Guide to
Impact-oriented Project Planning
and Monitoring

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

| Read this guide | ➡ | Complete the project planning summary | ➡ | Complete the project description |

Introduction and overview

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

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

1. Why do we use impact-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 impact-oriented monitoring (RoM) to plan its projects in an effect-oriented manner. Guidance for the implementation at the project level is provided through ongoing monitoring. The focus of interest is always on achieving results and objectives in this context. Indicators are used during the implementation to compare the planned or expected changes with those that actually occurred.

We use impact-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 impact-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.

Increasing effectiveness	**Communicating achievements**

|		
Shared project approach	**Learning process**	**Further development of programmes**

Impact-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 impact-oriented project planning

> ### The structure of impact-oriented project planning

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

Impact model and list of indicators for the programme

Your impact-oriented project planning
(please refer to the instructions in Chapter 3)
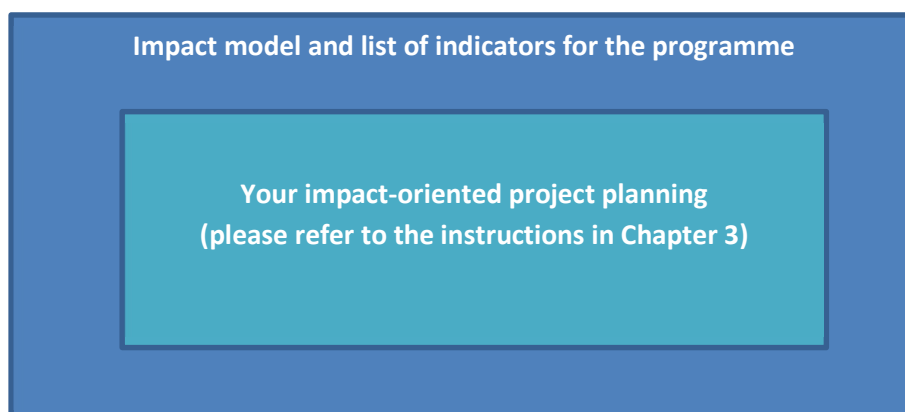
Your impact-oriented project planning should be prepared based on the programme's impact model and list of indicators. Impact-oriented reporting allows for the status of project implementation and the achievement of goals to be assessed systematically in the form of a target-performance comparison. This is the basis for impact-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 impact model

The impact model is the primary reference document for impact-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].

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[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].

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 impact-oriented project planning.

Important note:

The programme's impact model allows for individual projects to focus on different aspects. Projects do not have to contribute to all programme objectives (outcomes). 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 impact-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)).
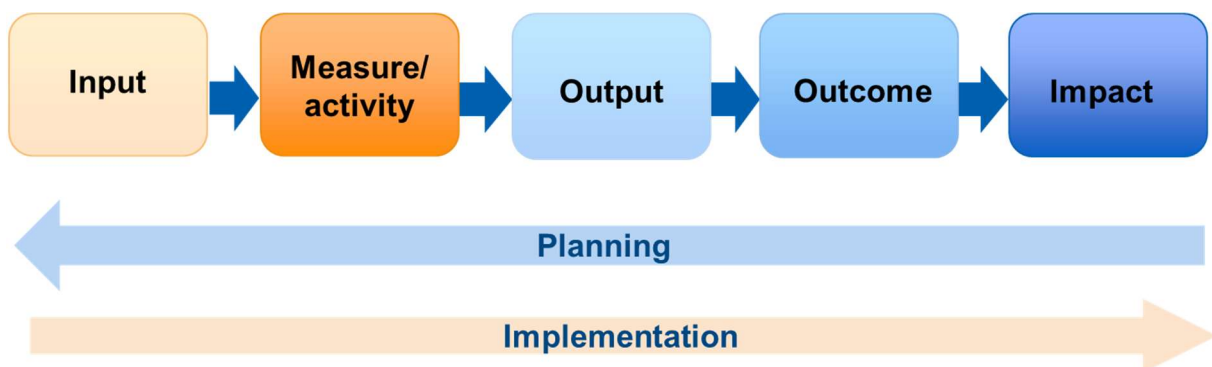
Programme impacts

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 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 impact-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 gives rise 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 impact model 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 uses 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

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[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 an impact-oriented manner?
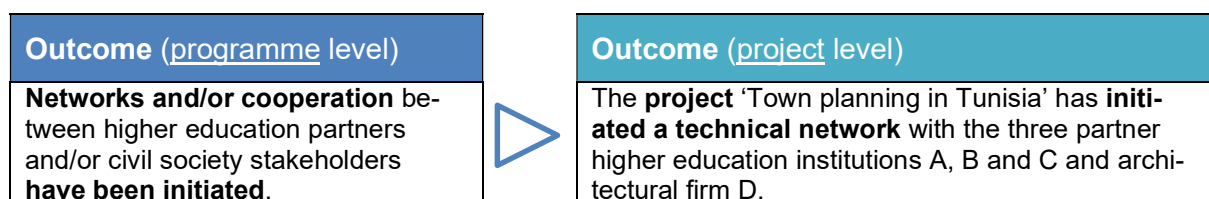
3.1 Completing the project planning summary

The first step of your impact-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).

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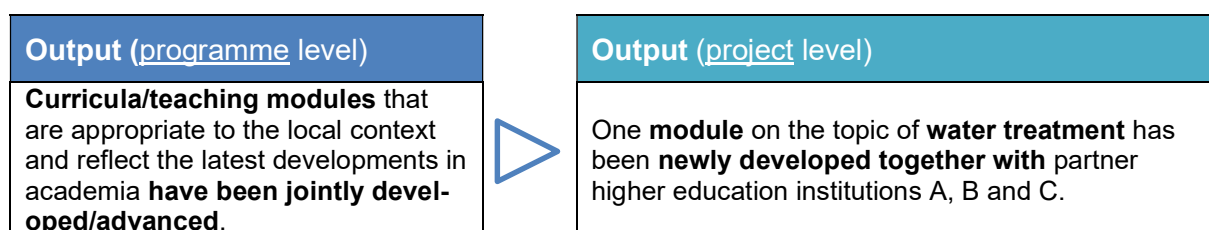
a) The first step is to define your **project objectives (outcomes).** These describe the short and medium-term effects of your project. Based on the programme objectives (outcomes) you should specify all relevant details in the project objectives at project level (e.g. which higher education institutions,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

Example 1 Specifying the project objective (outcome)

Outcome (programme level)	**Outcome** (project level)
Networks and/or cooperation between higher education partners and/or civil society stakeholders **have been initiated**.	The **project** 'Town planning in Tunisia' has **initiated a technical network** with the three partner higher education institutions A, B and C and architectural firm D.

b) The second step is to define your **project results (outputs).** Pursued 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)
Curricula/teaching modules that are appropriate to the local context and reflect the latest developments in academia **have been jointly developed/advanced**.	One **module** on the topic of **water treatment** has been **newly developed together with** partner higher education institutions A, B and C.

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).

- o **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.

- o **Benchmarks**:
  For each indicator, you have to specify how much should be deployed, implemented and achieved in the project within a specific time frame (**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 you project regarding the 'quantity' of the programme indicator, and describe the time frame, 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)
Networks and/or cooperation between higher education partners and/or civil society stakeholders **have been initiated**.	The **project** 'Town planning in Tunisia' has **initiated a technical network** with the three partner higher education institutions A, B and C and architectural firm D.
Indicator (programme level)	**Indicator** (project level)
Number of specialist networks which the funded higher education institutions have established/ expanded (in the reporting year), differentiated by • **Network name** • **Status** (conception phase, concept completed, implementation started, implementation completed) • **Partner structure** (German/non-German partner) • **Discipline-specific priority** (DAAD key)	The '**Future Cities**' network meeting has been arranged by **2 professors from Iraqi university A, 2 professors from Libyan university B, 3 research associates from Tunisian university C and 4 civil society representatives** involved in **town planning and is to take place by the end of 2022**.

- **Participating faculties** (free text)
- **Country-specific priority** (Ta'ziz countries)
- **Involvement of non-university stakeholders** (such as from science/research, business, civil society, public sector, politics)
- **Added value for the project**

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

Output (programme level)	Output (project level)
Curricula/teaching modules that are appropriate to the local context and reflect the latest developments in academia have been **jointly developed/advanced**.	One **module** on the topic of **water treatment** has been **newly developed together with** partner higher education institutions A, B and C.

Indicator (programme level)	Indicator (project level)
Number of newly developed or revised curricula, teaching modules, classes or other courses (in the reporting year), differentiated by • **Type** (e.g. curricula, teaching modules, classes) • **Title/topic** • **Newly developed or revised** • **Level** (e.g. bachelor, master, PhD, other) • **Implementation status** (e.g. conception phase started, draft available) • **Degree of digitisation** (classroom teaching, blended learning, online teaching) • **Involvement of non-university stakeholders by sector** (e.g. science/research, business, civil society, public sector, politics, other) • **Number of partner institutions involved in the development**	For the **2022 winter semester,** the new **module** which was **jointly** developed by the three partner higher education institutions A, B and C on the topic of **water treatment** has been coordinated internally at the university as a **master´s degree course in a blended learning format**, a draft is available.

d) In the fourth step, you should describe the **information sources and methods**. Be brief. A few examples could be existing accreditation, ECTS credit gained by the students while staying abroad, or coordinated concepts. Further options include participant lists from events or internal evaluations of classes 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 (including a list of receipts) 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 impact-oriented project planning. With reference to the results logic, 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 impact-oriented project plan is taken into account in **selection criterion 1** 'Relationship of the project to the programme objectives (as per the impact model) and impact-oriented planning using indicators that meet the SMART criteria'.

Checklist regarding impact-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)
- ✓ **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 impact-oriented monitoring for project funding programmes. Here you will find important questions and answers and concise definitions of terms related to impact-oriented monitoring.

4. Impact model for the 'Ta'ziz partnership for democracy; Programme line 2: Short Measures' programme

The impact model for the Ta'ziz partnership for democracy programme 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 intention is for the Ta'ziz partnership for democracy programme to contribute to the establishment and/or intensification of sustainable cooperation structures between higher education institutions and/or civil society stakeholders. The programme gives active impetus towards sustainable improvements in the quality of research and teaching at the partner higher education institutions and contribute to knowledge transfer between the partner higher education institutions and/or civil society stakeholders. The programme is also to contribute to (further) qualification of the participants and to improve their employability. At a second impact level, the programme is to give impetus to sustainable strengthening of academic freedom and to supporting the reform efforts at the partner higher education institutions by contributing to the establishment and expansion of civil society structures and social participation.

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

1. networks and/or cooperation between higher education partners and/or civil society stakeholders have been initiated.

2. Students, lecturers and researchers have acquired methodological, didactic and/or technical expertise as a result of participating in the programme.

3. New and innovative teaching methods/materials have been integrated into teaching at the participating higher education institutions.

4. The programme funding is to create signs of impetus in relation to networking with companies and/or organisations (such as internships) at the partner higher education institutions.

5. the partner higher education institutions have initiated processes relating to strengthening academic freedom and supporting their reform efforts.

Achieving this at the **output level** in the projects associated with the Ta'ziz partnership for democracy programme requires contacts between the participating higher education institutions and/or civil society stakeholders to be extended and/or consolidated. Students, lecturers and researchers are to receive methodological, didactic and/or technical training, and curricula/ teaching modules that are appropriate to the local context and the latest developments in academia are to be jointly (further) developed. There is moreover to be an exchange of knowledge realised between higher education institutions and/or civil society stakeholders and findings relating to practice-oriented teaching, academic freedom and opportunities for reform are to be communicated to staff at the partner higher education institutions.

The participating higher education institutions and institutions can implement various **measures/activities** to realise these results (outputs). Eligible for funding are for instance initiation trips and fact finding missions, the implementation of events (e.g. advanced training and professional development, workshops, summer schools) and the joint production and/or further development of teaching and learning materials or the implementation of conventions and conferences (regarding the funding levels see Annex 2 – Eligible grant expenditure and funding rates).

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

Impact model
Ta´ziz partnership for democracy
Programme line 2: Short Measures 2022

Input

Measures/activities

Output
(results, services, changes)

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

Impact
(longer-term effects)

Input from the DAAD
Staff and material expenditure covered by the grant and expenditure for funded individuals, expertise and advice

Input from the higher education institutions
Grant recipients; discipline-specific expertise, infrastructure and permanent staff

Initiation trips and fact finding missions are being implemented

Events are being arranged (such as advanced training and professional development, workshops, summer schools)

Teaching/learning materials are being jointly compiled and/or further developed

Conventions and conferences are being held

Contacts between participating higher education institutions and/or civil society stakeholders have been extended and/or consolidated.

Students, lecturers and researchers have received further methodological, didactic and/or technical training.

Curricula/teaching modules that are appropriate to the local context and reflect the latest developments in academia have been jointly developed/advanced.

An exchange of knowledge between higher education institutions and/or civil society stakeholders has been realised.

Knowledge regarding to practice-oriented teaching, academic freedom and opportunities for reform have been communicated to staff at the partner higher education institutions.
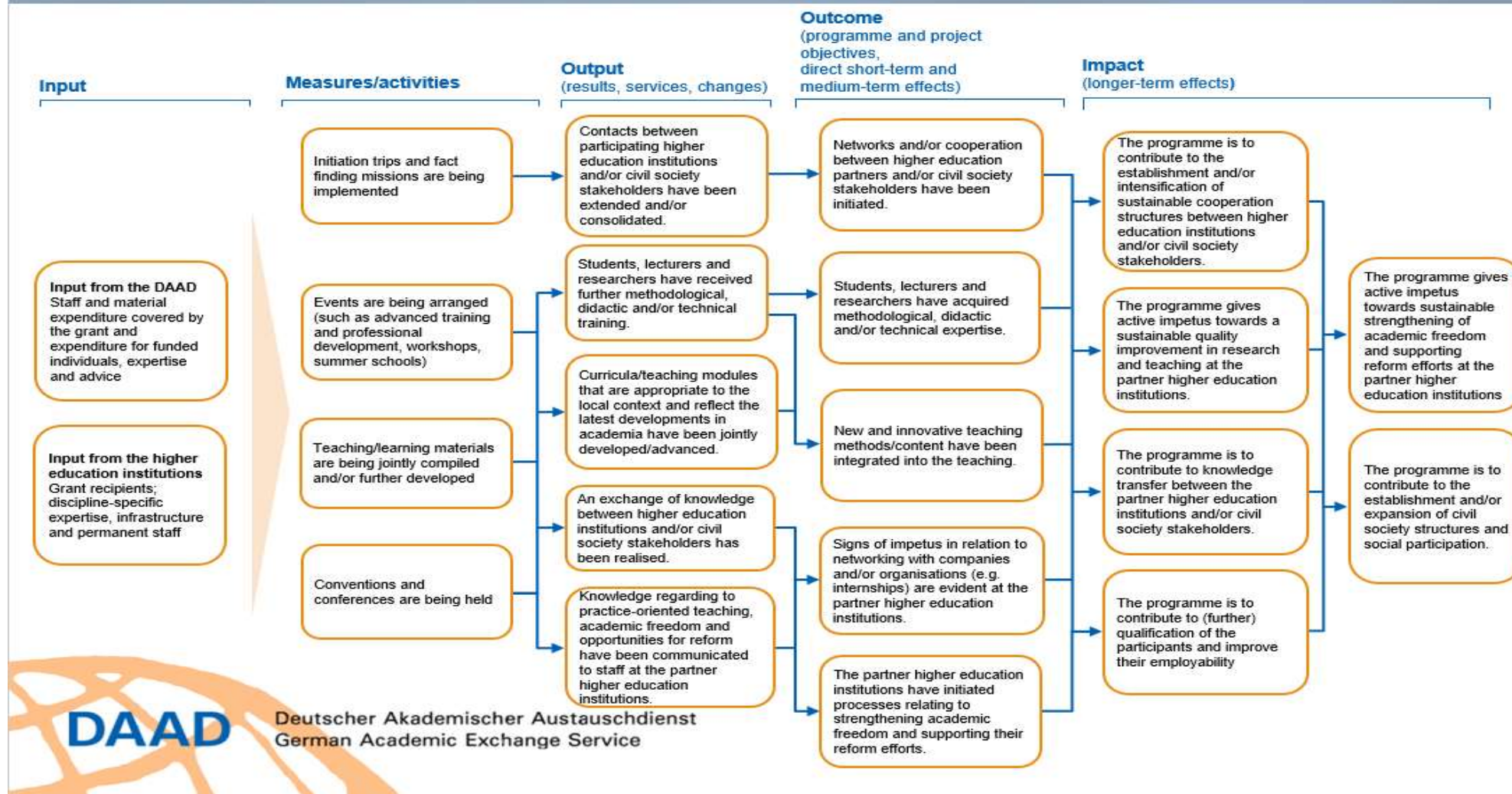
Networks and/or cooperation between higher education partners and/or civil society stakeholders have been initiated.

Students, lecturers and researchers have acquired methodological, didactic and/or technical expertise.

New and innovative teaching methods/content have been integrated into the teaching.

Signs of impetus in relation to networking with companies and/or organisations (e.g. internships) are evident at the partner higher education institutions.

The partner higher education institutions have initiated processes relating to strengthening academic freedom and supporting their reform efforts.

The programme is to contribute to the establishment and/or intensification of sustainable cooperation structures between higher education institutions and/or civil society stakeholders.

The programme gives active impetus towards a sustainable quality improvement in research and teaching at the partner higher education institutions.

The programme is to contribute to knowledge transfer between the partner higher education institutions and/or civil society stakeholders.

The programme is to contribute to (further) qualification of the participants and improve their employability

The programme gives active impetus towards sustainable strengthening of academic freedom and supporting reform efforts at the partner higher education institutions

The programme is to contribute to the establishment and/or expansion of civil society structures and social participation.

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

5. Indicators for the 'Ta'ziz partnership for democracy, Programme line 2: Short Measures' programme

The following **programme** indicators were set for the 'Ta'ziz partnership for democracy, Programme line 2: Short Measures' for which the DAAD requests data in the context of the annual substantive reporting. This data helps the DAAD with programme management and accountability.

Measures/activities and allocated programme indicators

Measure/activity	Indicator
Initiation trips and fact finding missions are being implemented	**Number of funded individuals (in the reporting year), differentiated by** • First name/surname • Gender (m/f/d) • Status (e.g. students at bachelor and master level, doctoral candidates, researchers, lecturers at higher education institutions) • Subject group (DAAD key) • Field of study • Type of funding (workshop, project staff mainly involved in academia or administration) • Type of financing (mobility/stay, partial internship, full internship) • Duration of funding in the reporting year • Posting country (DAAD key) • Country of nationality (DAAD key) • Target country (DAAD key) • Participation/implementation format (mainly face-to-face, mainly online, blended)
	Number of implemented funding streams (in the reporting year)
Events are being arranged (such as advanced training and professional development, workshops, summer schools)	**Number of implemented events, including training and professional development (in the reporting year), differentiated by** • Title/topic • Event location/country (Ta'ziz countries) • Duration (in days) • Format (e.g. workshops/seminars, symposia/conventions/conferences, summer schools) • Degree of digitisation (classroom teaching, blended learning, online event) • Target group/s (students, doctoral candidates, postdoctoral researchers, academics, staff from the International Office, administrative staff, others) • Educational (yes/no) • Type of qualification (discipline-specific, cross-disciplinary, methodological, didactic, administrative)

Measure/activity	Indicator
	Number of participants at the events held (in the reporting year), differentiated by • Gender (m/f/d) • Partner country/countries/Germany
Teaching/learning materials are being jointly compiled and/or further developed	**Qualitative description of the most important teaching/learning materials and their benefits in the context of the project (in the reporting year)**
Conventions and conferences are being held	**Number of conventions and conferences held with the support of the DAAD (in the reporting year), differentiated by** • Title/topic • Event location/country • Duration (in days) • Degree of digitisation (classroom teaching, blended learning, online event) • Target group/s (students, doctoral candidates, postdoctoral researchers, academics, staff from the International Office, administrative staff, others) • Contribution to practice-related teaching • Contribution to academic freedom (yes/no) • Contribution to reforming the higher education institutions (yes/no)
	Number of participants at the conventions and conferences held (in the reporting year), differentiated by • Gender (m/f/d) • Partner country/countries/Germany

Programme results (outputs) and allocated programme indicators

Output	Indicator
Contacts between participating higher education institutions and/or civil society stakeholders have been extended and/or consolidated	**Number of newly acquired active partners who design, manage and/or implement activities at the higher education institutions (in the reporting year) differentiated by** • Area (science/research, business, civil society, public sector/politics, other)
	Number of consolidated contacts with existing partners (in the reporting year), differentiated by • Area (science/research, business, civil society, public sector/politics, other)

Output	Indicator
Students, lecturers and researchers have received further methodological, didactic and/or technical training	**Number of qualified students, lecturers and/or researchers (in the reporting year), differentiated by** • Type of qualification (discipline-specific, cross-disciplinary, methodological, didactic, administrative)
Curricula/teaching modules that are appropriate to the local context and reflect the latest developments in academia have been jointly developed/advanced	**Number of newly developed or revised curricula, teaching modules, classes or other study offers (in the reporting year), differentiated by** • Type (e.g. curricula, teaching modules, classes) • Title/topic • Newly developed or revised • Level (bachelor, master, PhD, other) • Implementation status (e.g. conception phase started, draft available) • Degree of digitisation (classroom teaching, blended learning, online teaching) • Involvement of non-university stakeholders by sector (science/research, business, civil society, public sector, politics, other) • Number of partner institutions involved in the development
	Qualitative description of the developed curricula, teaching modules and classes and of the respective added value for the partner higher education institution(s) (in the reporting year)
An exchange of knowledge between higher education institutions and/or civil society stakeholders has been realised	**Number of participants from educational staff and civil society receiving advanced training and professional development (in the reporting year), differentiated by:** • Type of advanced training participants (academics, staff from the International Offices, administrative staff, civil society) • Type of qualification (discipline-specific, cross-disciplinary, didactic, administrative, application-related)
Knowledge regarding to practice-oriented teaching, academic freedom and opportunities for reform have	**Qualitative description of the developed knowledge and of the respective added value for the partner higher education institution(s) (in the reporting year)**

Output	Indicator
been communicated to staff at the partner higher education institutions	

Programme objectives (outcomes) and allocated programme indicators

Outcome	Indicator
Networks and/or cooperation between higher education partners and/or civil society stakeholders have been initiated	**Number of specialist networks which the funded higher education institutions have set up/ expanded (in the reporting year), differentiated by** • Network name • Status (conception phase, concept completed, implementation started, implementation completed) • Partner structure (German/foreign partner) • Discipline-specific priority (DAAD key) • Participating faculties (free text) • Country-specific priority (Ta'ziz countries) • Involvement of non-university stakeholders (e.g. from science/research, business, civil society, public sector, politics) • Added value for the project
Students, lecturers and researchers have acquired methodological, didactic and/or technical expertise	**Qualitative description of the expertise acquired by students, lecturers and researchers (in the reporting year)**
New and innovative teaching methods/contents have been integrated into the teaching	**Number of coordinated or introduced and offered curricula, teaching modules, classes or other courses (in the reporting year), differentiated by** • Type (e.g. curricula, teaching modules, classes) • Title/topic • Newly developed or revised • Level (bachelor, master, PhD, other) • Implementation status (e.g. coordinated internally, tried and tested, offered, accredited) • Involvement of non-university stakeholders by sector (science/research, business, civil society, public sector, politics, other) • Number of partner institutions involved in the development **Qualitative description of the new teaching methods and contents which were integrated into teaching and of the respective added value for the partner education institution(s) (in the reporting year)**

Outcome	Indicator
Signs of impetus in relation to networking with companies and/or organisations (e.g. internships) are evident at the partner higher education institutions	**Number of networks and networking structures (e.g. the introduction of internships) established with companies/organisations (in the reporting year), differentiated by** • Name/description • Area (teaching, research, higher education management, other) • Implementation status (conception phase, concept completed, implementation started, implementation completed, other)
	Qualitative description of the contribution made by the established networks and structures to networking between the partner higher education institutions and companies/organisations (in the reporting year)
	Number of offerings relevant to the labour market (accompanying studies) (in the reporting year), differentiated by • Title/topic • Type (internships integrated into courses, career centres, incubators, internship exchanges, transfer of technology, others) • Implementation status (conception phase, concept completed, implementation started, implementation completed)
The partner higher education institutions have initiated processes relating to strengthening academic freedom and supporting their reform efforts	**Qualitative description of the new processes and of the respective added value for the partner higher education institution(s) (in the reporting year)**