals, towards which a contribution is to be made in the long term through a measure / activity, eg a contribution towards the structural reinforcement of teaching at the partner institutions or towards the internationalisation of the higher education 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 (at the DAAD: Programme/programme objectives):** The anticipated or achieved short-term and medium-term effects of a measure's / activity'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, which reflect the latest developments in science and suit the local context, or established development-related, specialist networks between the participating universities and other institutions.*

**Outputs (programme/project results):** The products, capital goods, and services which result from a measure / activity; may also include changes resulting from the measure / activity which are directly relevant to the achievement of outcomes.

*Outputs are all the products, services, and results developed and/or provided through a measure / activity required to achieve the intended outcomes. Outputs are, for example, jointly developed curricula or teaching modules compiled within projects, the crea-*

<sup>1</sup> Based on 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> [01/07/2016].

*tion 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.*

**Measures / activities:** Actions taken or meaningful bundling of actions through which specific outputs (results of the measures / activities) can be produced.

*These include eg the organisation of events, further and continuing education activities, project-related visits, and the development/revision of teaching/learning materials.*

**Inputs:** The financial, human, and material resources used for the measure / activity.

*Inputs are eg the grant (personnel resources, material expenditure, expenditure for funded individuals financed by this) and the contribution of the grant recipient or project partner (specialist expertise and infrastructure).*

### 3.2. Indicators

Indicators are assigned to the measures / activities, results (outputs), and effects or objectives (outcomes) listed in the results framework which 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:

Variable or factor (quantitative or qualitative) that provides a simple and reliable means to measure achievement to reflect the changes connected to a measure / activity or to help assess the performance of an actor.<sup>2</sup>

The formulation of conclusive indicators requires a number of minimum standards. Firstly, an indicator has to 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 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 the measures which should be deployed and implemented in the project and the specific timeframe.

The SMART rule is a useful guide towards the implementation of these requirements. Indicators should meet the following quality criteria:

<b>Specific:</b>	precise and unambiguous in terms of quality and quantity (who? what? how?)
<b>Measurable:</b>	can be measured with reasonable effort and at reasonable cost
<b>Attainable:</b>	objectives are realistically achievable within the specified parameters
<b>Relevant:</b>	meaningful in terms of the intended changes
<b>Time-Bound:</b>	has a defined timeframe

<sup>2</sup> 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> [20/07/2016].

Further links:

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](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](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](https://www.phineo.org/fileadmin/phineo/2_Publikationen/Kursbuch/PHINEO_KURSBUCH_WIRKUNG_low.pdf); Date: 12/09/2016]

#### 4. Results framework for the programme "German-Arab Transformation Partnership: programme line 1: University Partnerships"

The results framework for the programme German-Arab Transformation Partnership: programme line 1: University Partnerships was developed by the DAAD. It forms the framework of reference specified by funding bodies for project funding.

At the **impact level**, the programme German-Arab Transformation Partnership: University Partnerships is intended to support the transformation process in the partner countries and to contribute to the establishment of high-performing and cosmopolitan higher education institutions. To achieve this, the programme is to make a contribution to consolidating cooperation structures between the partner universities, sustainably strengthen quality in research and teaching at the partner universities and to knowledge transfer between the partner universities. Moreover, the programme is intended to improve university structures with the aim of good university governance and foster graduate employability.

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

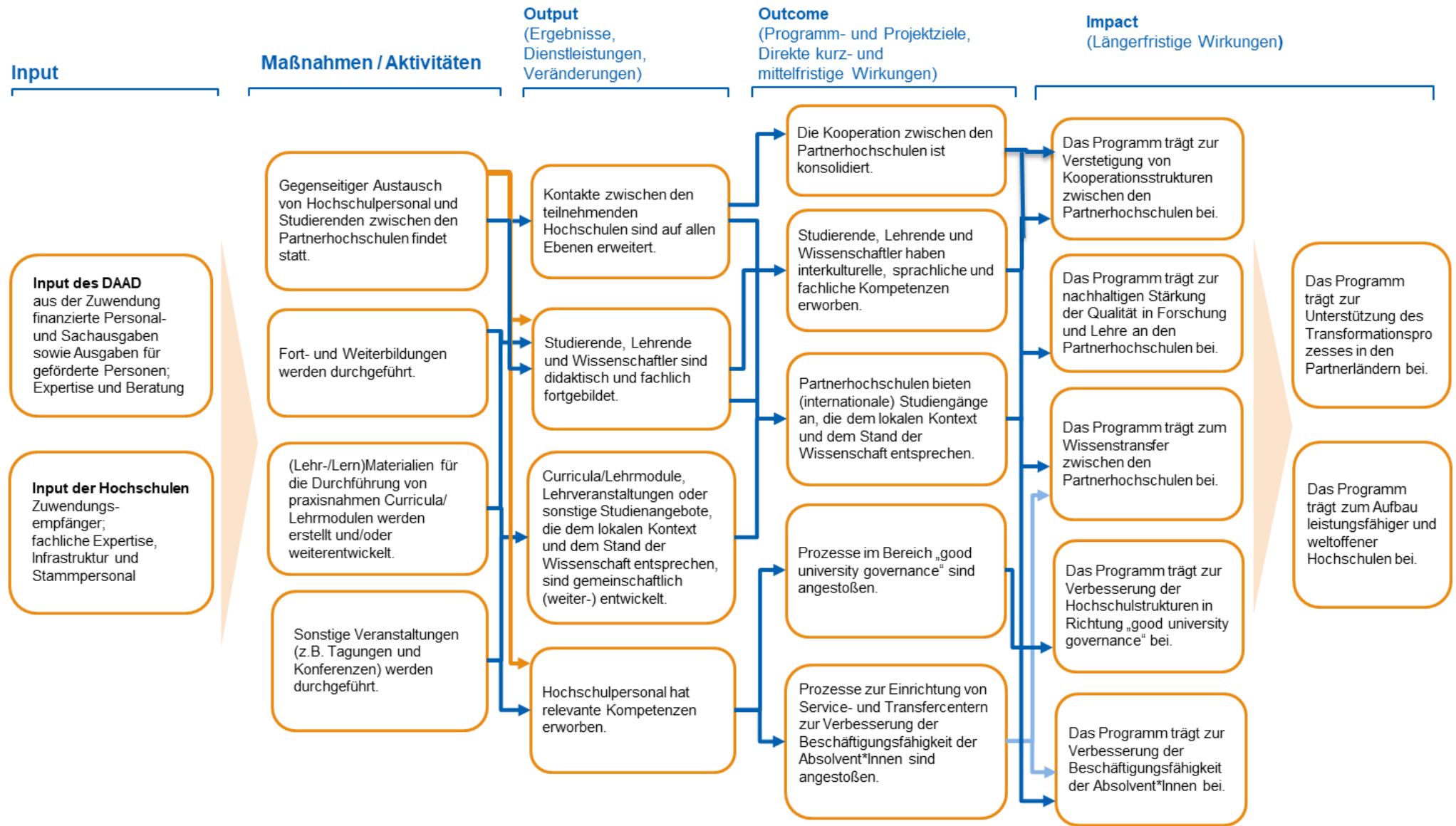
1. The cooperation between the partner universities has been consolidated.
2. Students, lecturers and researchers have acquired intercultural, linguistic and technical competences.
3. The partner higher education institutions offer (international) degree courses that suit the local context and reflect the latest developments in science.
4. Processes in the area "good university governance" have been launched.
5. Processes of setting up service and transfer centres to improve the employability of graduates have been launched.

To achieve this, **at the output level**, contacts between the participating universities in the projects of the programme German-Arab Transformation Partnership: University Partnerships between the participating universities are to be extended at all levels. In addition, students, lecturers and/or researchers are to receive further didactic and technical training and curricula/teaching modules, courses or other study offers which suit the local context and the state of the art of science are to be jointly developed (further). In addition, university personnel are to acquire the relevant competences.

To realise these results (outputs), the universities and higher education institutions involved can implement various **measures/ activities**. For example, expenditure is eligible if used for exchange between university personnel and students across the partner universities, to hold continuing and further education events, compile and/or further develop (teaching/learning) materials for practical curricula/ teaching module or hold other events (eg conventions or conferences).

The actors involved contribute **inputs** (see above) to implement university projects. On the part of the DAAD, this is the grant (used to finance personnel expenditure, material expenditure, expenditure for funded individuals, expertise and consultants); on the part of the universities submitting the application and any additional partners, these are the contributions of the grant recipient and project partners (eg technical expertise, infrastructure and permanent staff).

**Note:** The results framework is in German; however, the individual elements in the results framework are listed in English in the catalogue of indicators.



### 5. Indicators for the programme "German-Arab Transformation Partnership: programme line 1: University Partnerships"

The following **programme** indicators were set for the programme German-Arab Progress Partnership: University Partnerships, for which the DAAD requests data in the context of the annual substantive reporting. These data help the DAAD with programme management and accountability.

#### Measures / activities and allocated programme indicators

Measures / activities	Indicator
<p>There is mutual exchange between university personnel and students across the partner universities.</p>	<p><b>Number of funded individuals (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Country of nationality (DAAD key)</li> <li>• Status (students, doctoral candidates, postdocs, university personnel)</li> <li>• Funding:               <ul style="list-style-type: none"> <li>- New funding</li> <li>- Continued funding</li> </ul> </li> <li>• Duration of the funding: days, weeks, months</li> <li>• Subject group (DAAD key)</li> <li>• Target country:               <ul style="list-style-type: none"> <li>- Germany</li> <li>- Partner country</li> </ul> </li> </ul>
	<p><b>Number of implemented funding streams (in the reporting year)</b></p>
<p>Further and continuing education courses are held.</p>	<p><b>Number of continuing and further education events held with the support of the DAAD (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Title/topic</li> <li>• Event location/country</li> <li>• Date (start)</li> <li>• Duration (in days)</li> <li>• Format:               <ul style="list-style-type: none"> <li>- Workshops/Seminars</li> <li>- Conventions/conferences</li> <li>- Spring/summer/autumn/winter schools</li> <li>- Planning/management meetings;</li> <li>- Dialogue events;</li> <li>- Miscellaneous (excursions/shadowing)</li> </ul> </li> <li>• Degree of digitisation               <ul style="list-style-type: none"> <li>- In-person events</li> <li>- Blended learning</li> <li>- Online event</li> </ul> </li> <li>• Type of qualification:               <ul style="list-style-type: none"> <li>- Technical</li> <li>- Cross-disciplinary</li> <li>- Teaching</li> <li>- Administrative</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Main target group <ul style="list-style-type: none"> <li>- Students</li> <li>- Doctoral candidates</li> <li>- Postdocs</li> <li>- University personnel</li> </ul> </li> </ul> <p><b>Number of participants at the continuing and further education events (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Partner country/countries / Germany</li> <li>• Participants from more than two countries (yes; no)</li> <li>• Type of university personnel who received training <ul style="list-style-type: none"> <li>- Administration,</li> <li>- Teaching/research,</li> <li>- International Offices</li> </ul> </li> </ul>
<p>(Teaching/learning) materials for practical curricula/teaching modules are being compiled and/or developed further.</p>	<p><b>Number of newly developed or revised curricula, teaching modules, classes or other study offers (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Type: <ul style="list-style-type: none"> <li>- Curricula</li> <li>- Teaching modules</li> <li>- Classes</li> <li>- Other study offers</li> </ul> </li> <li>• Title/topic</li> <li>• New or revised: <ul style="list-style-type: none"> <li>- Newly developed</li> <li>- Revised</li> </ul> </li> <li>• Level: <ul style="list-style-type: none"> <li>- Bachelor's degree</li> <li>- Master's degree</li> <li>- PhD</li> <li>- Other</li> </ul> </li> <li>• Implementation status: <ul style="list-style-type: none"> <li>- Concept phase has begun</li> <li>- Draft available</li> <li>- Coordinated internally at the university</li> <li>- Tried and tested</li> <li>- Offered</li> <li>- Accredited</li> <li>- Other</li> </ul> </li> <li>• Degree of digitisation <ul style="list-style-type: none"> <li>- In-person teaching (note: if used alongside digital media)</li> <li>- Blended learning (note: in-person events and online teaching are combined)</li> <li>- Online teaching (note: all teaching and learning happens virtually)</li> </ul> </li> <li>• Involvement of non-university actors by area: <ul style="list-style-type: none"> <li>- Science/research</li> <li>- Business</li> <li>- Civil society</li> <li>- Public sector/politics</li> <li>- No non-university actors</li> <li>- Other</li> </ul> </li> <li>• Number of partner institutions involved in the development</li> </ul>



	<p><b>Qualitative description of the most important learning and teaching materials to be developed further and their benefits in the context of the project (since funding started)</b></p>
<p>Other events (eg conventions and conferences) are being held.</p>	<p><b>Number of events held (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Title/topic</li> <li>• Event location/country</li> <li>• Date (start)</li> <li>• Duration (in days)</li> <li>• Organisation holding the event</li> <li>• Degree of digitisation             <ul style="list-style-type: none"> <li>- In-person events</li> <li>- Blended learning</li> <li>- Online event</li> </ul> </li> <li>• Format:             <ul style="list-style-type: none"> <li>- Conventions/conferences</li> <li>- Workshops/Seminars</li> <li>- Excursions</li> <li>- Planning and management meetings</li> <li>- Miscellaneous</li> </ul> </li> </ul>
	<p><b>Number of participants at the events (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Partner country/countries, Germany</li> <li>• Participants from more than two countries (yes; no)</li> </ul>

**Programme results (outputs) and allocated programme indicators**

Output	Indicator
<p>Contacts between the participating universities have been extended at all levels.</p>	<p><b>Number of new active partners who design, manage and/or implement activities with the higher education institutions involved (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Area:             <ul style="list-style-type: none"> <li>- Science/research</li> <li>- Business</li> <li>- Civil society</li> <li>- Public sector/politics</li> <li>- Miscellaneous</li> </ul> </li> </ul>
	<p><b>Number of consolidated contacts with existing partners (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Area:             <ul style="list-style-type: none"> <li>- Science/research</li> <li>- Business</li> <li>- Civil society</li> <li>- Public sector/politics</li> <li>- Miscellaneous</li> </ul> </li> </ul>

Output	Indicator
<p>Students, lecturers and academics have received further didactic or technical training.</p>	<p><b>Number of students, lecturers and researchers receiving further training at the continuing and further education events (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Type of qualification: <ul style="list-style-type: none"> <li>- Technical</li> <li>- Cross-disciplinary</li> <li>- Teaching</li> <li>- Administrative</li> </ul> </li> <li>• Partner country/countries / Germany:</li> </ul>
<p>Curricula/teaching modules, classes or other study offers have been jointly developed/advanced that suit the local context and reflect the latest developments in science.</p>	<p><b>Number of newly developed or revised curricula, teaching modules, classes or other study offers (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Type: <ul style="list-style-type: none"> <li>- Curricula</li> <li>- Teaching modules</li> <li>- Classes</li> <li>- Other study offers</li> </ul> </li> <li>• Title/topic</li> <li>• New or revised: <ul style="list-style-type: none"> <li>- Newly developed</li> <li>- Revised</li> </ul> </li> <li>• Level: <ul style="list-style-type: none"> <li>- Bachelor's degree</li> <li>- Master's degree</li> <li>- PhD</li> <li>- Other</li> </ul> </li> <li>• Implementation status: <ul style="list-style-type: none"> <li>- Concept phase has begun</li> <li>- Draft available</li> <li>- Coordinated internally at the university</li> <li>- Tried and tested</li> <li>- Offered</li> <li>- Accredited</li> <li>- Other</li> </ul> </li> <li>• Degree of digitisation <ul style="list-style-type: none"> <li>- In-person teaching (note: if used alongside digital media)</li> <li>- Blended learning (note: in-person events and online teaching are combined)</li> <li>- Online teaching (note: all teaching and learning happens virtually)</li> </ul> </li> <li>• Involvement of non-university actors by area: <ul style="list-style-type: none"> <li>- Science/research</li> <li>- Business</li> <li>- Civil society</li> <li>- Public sector/politics</li> <li>- No non-university actors</li> <li>- Other</li> </ul> </li> <li>• Number of partner institutions involved in the development</li> </ul>

Output	Indicator
	<p><b>Qualitative description of the developed curricula, teaching modules and classes and of the respective added value for the partner university/universities (in the reporting year).</b></p>
<p>University personnel has acquired the relevant competence.</p>	<p><b>Number of participants receiving continuing and further training from university personnel (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Partner country/countries / Germany</li> <li>• Type of university personnel who received training <ul style="list-style-type: none"> <li>- Administration,</li> <li>- Teaching/research,</li> <li>- International Offices</li> </ul> </li> <li>• Type of qualification: <ul style="list-style-type: none"> <li>- Technical</li> <li>- Cross-disciplinary</li> <li>- Teaching</li> <li>- Administrative</li> </ul> </li> </ul>

#### Programme results (outcomes) and allocated programme indicators

Outcome	Indicator
<p>The cooperation between the partner universities has been consolidated.</p>	<p><b>Number of active cooperation partners in the funded partnerships (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Name of the institution</li> <li>• Headquarters of the institution</li> <li>• Area: <ul style="list-style-type: none"> <li>- Science/research</li> <li>- Business</li> <li>- Civil society</li> <li>- Public sector/politics</li> <li>- Miscellaneous</li> </ul> </li> <li>• Type: <ul style="list-style-type: none"> <li>- Set out in the grant agreement (with MoU)</li> <li>- Additional partners (with MoU)</li> <li>- Additional partners (without MoU)</li> </ul> </li> <li>• Development of the partnership: <ul style="list-style-type: none"> <li>- Newly acquired</li> <li>- Unchanged</li> <li>- Consolidated</li> <li>- Institutionalised</li> <li>- Cooperation has ended</li> </ul> </li> </ul> <p><b>Qualitative description of the further development of the cooperation between the partner universities (since funding started)</b></p>

Outcome	Indicator
Students, lecturers and researchers have acquired intercultural, linguistic and technical competences.	<p><b>Number of participants at the continued and further education events focused on acquiring cross-disciplinary competences (inter-cultural / linguistic) (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Partner country/countries / Germany</li> </ul>
	<p><b>Number of participants at the continued and further education events focused on acquiring technical competences (in the reporting year), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Partner country/countries / Germany</li> </ul>
	<p><b>Qualitative description of the extent to which students, lecturers and researchers increasingly contribute their intercultural, linguistic and technical competences (eg in classes, seminars, theses, through publications etc. (since funding started)</b></p>
The partner higher education institutions offer (international) degree courses that suit the local context and reflect the latest developments in science.	<p><b>Number of newly developed or revised curricula, teaching modules, classes or other study offers (since funding started), differentiated by Type (eg curricula, teaching modules, classes)</b></p> <ul style="list-style-type: none"> <li>• Title/topic</li> <li>• New or revised</li> <li>• Level <ul style="list-style-type: none"> <li>- Bachelor</li> <li>- Master's</li> <li>- PhD</li> </ul> </li> <li>• Implementation status: <ul style="list-style-type: none"> <li>- Concept phase has begun</li> <li>- Draft available</li> <li>- Coordinated internally at the university</li> <li>- Tried and tested</li> <li>- Offered</li> <li>- Accredited</li> <li>- Miscellaneous</li> </ul> </li> <li>• Degree of digitisation <ul style="list-style-type: none"> <li>- In-person teaching (note: if used alongside digital media)</li> <li>- Blended learning (note: in-person events and online teaching are combined)</li> <li>- Online teaching (note: all teaching and learning happens virtually)</li> </ul> </li> <li>• Involvement of non-university actors by area: <ul style="list-style-type: none"> <li>- Science/research</li> <li>- Business</li> <li>- Civil society</li> <li>- Public sector/politics</li> <li>- No non-university actors</li> <li>- Other</li> </ul> </li> <li>• Number of partner institutions involved in the development</li> </ul>

Outcome	Indicator
Processes in the area good university governance have been launched.	<p><b>Number of created or improved processes and structures in the area good university governance (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Name/description</li> <li>• Area <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Research</li> <li>- University management</li> <li>- Network</li> <li>- Miscellaneous</li> </ul> </li> <li>• Implementation status <ul style="list-style-type: none"> <li>- Concept developed</li> <li>- Concept completed</li> <li>- Implementation started</li> <li>- Implementation completed</li> <li>- Other</li> </ul> </li> <li>• Brief description of the contribution to improving the respective area</li> </ul>
Processes of setting up service and transfer centres to improve the employability of graduates have been launched.	<p><b>Number of strategies developed by the universities to set up service and transfer centres to improve graduate employability (since funding started), differentiated by:</b></p> <ul style="list-style-type: none"> <li>• Name/description</li> <li>• Implementation status: <ul style="list-style-type: none"> <li>- Concept developed</li> <li>- Concept completed</li> <li>- Implementation started</li> <li>- Implementation completed</li> <li>- Other</li> </ul> </li> </ul>

## 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. For this, the measures/ activities, programme results (outputs) and programme objectives (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 in order to achieve the project-specific results (outputs) and objectives (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.

Results-oriented project planning must be presented in textual form at the following points:

Results-oriented project planning must be presented in textual form in the **project description template** and as a table in the **project planning document**.

**Project description template:** The **project objectives (outcomes)** and project results (outputs) should be described in the Section "Detailed project description and reference to results logic" which must be submitted as part of the project. The description is intended to show how the project contributes to the achievement of the project's objectives (outcomes). It also contains an explanation of which project-specific results (outputs) are to achieve which project objectives (outcomes).

**Important note:**

Individual projects can focus on different aspects within the programme's results framework. It is not necessary that each project contributes to all programme objectives (outcomes). Projects are also permitted room for manoeuvre in formulating their objectives and in their strategies for achieving them; whereby the project objectives must be consistent with programme objectives.

**Project planning document:** one meaningful indicator must be defined for each project-specific result (output) and objective (outcome) respectively – in individual cases, more than one indicator may be required to make meaningful statements about the result (eg number of classes and number of participants). The programme indicators presented in Section 5 should be used if relevant for the project plan and management. Further indicators may be developed if necessary, where these help define and measure the project results (outputs) and objectives (outcomes). Indicators can be quantitative (number) or qualitative. Each indicator ought to be given precise target values (benchmarks). These targets specify the measures which should be deployed and implemented in the project and the specific timeframe. This helps with reviewing project progress and target achievement. The **project planning document (attachment)** documents the benchmark indicators and measures/activities planning as a table. Justified changes to the project plan are possible during the project in consultation with the DAAD.

The relevant 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. In addition, the programme indicators above are reviewed as part of annual substantive reporting. The report must be submitted online using a monitoring tool set up for this purpose.

Below are shown examples of how to formulate indicators for project results (outputs) and project objectives (outcomes) based on the results framework and catalogue of indicators.

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

**Formulation of project indicators at output level (results)**

**Example 1**

<b>Output (programme level)</b>		<b>Output (project level)</b>
Students, lecturers and academics have received further <b>didactic and technical</b> training.	▷	Students, lecturers and researchers at the partner universities A, B and C have received further technical training in oriental studies.
<b>Indicator (programme level)</b>		<b>Indicator (project level)</b>
<p><b>Number</b> of students, lecturers and researchers receiving further training at the continuing and further education events (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> <li>• <b>Type of qualification</b> (eg technical, cross-disciplinary, teaching, administrative)</li> <li>• <b>Partner country/countries / Germany</b></li> </ul>	▷	<p><b>5 students, 3 lecturers and 2 researchers</b> at the partner universities A, B and C, at least <b>4 of whom are women</b>, have received further technical training in <b>oriental studies</b> by the end of 2021.</p>

**Example 2**

<b>Output (programme level)</b>		<b>Output (project level)</b>
Curricula/teaching modules, classes or other study offers have been <b>jointly</b> developed/advanced that suit the local context and reflect the latest developments in science.	▷	One <b>master's curricular</b> on the topic of <b>disaster risk management</b> has been <b>jointly developed</b> together with the partner universities A, B and C.
<b>Indicator (programme level)</b>		<b>Indicator (project level)</b>
<p><b>Number</b> of newly developed or revised curricula, teaching modules, classes or other study offers (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> <li>• <b>Type</b> (eg curricula, teaching modules)</li> <li>• <b>Title/topic</b></li> <li>• <b>New or revised</b></li> <li>• <b>Level</b> (eg bachelor's degree, master's degree)</li> <li>• <b>Implementation status</b> (eg coordinated internally at the university, tried and tested, offered)</li> <li>• <b>Degree of digitisation</b>(eg in-person teaching, blended learning, online teaching)</li> </ul>	▷	<p>For the <b>2021 winter semester</b>, the new <b>master's curriculum</b> which was <b>jointly</b> developed by the three partner universities A, B and C on the topic of <b>disaster risk management</b> has been coordinated internally at the university as <b>blended learning</b>.</p>



- **Involvement of non-university actors by area** (eg science/research, business)
- **Number of partner institutions involved in the development**



Formulation of project indicators at outcome level (objectives)

Example 1

<b>Outcome</b> ( <u>programme level</u> )	▷	<b>Outcome</b> ( <u>project level</u> )
The cooperation between the partner universities has been consolidated.		The <b>partnership project "Biotechnology in Mining"</b> with the partner universities A, B and C has been <b>consolidated</b> .
<b>Indicator</b> ( <u>programme level</u> )	▷	<b>Indicator</b> ( <u>project level</u> )
<p><b>Number</b> of active cooperation partners in the funded partnerships (since funding started), differentiated by</p> <ul style="list-style-type: none"> <li>• <b>Name</b> of the institution</li> <li>• <b>Headquarters</b> of the institution</li> <li>• <b>Area</b> (eg science/research, business)</li> <li>• <b>Type</b> (eg set out in the grant agreement (with MoU), additional partners (with/without MoU)</li> <li>• <b>Development of the partnership</b> (eg newly acquired, unchanged, consolidated)</li> </ul>		<p>Collaboration between the university NN and the partner universities A, B and C <b>has been further consolidated</b> and <b>by the end of 2022</b> has added at least <b>2</b> businesses in the region as <b>active cooperation partners</b>.</p>

Example 2

<b>Outcome</b> ( <u>programme level</u> )	▷	<b>Outcome</b> ( <u>project level</u> )
The partner higher education institutions <b>offer (international) degree courses</b> that suit the local context and reflect the latest developments in science.		The partner universities A, B and C offer a new, jointly developed <b>master's curriculum</b> on the topic of disaster risk management.
<b>Indicator</b> ( <u>programme level</u> )	▷	<b>Indicator</b> ( <u>project level</u> )
<p><b>Number</b> of newly developed or revised curricula, teaching modules, classes or other study offers (since funding started), differentiated by Type (eg curricula, teaching modules, classes)</p> <ul style="list-style-type: none"> <li>• <b>Title/topic</b></li> <li>• <b>New or revised</b></li> <li>• <b>Level</b> (eg bachelor's degree, master's degree)</li> <li>• <b>Implementation status</b> (eg co-ordinated internally at the university, tried and tested, offered)</li> </ul>		<p>A newly developed curriculum in the <b>master's degree programme</b> Disaster Risk Management presented as <b>blended learning</b> will be <b>tried out in the 2021 winter semester</b>.</p>

- **Degree of digitisation** (eg in-person teaching, blended learning, online teaching)
- **Involvement of non-university actors by area** (eg science/research, business)
- **Number of partner institutions involved in the development**

