

# 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.

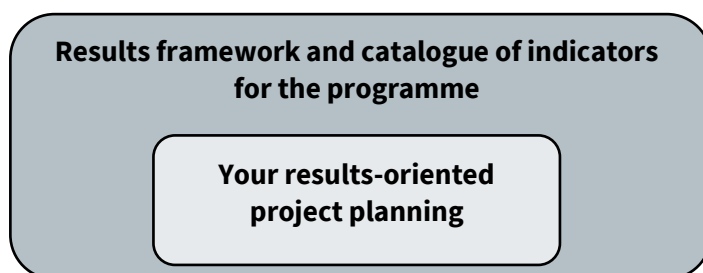
A short introduction with basic information about ROM is followed by a presentation of the most important steps that enable you to plan your project in a results-oriented manner. The results framework (in German: Wirkungsgefüge) and the catalogue of indicators for the funding programme serve as a basis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

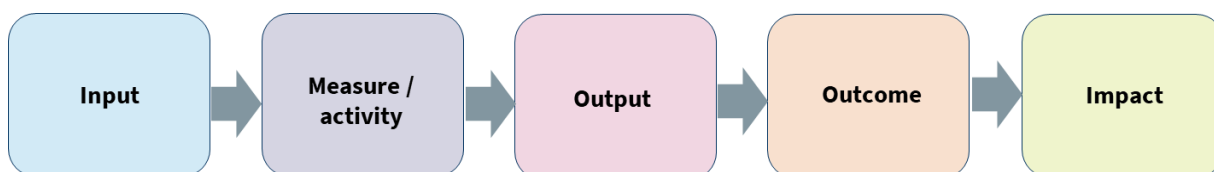
## 1. Results framework and catalogue of indicators as a basis for results-oriented project planning

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/activities<sup>1</sup>. You are welcome to use an [example of a completed project planning overview](#) (in German) for guidance.

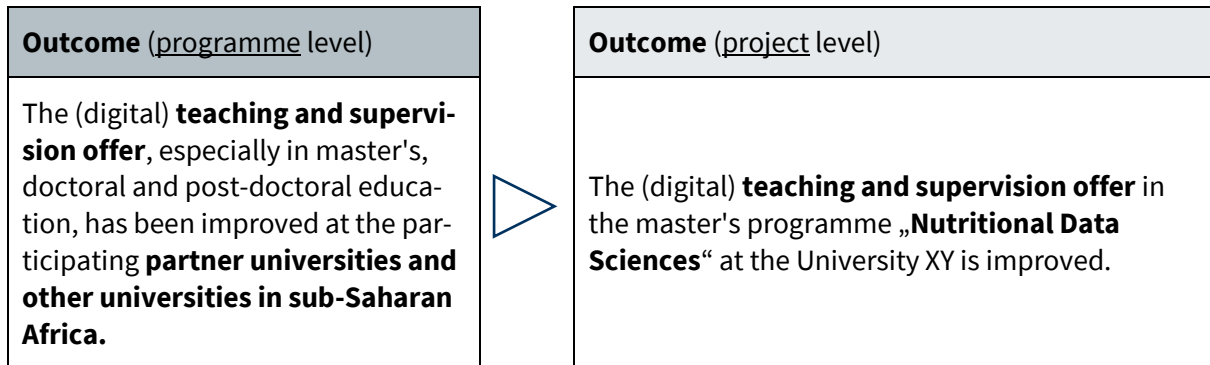
<sup>1</sup> You do not need to specify any impacts for your project.

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.

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

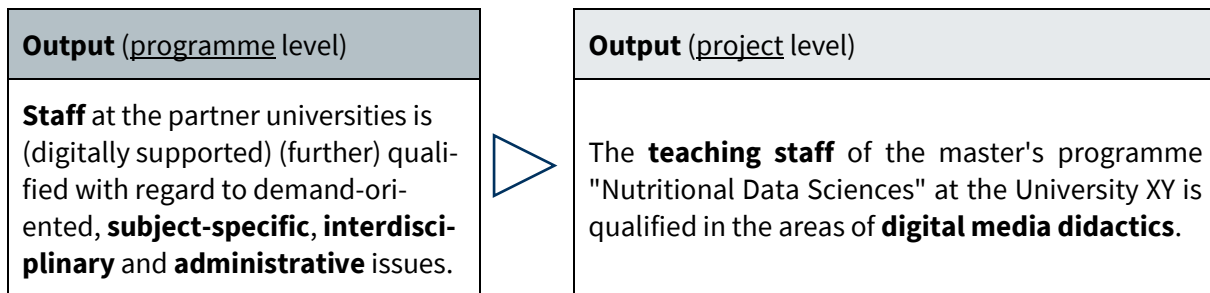
a) The first step is to define your **project objectives (outcomes)**. You need to specify your intended project objectives based on the programme objectives (indicated in the results framework).

**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)

<b>Outcome</b> ( <u>programme level</u> )		<b>Outcome</b> ( <u>project level</u> )
The (digital) <b>teaching and supervision offer</b> , especially in master's, doctoral and post-doctoral education, has been improved at the participating <b>partner universities and other universities in sub-Saharan Africa</b> .	▶	The (digital) <b>teaching and supervision offer</b> in the master's programme „ <b>Nutritional Data Sciences</b> “ at the University XY is improved.
<b>Indicator</b> ( <u>programme level</u> )		<b>Indicator</b> ( <u>project level</u> )
Newly introduced or revised <b>standard procedures</b> regarding the <b>quality assurance of teaching</b> at the Centre of Excellence, differentiated by <ul style="list-style-type: none"> <li>• <b>Areas</b> for which standard procedures for quality assurance have been introduced (e.g. competence of teaching staff, didactic design of courses)</li> <li>• <b>New or revised</b></li> </ul>	▶	By the <b>end of 2024</b> , a <b>concept about the quality assurance in teaching is developed</b> , in which the competence development of the teaching staff is systematized and the technical content of the courses is specified.  The <b>concept about the quality assurance in teaching is introduced during the summer semester of 2025</b> .

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

<b>Output</b> ( <u>programme level</u> )		<b>Output</b> ( <u>project level</u> )
<b>Staff</b> at the partner universities is (digitally supported) (further) qualified with regard to demand-oriented, <b>subject-specific, interdisciplinary</b> and <b>administrative</b> issues.	▶	The <b>teaching staff</b> of the master's programme "Nutritional Data Sciences" at the University XY is qualified in the areas of <b>digital media didactics</b> .
<b>Indicator</b> ( <u>programme level</u> )		<b>Indicator</b> ( <u>project level</u> )

**Number** of qualified teaching staff (incl. teaching doctoral candidates), differentiated by

- **Status** (e.g. doctoral students; scientists, university teachers)
- **Type of qualification** (e.g. subject-specific, didactic)



**3 teaching doctoral students** of the master's programme "Nutritional Data Sciences", **2 of them women**, are qualified in the field of **digital media didactics until the end of 2024**. **2 university teachers** of the master's programme "Nutritional Data Sciences", **1 of them female**, are qualified in the field of **digital media didactics until the end of 2024**.

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).

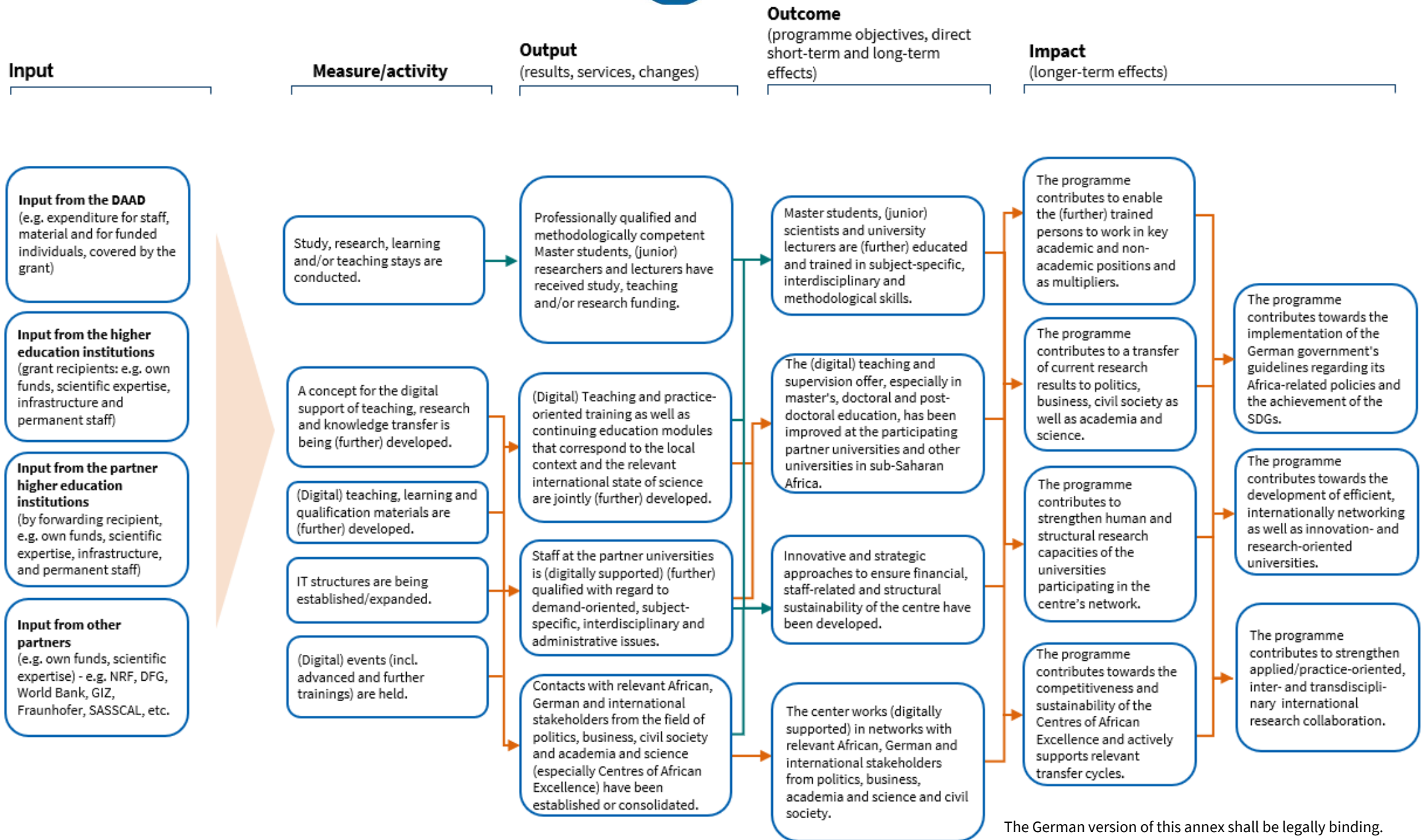
## 2.2 Completing the project description

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.

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 'Centre for Sustainable and Resilient Food Systems and Applied Agricultural and Food Data Science (Line A: Capacity Building and Transfer)'



The German version of this annex shall be legally binding.

## 4. Catalogue of indicators for the funding programme ‘Centre for Sustainable and Resilient Food Systems and Applied Agricultural and Food Data Science (Line A: Capacity Building and Transfer)’

The following **programme indicators** were set for the Subject-related University Partnerships 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
Study, research, learning and/or teaching stays are conducted.	<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 citizenship</li> <li>• Status (e.g., master's level students, doctoral students)</li> <li>• New funded in the reporting year</li> <li>• Type of project (e.g. study, research, language course)</li> </ul>
A concept for the digital support of teaching, research and knowledge transfer is being (further) developed.	<p><b>Specification of the concept(s) (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Field/s (e.g. teaching, research, knowledge transfer)</li> <li>• Implementation status (conceptualisation phase, piloting phase, application phase)</li> </ul>
(Digital) teaching, learning and qualification materials are (further) developed.	<p><b>Qualitative description of the (further)developed (digital) teaching, learning and qualification materials with a focus on their sustainability, added value for participants and, if applicable, technical connectivity (since funding started).</b></p>
IT structures are being established/expanded.	<p><b>Number of established/expanded IT structures (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Designation/ Short description</li> <li>• Field(s) (e.g. teaching, research/ practice transfer, administration)</li> <li>• Implementation status (conceptualisation phase, piloting phase, application phase)</li> </ul>
	<p><b>Qualitative description of the established/expanded IT structures with a focus on their added value for achieving the programme objectives (since funding started).</b></p>



Measure/activity	Indicator
<p>(Digital) events (incl. advanced and further trainings) are held.</p>	<p><b>Number of (digital) conducted events financed by the DAAD grant, including subject-specific and interdisciplinary qualification measures (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Title/Topic</li> <li>• Venue/Country</li> <li>• Duration in days</li> <li>• Format (e.g. workshops/seminars, symposia/meetings/conferences, summer schools)</li> <li>• Degree of digitization (face-to-face format, blended learning resp. hybrid format, online format)</li> <li>• Integrated in DIGI-FACE?</li> <li>• Transfer character</li> <li>• Target group/s (e.g. teachers, students)</li> <li>• Involvement of non-university actors according to different areas (e.g. science/research, economy, civil society, public sector/politics)</li> <li>• Training character</li> <li>• Type of qualification (e.g. subject-specific, interdisciplinary, didactic)</li> </ul>
	<p><b>Number of participants in the (digital) conducted events financed by the DAAD grant, including qualification measures (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Origin (participants from host country, participants from other African countries, participants from countries outside Africa)</li> <li>• Type (internal, related to the project / external, not related to the project)</li> </ul>

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

Output	Indicator
<p>Professionally qualified and methodologically competent Master students, (junior) researchers and lecturers have received study, teaching and/or research funding.</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 origin</li> <li>• Country of citizenship</li> <li>• Status (e.g., master's level students, doctoral students)</li> <li>• Funding (new funding, continued funding)</li> <li>• Duration of the funding</li> <li>• Subject group</li> <li>• Study progress</li> <li>• Type of project (e.g. study, research, teaching)</li> <li>• Format of implementation/participation (face-to-face, blended learning resp. hybrid format, online)</li> </ul>

Output	Indicator
<p>(Digital) Teaching and practice-oriented training as well as continuing education modules that correspond to the local context and the relevant international state of science are jointly (further) developed.</p>	<p><b>Number of newly developed or revised (digital) teaching and practice-oriented training and continuing education modules as well as micro degrees (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Type (e.g., teaching modules/courses, training/continuing education modules, micro degrees)</li> <li>• Title/Topic</li> <li>• Newly developed/revised</li> <li>• Target group(s) (e.g. students at master's level, doctoral students)</li> <li>• Implementation status (conceptualisation phase started, available as a draft)</li> <li>• Primary teaching-learning format (degree of digitization)</li> <li>• As Open Educational Resources (OER) documented?</li> <li>• Involvement of non-university stakeholders in the development (e.g., academia/research, economy, civil society)</li> <li>• Number of partner institutions involved in the development process</li> </ul> <p><b>Qualitative description of the (digital) teaching and practice-oriented training and further education modules and micro degrees (since funding started) with regard to</b></p> <ul style="list-style-type: none"> <li>• their subject-specific contents</li> <li>• the applicability of the teaching content and the social relevance of the core topics</li> <li>• the integration of elements aimed at developing professional, methodological, personal, administrative and management competences and skills</li> </ul>
<p>Staff at the partner universities is (digitally supported) (further) qualified with regard to demand-oriented, subject-specific, interdisciplinary and administrative issues.</p>	<p><b>Number of qualified staff (incl. teaching doctoral candidates) (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Country of origin</li> <li>• Status (e.g. doctoral students, scientists, university teachers)</li> <li>• Type of participants (internal, project related / external, not project related)</li> <li>• Type of qualification (e.g. subject-specific, interdisciplinary, didactical)</li> <li>• Qualification on digital teaching and learning formats?</li> </ul>
<p>Contacts with relevant African, German and international stakeholders from the field of politics, business, civil society and academia and science</p>	<p><b>Number of contacts newly established between members of the Centre of Excellence and employers and stakeholders from politics, business, civil society, academia and science (note: non-DAAD-funded partners/projects) (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Area (e.g. science/research, business, civil society)</li> </ul>

(especially Centres of African Excellence) have been established or consolidated.	<b>Number of contacts consolidated between members of the Centre of Excellence and employers and actors from politics, business, civil society, academia and science (since funding started), differentiated by</b> <ul style="list-style-type: none"> <li>Area (e.g. science/research, business, civil society)</li> </ul>
	<b>Number of contacts with other Subject Centres Africa and other DAAD-funded projects (since funding started), differentiated by</b> <ul style="list-style-type: none"> <li>Designation of the contact/project</li> </ul>
	<b>Qualitative description of the added value that the contacts have for the project and, if applicable, naming of other areas from which contacts have been gained (since funding started)</b>

**Programme objectives (outcomes) and allocated programme indicators**

Outcome	Indicator
Master's students, (junior) scientists and university lecturers are (further) educated and trained in subject-specific, interdisciplinary and methodological skills.	<b>Number of coordinated or already introduced (digital) teaching and practice-oriented training and continuing education modules as well as Micro Degrees (since funding started), differentiated according to</b> <ul style="list-style-type: none"> <li>Type (e.g., teaching modules/courses, training/continuing education modules, micro degrees)</li> <li>Title/Topic</li> <li>Newly developed/revised</li> <li>Target group(s) (e.g. students at Master's level, doctoral students)</li> <li>Implementation status (coordinated internally, tested, offered, accredited)</li> <li>Primary teaching-learning format (degree of digitization)</li> <li>Documented as Open Educational Resources (OER)?</li> <li>Involvement of non-university stakeholders in development (e.g., academia/research, economy, civil society)</li> <li>Number of partner institutions involved in the development process</li> <li>Number of partner institution(s) offering study programme, incl. name and location of the institution</li> </ul>

Outcome	Indicator
	<p><b>Number of individuals who received a Micro Degree qualification at the Centre of Excellence and within the framework of the Centres of African Excellence programme (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Qualification title/topic</li> <li>• Gender</li> <li>• DAAD-funded scholarship holders</li> <li>• Origin (from country of residence, from other African countries, from countries outside Africa)</li> <li>• Status (e.g., master's level students, doctoral students, postdoctoral students)</li> </ul>
<p>The (digital) teaching and supervision offer, especially in master's, doctoral and post-doctoral education, has been improved at the participating partner universities and other universities in sub-Saharan Africa.</p>	<p><b>At the centre of excellence newly introduced or revised standard procedures for quality assurance in teaching (since funding started), differentiated according to</b></p> <ul style="list-style-type: none"> <li>• Areas for which standard procedures for quality assurance have been introduced (e.g. competence of teaching staff, didactic design of courses, technical and content-related design of courses, infrastructural equipment, design of internships)</li> <li>• Newly developed or revised</li> <li>• Implementation status (conception/revision started, conception/revision completed, implementation initiated/piloted, implementation completed/implemented)</li> <li>• Brief description of the contribution to quality assurance in teaching</li> </ul>
	<p><b>Qualitative description of the improvement in teaching, particularly in master's education (also with regard to digitization) and naming of the partner universities involved other universities in sub-Saharan Africa (since funding started)</b></p>
<p>Innovative and strategic approaches to ensure financial, staff-related and structural sustainability of the centre have been developed.</p>	<p><b>A strategy for ensuring financial, personnel and structural sustainability has been developed and bindingly defined (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Status (conception started, conception completed, implementation initiated/piloted)</li> </ul>
	<p><b>Qualitative description of the strategy for ensuring sustainability, also in relation to digitization (since funding started)</b></p>
<p>The centre works (digitally supported) in networks with relevant African, German and international stakeholders from</p>	<p><b>Number of professional and regional networks in which the centre of excellence actively participates (since funding started), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Name/designation of the network</li> <li>• Discipline-related focus</li> <li>• Regional focus</li> </ul>

Outcome	Indicator
<p>politics, business, academia and science and civil society.</p>	<ul style="list-style-type: none"> <li>• Participation of non-university stakeholders (e.g., academia/research (incl. federal departmental research institutes), economy, civil society, public sector/politics)</li> <li>• Use of digital solutions for communication and networking?</li> <li>• Brief description of the central tasks of the network</li> <li>• Brief description of the added value for the project</li> </ul>
	<p><b>Number of national and international external events (outside of scientific conferences) at which the Centre was represented with its own contribution (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Event title</li> <li>• Organizer of the event</li> <li>• Place of the event</li> </ul>
	<p><b>Qualitative description of the activities of the centre of excellence that specifically serve the transfer to politics, economy, civil society and science (in the reporting year)</b></p>
	<p><b>Number of accesses to the website of the centre (in the reporting year; if possible)</b></p>
	<p><b>Number of applicants per grant at the centre of excellence (in the reporting year), differentiated by</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Origin (National / International)</li> <li>• Status (e.g., master's level students, doctoral students)</li> </ul>