LIST OF INDICATORS

Africa Center of Excellence for Sustainable Infrastructure (Ghana)

Capacity Building and Transfer (2027–2031)

Results	Indicators
Master's students, doctoral candidates, university faculty, and (early-career) researchers have completed study, learning, teaching, and/or research stays.	**Qualitative description of the selection process for awarding master's and doctoral fellowships (since the start of funding)**
	Number of recipients (in the reporting year), broken down by • Gender • Country of citizenship • Status (e.g., master's students, doctoral candidates, researchers, and university faculty) • New funding in the reporting year (yes/no) • Type of funding (e.g., studies, research) • Duration of funding: days, weeks, months • Subject group (DAAD code) • Format of implementation/participation
(Digital) teaching and practice-oriented training and continuing education modules that correspond to the local context and the international state of the art in science have been jointly (further) developed.	**Number of newly developed or revised (digital) teaching and practice-oriented training and continuing education modules (since the start of funding), broken down by** • Type (e.g., teaching modules/courses, training/continuing education modules, micro degrees) • Title/Topic • Newly developed/revised • Target group(s) (multiple selections) (e.g., master's-level students, doctoral candidates) • Implementation status (conceptual phase started, draft available) • Accreditation • Primary teaching and learning format (degree of digitization) • Documented as Open Educational Resources (OER)? (yes/no) • Involvement of non-university stakeholders in development (multiple selections) (e.g., science/research, business, civil society (e.g., NGOs), public sector/politics) • Number of partner institutions involved in development
	Qualitative description of the (digital) curricula, teaching modules, and practice-oriented training and continuing education modules (since the start of funding) with regard to • Subject-specific content • Practical relevance, societal relevance, and focus on the common good

Results	Indicators
	• Integration of elements for imparting subject-specific, methodological, personal, administrative, and management competencies and skills
	Specification of the concept(s) for digital support of teaching, research, and knowledge transfer (since the start of funding), differentiated by • Designation • Area(s): Teaching, Research, Knowledge Transfer • Implementation status
	Number of IT structures established or expanded (since the start of funding), broken down by • Name/Brief description • Area(s): Teaching, Research, Knowledge Transfer, Administration • Implementation status
	Qualitative description of the IT structures established or expanded, with a focus on their added value in achieving the program's objectives (since the start of funding)
Staff at the partner universities have received (digitally supported) further training in subject-specific, interdisciplinary, and administrative areas as needed.	**Number of (virtual) events held, including training activities (in the reporting year)[1] , broken down by** • Title/Topic • Venue/Country • Duration in days - Format (e.g., workshop/seminar, symposium/conference, summer schools) • Degree of digitization • Included in DIGI-FACE? (yes/no) • Event focused on practical application? (yes/no) • Target group(s) (e.g., master's students, PhD students, (early-career) researchers) • Involvement of non-university stakeholders by sector (e.g., science/research, business, civil society) • Continuing education nature? (yes/no) • If continuing education: Type of qualification (e.g., subject-specific, interdisciplinary, pedagogical)

[1] The "Events" indicator also contributes to Output 4.

Results	Indicators
	Number of participants in the (virtual) events held, including qualification measures (in the reporting year), broken down by • Gender (m/f/d) • Origin (participants from Ghana, from other African countries, from countries outside Africa) • Type of participants (internal/external to the project)
	Number of external continuing education/training courses attended (in the reporting year), broken down by • Title/Topic • Venue/country (DAAD code: Country) • Name of the provider • Duration in days • Type of qualification (e.g., subject-specific, interdisciplinary, pedagogical) • Brief description of the training program
Contacts with relevant African and German stakeholders from politics, business, civil society, and academia (particularly Africa-focused centers) have been established.	**Number of contacts with additional actors from politics, business, civil society, and academia that were newly established within the scope of the project (in the reporting year), broken down by** • sector (e.g., academia/research, business, civil society, public sector/politics)
	Number of contacts established within the framework of the project with additional actors from politics, business, civil society, and academia that have been consolidated (since the start of funding), broken down by • sector (e.g., academia/research, business, civil society, public sector/politics)
	Qualitative description of the added value that the contacts provide for the project and, if applicable, identification of other areas from which contacts were gained, particularly with regard to contacts with other DAAD-funded projects, such as Africa Centers of Excellence and Global Centers (since the start of funding)

Objectives	Indicators
Master's students, doctoral candidates, university faculty, and (early-career) researchers have received further training in their specific disciplines, interdisciplinary fields, and methodology.	**Number of DAAD-funded master's students who have earned their master's degree at the Center of Excellence (since the start of funding), broken down by** • Gender (m/f/d) • Origin (Germany/Africa)
	Qualitative explanation of the reasons for discontinuation of Master's scholarships (in the reporting year).
	Number of DAAD-funded doctoral candidates who have successfully completed their doctorate (since the start of funding), broken down by • Gender (m/f/d) • Origin (Germany/Africa)
	Qualitative explanation of the reasons for PhD scholarship terminations (in the reporting year).
	Number of qualified staff (including teaching doctoral candidates) (in the reporting year), broken down by • Gender (m/f/d) • Origin (participants from the host country, participants from other African countries, participants from countries outside Africa) • Status (e.g., doctoral candidates, researchers, and university faculty) • Type of participants (internal to the project/external to the project) • Degree of digitalization • Type of training (multiple selections) (subject-specific, pedagogical, interdisciplinary, technical, administrative) • Training in digital teaching and learning formats? (yes/no)
	Qualitative description of the subject-specific, interdisciplinary, and methodological qualifications acquired by the master's students, doctoral candidates, and (early-career) researchers at the Center (since the start of funding).

Objectives	Indicators
The (digital) teaching and mentoring offerings for master's students and doctoral candidates have been improved at the participating partner universities and other institutions of higher education in Sub-Saharan Africa.	**Number of revised and offered (digital) teaching and practice-oriented training and continuing education modules (since the start of funding), broken down by** • type (e.g., teaching modules/courses, training/continuing education modules, micro-degrees) • Title/Topic • Newly developed/revised • Target group(s) (multiple selections) (e.g., master's-level students, doctoral candidates) • Implementation status (piloted, offered) • Accreditation • Primary teaching-learning format (degree of digitization) • Documented as Open Educational Resources (OER)? (yes/no) • Involvement of non-university stakeholders in development (multiple selection) (e.g., science/research, business, civil society (e.g., NGOs), public sector/politics) • Number of partner institutions involved in development • Number of partner institutions offering the program • Names of partner institutions/country
	Standard procedures for teaching and student support quality assurance newly introduced or revised at the center (since the start of funding), broken down by • Areas for which standard procedures for quality assurance have been introduced (e.g., competence of teaching staff or supervisors, didactic design of courses, subject-specific content design of courses, didactic-methodological design of supervision) • Newly developed or revised • Implementation status (e.g., design/revision started, design/revision completed) • Brief description of the contribution to the quality assurance of teaching or supervision
	A qualitative description of improvements in teaching and student support in master's and doctoral programs (including with regard to digitalization and practical relevance), and a list of the other participating universities in Sub-Saharan Africa (since the start of funding)

Objectives	Indicators
Innovative and strategic approaches to ensuring the financial, personnel, and structural sustainability of the Center of Excellence have been developed.	**Starting with the technical report for the 2029 reporting year:** **Submission and description of the implementation status of the strategies developed since the start of funding to ensure the financial, personnel, and structural sustainability of the Center of Excellence.**
The center works (with digital support) in networks with relevant African and German stakeholders from politics, business, civil society, and academia.	**Number of active cooperation partners of the Center of Excellence (since the start of funding), broken down by** • Name of the institution • Location of the institution (DAAD code) • Field (e.g., academia/research, business, civil society) • Status of the partnership (specified in the grant agreement (with MoU), additional partners (with MoU), additional partners (without MoU)) • Development of the partnership (e.g., newly established, unchanged, consolidated, institutionalized)
	Number of subject-specific and regional networks in which the subject center actively participates (since the start of funding), broken down by • Name/designation of the network • Subject-specific focus • Regional focus • Participation of non-university stakeholders (e.g., science/research, business, civil society) • Use of digital solutions for communication and networking within the network? (yes/no) • Brief description of the network's core tasks • Brief description of the added value for the project
	Number of national and international external events (excluding scientific conferences) at which the center was represented with its own contribution (in the reporting year), broken down by • Title of the event • Event organizer • Location of the event
	Qualitative description of the Center's activities specifically aimed at knowledge transfer to policy, business, civil society, and academia (in the reporting year)

Objectives	Indicators
	Number of visits to the Center's website (in the reporting year; if available)
	Qualitative description of the center's activities aimed at public relations and enhancing the center's visibility (in the reporting year)