

Guide to Results-Oriented Project Planning and Monitoring

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Introduction and overview

The DAAD relies on results-oriented monitoring (ROM) to ensure that the goals of funding programmes and projects are achieved. As a higher education institution applying for funding programmes with ROM, you need to outline the intended goals of your project and the ways in which these are to be achieved. Further information about ROM and its benefits for higher education institutions and the DAAD is provided in this [video](#) (in German).

When drawing up your project application, you should read this Guide to ROM before completing the project planning overview and the project description.

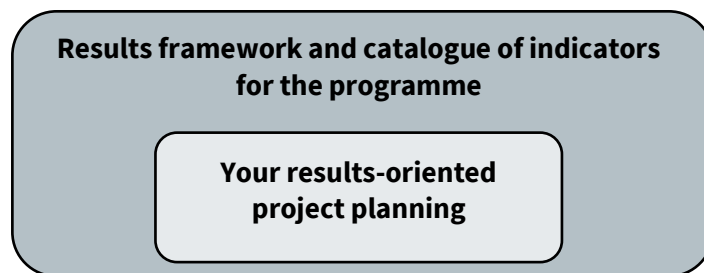
A short introduction with basic information about ROM is followed by a presentation of the most important steps that enable you to plan your project in a results-oriented manner. The results framework (in German: Wirkungsgefüge) and the catalogue of indicators for the funding programme serve as a basis for this. They can be found in the second part of this guide.

Please watch this [video](#) (in German) to learn more about applications with results-oriented project planning.

The answers to the most important questions about ROM can be found in our [FAQ on results-oriented monitoring](#) (in German).

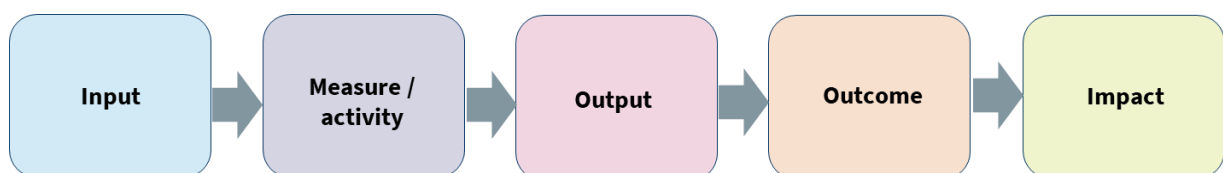
1. Results framework and catalogue of indicators as a basis for results-oriented project planning

The funding programme's results framework (see 3) and the catalogue of indicators (see 4) form the basis for your results-oriented project planning. The purpose of a results framework is to **visualise the funding logic** of a programme and to present the goals the DAAD aims to achieve with the programme. The catalogue of indicators clarifies how the DAAD reviews the effectiveness of the programme.



1.1 Levels of the results framework

The results framework comprises five result levels:



Longer-term effects (impacts)

The impacts describe the intended direct or indirect longer-term effects of a programme.

Objectives (outcomes)

The short and medium-term effects (= programme objectives) the DAAD would like to achieve with its funding programme are defined on the outcome level. The programme objectives result from using the outputs and they contribute to achieving the impacts.

Results (outputs)

The intended results, services and changes (outputs) that result from the measures/activities and that are intermediate steps on the way towards reaching the programme objectives (outcomes) are outlined on the output level.

Measures/activities

The measures/activities as of the results framework correspond to the measures in a programme that are eligible for funding (see funding framework). The programme results (outputs) are achieved by performing the measures/activities.

Inputs

Input is required to realise measures/activities. Inputs include funding from the DAAD, as well as human, professional and infrastructural resources of the grant recipient, the forwarding recipient and any additional parties.

1.2 Catalogue of indicators

The inputs, measures/activities, results (outputs) and short and medium-term effects or objectives (outcomes) listed in the results framework are assigned to programme indicators, which are listed in the catalogue of indicators (see 4). The DAAD reviews the effectiveness of its funding programmes by enquiring about the programme indicators in a structured manner in the annual substantive reports. The results also form the basis for the programme steering.

Note:

An indicator is a (quantitative or qualitative) variable or factor that constitutes a simple and reliable instrument for measuring and reflecting the changes achieved through the measure.

2. How do I plan my project in a results-oriented manner?

In **results-oriented project planning** you need to start with the intended project objectives (outcomes), then plan the corresponding project results (outputs) and finally the measures/activities.

2.1 Completing the project planning overview

You present your results-oriented project plan in the **project planning overview**. This tabular project planning summary illustrates the results logic of your project. It is important that you provide a **short and clear overview** by indicating specific project objectives (outcomes), project results (output) and measures/activities¹. You are welcome to use an [example of a completed project planning overview](#) (in German) for guidance.

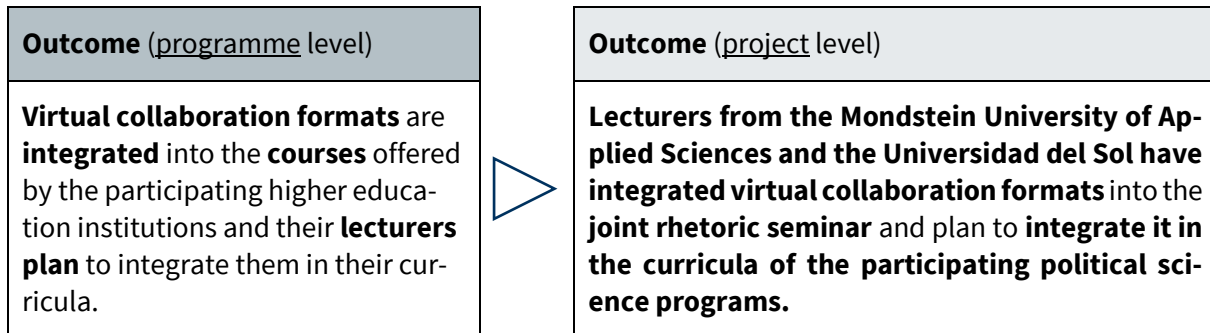
When planning your project, you are free to choose the wording for your results (outputs) and objectives (outcomes) and the ways in which you plan to achieve your goals. The project objectives must correspond to the programme objectives indicated in the results framework.

¹ You do not need to specify any impacts for your project.

Please proceed as follows when drawing up your results-oriented project plan:

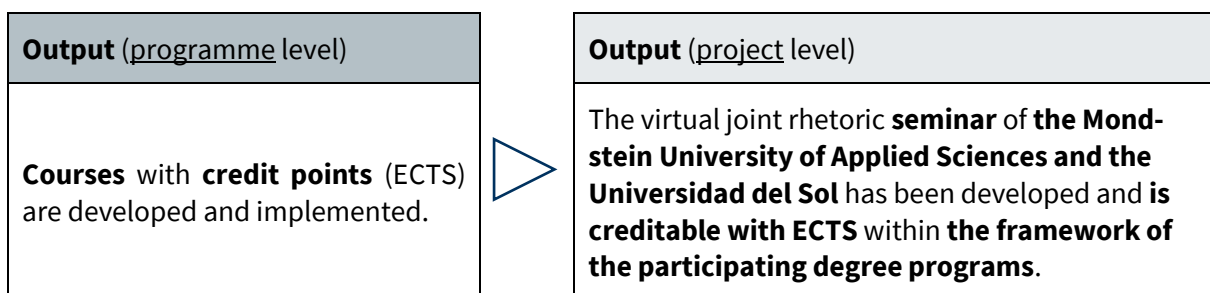
a) The first step is to define your **project objectives (outcomes)**. You need to specify your intended project objectives based on the programme objectives (indicated in the results framework).

Example 1: Specifying the project objective (outcome)



b) The second step is to define your **project results (outputs)**. Intended outputs are visible and quantifiable. Based on the results (outputs) on the programme level you need to specify your intended project results (outputs) (e.g. which higher education institutions, which study programme, etc.).

Example 2: Specifying the project result (output)



c) In the third step, you should ideally determine only one **meaningful indicator** for each project-specific result (output) and objective (outcome), respectively. However, to be able to establish that an objective has been achieved, it may be necessary to specify more than one indicator (e.g. number of courses and number of participants).

- **Specification:**
You may particularise programme indicators that apply to your project to match your purposes. You can also name your own indicators if needed.
Project indicators should only be specified for key aspects of the outputs and outcomes of the project.
- **Benchmarks:**
Specify for each indicator, how much should be deployed, implemented and achieved in the project within a specific time frame (**benchmarks**). This is vital to be able to check if objectives have been achieved. To determine benchmarks, you can refer to experience-based values from similar projects, references from your higher education institution or speak to partners and experts.

Please make sure that the indicators for your project fulfil the **SMART criteria**:

- 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:** Goals are realistically achievable within the specified parameters
- Relevant:** meaningful in terms of the intended changes
- Time-Bound:** has a defined timeframe

Example 1: Specifying/benchmarking indicators for project objectives (outcomes)

Outcome (<u>programme</u> level)		Outcome (<u>project</u> level)
Virtual collaboration formats are integrated into the courses offered by the participating higher education institutions and their lecturers plan to integrate them in their curricula.	▶	Lecturers from the Mondstein University of Applied Sciences and the Universidad del Sol have integrated virtual collaboration formats into the joint rhetoric seminar and plan to integrate it in the curricula of the participating political science programs.
Indicator (<u>programme</u> level)		Indicator (<u>project</u> level)
Number of lecturers who are actively involved in the implementation of virtual collaboration formats (since the start of funding), differentiated by	▶	Until the end of the project, three lecturers will be actively involved in the implementation of the virtual rhetoric seminar. Of these, one is a professor at the Mondstein University of Applied Sciences, one is a professor at the Universidad del Sol and one is a doctoral candidate at the Mondstein University of Applied Sciences.
<ul style="list-style-type: none"> - University affiliation 		

Example 2: Specifying/benchmarking indicators for project results (outputs)

Output (<u>programme</u> level)		Output (<u>project</u> level)
Courses with credit points (ECTS) are developed and implemented.	▶	The virtual joint rhetoric seminar of the Mondstein University of Applied Sciences and the Universidad del Sol has been developed and is creditable with ECTS within the framework of the participating degree programs.
Indicator (<u>programme</u> level)		Indicator (<u>project</u> level)
Type of course (since start of funding), differentiated by:	▶	By the end of the summer semester 2022, one virtual rhetoric seminar at master's level is developed in cooperation between the Mondstein University of Applied Sciences and the Universidad del Sol in Uruguay. The hybrid course is designed in blended learning format, uses an asynchronous learning platform , and includes three synchronous (online) debating rounds. Also, the
<ul style="list-style-type: none"> • Title/topic • (Main) target group • Course format • Mode • Degree of digitalisation 		

- Countries of partner institution(s)
- Number of ECTS
- Use of OER?
- Documentation as OER?

course **is creditable with 5 ECTS in two degree programmes.**

d) The fourth step is to name the **information sources** and **methods** required for collecting the data for measuring the indicators. Please refer to the [Example of a project planning summary](#). (in German).

2.2 Completing the project description

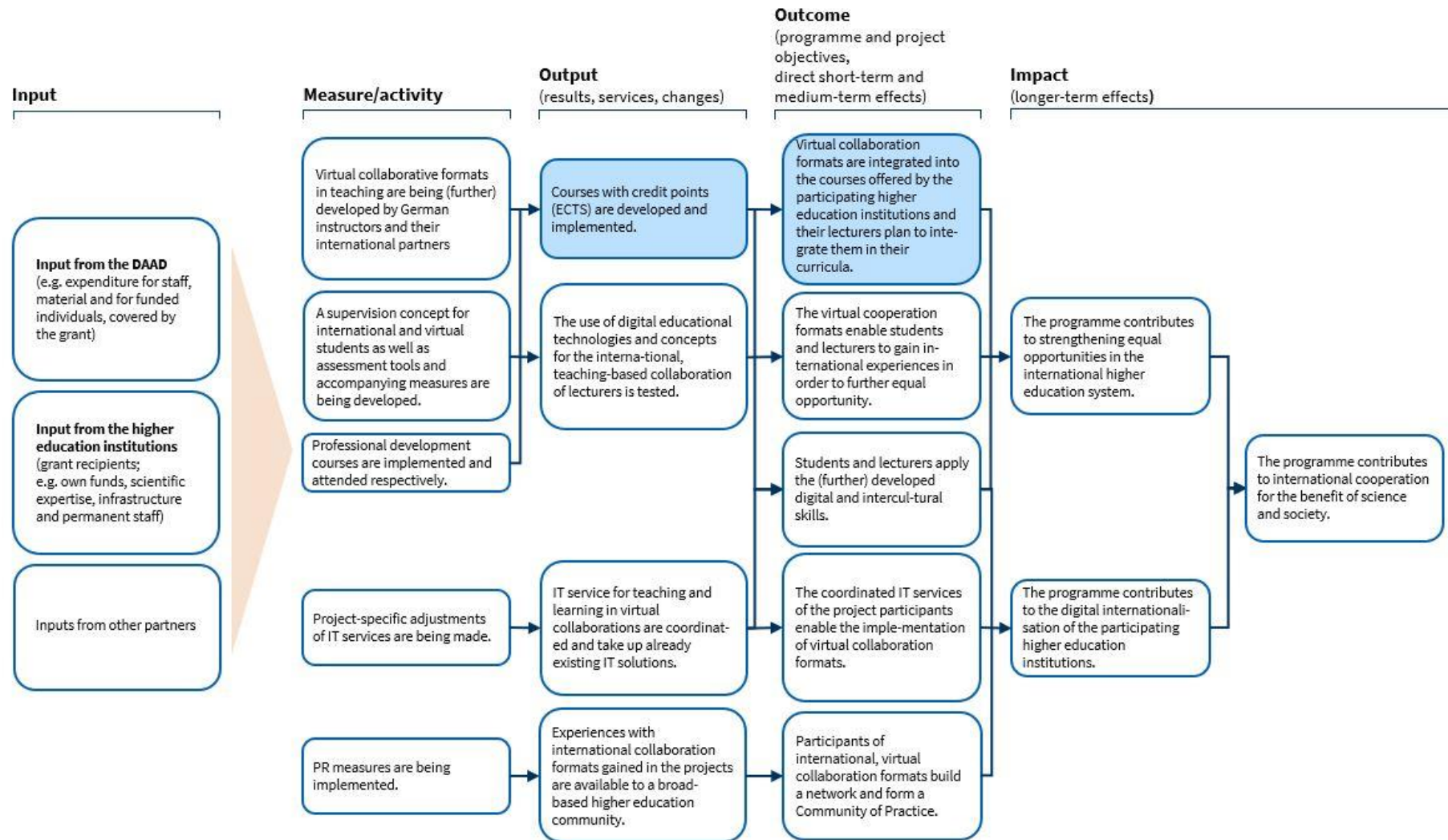
In the project description you need to outline your project with regard to its specialised content, as well as outlining the measures/activities in relation to your own project's objectives. You should take the results logic, programme objectives and selection criteria into account here. You also need to draw up a schedule for your project.

In the assessment of your project application, the results-oriented project plan is taken into account in **selection criterion 1** 'Relationship of the project to the programme objectives (as per the results framework) and results-oriented planning using indicators that meet the SMART criteria'.

Checklist regarding results-oriented project planning as a selection criterion:

- ✓ Clear relationship between the **project** objectives (outcomes) and the **project** results (outputs)
- ✓ Clear connection between the **project** and the **programme** objectives (outcomes) and the **programme** results (outputs)
- ✓ The project description clarifies comprehensively which measures/activities are to be realised over the course of time, and how these contribute to the **project**-specific results (outputs) and objectives (outcomes)
- ✓ The **project**-specific indicators meet the SMART criteria

3. Results framework for the funding programme 'International Virtual Academic Collaboration'



The german version of this annex shall be legally binding



Objectives shaded in blue are to be pursued in any case. as of: 10/2022

4. Catalogue of indicators for the funding programme ‘International Virtual Academic Collaboration’

The following **programme indicators** were set for the International Virtual Academic Collaboration (IVAC) programme, for which the DAAD requests data for the annual substantive reporting. This data supports the DAAD in its programme management and accountability.

Measures/activities and corresponding programme indicators

Measure/activity	Indicator
Virtual collaborative formats in teaching are being (further) developed by German instructors and their international partners.	<p>Number of (further) developed virtual collaboration formats (since the beginning of the funding period²) differentiated by</p> <ul style="list-style-type: none"> • Name/description • Group size (e.g. tandem) • Level of digitalisation (e.g. online format only) • Mode: mainly synchronous/ mainly asynchronous • New or further developed? • Transferability (e.g. to similar subject areas) • Implementation status (e.g. in conception/further development) • Short qualitative description of the collaboration format
A supervision concept for international and virtual students as well as assessment tools and accompanying measures are being developed.	<p>Number of (further) developed supervision concepts (since the beginning of the funding period) differentiated by</p> <ul style="list-style-type: none"> • Name/description • Formats used (e.g. E-Mail, social media) • New or further developed? • Transferability (e.g. to similar subject areas) • Implementation status (e.g. in conception/further development)
	<p>Number of implemented assessment measures (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Format (e.g. survey) • (Main) Target group/ status of the (primary) participants (e.g. students) • Lessons Learned
	<p>Number of implemented accompanying measures (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Format (e.g. tutorials/mentoring) • Degree of digitalisation (e.g. online format) • Objective (e.g. advancement of intercultural competencies)

² This indicator is being collected since the beginning of the funding period, i.e. it refers to aspects that cannot be implemented or completed in one year. Reporting nevertheless takes place annually to capture changes in the implementation status.

	<ul style="list-style-type: none"> • Frequency (e.g. weekly) • Transferability (e.g. on similar fields of study)
Professional development courses are implemented and attended respectively.	<p>Number of implemented professional development courses (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Location/country (DAAD country list) • Duration (in days) • (Main) target groups (e.g. teaching staff) • Focus of the event (e.g. discipline-related) • Level of digitalisation (e.g. online format) • Short qualitative description focusing on the added value for participants regarding internationalisation and digitalisation
	<p>Number of participants in the implemented professional development courses described above (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Gender (m/f/d) • University affiliation (e.g. partner university abroad) • Participant status (e.g. teaching staff)
	<p>Number of attended professional development courses organised by third parties (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Organising institution • Location/country (DAAD country list) • Duration (in days) • Focus of the event (e.g. discipline-related) • Level of digitalisation (e.g. online format) • Qualitative short description focusing on the added value for participants regarding internationalisation and digitalisation
	<p>Number of participants of the project (project personnel and staff of the partner university) at the attended professional development courses that were organised by third parties (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Gender (m/f/d) • University affiliation (e.g. partner university abroad) • Participant status (e.g. teaching staff) • Number of DAAD-funded participants
Project-specific adjustments of IT services are being made.	<p>Number of implemented measures for IT development (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Name/description • Field of application (e.g. opening up or extending existing learning management systems) • Pre-existing software/services that are being used in the project • Acquired software/services • Utilisation of pre-existing hardware that is being used in the project

	<ul style="list-style-type: none"> Acquired hardware External (consulting) services (yes/no)
	<p>Qualitative short description of the implemented IT measures focusing on the added value regarding internationalisation and interoperability (since the beginning of the funding period).</p>
PR measures are being implemented.	<p>Number of marketing and PR measures (during the year under report) differentiated by</p> <ul style="list-style-type: none"> Target group (e.g. teaching staff of German higher education institutions) Type of measure (e.g. website, social media)

Programme results (outputs) and allocated programme indicators

Output	Indicator
Courses with credit points (ECTS) are developed and implemented.	<p>Number of developed virtual courses (since the beginning of the funding period) differentiated by</p> <ul style="list-style-type: none"> Title/topic (Main) target group (e.g. bachelor) Course format (e.g. seminar) Mode (e.g. mainly synchronous) Level of digitalisation (e.g. online format) Countries of the partner institution(s) participating in the project Number of ECTS Use of OER in the course? (yes/no) Elements documented as OER? (yes/no) Implementation status (e.g. in conception/further development) <p>Qualitative description of the developed virtual courses including didactics and methods, as well as the respective added value for the partner higher education institution(s) (since the beginning of the funding period).</p>
The use of digital educational technologies and concepts for the international, teaching-based collaboration of lecturers is tested.	<p>Number of utilised digital education technologies and concepts in the teaching collaboration (during the year under report) differentiated by</p> <ul style="list-style-type: none"> Name/description Education technology/concept (e.g. e-portfolio) Focus on the autonomous acquisition of learning content (yes/no) Transferability (e.g. to similar subject areas)
IT service for teaching and learning in virtual collaborations are coordinated and take up already existing IT solutions.	<p>Number of the utilised IT services (e.g. campus- and learning-management-systems) (during the year under report) differentiated by</p> <ul style="list-style-type: none"> Name/description Type (e.g. teaching and learning platform) Intended purpose Implementation status (e.g. newly developed/not yet integrated)

<p>Experiences with international collaboration formats gained in the projects are available to a broad-based higher education community.</p>	<p>Number of measures for networking and sharing of experiences (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Name/description • Format (e.g. contribution to websites) • Frequency (e.g. weekly) • National/international
	<p>Number of implemented exchange formats (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Location/country (DAAD- country list) • Duration (in days) • Type of event (e.g. one-off exchange event) • Focus of the event (e.g. discipline-related) • (Main)target group (e.g. bachelor) • Level of digitalisation (e.g. online format) • Short qualitative description focusing on the added value for participants regarding internationalisation and digitalisation
	<p>Number of participants for the implemented exchange formats described above (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Gender (m/f/d) • Participant status (e.g. teaching staff)
	<p>Number of attended exchange formats organised by third parties (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Organising institution • Location/country (DAAD- country list) • Duration (in days) • Type of event (e.g. one-off exchange event) • Focus of the event (e.g. discipline-related) • Level of digitalisation (e.g. online format) • Short qualitative description focusing on the added value for participants regarding internationalisation and digitalisation
	<p>Number of participants of the project (project personnel and funded persons) at the attended exchange formats that were organised by third parties (during the year under report) differentiated by</p> <ul style="list-style-type: none"> • Gender (m/f/d) • Participant status (e.g. teaching staff) • Number of DAAD-funded participants

Programme objectives (outcomes) and allocated programme indicators

Outcome	Indicator
<p>Virtual collaboration formats are integrated into the courses offered by the participating higher education institutions and their lecturers plan to integrate them in their curricula.</p>	<p>Number of lecturers that are actively involved in the implementation of the virtual collaboration formats (since the beginning of the funding period) differentiated by</p> <ul style="list-style-type: none"> • Affiliation (e.g with the partner university) <p>Qualitative description of the (necessary) steps to curricular integration and possibly planned conceptual adjustments (since the beginning of the funding period).</p>
<p>The virtual cooperation formats enable students and lecturers to gain international experiences in order to further equal opportunity.</p>	<p>Qualitative description (using concrete examples from implemented courses) of the projects' contribution to improving equal opportunities for participating students and teachers to gain international experience (since the beginning of the funding period).</p> <p>(Please note: Equal opportunities can be understood, for example, in terms of gender, migration background of the funded persons, educational background of the parents (first-time academics), impairments (persons with disabilities or chronic illnesses), care obligations (especially single-parent students and teaching staff with children), dependence on employment for subsistence).</p>
<p>Students and lecturers apply the (further) developed digital and intercultural skills.</p>	<p>Qualitative description of the digital and intercultural competences acquired and applied by teaching staff and students (during the year under report).</p>
<p>The coordinated IT services of the project participants enable the implementation of virtual collaboration formats.</p>	<p>Number of the utilised IT services (e.g. campus- and learning-management-systems) (since the beginning of the funding period) differentiated by</p> <ul style="list-style-type: none"> • Name/description • Type (e.g. teaching and learning platform) • Intended purpose • Implementation status (e.g. partly integrated)
<p>Participants of international, virtual collaboration formats build a network and form a Community of Practice.</p>	<p>Number of regular contacts of the project personnel with the intention of collaboration or exchange regarding international, virtual collaboration formats (during the year under report) differentiated by:</p> <ul style="list-style-type: none"> • Contact group (e.g. staff of other IVAC projects) • Frequency (e.g. weekly) • National/International? • Short description