

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 involving ROM, you need to outline the intended results of your projects and the ways in which these impacts are to be achieved. Further information about ROM and its benefit for higher education institutions and the DAAD is provided in this [video](#).

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

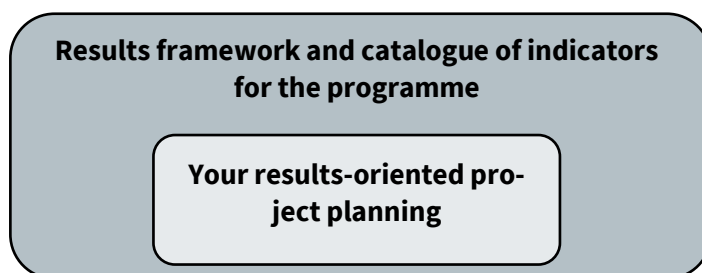
A short introduction with basic information about ROM is followed by a presentation of the most important steps that enable you to plan your project in a results-oriented manner. The funding programme results framework and catalogue of indicators serve as a basis for this. They can be found in the second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

Please watch this [video](#) to learn more about the submission of an application using results-oriented project planning.

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

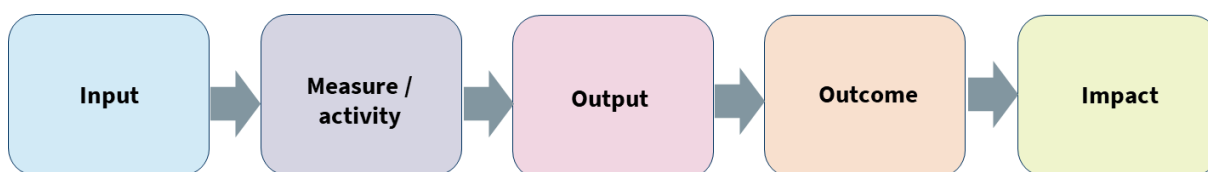
1. Results framework and catalogue of indicators as a basis for results-oriented project planning

The funding programme's results framework (see 3) and the catalogue of indicators (see 4) form the structure of your results-oriented project plan. The purpose of a results framework is to **visualise the funding logic** of a programme and to portray the objectives that the DAAD aims to achieve via 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 impacts (= programme objectives) the DAAD would like to achieve via its funding programme are defined at 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 of a programme equate to the envisaged measures that are eligible for funding via a funding programme (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 impacts or objectives (outcomes) listed in the results framework are to be allocated to the 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 of programme control.

Note:

An indicator is a (quantitative or qualitative) variable or factor that constitutes a simple and reliable instrument for measuring and reflecting the changes caused 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 desired project results (outputs) and finally the measures/activities.

2.1 Completing the project planning overview

Your results-oriented project plan is presented in the **project planning overview**. This tabular project planning overview portrays the impact logic for 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](#) for guidance.

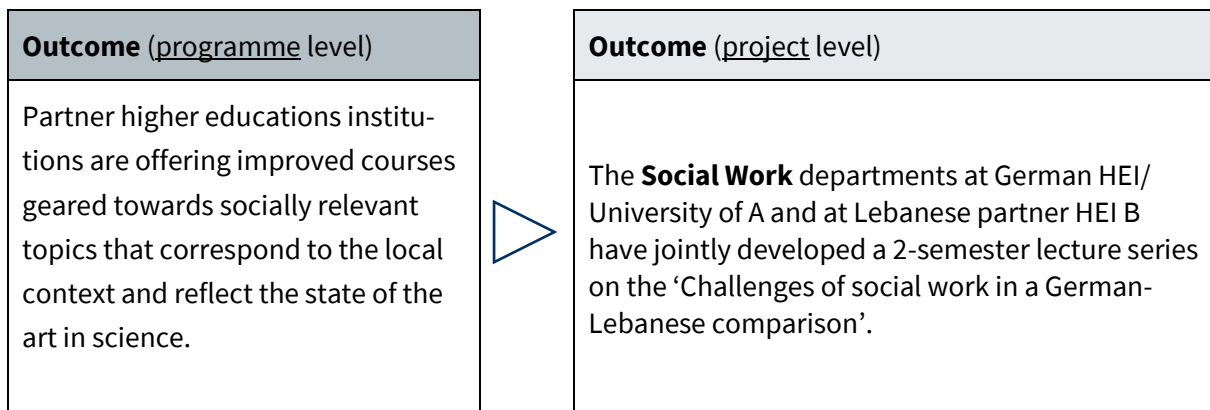
When planning your project, you are free to choose the wording for your results (outputs) and objectives (outcomes) and the ways in which you plan to achieve your objectives. The project objectives must be consistent with the programme objectives indicated in the results framework.

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

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

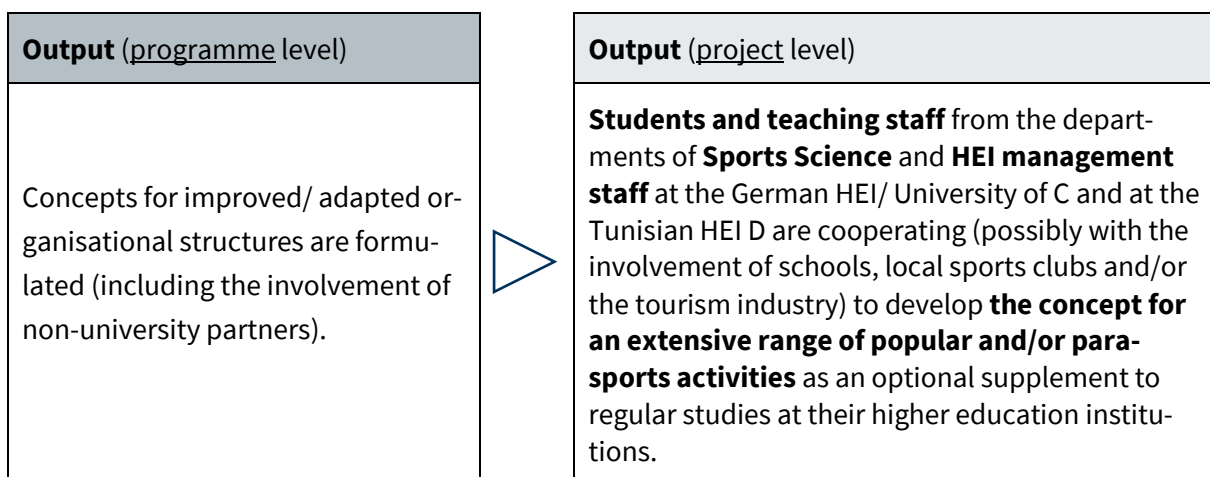
a) The first step is to define your **project objectives (outcomes)**. You need to specify your intended project objectives based on the programme objectives (indicated in the results framework).

Example 1: Specifying the project objective (outcome)



b) The second step is to define your **project results (outputs)**. Intended results (outputs) are visible and quantifiable. You need to specify your intended results (outputs) based on the results (outputs) on the programme level (e.g. which higher education institutions, which study programmes, 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). However, to be able to establish that an objective has been achieved, it may be necessary to specify more than one indicator (such as the number of teaching courses and the 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 values from similar projects, guidelines 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:** objectives 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 level</u>)		Outcome (<u>project level</u>)
The partner higher education institutions are offering improved courses geared towards socially relevant topics that correspond to the local context and reflect the state of the art in science.	▶	The Social Work departments at German HEI/ University of A and at Lebanese partner HEI B have jointly developed a 2-semester lecture series on the ‘Challenges of social work in a German-Lebanese comparison’.
Indicator (<u>programme level</u>)		Indicator (<u>project level</u>)
Number of students/ participants in courses that were updated or newly developed (since funding started), differentiated by <ul style="list-style-type: none"> • Gender (f/m/d) 	▶	In the winter semester 2024/25, 30 students took part in our newly developed lecture series on the ‘Challenges of social work in a German-Lebanese comparison’, including at least 15 women.

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

Output (<u>programme level</u>)		Output (<u>project level</u>)
Concepts for improved/ adapted organisational structures are formulated (including the involvement of non-university partners).	▶	Students and teaching staff from the departments of Sports Science and HEI management staff at the German HEI/ University of C and at the Tunisian HEI D are cooperating (possibly with the involvement of schools, local sports clubs and/or the tourism industry) to develop the concept for an extensive range of popular and/or para-sports activities as an optional supplement to regular studies at their higher education institutions.
Indicator (<u>programme level</u>)		Indicator (<u>project level</u>)

Number of developed concepts for improved/ adapted organisational structures (since the start of funding), differentiated by

- **Title/ topic**
- **Brief description** and contribution to the improvement of organisational structures
- **Sector** (such as teaching, research, HEI management, network, other)
- **Involvement** of non-university protagonists (yes/ no)
- **Implementation status** (conception phase, concept completed, implementation started, implementation completed, other)



A 'Fit for Life, Leisure, Study and Work' concept relating to 1½- to 3-hour sports activities in the field of popular and/or para-sports has been developed together with 3 cooperation partners by mid-2024.

d) The fourth step is to name the **information sources** and **methods** required for collecting the data for measuring the indicators. In this regard, see also the [example of a project planning overview](#).

2.2 Completing the project description

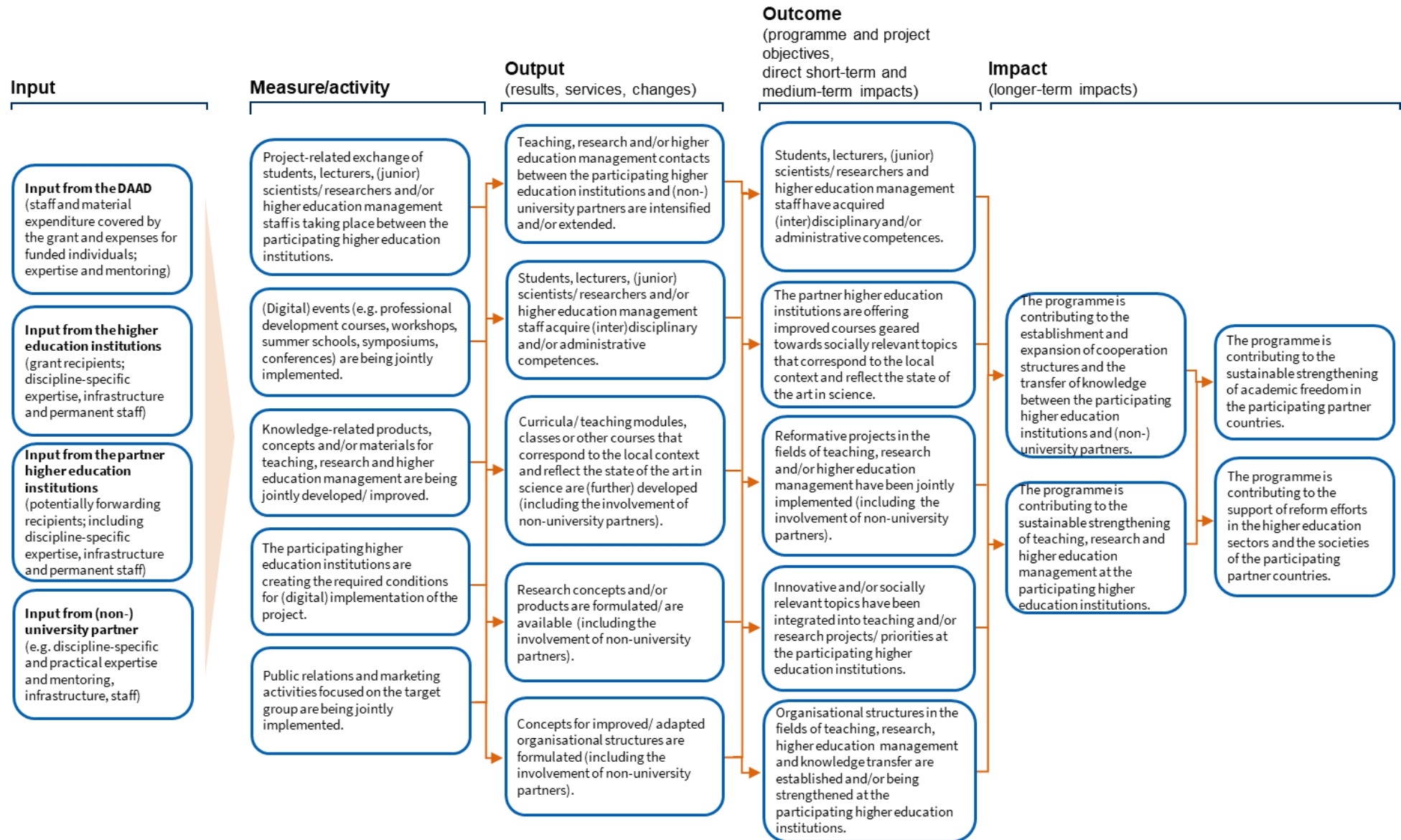
In the project description you need to outline your project with regard to its academic content, as well as outlining the measures/activities in relation to your own project's objectives. You should take the impact logic, programme objectives and selection criteria into account here. You also need to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

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 comprehensibly clarifies the measures/activities that 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 'Ta'ziz Science Cooperations 2023–2025'



4. Catalogue of indicators for the funding programme ‘Ta’ziz Science Cooperations 2023–2025’

The following **programme indicators** have been stipulated for the Ta’ziz Science Cooperations 2023–2025 programme line, for which the DAAD requests data in the context of the annual substantive reporting by the higher education institutions. This data helps the DAAD with programme management and accountability.

Measures/activities and allocated programme indicators

Measure/activity	Indicator
Project-related exchange of students, lecturers, (junior) scientists/ researchers and/or higher education management staff is taking place between the participating higher education institutions.	<p>Number of funded individuals (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender (f/m/d) • Status (such as bachelor’s/ master’s level, doctoral candidate, researcher, higher education lecturer (including post-docs)) • Subject group • Funding type (such as studies, research, specialist course, internship, study trip, teaching, training course, workshop, and so on) • Duration of funding in the reporting year • Sending country • Country of citizenship • Destination country • Format of participation/ implementation (mainly face-to-face, mainly online, blended)
(Digital) events (e.g. professional development courses, workshops, summer schools, symposiums, conferences) are being jointly implemented.	<p>Number of events held (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Title/ topic • Venue location/ country (Germany & Ta’ziz countries) • Duration (in days) • Format • Degree of digitisation • Status of participants (multiple choice) • Professional development in nature (yes/ no) • Type of qualification (multiple choice) (such as departmental, inter-departmental, administrative)
	<p>Number of participants in the events (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender (f/m/d) • Partner country/countries / Germany
Knowledge-related products, concepts and/or materials for teaching, research	Qualitative description of the developed concepts and/or (knowledge-based) products and of the respective added value for the partner HEI(s) (since funding started)

and higher education management are being jointly developed/ improved.	
The participating higher education institutions are creating the required conditions for (digital) implementation of the project.	Qualitative description of the most significant consumables and equipment, and their benefits within the project (since funding started)
Public relations and marketing activities focused on the target group are being jointly implemented.	Number of public relations and marketing activities (in the reporting year), differentiated by <ul style="list-style-type: none"> Type of activity (such as website, social media, radio/ TV, flyer/ poster, (press) article, lecture/ event, newsletter, other) Target group(s) (sector) (multiple choice) (such as HEI/ university, non-university science/research, business (company, industry), civil society: NGOs/ societies/ foundations, public sector: politics/ administration, other)
	Qualitative description of public relations and marketing activities (in the reporting year)

Programme results (outputs) and allocated programme indicators

Output	Indicator
Teaching, research and/or higher education management contacts between the participating higher education institutions and (non-)university protagonists are intensified and/or extended.	The number of contacts that have been initiated, intensified and/or extended under the activities (in the reporting year), differentiated by <ul style="list-style-type: none"> Sector (such as HEI/ university, non-university science/ research, business: company/ industry, civil society: NGOs/ societies/ foundations, public sector: politics/ administration, other) Status of the contact (including initial contacts, intensified contacts, extended/ additional contacts)
	Qualitative description of the contacts in terms of their added value to the implementation of further cooperations (since funding started)
Students, lecturers, (junior) scientists/ researchers and/or higher education management staff acquire (inter)departmental and/or administrative competences.	Number of trained students, lecturers, (early career) researchers and/or HEI management staff (in the reporting year), differentiated by <ul style="list-style-type: none"> Gender (f/m/d) Type of qualification (multiple choice) (such as departmental: theoretical/ methodical, interdepartmental: linguistic/ soft-skills/ didactic/ intercultural, administrative) Partner country/countries/Germany

<p>Curricula/ teaching modules, classes or other courses that correspond to the local context and reflect the state of the art in science are (further) developed (including the involvement of non-university protagonists).</p>	<p>Number of newly developed or revised curricula, teaching modules, classes or other courses (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Type (including curricula, teaching modules, classes, other courses) • Title/ topic • New or updated (newly developed, revised) • Level (bachelor's, master's, PhD, other) • Implementation status (such as concept phase started, draft available, coordinated internally, tried and tested, being offered, accredited, other) • Degree of digitisation (including in-person teaching, blended learning, online teaching) • Involvement of non-university protagonists by sector (such as HEI/ university, non-university science/ research, business: company/ industry, civil society: NGOs/ societies/ foundations, public sector: politics/ administration, other) • Number of partner institutions involved in the development
<p>Research concepts and/or products are formulated/ are available (including the involvement of non-university partners).</p>	<p>Qualitative description of the developed curricula/ teaching modules and classes, other courses, and of their added value to the partner higher education institution(s) (since funding started)</p> <p>Number of concepts and/or research products developed by the participating higher education institutions (with the participation of non-university protagonists) that are geared towards socially relevant aspects (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Title/ topic • Type (including project and research projects, mentoring of the public sector including policy advice, publications, other) • Brief description • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)
<p>Concepts for improved/ adapted organisational structures are formulated (including the involvement of non-university partners).</p>	<p>Number of developed concepts for improved/ adapted organisational structures (since the start of funding), differentiated by</p> <ul style="list-style-type: none"> • Title/ topic • Brief description and contribution to the improvement of organisational structures • Sector (such as teaching, research, HEI management, network, other) • Involvement of non-university protagonists (yes/ no) • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)

Programme objectives (outcomes) and allocated programme indicators

Outcome	Indicator
Students, lecturers, (junior) scientists/ researchers and higher education management staff have acquired (inter)disciplinary and/or administrative competencies.	Qualitative description of the interdepartmental, departmental and/or administrative expertise acquired by students, lecturers, (early career) researchers and HEI management staff (since funding started).
The partner higher education institutions are offering improved courses geared towards socially relevant topics that correspond to the local context and reflect the state of the art in science.	Number of planned study places/ participants in courses that have been updated or newly developed (since funding started).
	Number of applicants for courses that have been updated or newly developed (since funding started), differentiated by <ul style="list-style-type: none"> • Gender (f/m/d)
	Number of students/ participants in courses that were updated or newly developed (since funding started), differentiated by <ul style="list-style-type: none"> • Gender (f/m/d)
	Qualitative description of the integration of socially relevant aspects into the improved courses (since funding started).
Reformative projects in the fields of teaching, research and/or higher education management have been jointly implemented (including the involvement of non-university partners).	Number of reformative projects in the fields of teaching, research and/or HEI management (involving non-university protagonists) (since funding started), differentiated by <ul style="list-style-type: none"> • Title/ topic • Project priority (priorities) (multiple choice) (teaching, research, HEI management) • Brief description and contribution to reform • Involvement of non-university protagonists by sector (multiple choice)(including HEI/ university, non-university science/ research, business: company/ industry, civil society: NGOs/ societies/ foundations, public sector: politics/ administration, other) • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)
Innovative and/or socially relevant topics have been integrated into teaching and/or research projects/ priorities at the participating higher education institutions.	Number of research projects dealing with innovative and/or socially relevant aspects (in the reporting year), differentiated by <ul style="list-style-type: none"> • Type (such as research projects, research priorities) • Title/ topic • Brief description of the innovative and/or socially relevant approach • Involvement of non-university protagonists by sector (multiple choice)(including HEI/ university, non-university science/ research,

	<p>business: company/ industry, civil society: NGOs/ societies/ foundations, public sector: politics/ administration, other)</p> <p>Number of coordinated or already introduced curricula, teaching modules, classes or other courses (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Integration of socially relevant aspects? (yes/no) • Implementation status (such as concept phase started, draft available, coordinated internally, tried and tested, being offered, accredited, other)
<p>Organisational structures in the fields of teaching, research, higher education management and knowledge transfer are established and/or being strengthened at the participating higher education institutions.</p>	<p>Number of implemented concepts for improved/ adapted organisational structures (since the start of funding), differentiated by</p> <ul style="list-style-type: none"> • Title/ topic • Brief description and contribution to the improvement of organisational structures • Sector (teaching, research, HEI management, network, other) • Involvement of non-university protagonists (yes/ no) • Implementation status (conception phase, concept completed, implementation started, implementation completed, other) <p>Qualitative description of concepts to strengthen knowledge transfer (since funding started)</p>