Guide to Results-Oriented Project Planning and Monitoring

Contents

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.

> **Results framework and catalogue of indicators for the programme**
>
> > **Your results-oriented project planning**
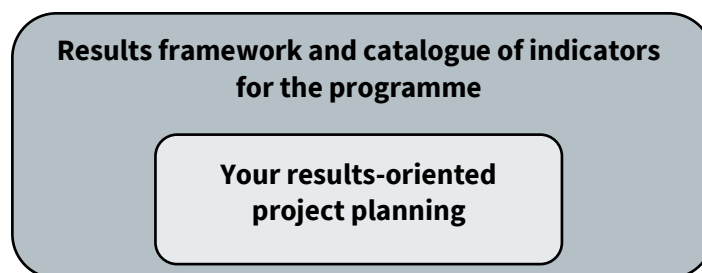
1.1 Levels of the results framework

The results framework comprises five result levels:

Input → Measure / activity → Output → Outcome → Impact
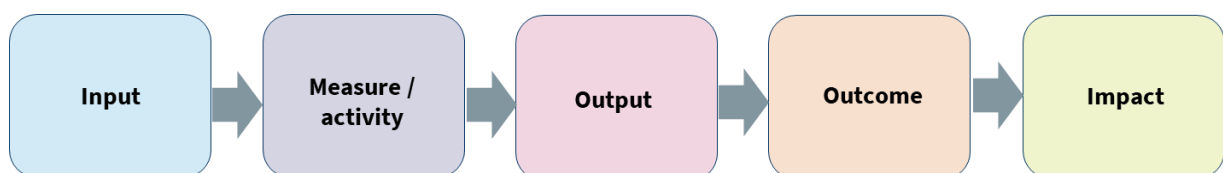
Longer-term effects (impacts)
The impacts describe the intended direct or indirect longer-term effects of a programme.

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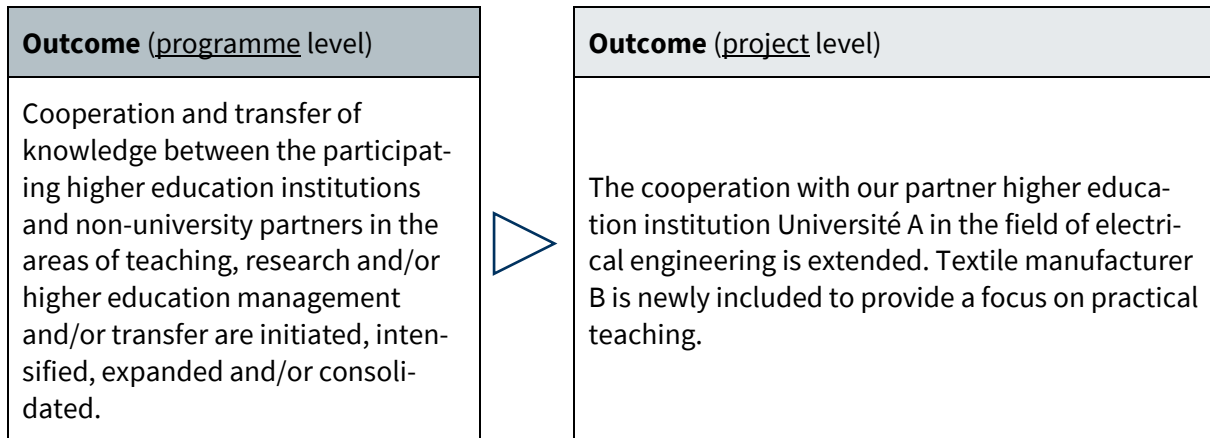
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[1] You do not need to specify any impacts for your project.

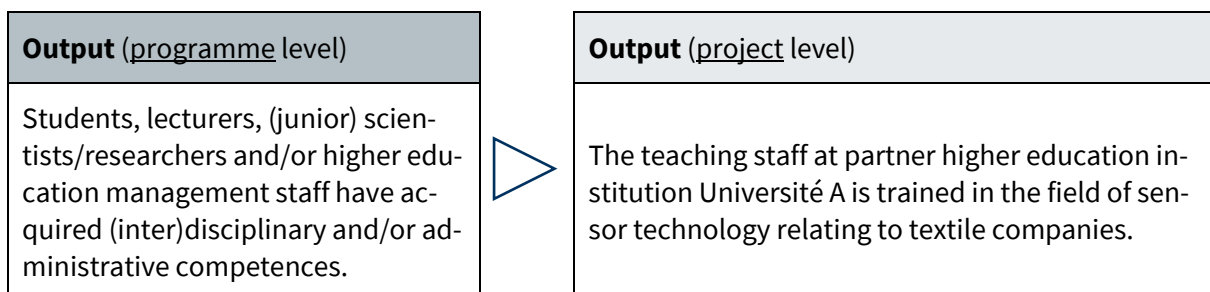Please proceed as follows when drawing up your results-oriented project plan:

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)

Outcome (programme level)	**Outcome** (project level)
Cooperation and transfer of knowledge between the participating higher education institutions and non-university partners in the areas of teaching, research and/or higher education management and/or transfer are initiated, intensified, expanded and/or consolidated.	The cooperation with our partner higher education institution Université A in the field of electrical engineering is extended. Textile manufacturer B is newly included to provide a focus on practical teaching.

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)

Output (programme level)	**Output** (project level)
Students, lecturers, (junior) scientists/researchers and/or higher education management staff have acquired (inter)disciplinary and/or administrative competences.	The teaching staff at partner higher education institution Université A is trained in the field of sensor technology relating to textile companies.

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).

- o **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.
- o **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 (programme level)	**Outcome** (project level)
Cooperation and transfer of knowledge between the participating higher education institutions and non-university partners in the areas of teaching, research and/or higher education management and/or transfer are initiated, intensified, expanded and/or consolidated.	The cooperation with our partner higher education institution Université A in electrical engineering is extended. Textile manufacturer B is newly included to provide a focus on practical teaching.
Indicator (programme level)	**Indicator** (project level)
Number of cooperations in the fields of teaching, research and/or higher education management that were initiated, intensified and/or expanded (in the reporting year), differentiated by • **Name** • **Priority** (priorities) of the cooperation (teaching, research, higher education management) • **Participating institution**(s)/ organisational unit(s) • **Specialist priority** • **Cooperation partners' sectors** (e.g. higher education institutions, non-university science/ research, business (company/ industry), civil society (NGOs, associations, foundations), public sector, other)	The existing 'Efficient Sensors' cooperation between German University C and Tunisian University A is to be extended by including Tunisian textile manufacturer B (industrial company) by the end of 2025. Emphasis is being placed on improving teaching in practical alignment. The technical content of the activity is concerned with increasing the efficiency of sensors for industrial machines involved in textile production.

- **Status** of the cooperation (initial contacts, intensified contacts, extended/ additional contacts)

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

Output (programme level)	Output (project level)
Students, lecturers, (junior) scientists/researchers and/or higher education management staff have acquired (inter)disciplinary and/or administrative competences.	The teaching staff at the partner higher education institution Université A is trained in sensor technology relating to textile companies.
Indicator (programme level)	**Indicator** (project level)
Number of trained students, lecturers, (junior) scientists/researchers and/or higher education management staff (in the reporting year), differentiated by • **Gender** • **Type of qualification**: - Technical (theoretical and methodical) - Interdisciplinary (e.g. linguistic, soft skills, didactic, intercultural) - Administrative • **Partner country**/countries / Germany	By the end of 2025, 4 lecturers at Université A, including at least 2 women, are to have received technical training in sensor technology relating to textile companies in Tunisia and Germany.

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 'Ta'ziz Partnership – Short-Term Measures 2025'

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Results framework
Ta'ziz Short-Term Measures

Input

Measure/activity

Output
(results, services, changes)

Outcome
(programme and project objectives,
direct short-term and
medium-term impacts)

Impact
(longer-term impacts)

Input from the DAAD
(e.g. staff and material expenditure covered by the grants and expenses for funded individuals)

Input from the higher education institutions
(grant recipients; including discipline-specific expertise, infrastructure and permanent staff)

Input from the partner higher education institutions
(potentially forwarding recipients; including discipline-specific expertise, infrastructure and permanent staff)

Input from (non-)university partners
(including discipline-specific and practical expertise and mentoring, infrastructure, staff)

Initiation trips and/or fact finding missions have been implemented.

Project-related exchange of students, lecturers, (junior) academics/ researchers and/or higher education management staff is taking place among the participating higher education institutions in the context of short-term measures.

(Digital) events (e.g. professional development courses, workshops, summer schools, symposiums, conferences) are being jointly implemented.

Collaborative concepts and/or (knowledge-based) products relating to teaching, research and/or higher education management are being (further) developed.

Contacts between participating higher education institutions and/or non-university partners are initiated, intensified and/or extended.

Students, lecturers, (junior) scientists/ researchers and/or higher education management staff have acquired (inter)-disciplinary and/or administrative competences.

Concepts and/or (knowledge-based) products relating to teaching, research and/or higher education management that correspond to the local context and reflect the state of the art in science are available.

Cooperation and transfer of knowledge between the participating higher education institutions and non-university-partners in the areas of teaching, research and/or higher education management and/or transfer are initiated, intensified, expanded and/or consolidated.

Students, lecturers, (junior) academics/ researchers and/or higher education management staff have acquired (inter) disciplinary and/or administrative competences.

Implementation of concepts and/or (knowledge-based) products relating to teaching, research and/or the reformative processes in the field of higher education management are initiated or intensified in ways that correspond to the local context and reflect the state of the art in science.

The programme is contributing to the establishment and/or expansion of cooperation structures and/or the transfer of knowledge between participating higher education institutions and non-university partners.

The programme is contributing to a sustainable improvement of the quality of teaching, research and/or higher education management at the participating higher education institutions.

The programme is contributing to the sustainable strengthening of academic freedom in the participating partner countries.

The programme is contributing to the support of reform efforts in the higher education sectors and societies of the participating partner countries.

4. Catalogue of indicators for the funding programme 'Ta'ziz Partnership – Short-Term Measures 2025'

The following **programme indicators** were set for the Ta'ziz Partnership – Short-Term Measures 2025, 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
Initiation trips and fact-finding missions have been implemented	Number of preliminary initiation trips and/or fact-finding missions implemented (in the reporting year)
	Number of participants in initiation trips and/or fact-finding missions (in the reporting year), differentiated by • Gender • Status of participants (e.g. bachelor's/ master's degree, postdocs, lecturers at higher education institutions) • Destination country
Project-related exchange of students, lecturers, (junior) scientists/researchers and/or higher education management staff is taking place among the participating higher education institutions in the context of short-term measures.	Number of funded individuals (in the reporting year), differentiated by • Gender • Status of participants (e.g. bachelor's/ master's degree, postdocs, lecturers at higher education institutions) • Subject group • Funding type (e.g. studies, research, specialist course) • Duration of funding in the reporting year • Sending country • Country of citizenship • Destination country • Format of participation/ implementation (e.g. in-presence/ online)
(Digital) events (e.g. professional development courses, workshops, summer schools, symposiums, conferences) are being jointly implemented.	Number of events held (in the reporting year), differentiated by • Title/ topic • Venue location/ country (Germany & Ta'ziz countries) • Duration (in days) • Format (e.g. workshops, symposia, schools, field trips) • Degree of digitisation (e.g. in-presence, blended-learning) • Status of participants (e.g. bachelor's/ master's degree, postdocs, lecturers at higher education institutions) • Advanced training character (yes/ no) • Type of qualification (e.g. disciplinary, interdisciplinary, administrative)
	Number of participants at the events held (in the reporting year), differentiated by

| | Gender
Partner country/countries / Germany |
| Collaborative concepts and/or (knowledge-based) products relating to teaching, research and/or higher education management are being (further) developed. | Qualitative description of the developed concepts and/or (knowledge-based) products, and of the respective added value for the partner higher education institution(s) (in the reporting year) |

Programme results (outputs) and allocated programme indicators

Output	Indicator
Contacts between participating higher education institutions and/or non-university partners are being initiated, intensified and/or extended.	The number of contacts that are initiated, intensified and/or extended under the activities (in the reporting year), differentiated by • Sector (e.g. higher education institutions, business, civil society, public sector) • Status of the contact (initial, intensified, additional contact)
	Qualitative description of the contacts in terms of their added value to the implementation of further cooperations (in the reporting year)
Students, lecturers, (junior) scientists/researchers and/or higher education management staff have acquired (inter)disciplinary and/or administrative competences.	Number of trained students, lecturers, (junior) scientists/researchers and/or higher education management staff (in the reporting year), differentiated by • Gender • Type of qualification (e.g. disciplinary, interdisciplinary, administrative) • Partner country/countries / Germany
Concepts and/or (knowledge-based) products relating to teaching, research and/or higher education management that correspond to the local context and reflect the state of the art in science are available.	Number of newly developed or revised concepts and/or (knowledge-based) products relating to <u>teaching</u> (in the reporting year), differentiated by • Type (e.g. curricula, teaching modules, classes) • Title/ topic • New or revised • Level (bachelor's, master's, PhD, other) • Implementation status (e.g. conception started, available in draft) • Primary teaching/ learning format (degree of digitisation, classroom teaching, blended learning, online teaching) • Involvement of non-university partners by sector (e.g. higher education, research, business, civil society, public sector)

	• Number of participating partner institutions
	Number of newly developed or revised concepts and/or (knowledge-based) products relating to <u>research</u> (in the reporting year), differentiated by • Title/ topic • Type (e.g. research project, consulting, publication) • Brief description • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)
	Number of newly developed or revised concepts and/or (knowledge-based) products relating to <u>higher education management</u> (in the reporting year), differentiated by • Title/ topic • Sector (e.g. teaching, research, innovation, higher education management, transfer) • Brief description and contribution to the improvement of higher education management • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)

Programme objectives (outcomes) and allocated programme indicators

Outcome	Indicator
Cooperation and transfer of knowledge between the participating higher education institutions and non-university partners in the areas of teaching, research and/or higher education management and/or transfer are initiated, intensified, expanded and/or consolidated.	Number of cooperations in the fields of teaching, research and/or higher education management that were initiated, intensified and/or expanded (in the reporting year), differentiated by • Name • Priority (priorities) of the cooperation (teaching, research, higher education management) • Participating institution(s)/ organisational unit(s) • Specialist priority • Cooperation partner's sector (e.g. higher education institution, research institution, business, civil society, public sector) • Status of the cooperation (initial, intensified, additional contact)
	Qualitative description of the knowledge exchange between the university partners and non-university partners and its added value for the partner higher education institution(s) (in the reporting year)
	Qualitative description of the results of the initiation trips and fact-finding missions and the follow-up activities planned on this basis (in the reporting year)

Students, lecturers, (junior) scientists/researchers and/or higher education management staff have acquired (inter)disciplinary and/or administrative competences.	Qualitative description of the (inter)disciplinary and/or administrative competences acquired by students, lecturers, researchers and/or higher education management staff (in the reporting year)
Implementation of concepts and/or (knowledge-based) products relating to teaching, research and/or the reformative processes in the field of higher education management are initiated or intensified in ways that correspond to the local context and reflect the state of the art in science.	Number of agreed or already implemented concepts and/or (knowledge-based) products relating to teaching (in the reporting year), differentiated by • Type (e.g. curricula, teaching modules, classes) • Title/ topic • New or revised • Level (e.g. bachelor's degree, master's degree, PhD) • Implementation status (e.g. conception phase, draft available, agreed, tried and tested, offered) • Primary teaching/ learning format (degree of digitisation) (e.g. classroom teaching, blended learning, online teaching) • Involvement of non-university partners by sector (e.g. higher education institution, research institution, business, civil society) • Number of participating partner institutions
	Number of agreed or already implemented concepts and/or (knowledge-based) products relating to research (in the reporting year), differentiated by • Title/ topic • Type (research project, consulting, publication) • Brief description • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)
	Number of agreed or already implemented concepts and/or (knowledge-based) products relating to higher education management (in the reporting year), differentiated by • Title/ topic • Sector (e.g. teaching, research, transfer, higher education management) • Brief description and contribution to the improvement of higher education management • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)