Guide to Results-oriented Project Planning and Monitoring

We recommend the following procedure for results-oriented project planning:

Read this guide → Complete the project planning summary → Complete the project description

Introduction and overview

The DAAD implements results-oriented monitoring (RoM) for many of its programmes. This guide provides for an outline of the background and basics of RoM (Chapter 1), followed by step by step instructions for your results-oriented project planning (Chapters 2 and 3) that forms the basis of your application. The impact analysis structure and indicators for the programme are illustrated in the final part (Chapters 4 and 5).

In our FAQ on results-oriented monitoring for project funding programmes, you will find important questions and answers and a clear overview of definitions of terms related to results-oriented monitoring.

1. Why do we use results-oriented monitoring (RoM)?

As a learning organisation, the DAAD is committed to working with higher education institutions, funding bodies, and other partners to continually improve the achievement of objectives and the implementation of its programmes. The DAAD uses results-oriented monitoring (RoM) to plan its projects in an impact-oriented manner. Guidance for the implementation at the project level is provided through ongoing monitoring. In this context, the focus always lies on achieving results and objectives. Indicators are used during the implementation to compare the planned or expected changes with those that actually occurred.

We use results-oriented monitoring (RoM) because it provides for tangible **added value** for you and the DAAD.

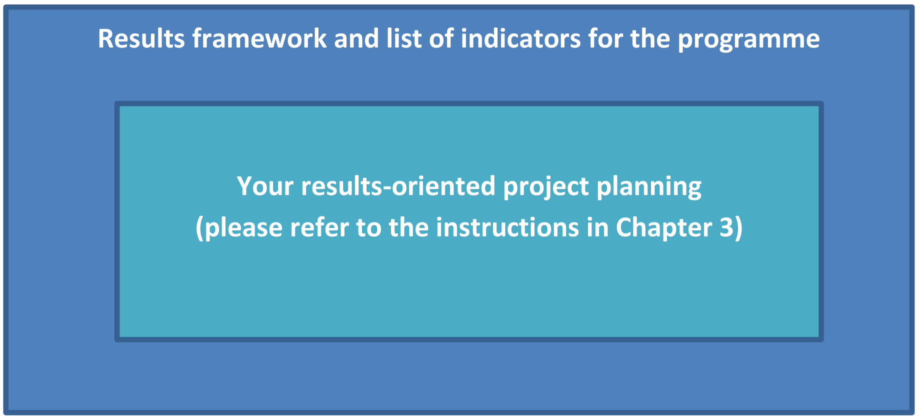
- ✓ RoM promotes your project's **effectiveness** and achievement of the intended objectives.
- ✓ RoM allows for easier **communication** of your projects' results to the DAAD and the general public, as your results-oriented project planning includes a clear definition of the desired results and the approaches for reaching specific goals.
- ✓ A shared **project approach** is ensured right from the start. This allows, for example, for easier collaboration with project partners.
- ✓ Using specific figures to define when your projects' goals are achieved, the indicators allow for a continuous **learning process**. You can therefore identify challenges early on and use your limited resources in a targeted manner.
- ✓ RoM enables the DAAD to **manage and develop** its programmes more effectively, for example with regard to adaptation to the requirements of higher education institutions.

Results-oriented monitoring also supports transparency and accountability with respect to funding bodies, the public, and partners in Germany and abroad. The DAAD uses RoM to create a basis for success control.

2. Requirements for results-oriented project planning

- **The structure of results-oriented project planning**

The programme's results framework that is outlined in Chapter 4 and the list of indicators in Chapter 5 form the structure of your results-oriented project planning. The purpose of a results framework is to **visualise the funding logic** of a programme. The list of indicators clarifies how the DAAD reviews the effectiveness of the programme.



Your results-oriented project planning should be based on the programme's results framework and list of indicators. Results-oriented reporting allows for the status of project implementation and the achievement of objectives to be assessed systematically in the form of a target-performance comparison. This is the basis for results-oriented management of a project and its further development in dialogue between the partners involved. In addition to this, the aggregated project information enables the DAAD to review the achievement of objectives of the programme and to determine areas that require adjustment.

- **The levels of the results framework**

The results framework is the primary reference document for results-oriented planning. It illustrates the funding logic of a programme and comprises five different impact levels: Inputs, measures/activities, programme results (outputs), programme objectives (outcomes) and impacts. The DAAD bases its definition of the five impact levels on the OECD/DAC definitions[1].

The measures/activities, programme results (outputs) and programme objective (outcomes) levels that you must specify in the project planning summary (please refer to the instructions in Chapter 3) are particularly relevant to results-oriented project planning.

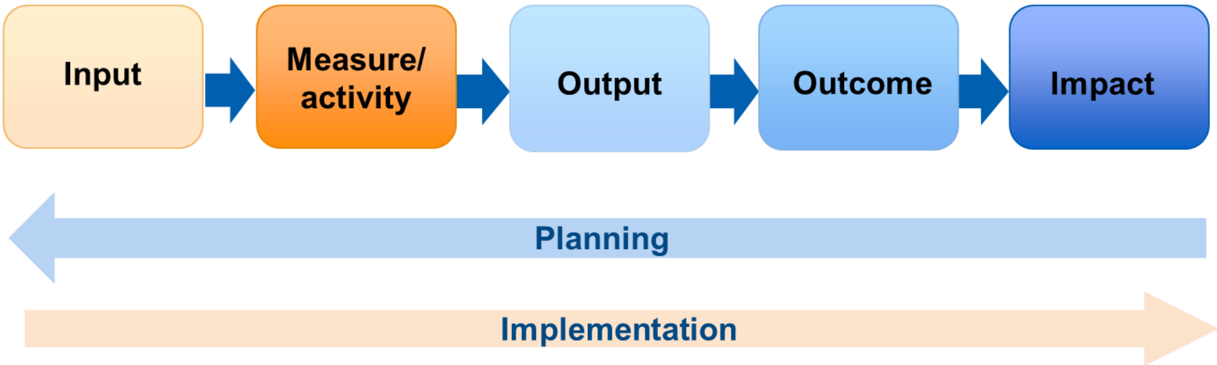
[1] Based on OECD/DAC (2009): Glossary of Key Terms in Evaluation and Results Based Management. Available online at: http://www.oecd.org/dac/evaluation/2754804.pdf [20.10.2020].

Important note:

The programme's results framework allows for individual projects to focus on different aspects. A project does not have to contribute to all programme objectives (outcomes). However, it is essential that each project contributes to Programme Objective 1.

The wording of project objectives and outputs allows for some flexibility. Project objectives must be in line with the programme objectives, i.e. it must be possible to assign all project objectives to programme objectives.

The first step of results-oriented **project planning** is to define the desired results as project objectives (outcomes). The next steps are to identify the desired project results (outputs), followed by measures/activities and finally the required inputs. **Implementation** takes place in reverse order, starting with the inputs and ending with the intended effects (project objectives (outcomes)).



Programme impacts

The higher-level programme objectives (**impacts**) describe the direct or indirect long-term effects of a programme. Impacts are usually reviewed in the context of evaluations (often ex-post), rather than being covered by monitoring. You therefore do not need to specify any impacts for your projects, since the projects contribute to the programme impacts through the project and programme objectives.

Examples of impacts: a contribution to structural support for teaching at the partner higher education institutions or to the institutions' level of internationalisation. There can be an additional second level of overarching objectives (impacts), such as 'establishing high-performing cosmopolitan universities'.

Programme/project objectives (outcomes)

The programme/project objectives (**outcomes**) contribute to achieving the higher-level goals (**impacts**). The programme objectives are defined at the outcome level. You should specify these when preparing the results-oriented project planning for your project (as project objectives). The programme/project objectives (outcomes) describe the intended short and medium-term results that arise from using the outputs.

Examples of programme objectives (outcomes): availability and use of newly developed degree courses at the partner institutions, which reflect the latest developments in science and suit the local context, or: establishment of specialist networks between the participating universities and other institutions.

Programme/project results (outputs)

Programme/project results (**outputs**) are results, services and changes that result from the measures/activities and that represent the intermediate stage towards programme/project objectives (outcomes). The use of the achieved results (outputs) allows for the project/programme objectives (outcomes) to be reached.

Examples of programme results (outputs) include: jointly developed curricula or teaching modules compiled within projects, the creation of structural conditions for degree courses at the partner universities, or the expansion and consolidation of contacts. Outputs also include personal skills gained or knowledge transmitted.

Measures/activities

The realisation of **measures/activities** in the context of a programme or a project leads to programme/project results (outputs). A measure/activity may comprise multiple interconnected individual activities, provided that these are pooled in a plausible manner.

Examples of measures/activities include: the organisation of events (including further and continuing education activities), project-related stays, and the development/revision of teaching/learning materials.

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 and from third parties.

Examples of inputs: staff and material expenditure and expenditure for funded individuals, covered by funding from the DAAD; own and other resources provided by the grant recipient or by third parties, technical expertise, infrastructure and permanent staff.

- **The programme and project indicators**

The inputs, measures/activities, results (outputs) and short and medium-term effects or objectives (outcomes) listed in the results framework are assigned programme indicators, which are used for specification and measurement. An indicator is a value that can be measured empirically, providing information about a construct that cannot be measured directly. The DAAD applies the internationally used OECD/DAC definition of an indicator[2].

You must specify meaningful indicators with precisely defined target values (**benchmarks**) for your project. These target values indicate how much should be deployed, implemented and achieved in the project within a specific timeframe. These details must be defined to allow for a SMART indicator. Examples are provided in Chapter 3.1, item c.

SMART indicators

To define indicators, you should use the **SMART rule**. Indicators should meet the following quality 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

[2] cf OECD/DAC (2009): Glossary of Key Terms in Evaluation and Results Based Management. Available online at: http://www.oecd.org/dac/evaluation/dcdndep/43184177.pdf [20/07/2016].

Relevant: meaningful in terms of the intended changes

Time-Bound: has a defined timeframe

3. How do I plan my project in a results-oriented manner?

3.1 Completing the project planning summary

The first step of your results-oriented project planning is to complete the **project planning summary** table. Start by defining the desired short and medium-term results or objectives of your project (outcomes), followed by the required results (outputs) and suitable measures/activities. The measures/activities are not described in the project planning summary but in the project description (see Chapter 3.2 'Completing the project description' below) to give you more room for the description.

It is important that you provide a brief and clear account in the project planning summary, to allow for your project to be understood at a glance during the selection process. You do not need to develop a results framework or list of indicators for your project. The essence of both documents should be presented in your project planning summary. Please use the exemplary project planning summary for orientation and make sure the information you provide is **presented briefly and clearly.**

Based on the results framework of the programme, you should proceed as follows:

a) The first step is to define your **project objectives (outcomes).** These describe the short and medium-term effects of your project. Based on the programme objectives (outcomes) you should specify all relevant details in the project objectives at project level (e.g. which higher education institutions, which course of study, etc.).

Example 1 Specifying the project objective (outcome)

Outcome (programme level)		**Outcome** (project level)
Lecturers of German institutions of **higher education** and their international partners have **integrated virtual collaboration formats** into their **courses** and plan to integrate them into the **curriculum**.	▷	**Lecturers of the Mondstein University and the Universidad del Sol** have **integrated virtual collaboration formats** into **their joint rhetorics seminar** and plan to **integrate this seminar into the curricula of the participating politics study programmes.**

b) The second step is to define your **project results (outputs).** Aspired results (outputs) are visible and quantifiable. Based on the results (outputs) at the programme level you will then specify all relevant details in the results (outputs) at the project level (e.g. which higher education institution, which course of study, etc.). The results (outputs) result from the measures/activities and the outcome objectives should be reached through their use.

Example 2 Specifying the project objective (output)

Output (programme level)		**Output** (project level)
Universities have developed **courses** for which students can receive **credit points** (ECTS).	▷	The virtual joint **rhetorics seminar** of the **Mondstein University and the Universidad del Sol** is developed. Students are able to **receive credit points (ECTS)** for the seminar within the **participating study programmes**. .

What is the difference between outputs and outcomes?
The project objectives (outcomes) describe the intended results that arise from using the outputs. For example, a curriculum must first be developed (output), before it can be offered and pursued by students (outcome).

c) In the third step, you must determine one meaningful **indicator** for each project-specific result (output) or objective (outcome). Ideally only one indicator should be specified for each desired result (output) or project objective (outcome). However, to record results and make statements regarding the achievement of objectives, it can be necessary to stipulate more than one indicator (e.g. number of classes and participants).

- **Specification**:
  Use the programme indicators presented in Section 5, provided that these are relevant for your specific project plan and management. You may use the programme indicators for your project. These must be specified as project indicators in this case. You may also specify your own indicators, if the programme indicators do not allow for appropriate statements for your project.

- **Benchmarks**:
  For each indicator, you have to specify how much should be deployed, implemented and achieved in the project within a specific timeframe (**benchmarks**). These benchmarks are used to measure to what extent the objectives of the project and programme have been achieved. To do so, enter a specific value for the 'quantity' of the programme indicator, and describe the timeframe, e.g. 2 teaching modules should have been revised by the end of the third funding year. This helps with reviewing project progress and target achievement. The benchmarks should be determined based on your own experience, your higher education institution's guidelines, experience values from similar projects, or discussions with partners and experts. Outline the indicators briefly but concisely. All indicators should meet the SMART standards (please refer to Chapter 2).

Do you also need to define project indicators for measures/activities?
No. The measures/activities are the eligible programme measures and they are therefore covered by the programme indicators.

Example 1 Specification/benchmarks for indicators for project objectives (outcomes)

Outcome (programme level)	**Outcome** (project level)
Lecturers of German institutions of **higher education** and their international partners have **integrated virtual collaboration formats** into their **courses** and plan to integrate them into the **curriculum**.	**Lecturers of the Mondstein University and the Universidad del Sol** have **integrated virtual collaboration formats** into **their joint rhetorics seminar** and plan to **integrate this seminar into the curricula of the participating politics study programmes.**
Indicator (programme level)	**Indicator** (project level)
Number of instructors that are actively involved in the implementation of the virtual collaboration formats, differentiated by: • Affiliation with German or partner university • Status at the university	**By the end of the funding period, three instructors** will have actively participated in the implementation of the virtual rhetorics seminar. The instructors include: **one professor of the Mondstein University and one professor of the Universidad del Sol,** as well as **one doctoral candidate of the Mondstein University.**

Example 2 Specification/benchmarks for indicators for project results (outputs)

Output (programme level)	**Output** (project level)
Universities have developed **courses** for which students can receive **credit points** (ECTS).	The virtual joint **rhetorics seminar** of the **Mondstein University and the Universidad del Sol** is developed. Students are able to **receive credit points (ECTS)** for the seminar within the **participating study programmes**.
Indicator (programme level)	**Indicator** (project level)
Course Type (since the beginning of the funding period) differentiated by: • Title/topic • (main) target group • Course format • Mode • Degree of digitisation • Countries of the partner institution(s) • Amount of ECTS • Use of OER? • Documentation as OER?	A virtual **rhetorics seminar on a master's level** is being offered as a **hybrid** course in the blended learning format and using an **asynchronous learning platform and three synchronous (online) debates.** The seminar is developed **by the end of the summer term 2022** in cooperation of the Mondstein University with the Universidad del Sol in Uruguay. Students can **receive ECTS** for the seminar in **two study programmes**. The seminar uses OER in preparation for the debates.

d) In the fourth step, you should describe the **information sources and methods**. Be brief. Participant lists are helpful. Examples could be an accreditation, ECTS acquired by students abroad or coordinated concepts. Other options include participant lists of courses and events or evaluations of seminars and conferences.

Justified changes to the project plan are possible during the project in consultation with the DAAD. The programme indicators and the individual project indicators defined in your application form the frame of reference for the annual **report** submitted to the DAAD. This structured substantive report is submitted via a dedicated web-based monitoring tool. In addition to entering the quantitative indicators, there is also sufficient space for a qualitative description of your project results. The substantive report is part of the annual interim substantiation/evidence of use that must be submitted. It comprises the substantive report, numerical evidence (incl. a participant list) and any further documents that are listed in the grant agreement.

3.2. Completing the project description

The project description should provide for an outline of the project, the objectives and the time plan. Among other aspects, it should be prepared from the perspective of results-oriented project planning. With reference to the results framework, you should give an account of how the boxes of the project planning summary table are interconnected. The project description and the project planning summary table are interlinked. Please make sure to keep the project planning summary short and clear.

The results-oriented project plan is taken into account in **selection criterion 1** 'Relationship of the project to the programme objectives (as per the impact analysis structure) and results-oriented planning using indicators that meet the SMART criteria'.

Checklist regarding results-oriented project planning as a selection criterion:

1. Clear relationship between the **project** objectives (outcomes) and the **project** results (outputs)
2. Clear connection between the **project** and the **programme** objectives (outcomes) and the **programme** results (outputs)
3. 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)
4. **Project**-specific indicators have been developed based on the **programme**-specific indicators and in line with the SMART criteria

In the ‘measures/activities’ section, please describe the intended measures/activities with regard to their content and indicate the time frame for realising them.

Regarding the basics and terminology or RoM, please refer to Chapter 2 of this guide and to the FAQ on results-oriented monitoring for project funding programmes. Here you will find important questions and answers and concise definitions of terms related to results-oriented monitoring.

4. Results framework for 'International Virtual Academic Collaboration – IVAC'

The results framework for programmes for project-related personal exchange was developed by the DAAD. It forms the framework of reference specified for project funding in coordination with the funding body.

At the **impact level**, the IVAC programme supposed to contribute to the internationalisation, digitisation and flexibilization of the study programmes of the participating higher education institutions. Moreover, the programme is to further equal opportunity through international digital cooperation formats.

To contribute to the achievement of these long-term effects (impacts), the programme pursues five **programme objectives (outcomes)**:

1. Lecturers of German institutions of higher education and their international partners have integrated virtual collaboration formats into their courses and plan to integrate them into the curriculum.

2. Students and lecturers apply the digital and intercultural skills acquired through virtual cooperation.

3. The virtual cooperation formats enable students and instructors to gain international experiences in order to further equal opportunity.

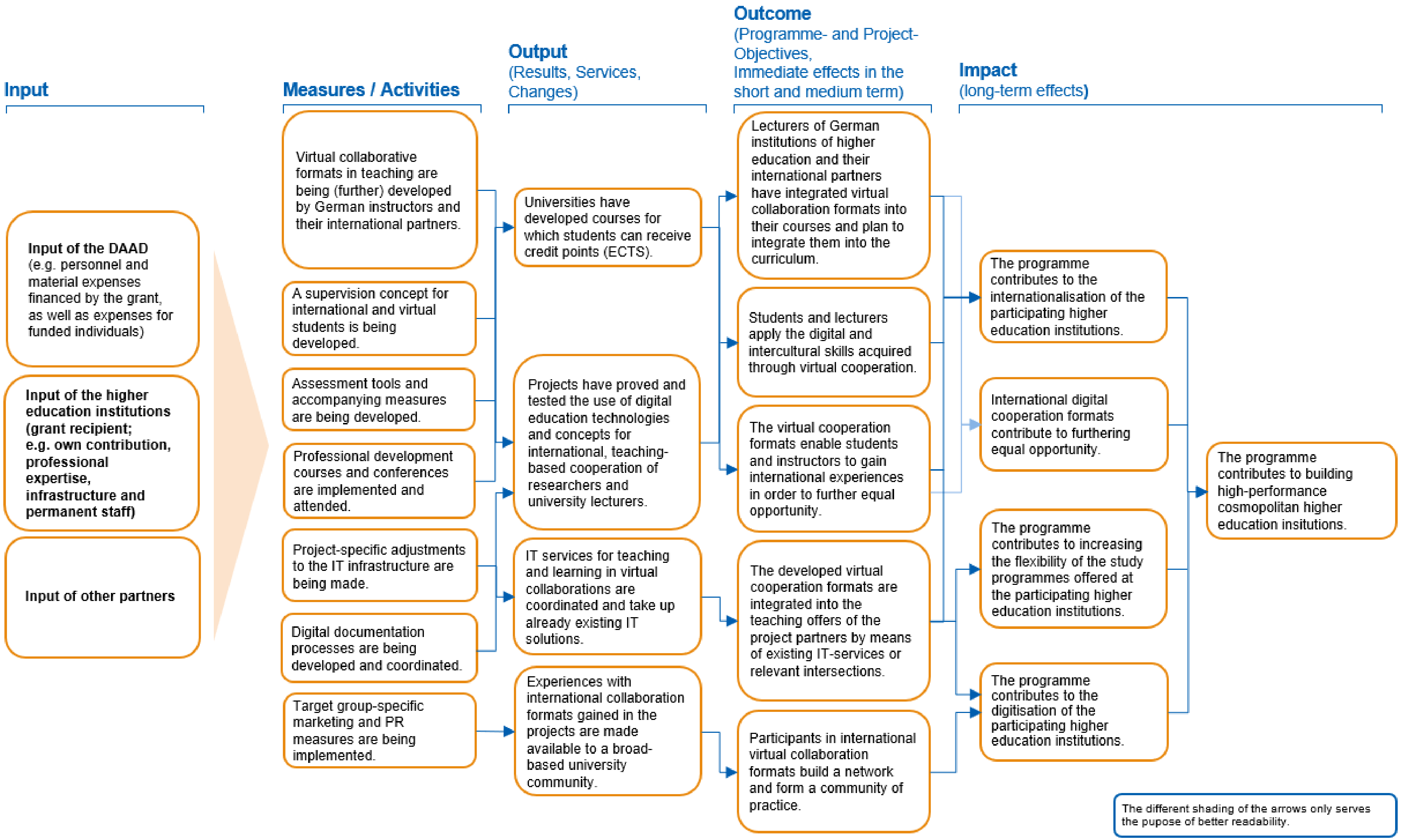
4. The developed virtual cooperation formats are integrated into the teaching offers of the project partners by means of existing IT-services or relevant intersections.

5. Participants in international virtual collaboration formats build a network and form a community of practice.

To achieve this, planning provides that at the **output level** IVAC projects develop collaboration courses in which students can acquire credit points (ECTS). The use of digital education technologies and concepts for the international teaching-based cooperation of researchers and university instructors is to be tested in these courses. IT-services for teaching and learning in virtual collaborations are to be coordinated within this framework and are to take up existing IT solutions. The experiences regarding international collaboration formats that have been gained in the projects are to be made available to a broad-based university community.

To realise these results (outputs), the universities and higher education institutions involved can implement various **measures/activities**. Expenditures for the implementation of professional development courses, for workshops, as well as project-related stays and the development/redesign of teaching and learning materials, mentoring and accompanying measures, as well as the project-related adjustment of the IT-infrastructure are all eligible for funding (please consult subsection "Eligible Measures / Activities" in the call for applications).

The actors involved contribute **inputs** (see above) to implement projects. On the part of the DAAD, this is the grant (used to finance expenditure for funded individuals); on the part of the higher education institutions submitting the application, these are the contributions of the grant recipient and project partners (e.g. technical expertise and infrastructure).


Input
Measures / Activities
Output
(Results, Services, Changes)
Outcome
(Programme- and Project-Objectives, Immediate effects in the short and medium term)
Impact
(long-term effects)
Input of the DAAD (e.g. personnel and material expenses financed by the grant, as well as expenses for funded individuals)
Input of the higher education institutions (grant recipient; e.g. own contribution, professional expertise, infrastructure and permanent staff)
Input of other partners
Virtual collaborative formats in teaching are being (further) developed by German instructors and their international partners.
A supervision concept for international and virtual students is being developed.
Assessment tools and accompanying measures are being developed.
Professional development courses and conferences are implemented and attended.
Project-specific adjustments to the IT infrastructure are being made.
Digital documentation processes are being developed and coordinated.
Target group-specific marketing and PR measures are being implemented.
Universities have developed courses for which students can receive credit points (ECTS).
Projects have proved and tested the use of digital education technologies and concepts for international, teaching-based cooperation of researchers and university lecturers.
IT services for teaching and learning in virtual collaborations are coordinated and take up already existing IT solutions.
Experiences with international collaboration formats gained in the projects are made available to a broad-based university community.
Lecturers of German institutions of higher education and their international partners have integrated virtual collaboration formats into their courses and plan to integrate them into the curriculum.
Students and lecturers apply the digital and intercultural skills acquired through virtual cooperation.
The virtual cooperation formats enable students and instructors to gain international experiences in order to further equal opportunity.
The developed virtual cooperation formats are integrated into the teaching offers of the project partners by means of existing IT-services or relevant intersections.
Participants in international virtual collaboration formats build a network and form a community of practice.
The programme contributes to the internationalisation of the participating higher education institutions.
International digital cooperation formats contribute to furthering equal opportunity.
The programme contributes to increasing the flexibility of the study programmes offered at the participating higher education institutions.
The programme contributes to the digitisation of the participating higher education institutions.
The programme contributes to building high-performance cosmopolitan higher education insitutions.
The different shading of the arrows only serves the pupose of better readability.

5. Indicators for ‘International Virtual Academic Collaboration – IVAC’

Programme indicators were set for IVAC, for which the DAAD requests data in the context of the annual substantive reporting submitted by the higher education institutions. This data helps the DAAD with programme management and accountability.

Measures/activities and allocated programme indicators

Measures / Activities	Indicator
Virtual collaborative formats in teaching are being (further) developed by German instructors and their international partners.	**Type of collaboration format (since the beginning of the funding period) differentiated by** • Group size (e.g. tandem) • Level of digitisation (e.g. online format only) • Synchronous/asynchronous • Short qualitative description of the collaboration format
A supervision concept for international and virtual students is being developed.	**Type of supervision concept (since the beginning of the funding period) differentiated by** • Format (e.g. moderated forums (asynchronous))
Assessment tools and accompanying measures are being developed.	**Number of implemented accompanying measures (during the year under report) differentiated by** • Title/topic • Format (e.g. buddy system/mentoring) • Objective (e.g. advancement of intercultural competencies) • Frequency
	Number of implemented assessment tools (during the year under report) differentiated by • Title/topic • Format (e.g. survey) • Target group/participant status • Lessons Learned
Professional development courses and conferences are implemented and attended.	**Number of implemented professional development courses or conferences (during the year under report) differentiated by** • Title/topic • Location/country • (starting) date • Duration (in days) • Professional development course or conference? • Focus of the event (e.g. discipline-related) • (main) target groups (e.g. master) • Level of digitisation (e.g. online format) Short qualitative description focusing on added value for participants regarding internationalisation and digitisation
	Number of participants in the implemented professional development courses or conferences described above (during the year under report) differentiated by

	• Gender (m/f/d) • Participant status
	Number of attended professional development courses or conferences organised by third parties (during the year under report) differentiated by • Title/topic • Location/country • Organising institution • (starting) date • Duration (in days) • Professional development course or conference? • Focus of the event (e.g. discipline-related) • Level of digitisation (e.g. online format) • Qualitative short description focusing on the added value for participants regarding internationalisation and digitisation
	Number of DAAD-funded participants (project personnel and funded individuals) at the attended professional development courses and conferences described above that were organised by third parties (during the year under report) differentiated by • Gender (m/f/d) • Participant status
Project-specific adjustments to the IT infrastructure are being made.	**Number of implemented measures for IT development (during the year under report) differentiated by** • Field of application • Pre-existing software/services that are being used in the project • Acquired software/services • Utilisation of pre-existing hardware that is being used in the project • Acquired hardware • External (consulting) services (yes/no)
	Qualitative short description of the measure focusing in the added value regarding internationalisation and interoperability (since the beginning of the funding period).
Digital documentation processes are being developed and coordinated.	**Qualitative short description of the documentation processes and examination formats for individually achieved learning results of the students by the participating partnering higher education institutions (since the beginning of the funding period) focusing on mutual recognition.**
Target group-specific marketing and PR measures are being implemented.	**Number of marketing and PR measures (during the year under report) differentiated by** • Type of measure (e.g. publication of students‘ teaching-learning products) • Target group (e.g. teaching staff of German higher education institutions)

Programme results (outputs) and allocated programme indicators

Output	Indicator
Universities have developed courses for which students can receive credit points (ECTS).	**Type of course (since the beginning of the funding period) differentiated by** • Title/topic • (main) target group (e.g. master) • Course format • Mode (e.g. balanced (hybrid)) • Level of digitisation (e.g. online format) • Countries of the partner institution(s) participating in the funding • Number of ECTS • Use of OER in course? (yes/no) • Elements documented as OER? (yes/no)
	Qualitative description of the developed virtual course including didactics and methods, as well as the respective added value for the partner higher education institution(s) (since the beginning of the funding period).
Projects have proved and tested the use of digital education technologies and concepts for international, teaching-based cooperation of researchers and university lecturers.	**Type of utilised digital education technologies and concepts in the teaching collaboration (during the year under report) differentiated by** • Education technology/concept • Focus on the autonomous acquisition of learning content
IT services for teaching and learning in virtual collaborations are coordinated and take up already existing IT solutions.	**Type of the utilised IT services (e.g. campus- and learning-management-systems) (during the year under report) differentiated by:** • Type • Name/description • Intended purpose • Integration in the course offer of the parties involved in the project (e.g. fully integrated)
Experiences with international collaboration formats gained in the projects are made available to a broad-based university community.	**Number of measures for networking and sharing of experiences (during the year under report) differentiated by:** • Format (e.g. contribution to formal exchange formats such as presentations at events/conferences (own contribution)) • Frequency • National/international

Programme results (outcomes) and allocated programme indicators

Outcome	Indicator
Lecturers of German institutions of higher education and their international partners have integrated virtual collaboration formats into their courses and plan to integrate them into the curriculum.	**Number of lecturers that are actively involved in the implementation of the virtual collaboration formats (since the beginning of the funding period) differentiated by** • Affiliation with the German/partner higher education institution • Status
	Qualitative short description of the (necessary) steps to curricular integration and possibly planned conceptual adjustments.
Students and lecturers apply the digital and intercultural skills acquired through virtual cooperation.	**Share of students and teachers (during the year under report) claiming that they have further developed their personal digital and intercultural competencies through participating in the virtual seminars differentiated by:** • Status • Competency • Initial state (little to very good previous knowledge) • Development (none to at a high degree) • Number of students/teachers • Share of persons who want to utilise the competencies
The virtual cooperation formats enable students and instructors to gain international experiences in order to further equal opportunity.	**Qualitative description of concrete examples from the seminar and the contribution of the projects to further equal opportunity regarding the international experience for participating students and teachers (since the beginning of the funding period).**
The developed virtual cooperation formats are integrated into the teaching offers of the project partners by means of existing IT-services or relevant intersections.	**Type of the utilised IT services (e.g. campus- and learning-management-systems) (during the year under report) differentiated by:** • Type • Name/description • Intended purpose • Integration in the course offer of the parties involved in the project (e.g. fully integrated)
Participants in international virtual collaboration formats build a network and form a community of practice.	**Number of regular contacts of the project personnel with the intention of collaboration or exchange regarding international, virtual collaboration formats (during the year under report) differentiated by:** • Format (e.g. multilateral formats (e.g. round table)) • Frequency • Domestic/foreign? • Contact group (e.g. staff of other IVAC projects) • Short description