DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

CATALOGUE OF INDICATORS

Centre of African Excellence for Applied and Responsible Artificial Intelligence (Kenya)
Line A – Capacity Building, Education and Knowledge Transfer (2027–2031)

Output	Indicators
Master's students with academic and methodological competence have received study scholarships; university lecturers and researchers have completed teaching and/or research stays.	**Qualitative description of the selection procedure for awarding master's scholarship (since the beginning of funding)**
	Number of funded individuals (in the reporting year), differentiated by • Gender (m/f/d) • Sending country (DAAD-key) • Country of citizenship (DAAD-key) • Status (e.g. master's students, doctoral candidates, researchers and university lecturers) • New funding in the reporting year (yes/no) • Duration of funding: in days, weeks, months • Subject group (DAAD-key) • Type of funding (e.g. study, research) • Format of organisation/participation
Teaching modules as well as practice-oriented training and continuing education modules in the field of applied and responsible AI, that are cutting-edge and suit the local context, have been jointly developed/revised.	**Number of newly developed or revised (digital) curricula, teaching modules and practice-oriented training and continuing education modules (incl. micro degrees) (since the beginning of funding), differentiated by** • Type (e.g. curricula, teaching modules/courses, micro degrees) • Title/topic • Newly developed/revised • Target group(s) (multiple assignment is possible) (e.g. master's students, doctoral candidates) • (Implementation) Status • Accreditation (yes/no) • Primary teaching and learning format (level of digitalization) • Documented as Open Educational Resources (OER) (yes/no) • Involvement of actors from outside university in the development process (multiple assignment is possible) • Number of partner institutions involved in the development process
	Qualitative description of the (digital) curricula, teaching modules and practice-oriented training and continuing education modules (incl. micro degrees) (since the beginning of funding) with regard to • Subject-specific content

Output	Indicators
	• Relevance to practical application, societal relevance and common-good-orientation as well as contribution to responsible AI • Integration of elements conveying subject-specific, methodological, personal, administrative and managerial competences and skills
	Number of established/extended IT-structures (since the beginning of funding), differentiated by • Designation/brief description • Area(s) (multiple assignment is possible) (e.g. teaching, research, (knowledge) transfer, administration) • (Implementation) Status
	Qualitative description of the established/extended IT-structures with a focus on the added value to achieve the programme outcomes (since the beginning of funding)
(Teaching) staff at partner universities have received demand-driven (further) training in subject-specific, interdisciplinary, and administrative areas.	**Number of (virtual) events held incl. qualification measures (in the reporting year)[1], differentiated by** • Title/topic • Place/country • Duration in days • Type (e.g. workshops/seminars, symposia/conferences, summer schools) • Level of digitalization • Offering of DIGI-FACE (yes/no) • Event on the transfer into practice (yes/no) • Target group(s) (multiple assignment is possible) (e.g. students, teaching staff, administration staff) • Involvement of actors from outside university by areas (multiple assignment is possible) • Events for further education and training (yes/no) • If it is an event for further education and training: type of qualification (multiple assignment is possible) (e.g. subject-specific, interdisciplinary, didactical, technical, administrative)
	Number of participants of the (virtual) events held incl. qualification measures (in the reporting year), differentiated by • Gender (m/f/d) • Country of citizenship (share) (participants from Kenya/from other African countries/from countries outside of Africa) • Type (share) (internal/external)

[1] Indicator “Events” also contributes to Output 4.

Output	Indicators
	Number of attended external trainings and continuing education measures (in the reporting year) differentiated by • Title/topic • Place/country • Name of the host • Duration in days • Type of qualification (e.g. subject-specific, interdisciplinary, administrative, didactical) • Gender of the participants (m/f/d) • Brief description of the qualification measure
Contacts with relevant Kenyan, German, and international stakeholders from politics, the private sector, civil society, and the academic sector have been established.	**Number of contacts with stakeholders from politics, the private sector, civil society, and the academic sector newly established within the context of the project (in the reporting year), differentiated by** • Area (science/research, the private sector/economy, civil society, public sector/politics)
	Qualitative description of the added value that the contacts have for the project (incl. contacts with other DAAD-funded projects/programmes such as e.g. DIGI-FACE, Centres of African Excellence, Global Centres) (since the beginning of funding)

Outcome	Indicators
Master's students, academic teaching staff, and graduates are (further) qualified in subject-specific, interdisciplinary, and methodological aspects of applied and responsible AI.	**Number of DAAD-funded master's students (since the beginning of funding) differentiated by** • Gender • Country of citizenship (DAAD-key) • Begin of studies (grant cohort) • Study progress • On schedule (yes/no) • Comment of study progress • Funding period (planned): beginning • Funding period (planned): end
	Qualitative explanation of the reasons for master-scholarship drop-outs. (in the reporting year)
	Number of participants who attended the newly developed or revised (digital) teaching modules and practice-oriented training and continuing education modules (incl. micro degrees) (since the beginning of funding) differentiated by

Outcome	Indicators
	• Gender (m/f/d) • Country of citizenship (Kenya/other African country/country outside of Africa)
Teaching and supervision, particularly at the master's level, have been strengthened at the participating partner institutions.	**Number of coordinated and already introduced curricula, (digital) teaching modules and practice-oriented training and continuing education modules (incl. micro degrees) (since the beginning of funding), differentiated by** • Type (e.g. curricula, teaching modules/courses, micro degrees) • Title/topic • Newly developed/revised • Target group(s) (multiple assignment is possible) (e.g. master's students, doctoral candidates) • (Implementation) Status • Accreditation (yes/no) • Primary teaching and learning format (level of digitalization) • Documented as Open Educational Resources (OER) (yes/no) • Involvement of actors from outside university in the development process (multiple assignment is possible) • Number of partner institutions involved in the development process • Number of partner institution(s) offering the courses, incl. name and seat of the institution
	Number of newly introduced or further developed standard procedures for the quality assurance of teaching and supervision at the Centre particularly in the master's degree programme (since the beginning of funding) differentiated by • Areas in which standard procedures of quality assurance were introduced or further developed (multiple assignment is possible) (e.g. the competence of the teaching staff/supervisors, didactical/subject-specific organisation of teaching/supervision, infrastructural equipment, relevance to practical application) • Newly introduced or further developed • (Implementation) Status • Brief description of the contribution to quality assurance in teaching and support respectively
	Qualitative description of the improvement in teaching and supervision, particularly in the master's degree programme (since the beginning of funding)

Outcome	Indicators
Strategic approaches to securing the Centre's financial, personnel, and structural sustainability, as well as to supporting innovative AI applications in teaching, research, and knowledge transfer, have been implemented.	**With the substantive report for the reporting year 2029:** **Submission as well as description of the (implementation) status of the developed strategies since the beginning of funding** a) to secure financial, personnel, and structural sustainability of the Centre as well as b) to support innovative AI applications in teaching, research, and knowledge transfer
The Centre cooperates in networks with relevant Kenyan, German, and international stakeholders from politics, the private sector, civil society, and the academic sector.	**Number of active cooperation partners of the Centre (since the beginning of funding), differentiated by** • Name of the institution • Seat of the institution (DAAD-key) • Area (e.g. science/research, the private sector/economy, civil society (e.g. NGOs), public sector/politics) • Status of the partnership (e.g. included in the grant agreement (with MoU), other partners (with/without MoU) • Development regarding the partnership - newly acquired - unchanged - consolidated - institutionalised - cooperation discontinued
	Qualitative description of the Centre's activities that helped the transfer into the public sector/politics, the private sector/economy and civil society (in the reporting year)
	Qualitative description of the Centre's activities that helped public relations work and improved the visibility of the Centre (in the reporting year)