## ATTACHMENT 7 The Results Framework 2024-2026

**Name of the project:**

|  |
| --- |
| **IMPACT** |
| *Enter the impact statement of the project here.*  |
| **Indicators** | **Baseline** | **Target** | **Sources of verification** | **Assumptions** |
| 1. Satisfaction of the leadership of the partner HEIs on the impacts of the projects
 |  |  | Annual standard leadership feedback survey (see explanation 1 below) | Leaders know the project and have interest to provide independent views |
| **OUTCOME 1** |
| *Enter the outcome of the project here.*  |
| 1. Number of staff engaged in capacity development, including exchange programmes
2. Number of educational institutions, incl. higher education, reached through measures aimed to increase their capacity.
 |  |  | Project reports | The project has reached the student level and they have interest in providing independent views |
| **OUTPUT 1** |
| *Enter the output of the project here.*  |
| *Indicators* |  |  |  |  |
| **OUTPUT 2** |
| *Enter the output of the project here.*  |
| *Indicators* |  |  |  |  |
| **OUTCOME 2** |
| *Enter the outcome of the project here.*  |
| 1. Student satisfaction on new and/or revised courses
 |  |  | Annual standard student feedback survey 4 |  |
| **OUTPUT 3** |
| *Enter the output of the project here.*  |
| *Indicators* |  |  |  |  |
| **OUTPUT 4** |
| *Enter the output of the project here.*  |
| *Indicators* |  |  |  |  |

### Results framework at the project level

Each project is expected to prepare its own results framework.

The project-level impact and outcome should make some kind of reference to the programme-level results framework.

The project-level result framework should also make reference to the selected theme or themes (i.e. at least one of the three themes of the programme).

**For reference: Programme level expected results**

*The programme-level impact: HEIs in the partner countries contribute to sustainable development by providing high-quality, inclusive and working-life relevant higher education.*

*The programme-level outcome: Strengthened educational and institutional capacities of partner HEIs in providing working-life relevant higher education.*

*Programme level outputs:*

*Strengthened educational capacity, including/in particular renewed degree programmes and individual courses.*

*Strengthened capacity of teachers and experts in teaching and administration (professional development).*

*Improved pedagogical methods and new innovative solutions created for teaching and learning.*

*Improved access to higher education for students with vulnerable backgrounds.*

### Clarification for the obligatory programme-level indicators for the projects:

1. ***Satisfaction of the leadership of the partner HEIs on the impacts of the projects***

Surveys for the partner HEI’s leadership:

* 1. Minimum 4 leaders (=n). Leaders answer by name because their answers provide direct feedback for project implementation.
	2. Questions to be included in survey: a) How well has the project supported your Higher Education Institution in strengthening the overall institutional and educational (a: scale 1-6, with 6 as top score, a: justification: please provide the justification as an open narrative answer); b) How well has the project supported your Higher Education Institution in terms of improved pedagogical methods, including using innovative methods and covering students with vulnerable backgrounds? (b: scale 1-6, with 6 as the top score; b justification: please provide the justification as an open narrative answer).

Scoring (∑a+b)/2n. Arithmetic average. Each score provided by the leaders for questions a and b above are counted together. This sum is divided by the number of answering leaders times two. Since the leaders answer by name, the data can be disaggregated by sex.

1. ***Number of staff engaged in capacity development, including exchange programmes***

Staff engaged with the project during the calendar year. Minimum for ‘engagement’ is two working days.

1. ***Number of educational institutions, incl. higher education, reached through measures aimed to increase their capacity***

Here it is sufficient to give the number of the partnering HEIs. This indicator is special because similar data is counted from all educational projects financed by the MFA of Finland. This indicator is so called ‘aggregate indicator’ also relevant for the SDG reporting.

1. ***Students’ satisfaction on new and/or revised courses***

Student satisfaction survey

* 1. Minimum 10 students (=m). The answers of the anonymous students but they are asked to indicate their sex.
	2. Questions to be included in survey: a) Have you seen any positive changes in the educational methods related to X courses during the past year? (scale 1-6, with 6 as top score; Justification: please provide the justification as an open narrative answer). b) Have you seen positive changes in the contents of the education related to X courses during the past year? (scale 1-6, with 6 as top score; justification: please provide the justification in an open narrative answer).
	3. Scoring: similar method as above for leaders: (∑a+b)/2m. Since students are asked to provide information on their sex, the scoring can be counted also separately for men and women.
1. **Aggregate indicator. The aggregate indicator means that that this kind of data is collected not only from HEP but from all relevant Finnish development cooperation.**
	1. Rationale: as the institutional capacity to improve learning outcomes is difficult to measure, its progress is possible to monitor on the basis of the number of institutions reached through programmes and projects that aim to increase their institutional capacity as such. Capacity development programmes of educational institutions aim at increasing the pedagogical and/or managerial capacity of the institutions. It is assumed that their successful implementation thus leads to improved learning outcomes.
	2. Methodology: educational institutions refer to pre-primary, primary, secondary, vocational and higher education schools and universities. This indicator measures the number of institutions that the project/sector programme is covering with capacity development interventions (e.g. school improvement programmes, professional development for staff, institutional cooperation).
	3. Disaggregation: N/A

### Other project-level indicators

All projects are expected to provide information on ***the four programme-level indicators defined above***.

In addition, each project is expected to define a small number (e.g. 4–6) ***additional project-level indicators*** which link directly to its own impact statement, or outcome or outputs.

Indicator data is collected annually. When data is presented in the annual report, it is usefu4l to provide a narrative description (what does the indicate tell us; how reliable is the data; is the indicator cumulative or not; etc.).