



DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Catalogue of Indicators

Centres of African Excellence/ICT

DAAD is gradually introducing an outcome-based monitoring system for its programmes which will enable coordinated and systematic monitoring and outcome-based steering of programmes while supporting transparency and reporting to the funding provider, the public and partners in Germany and abroad.

To this end, the implemented activities and the outcomes and objectives pursued through the respective programmes are being rendered measurable by means of indicators. The interactive structure and indicators accordingly form the basis of outcome-based reporting and thus of the systematic evaluation of the degree of target achievement.

This catalogue of indicators lists the programme indicators ordered by **inputs**, **activities**, **outputs** (results) and **outcomes** (programme objectives). The **impact level** (long-term development effects) is no longer included in monitoring, but is instead subject of evaluations. This document serves as a central overview of the programme indicators and thus at the same time forms the basis for monitoring the projects funded through a programme and the programme overall.

In their annual interim and their final report the higher education institutions report on all respectively relevant programme indicators as these indicators contain valuable information for programme management. Most indicators relate to the respective reporting year; quantitative data and qualitative information can then be aggregated for the entire period from the start of funding.

The higher education institutions receive an overview of these programme indicators together with the call for proposals, as they are the basis for formulating project-related indicators and for reporting. The objectives and indicators of a project are presented by the higher education institutions in a project planning overview.

As of May 2017



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Input and assigned programme indicators

Input	Indicator	Survey tool
DAAD-funded personnel at higher education institutions	<p>Number of DAAD-funded full-time equivalents (FTE) employed at the participating higher education institutions (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Field of activity:¹ <ul style="list-style-type: none"> - Project coordination - Academic role - (Financial) administration - Other • Type of personnel: <ul style="list-style-type: none"> - Personnel in Germany - Assistants in Germany - Personnel outside Germany 	Report

Activities and assigned programme indicators

Activities	Indicator	Survey tool
A quality-based selection process for awarding scholarships is established	<p>Number of Centres of Excellence that have developed and established a mandatory catalogue of criteria for awarding scholarships based on quality, differentiated by</p> <ul style="list-style-type: none"> • Status of establishment as mandatory: <ul style="list-style-type: none"> - Conceptualisation begun - Conceptualisation completed - Implementation initiated/piloted - Implementation completed - Other 	Report
	<p>Qualitative description of selection process for awarding scholarships</p>	Report
	<p>Number of Centres of Excellence that have developed and established a mandatory catalogue of criteria for awarding study places based on quality, differentiated by</p> <ul style="list-style-type: none"> • Status of establishment as mandatory: <ul style="list-style-type: none"> - Conceptualisation begun - Conceptualisation completed - Implementation initiated/piloted - Implementation completed - Other 	Report

¹ Note on surveying/analysing: differentiate *Field of activity by *Type of personnel



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	- Not applicable	
	Qualitative description of selection process for awarding study places	Report
Scholarships are awarded	<p>Number of scholarship holders at the Centres of Excellence (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • Country of origin (DAAD key) • Country of nationality (DAAD key) • Status: <ul style="list-style-type: none"> - Bachelor students (or aiming for equivalent degree as requirement to enter Master's programmes) - Master students (or aiming for equivalent degree) - Doctoral candidates (or aiming for equivalent degree) • Duration of funding: days; weeks; months • Subject group (DAAD key) • Type of funding (DAAD key) • Academic progress: <ul style="list-style-type: none"> - Degree programme begun - Advanced level in degree programme - Thesis/dissertation submitted - Thesis/dissertation defended - Correction of thesis/dissertation submitted - "Letter of submission" issued - Degree obtained - Dropped out 	Report
Project-related stays are conducted	<p>Number of funding recipients (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Type of project <ul style="list-style-type: none"> - Degree course - Research - Language course - Specialist course/workshop - Work placement - Study tour - Teaching 	Funding recipient statistics
	<p>Number of funding recipients who did not receive a scholarship (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • Country of origin (DAAD key) • Destination country <ul style="list-style-type: none"> - Germany - Partner country - Country of location • Country of nationality (DAAD key) • Status: 	



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	<ul style="list-style-type: none"> - Bachelor students (or aiming for equivalent degree as requirement to enter Master's programmes) - Master students (or aiming for equivalent degree) - Doctoral candidates (or aiming for equivalent degree) - Researchers/university teachers (excluding professors) - Professors - Other funding recipients (e.g. administrative staff) • Duration of funding: days; weeks; months • Subject group (DAAD key) • Type of funding (DAAD key) • Funding: <ul style="list-style-type: none"> - New funding - Follow-up funding 	
<p>Events are carried out</p>	<p>Number of events held with financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Location/country where event was held • Format: <ul style="list-style-type: none"> - Workshops/seminars - Symposia/conferences/meetings - Summer schools - Excursions - Planning and steering meetings - Networking meetings - Alumni events - Other • Inclusion of non-university stakeholders by sector: <ul style="list-style-type: none"> - Science/research - Business - Civil society - Public sector/politics - non-university stakeholders - Other 	<p>Report</p>
	<p>Number of participants at events held with financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • Origin: <ul style="list-style-type: none"> - Participants from country of location - Participants from other African countries - Participants from countries outside Africa 	
	<p>Number of events held without financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Location/country where event was held • Format: <ul style="list-style-type: none"> - Workshops/seminars 	



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	<ul style="list-style-type: none"> - Symposia/conferences/meetings - Summer schools - Excursions - Planning and steering meetings - Networking meetings - Alumni events - Other • Inclusion of non-university stakeholders by sector: <ul style="list-style-type: none"> - Science/research - Business - Civil society - Public sector/politics - non-university stakeholders - Other <p>Number of participants at events held without financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • Origin: <ul style="list-style-type: none"> - Participants from country of location - Participants from other African countries - Participants from countries outside Africa 	
<p>Further trainings and staff development courses are held</p>	<p>Number of further training and staff development courses held with financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Location/country where event was held • Date (start) • Duration (in days) • Format: <ul style="list-style-type: none"> - Workshops/seminars - Symposia/conferences/meetings - Summer schools - Excursions - - Networking meetings - Alumni events - Other • Type of training <ul style="list-style-type: none"> - Subject-related - Didactic - Cross-disciplinary - Administrative • Target group: <ul style="list-style-type: none"> - Teaching staff - Students - Administrative staff - Other <p>Number of participants in trainings and staff development courses provided with financial support from DAAD (in the reporting year), differentiated by</p>	<p>Report</p>



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	<ul style="list-style-type: none">• Gender• Origin:<ul style="list-style-type: none">- Participants from country of location- Participants from other African countries- Participants from countries outside Africa• Type:<ul style="list-style-type: none">- Internal (assigned to the project)- External (not assigned to the project)	
	<p>Number of trainings and staff development courses held without financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none">• Title/topic• Location/country where event was held• Format:<ul style="list-style-type: none">- Workshops/seminars- Symposia/conferences/meetings- Summer schools- Excursions- Networking meetings- Alumni events- Other• Type of training<ul style="list-style-type: none">- Subject-related- Didactic- Cross-disciplinary- Administrative• Target group:<ul style="list-style-type: none">- Teaching staff- Students- Administrative staff- Other	
	<p>Number of participants in trainings and staff development courses held without financial support from DAAD (in the reporting year), differentiated by</p> <ul style="list-style-type: none">• Gender• Origin:<ul style="list-style-type: none">- Participants from country of location- Participants from other African countries- Participants from countries outside Africa• Type:<ul style="list-style-type: none">- Internal (assigned to the project)- External (not assigned to the project)	



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Output and assigned programme indicators

Output	Indicator	Survey tool
<p>Academically and methodologically competent students and doctoral candidates have received a study place/funding</p>	<p>Number of fundings (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Type of project <ul style="list-style-type: none"> - Degree course - Research - Language course - Specialist course/workshop - Work placement - Study tour - Teaching 	<p>Funding recipient statistics</p>
	<p>Number of funding recipients who received scholarships (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • Country of nationality (DAAD key) • Status: <ul style="list-style-type: none"> - Bachelor students (or aiming for equivalent degree) - Master students (or aiming for equivalent degree) - Doctoral candidates (or aiming for equivalent degree) • Funding: <ul style="list-style-type: none"> - New funding - Continuing funding • Duration of funding: days; weeks; months • Subject group (DAAD key) 	<p>Report</p>
	<p>Number of students who received a study place at a DAAD-funded centre of excellence in Africa, differentiated by</p> <ul style="list-style-type: none"> • Gender • DAAD funding recipients • Origin: <ul style="list-style-type: none"> - From country of location - From other African countries - From countries outside Africa • Status: <ul style="list-style-type: none"> - Master students (or aiming for equivalent degree) - Doctoral candidates (or aiming for equivalent degree) • Study programme 	<p>Report</p>



<p>Curricula/teaching modules in application-oriented and societally relevant study programmes that are appropriate to the local context and correspond to the international state of science have been jointly developed</p>	<p>Number of newly developed or revised curricula, teaching modules, courses or other study offerings (since funding began), differentiated by</p> <ul style="list-style-type: none"> • Type²: <ul style="list-style-type: none"> - Curricula - Teaching modules - Courses - Other • Title/topic • New or revised: <ul style="list-style-type: none"> - Newly developed - Revised • Level: <ul style="list-style-type: none"> - Bachelor - Master - PhD - Other • Degree of implementation:³ <ul style="list-style-type: none"> - Conceptualisation phase begun - Draft exists - Agreed within the higher education institution - Tested - Available - Accredited - Other • Definition of learning outcomes for teaching <ul style="list-style-type: none"> - Academic competences: yes/no - Methodical competences: yes/no - Personal competences: yes/no - management and administrative competences: yes/no; • Involvement of non-university stakeholders in development: yes/no • Inclusion of the following elements: <ul style="list-style-type: none"> - sector-related optional module: yes/no - short-term internship lasting four weeks: yes/no - semester-long practical Master's thesis module: yes/no <p>- courses in multidisciplinary skills</p>	<p>Report</p>
	<p>Qualitative description of curriculum/teaching modules/courses/other study offerings regarding their</p> <ul style="list-style-type: none"> • professional/technical content • praxis orientation of teaching and societal relevance • Integration of elements to teach subject-specific, methodological, personal, administrative and management competences and skills 	

² Note on survey/analysis: differentiate *Type by *New/revised, *Level, *Degree of implementation

³ Analysis of output indicator: Conceptualisation phase begun, draft exists



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<p>Structural prerequisites for courses of study have been established</p>	<p>Number of newly created or improved processes and structures for courses of study (since funding began), differentiated by</p> <ul style="list-style-type: none"> • Name/description • Area: <ul style="list-style-type: none"> - Teaching - Research - University management - Research - Network - Other (please specify): • Degree of implementation: <ul style="list-style-type: none"> - Conceptualisation begun - Conceptualisation completed - Implementation initiated - Implementation completed - Other • Contribution to improving the respective sector 	<p>Report</p>
<p>Staff at the partner higher education institutions are qualified in terms of subject matter, didactics and administration</p>	<p>Number of qualified staff, differentiated by</p> <ul style="list-style-type: none"> • Gender <ul style="list-style-type: none"> - Male - Female • Country of origin <ul style="list-style-type: none"> - Participants from country of location - Participants from other African countries - Participants from countries outside Africa • Status: <ul style="list-style-type: none"> - Doctoral candidates - Researchers/university teachers (excluding professors) - Professors - Administrative staff - Other • Type of participants: <ul style="list-style-type: none"> - Internal (assigned to the project) - External (not assigned to the project) • Type of training: <ul style="list-style-type: none"> - Specialist - Didactic - Cross-disciplinary - Administrative 	<p>Report</p>
<p>Applied research or contract research is conducted</p>	<p>Number of external research contracts acquired and implemented by the centres of excellence (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Title/topic • Client sector (<i>select all that apply</i>) <ul style="list-style-type: none"> - Science/research - Business - Civil society - Public sector/politics - Other 	<p>Report</p>



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	<ul style="list-style-type: none"> • Status of implementation <ul style="list-style-type: none"> - Research contract received, implementation has not yet begun - Implementation begun - Implementation completed 	
	<p>Qualitative description of research contracts</p>	
<p>Contacts to relevant employers and stakeholders from politics, business and civil society are established</p>	<p>Number of contacts newly established between members of the centres of excellence and employers and stakeholders from politics, business and civil society (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Sector: <ul style="list-style-type: none"> - Science/research - Business - Civil society - Public sector/politics - Other 	<p>Report</p>
	<p>Number of contacts consolidated between members of the centres of excellence and employers and stakeholders from politics, business and civil society (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Sector: <ul style="list-style-type: none"> - Politics/public sector - Business - Civil society - Higher education institutions/academia - Other, please specify: ____ 	
	<p>Qualitative description of value the newly gained individual contacts add to the project</p>	



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Outcome and assigned programme indicators

Outcome	Indicator	Survey tool
<p>Qualified graduates are trained in subject matter, methodologically and personally in societally relevant areas</p>	<p>Number of scholarship holders who have graduated from one of the centres of excellence (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • DAAD scholarship holders: yes/no • Country of nationality (DAAD key) • Status: <ul style="list-style-type: none"> - Bachelor students (or equivalent degree) - Master students (or equivalent degree) - Doctoral candidates (or equivalent degree) • Within the standard period of study: yes/no 	
	<p>Number of drop-outs in the reporting year</p>	
	<p>Qualitative explanation of reasons for dropping out in the reporting year</p>	
	<p>Percentage of enterprises providing internships for Master's students who agree at the end of the placement that the technical and interdisciplinary skills profile of the master students meet the demands of their enterprise.</p>	
	<p>Percentage of the Master's theses which are dealing with issues in ICT-related fields of work that are addressed from the private and/or public sector</p>	



<p>Teaching at partner higher education institutions has been improved allowing for local circumstances and corresponds to the international state of science</p>	<p>Number of centres of excellence that have introduced or revised standard quality assurance procedures within the funding period and are implementing these, differentiated by</p> <ul style="list-style-type: none"> • Areas in which standard procedures for quality assurance were introduced (<i>select all that apply</i>) <ul style="list-style-type: none"> - Competence of teaching staff - Didactic concept of courses - Subject-relevant content of courses - Infrastructural equipment - Other • New or revised: <ul style="list-style-type: none"> - Newly developed - Revised • Status <ul style="list-style-type: none"> - Conceptualisation begun - Conceptualisation completed - Implementation initiated - Implementation completed - Other 	
	<p>Qualitative description of improvements in teaching</p>	
<p>Research capacities have been expanded and improved</p>	<p>Number of research and consultancy products at the higher education institutions developed with the help of the programme (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Title • Type: <ul style="list-style-type: none"> - Project and research applications - Other • Status: <ul style="list-style-type: none"> - Submitted - Undergoing revision - Accepted - Rejected - Other • Participating higher education institutions/institutes 	<p>Report</p>
	<p>Number of publications issued with support from the programme in the reporting year, differentiated by</p> <ul style="list-style-type: none"> • Author(s) • Title • Type of publication: <ul style="list-style-type: none"> - Specialist journals with peer review - Specialist journals without peer review - Conference proceedings - Academic monographs - Academic edited volumes - Reviews 	



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	<ul style="list-style-type: none"> - Project reports/technical reports/working papers (grey literature) - Lexicon entries/overview articles - Newspapers/magazines/online publications - Other (please specify): ____ • Date of publication • Created as part of a doctorate funded through the programme: yes/no 	
	<p>Qualitative description of expansion and improvement of research capacities</p>	
<p>The centres of excellence are cooperating in networks with relevant employers and stakeholders from politics, business and civil society and achieving increased societal visibility</p>	<p>Number of academic and regional networks in which the centres of excellence are actively involved (since funding began), differentiated by</p> <ul style="list-style-type: none"> • Name/description of network • Subject focused on • Region focused on • Involvement of non-university stakeholders <ul style="list-style-type: none"> - Science/research - Business - Civil society - Politics/public sector - No involvement of non-university stakeholders • Central functions of the network • Added value for the project 	
	<p>Number of national and international external events attended by lecturers or researchers from the centres of excellence presenting own contributions (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Location of event: <ul style="list-style-type: none"> - Country of location - Other African country - Country outside Africa 	
	<p>Number of visits logged by websites of centres of excellence in the reporting year (if data available)</p>	
	<p>Number of applicants per scholarship at the centres of excellence (in the reporting year), differentiated by</p> <ul style="list-style-type: none"> • Gender • Origin: <ul style="list-style-type: none"> - National - International • Study programme 	
	<p>Number of applicants per study place at the centres of excellence (in the reporting year) (if data available), differentiated by</p> <ul style="list-style-type: none"> • Origin: <ul style="list-style-type: none"> - National 	



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	<ul style="list-style-type: none">- International• Study programme	
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The trained persons are integrated into the labour market in a manner appropriate to their training	Number of centres of excellence that carry out tracer studies 2-3 years after completion of scholarships	Report
	Qualitative description of the results of the performed tracer study	
	Proportion of alumnae/-i who are integrated into the labour market in a manner appropriate to their training according to the results of the tracer study⁴	
Innovative and strategic approaches to ensure the financial, staffing and structural sustainability of the centres of excellence have been developed	Number of centres of excellence that have developed and established as mandatory a strategy to ensure their financial, staffing and structural sustainability, differentiated by <ul style="list-style-type: none"> • Status: <ul style="list-style-type: none"> - Conceptualisation begun - Conceptualisation completed - Implementation initiated - Implementation completed - Other 	Report
	Qualitative description of strategy to ensure sustainability	

⁴ Remark for reporting: proportion of alumnae/-i who answered the question of the tracer study „Looking at your current professional tasks overall, to what extent do you use the qualifications you acquired during your studies at the Centre?“ with value 1 (very greatly) or 2 (greatly)