

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.

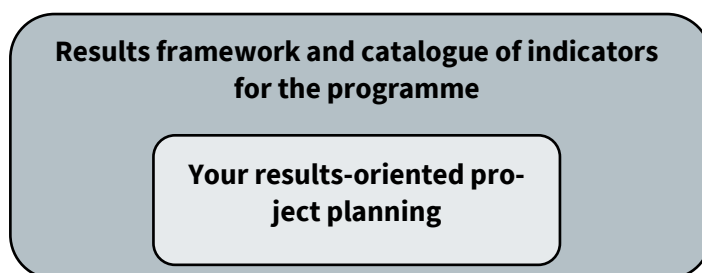
A short introduction with basic information about ROM is followed by a presentation of the most important steps that enable you to plan your project in a results-oriented manner. The funding programme impact model and catalogue of indicators serve as a basis for this. They can be found in the second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

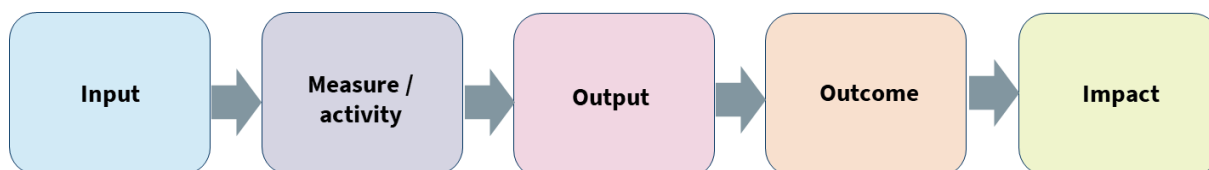
1. Results framework and catalogue of indicators as a basis for results-oriented project planning

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 effects or objectives (outcomes) listed in the results framework are to be allocated to programme indicators that 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.

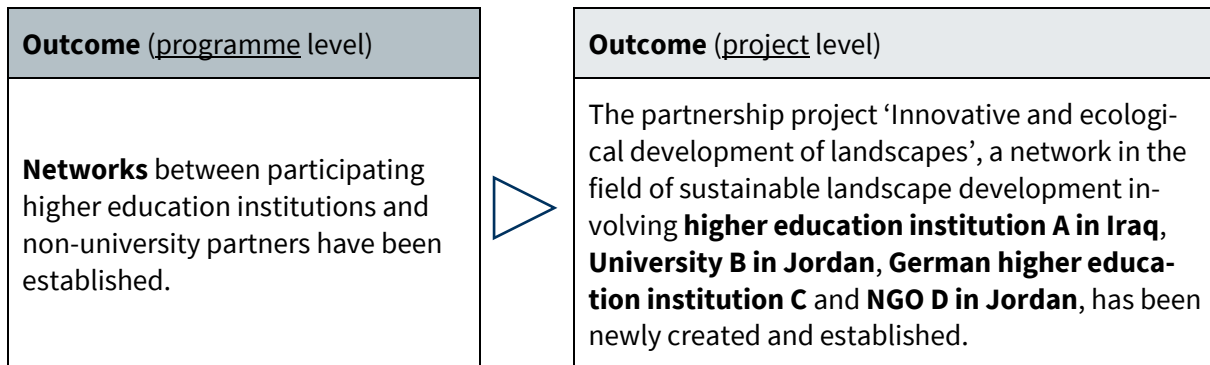
When planning your project, you are free to choose the wording for your results (outputs) and objectives (outcomes) and the ways in which you plan to achieve your objectives. The project objectives must be consistent with the programme objectives indicated in the results framework.

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

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

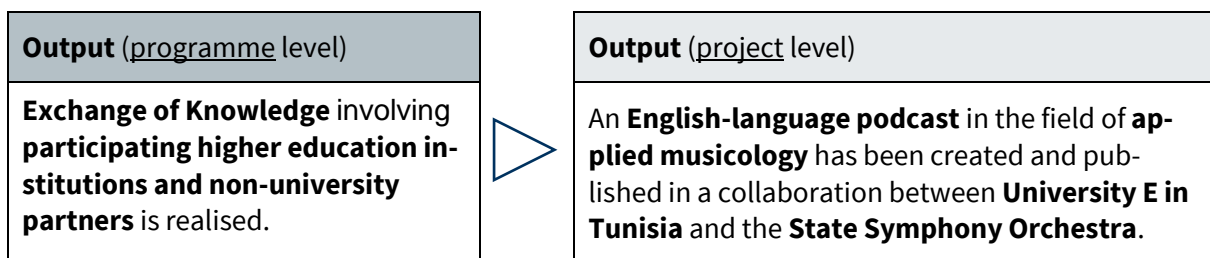
a) The first step is to define your **project objectives (outcomes)**. You need to specify your intended project objectives based on the programme objectives (indicated in the results framework).

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 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). 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 time frame

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

Outcome (<u>programme</u> level)		Outcome (<u>project</u> level)
Networks among participating higher education institutions and non-university partners have been established.	▶	The partnership project ‘Innovative and ecological development of landscapes’, a network in the field of sustainable landscape development involving a higher education institute A in Iraq, University B in Jordan, German higher education institute C and NGO D in Jordan , has been newly created and established.
Indicator (<u>programme</u> level)		Indicator (<u>project</u> level)
Number of networks that the participating higher education institutions have newly established with non-university partners (since funding started), differentiated by <ul style="list-style-type: none"> • Name/ designation of the network • Specialist priority • Number of participating network partners • Participating partners by sector (higher education institute/ university; non-university science/research; business (company, industry); civil society (such as NGOs, associations, foundations); public sector (including politics, administration); other) • Status of the network (conception phase, concept completed, implementation started, implementation completed) 	▶	By the end of 2025 , the ‘Sustainable Landscape Development’ network, with its focus on regional, sustainable landscape development, was newly developed. It was consolidated by 2030 by means of a cooperation agreement signed by all participating partners . By the end of 2024 , the network had newly acquired at least 1 public sector partners in the region and at least 1 civil society partner in the region as active network partners .

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

Output (<u>programme</u> level)	Output (<u>project</u> level)
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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

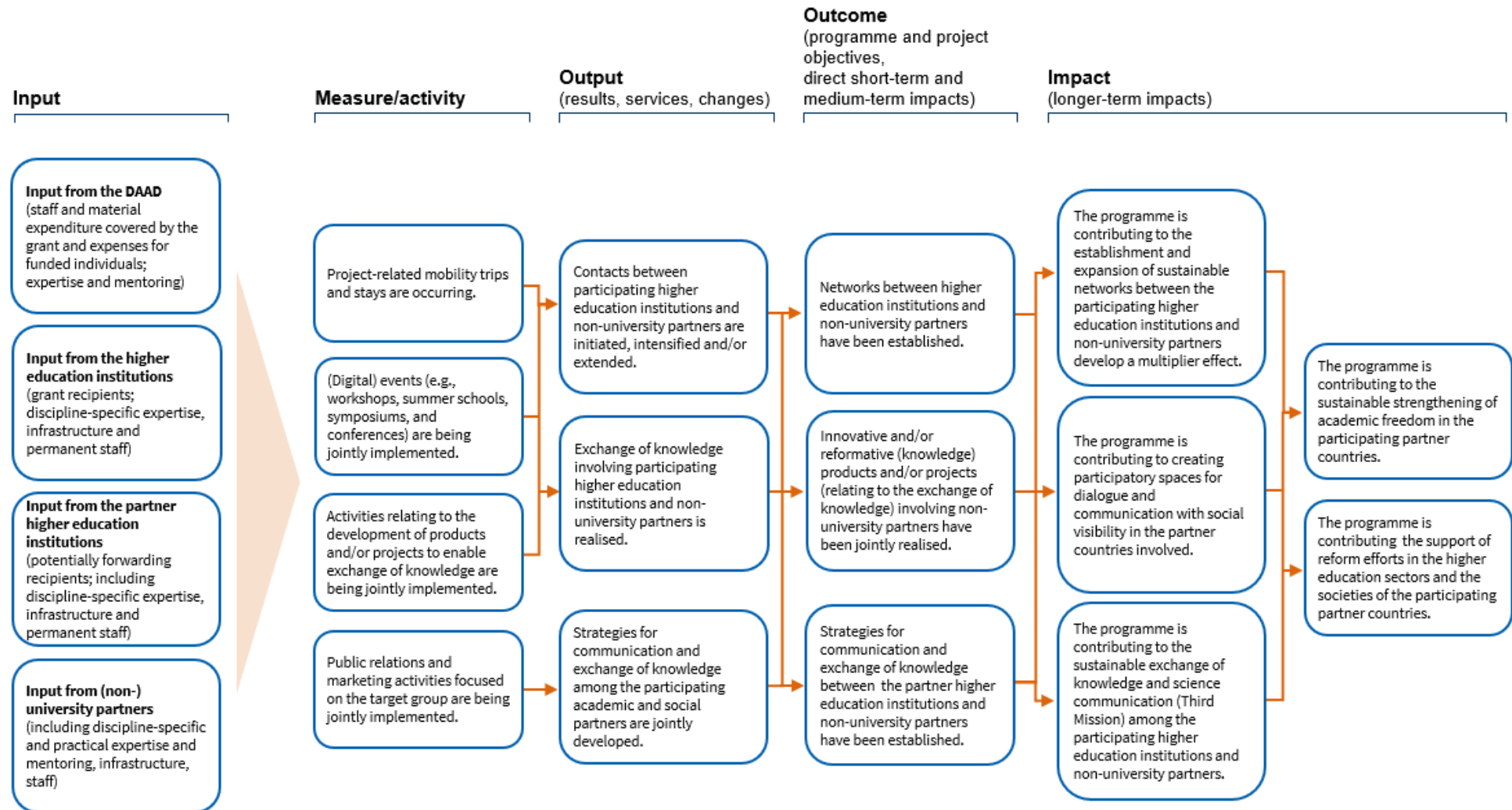
In the project description you need to outline your project with regard to its academic content, as well as outlining the measures/activities in relation to your own project’s objectives. You should take the impact logic, programme objectives and selection criteria into account here. You also need to 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 Networking 2023–2025’



4. Catalogue of indicators for the funding programme ‘Subject-related University Partnerships ‘Ta’ziz Networking 2023–2025’

The following **programme indicators** were set for the Ta’ziz Networking programme line, for which the DAAD requests data in the context of the annual substantive reporting. This data helps the DAAD with programme management and accountability.

Measures/activities and corresponding programme indicators

Measure/activity	Indicator
Project-related mobility trips and stays are occurring.	<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 students, lecturers at higher education institutions) • Subject group • Funding type (such as specialist course, workshop) • Duration of funding in the reporting year • Sending country • Country of citizenship • Destination country • Format of participation/ implementation (such as in presence, online)
(Digital) events (e.g., workshops, summer schools, symposiums, and 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 • Event location/ country • Duration • Format (such as workshop, conferences, steering meetings) • Degree of digitisation (such as in presence, hybrid, digital) • Status of participants (such as students, post-docs, higher education management staff) • Professional development in nature (yes/ no) • Type of qualification (such as subject-related, 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
Activities relating to the development of products and/or projects to enable exchange of knowledge	Qualitative description of the activities relating to development of products and/or projects to enable exchange of knowledge (since funding started) and their added value in the context of the project

are being jointly implemented.	
Public relations and marketing activities focused on the target group are being jointly implemented.	<p>Number of public relations and marketing activities (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Type of activity (such as newsletter, (press) articles, events) • Target groups (sector) (such as business, civil society, public sector)
	Qualitative description of the public relations and marketing activities (in the reporting year).

Programme results (outputs) and allocated programme indicators

Output	Indicator
Contacts between participating higher education institutions and non-university partners are initiated, intensified and/or extended.	<p>The number of contacts that have been initiated, intensified and/or extended under the activities (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Sector (such as higher education, business, civil society, public sector) • Status of the contact (including initial contacts, intensified additional contacts)
	Qualitative description of the contacts in terms of their added value to the implementation of further cooperations (in the reporting year)
Exchange of knowledge involving participating higher education institutions and non-university partners are realised.	<p>Number of activities, products and/or projects developed relating to exchange of knowledge (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Title/ topic • Participating partners by sector (such as higher education, business, civil society, public sector) • Implementation status (such as conception started, conception completed)
	Qualitative description of the products and/or projects to enable exchange of knowledge among participating higher education institutes and non-university partners (since funding started)
Strategies for communication and exchange of knowledge between the participating academic and social partners are jointly developed.	<p>The number of strategies relating to communication and knowledge transfer among the participating partners from science and society within the network (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Description of the strategy/ methodology • Participating sectors (such as higher education, business, civil society, public sector) • Implementation status (such as conception started, conception completed)

	<p>The number of strategies relating to science communication and knowledge transfer to society (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Description of the strategy/ methodology • Participating sectors (such as higher education, business, civil society, public sector) • Implementation status (such as conception started, conception completed)
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Programme objectives (outcomes) and allocated programme indicators

Outcome	Indicator
<p>Networks between higher education institutions and non-university partners have been established.</p>	<p>Number of networks that the participating higher education institutions have newly established with non-university partners (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Network name/designation • Specialist priority • Number of participating network partners • Participating partners by sector (such as higher education, business, civil society, public sector) • Status of the network (such as implementation started, implementation completed)
	<p>Number of existing networks that the participating higher education institutions have expanded with non-university partners (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Network name/designation • Specialist priority • Number of participating network partners • Participating partners by sector (such as higher education, business, civil society, public sector) • Status of the network (such as new partners have been won)
	<p>Qualitative description of objectives and central characteristics of the networks that have been established or expanded, such as the topics/ issues addressed, their relevance to society and potential contribution to stabilising reforms and processes, regional scope, countries/ organisations involved and, where applicable, important developments and changes (including changes in specialist priority) (since funding started).</p>
<p>Innovative and/or reformative (knowledge) products and/or projects (relating to the exchange of knowledge) involving</p>	<p>The number of activities, products and/or projects realised to enable exchange of knowledge (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Title/ topic • Participating partners by sector (such as higher education, business, civil society, public sector) • Realisation status (such as implementation completed)

<p>non-university partners have been jointly realised.</p>	<p>Qualitative description of the approaches to exchange of knowledge, their social relevance and how they can contribute to stabilising reforms and processes in the partner countries (since funding started).</p>
<p>Strategies for communication and exchange of knowledge between partner higher education institutions and non-university partners have been established.</p>	<p>The number of strategies relating to communication and knowledge transfer among the participating partners from science and society within the network (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Description of the strategy/ methodology • Participating sectors (such as higher education, business, civil society, public sector) • Realisation status (such as implementation completed) <p>Qualitative description of the strategies relating to communication and exchange of knowledge between the participating partners from science and society within the network (since funding started).</p> <p>The number of strategies relating to science communication and exchange of knowledge to society (since funding started), differentiated by</p> <ul style="list-style-type: none"> • Description of the strategy/ methodology • Participating sectors (such as higher education, business, civil society, public sector) • Realisation status (such as implementation completed) <p>Qualitative description of the strategies relating to science communication and knowledge transfer to society (since funding started).</p>