



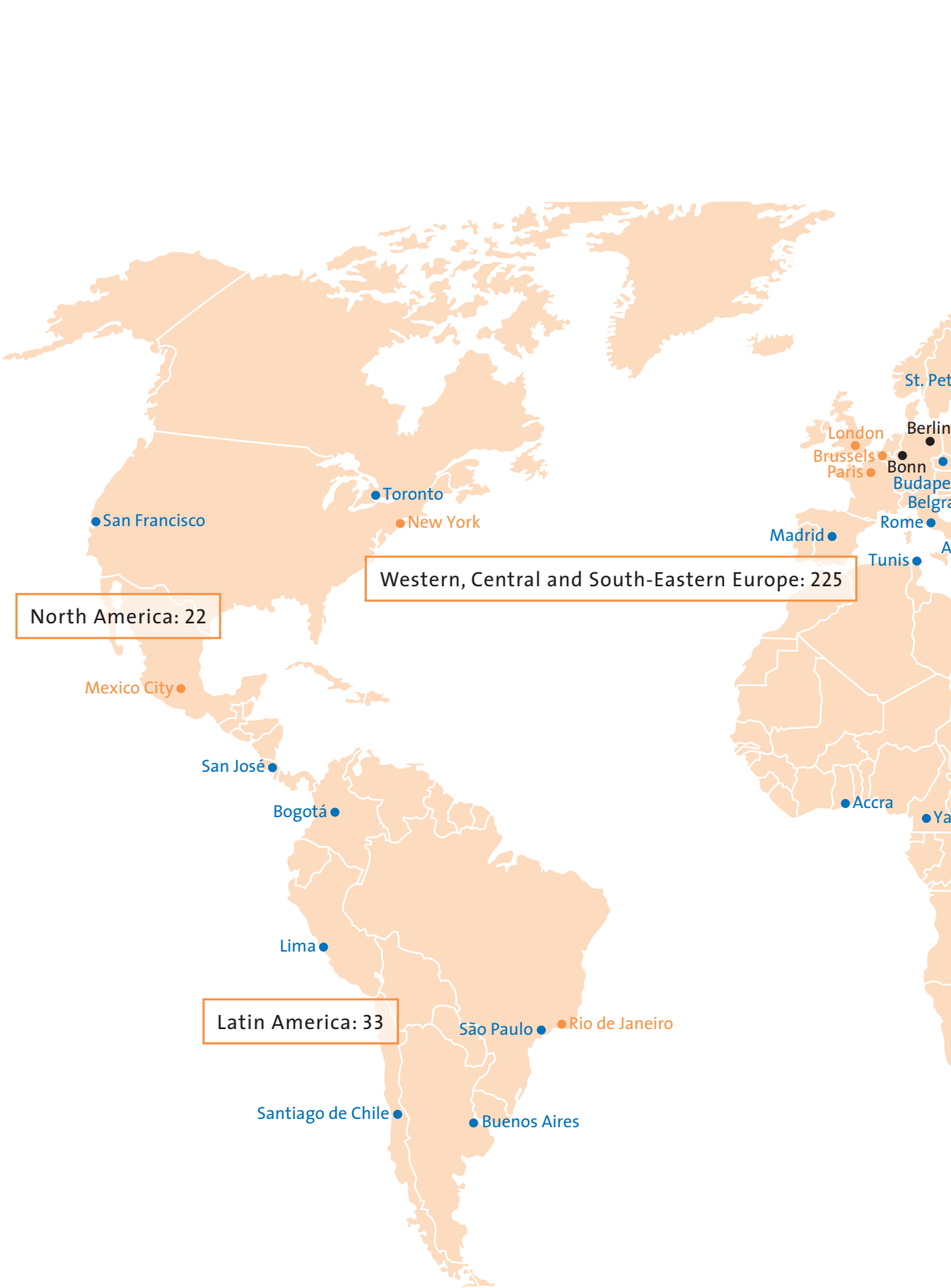
2015

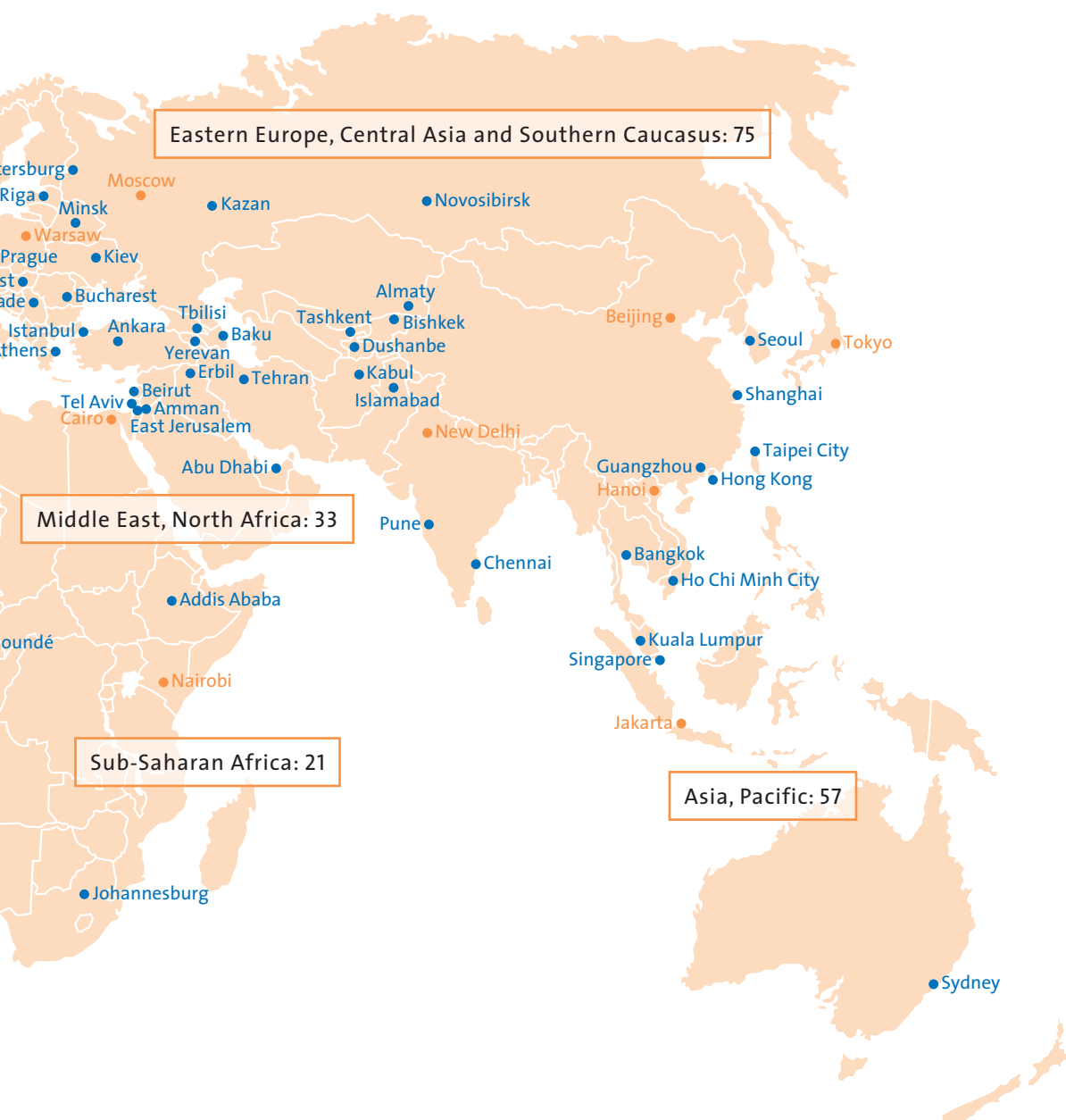
Annual Report

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

The DAAD worldwide





● 15 Regional Offices

● 56 Information Centres (IC)

● DAAD Head Office and Berlin Office

▭ 466 Lektorships


April 2016

Annual Report
of the German Academic
Exchange Service
2015

Thanks to the DAAD's Artists-in-Berlin programme and the time I spent with guest artists from around the world, during my stay I could sense my horizons expanding and my heart opening up. This helped me with the novel that I completed, 'Second-Hand Time'.

Svetlana Alexievich

Native of Belarus and winner of the Nobel Prize in Literature 2015, Alexievich was a guest of the DAAD's Artists-in-Berlin programme (BKP) from 2011 to 2012.



In 2015, 53 percent of
all DAAD scholarship
holders were women.





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Prof. Dr. Margret Wintermantel, President of the German Academic Exchange Service (DAAD)

Dear Readers,

The tremendous trust that the DAAD enjoys around the world forms the critically important foundation that allows us to continually expand and intensify the academic and civic dialogue with our partners across the globe. Our programmes and activities ensure that channels of dialogue and exchange remain open even when political conflicts throw up roadblocks to diplomacy – and 2015 once again made very clear the value of the DAAD's work in this regard.

The gathering of Iranian DAAD alumni together with Germany's Federal Foreign Minister Dr. Frank-Walter Steinmeier, which filled every last seat in the University of Tehran's auditorium, was both a demonstration and the result of well-functioning academic exchange in times of political conflict. Germany's relationship to Cuba benefits today from the fact that academic dialogue continued during the years of diplomatic stagnation. Germany and DAAD alumni occupy several key positions in education and public administration in Cuba, and many of them are now re-connecting with Germany and strengthening ties.

The collaboration with the Russian Federation is yet another example of successful academic diplomacy. Despite strained diplomatic relations, the DAAD was able to negotiate a Memorandum of Understanding with the association of leading Russian universities. The agreement focuses on expanding bilateral collaboration through the exchange of doctoral students and researchers.

Our work focuses on providing talented individuals the opportunity to pursue university studies or advance their research careers. This is guided by our firm belief that immersion in a foreign culture and unfamiliar academic environment not only builds knowledge and language skills, but also stimulates personal growth and development. Today some 37 percent of German university



DAAD President Prof. Margret Wintermantel greeted participants in GATE-Germany's 7th Marketing Congress in July 2015.

students go abroad. Working together with the federal government, our objective is to increase this figure to 50 percent by the year 2020. With its many scholarship programmes and wide range of information and consulting services for study abroad, the DAAD ensures that this ambitious goal remains attainable. To further extend our reach, we launched our “studieren weltweit – ERLEBE ES!” (study worldwide – LIVE THE EXPERIENCE!) campaign in December 2015, which reaches out to pupils and young university students with the help of social media.

While more and more German university students are going abroad, Germany has continued to strengthen its appeal as an international centre of research and education. In 2015, the number of foreign students attending German universities and universities of applied sciences reached 320,000, which exceeded even the record numbers from the previous year; the number has never been higher. Our goal is to increase the total number of foreign students in Germany to 350,000 by 2020. This target is also specified as part of the German federal government's coalition agreement – a number which now seems well within reach.

Germany's appeal as a centre of education and research also depends on the international orientation of our members – Germany's institutions of higher education and their student bodies. This is why the DAAD's support of the higher education institutions in this area has become increasingly important. For institutions of higher education and research, the internationalisation process takes place between the “poles” of international cooperation and networking on the one hand, and competition for top talents on the other. Against this backdrop, strategic collaboration between German universities and top international partners can make a critical contribution to strongly positioning our national science system in today's globalised,

innovation-driven world. Since 2012, the DAAD has supported institutional partnerships as part of its “Strategic Partnerships and Thematic Networks” programme. Last year, 28 new partnerships were launched as part of this programme.

Since mid-2015, our institutions of higher education have faced a new task and challenge. With Germany home to a growing number of refugees keen to begin (or continue) their university studies, the challenge is to prepare them – both academically and in terms of language – for university studies in Germany and to help them make the transition to our academic system. The DAAD responded quickly to the new situation and requirements, addressing both universities and young refugees. For the latter we developed an informational package in six languages, published online, designed to help orientate readers and provide information on additional resources and points of contact. At the same time, we are supporting universities in their integration efforts with 100 million euros provided by the Federal Ministry of Education and Research (BMBF) over the next four years. The universities will receive these funds via two new programmes: “INTEGRA” and “WELCOME”. The focus of “INTEGRA” is on academic and linguistic training for young refugees at preparatory colleges and universities. “WELCOME” encourages university students to help newcomers integrate and become acclimated to life in Germany. Fortunately we see an enormous display of such initiative at universities across Germany.

Last year was an eventful year for the DAAD for numerous reasons. Along with developments on the national and international stage, our internal agenda also made for some very busy months. Over the course of last year we extensively reorganised our work processes while also celebrating the DAAD’s 90th anniversary. This milestone provided the occasion for

a self-confident yet self-critical look back on our history, as well as a constructive debate on the future of the organisation. Certainly one constant over the past 90 years and into the future is our conviction that international academic exchange not only promotes growth, development and a broadening of horizons for the individual, but also enriches – and advances – human knowledge and society.

I hope you find the 2015 Annual Report to be informative and inspiring.



Prof. Dr. Margret Wintermantel
President, German Academic Exchange Service (DAAD)
Bonn, April 2016

I.

Who we are

Change by exchange

90 years of DAAD

The German Academic Exchange Service (DAAD) is the world's largest funding organisation for the international exchange of students and researchers. Last year it funded 75,412 Germans and 51,627 foreigners.

Founded in 1925, the DAAD celebrated its 90th anniversary in 2015 with numerous events around the world. The extensive media coverage over the course of the anniversary year was testament to the tremendous appreciation for the work of the DAAD both in Germany and abroad.

The positive impact of academic exchange on the lives of scholarship holders was on display at the DAAD's 90th anniversary gala celebration in Berlin last June (see p. 42). Scholarship holders from around the world spoke about important events in their lives against the backdrop of the 90-year history of the DAAD. The young woman from Tajikistan, for example, who entered primary school in 2001, the same year GATE Germany was established – the consortium for international Higher Education Marketing of the DAAD and the German Rectors' Conference. Today a university student majoring in political science, she spoke about how – thanks to the DAAD – everyone in her home country knows about the high quality of higher education in Germany. Or the Romanian scholarship holder who recalled how the DAAD supported the opening of the Eastern Bloc and continues to open

doors to a diverse range of study opportunities for young Eastern Europeans today.

The DAAD was also praised by Germany's Federal Minister for Foreign Affairs Dr. Frank-Walter Steinmeier, who gave the keynote speech emphasising the role of the DAAD as an "indispensable" partner in shaping German foreign academic policy: "Understanding through dialogue, responsibility in times of crisis, working to build a common order – these are the goals of our joint efforts," he said. In her address, DAAD President Prof. Dr. Margret Wintermantel talked about the essence of the DAAD, which has remained constant throughout its 90-year history:

- The fact that international exchange is the lifeblood of academic progress.
- The knowledge that international exchange not only creates immeasurable value for an individual's education but also for one's personal development.
- The experience that international exchange and cooperation in teaching and research enhance a society's innovative capacity, promote its further development and help ensure its economic well-being.

Global network

To promote and advance international exchange around the world, the DAAD relies on a global network of 15 regional offices, 56 information centres (IC) and 466 lectorships

Total funding 1950–2015:

890,000

SCHOLARSHIP HOLDERS
FROM ABROAD

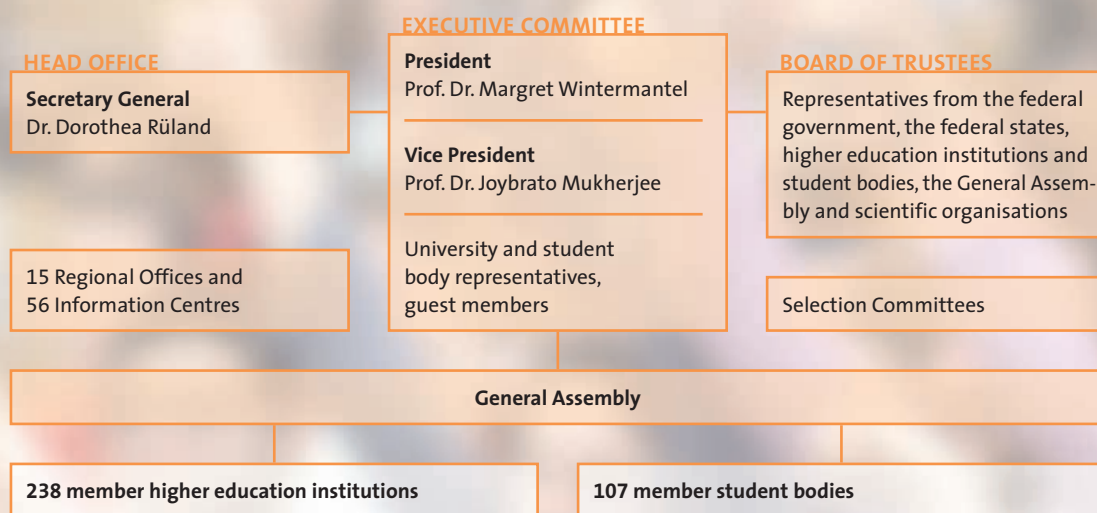
1,245,000

SCHOLARSHIP HOLDERS
FROM GERMANY



**Table 1 : Key figures in
the DAAD's development
1950–2015**

	1950	1960	1970	1980	1990	2000	2010	2014	2015
DAAD scholarship holders (total)	426	4,861	10,883	21,813	38,883	64,047	105,886	121,116	127,039
from Germany	230	1,710	2,035	7,699	16,909	37,451	63,807	72,862	75,412
from abroad	196	3,151	8,848	14,114	21,974	26,596	42,079	48,254	51,627
Budget (expenditures / in thousand EUR)	75	4,512	26,404	69,936	134,590	218,801	383,977	440,649	471,459
Established posts (Headquarters, Regional Offices, Berlin Office)	8	48	142	215	309	307.5	293.5	287.78	287.78
Project and third-party-funded posts		6	2	12.5	25.5	161	534.5	606.46	656.03
Headquarters, Berlin Office, Regional Offices, Heinrich Heine House Paris		4	6	10	14	16	18	18	18
Member higher education institutions	62 (Pers.)	32	38	64	189	231	234	238	238
Member student bodies		32	37	49	99	127	124	107	107
Commission members		44	187	328	474	543	584	526	504



The DAAD's structure



(lektors are young German academics working at universities abroad in many academic areas). These points of contact provide information on Germany's higher education and research institutions as well as consulting support on DAAD programmes.

New structure

To achieve an even greater level of professionalism and effectiveness in the DAAD's three main

areas of activity – "Scholarships for the best", "Structures for internationalisation" and "Expertise for academic collaborations" – the DAAD implemented a new organisational structure at its Bonn headquarters effective January 2015.

All of the individual scholarship programmes are bundled into a single Scholarships department. The Projects department oversees all partnership and cooperation programmes, infrastructural

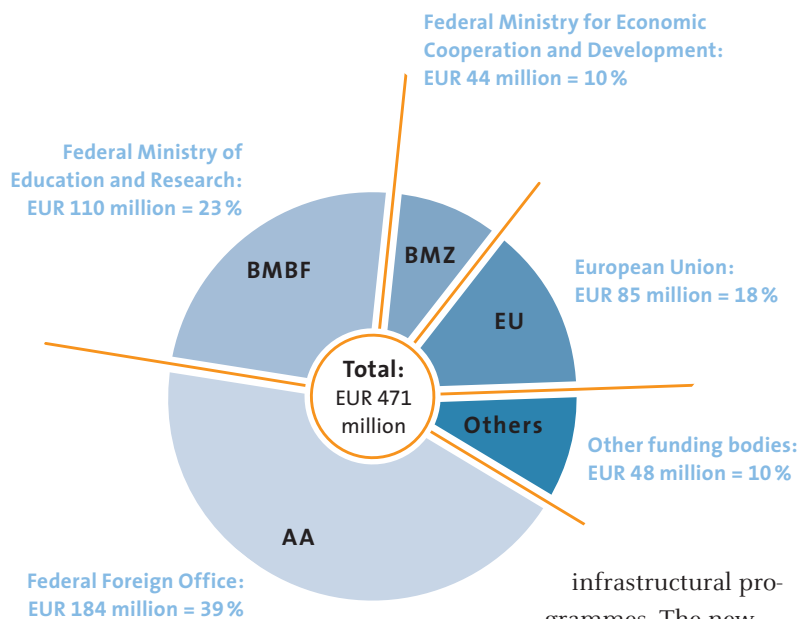


higher education funding and German study programmes abroad. Both departments, as before, include divisions and sections according to geographic region.

The Strategy department is responsible for the ongoing strategic development of the DAAD and for providing expertise in the field of international higher education cooperation. The Communications department combines all public relations and marketing activities.

The National Agency for EU Higher Education Cooperation will continue operating as a separate department. All units are supported by the Central Administration.

The restructuring measures aim to achieve still greater professionalism and efficiency in two core areas of operation: providing scholarships to the best students, graduates, doctoral candidates and researchers and, second, promoting higher education partnerships and



DAAD Budget 2015

infrastructural programmes. The new organisational structure also allows the DAAD to bundle its expertise and share it with German and international universities, the general public and with cultural, educational and development policy decision-makers.

Indispensable partners

The DAAD is maintained by German higher education institutions and their student bodies. At the end of 2015, total membership consisted of 238 member higher education institutions and 107 member student representatives. In the General Assembly, members elect the DAAD Executive Committee, which has been headed by Prof. Dr. Margret Wintermantel, the honorary DAAD President, since 2012. Last year Margret Wintermantel was re-elected to serve an additional term in office, as was Vice President Prof. Dr. Joybrato Mukherjee, who is also President of the University of Giessen. Dr. Dorothea Rüländ has served as the DAAD Secretary General since October 2010 with support from Ulrich Grothus, Deputy Secretary General from 2001–2004 and since 2008.

The DAAD budget is primarily comprised of funds from various ministries within Germany, most notably the Federal Foreign Office (AA), the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Economic Cooperation and Development (BMZ). Additional

funds are provided by the European Union (EU) as well as by a number of enterprises, organisations and foreign governments. In 2015 the total budget was 471 million euros, an increase of seven percent over the previous year.

The DAAD strives to improve the mobility of students, researchers, graduates and artists, and supports the internationalisation of Germany's institutions of higher education. It conducts international marketing activities to promote Germany as an attractive study and research destination, supports developing countries in establishing efficient and effective higher education institutions of their own, encourages the study of the German language abroad and consults on issues of cultural, educational and development policy. All of these activities make the DAAD – in the words of Federal Foreign Minister Steinmeier – an “indispensable” partner.



II.

Our goals

Scholarships for the best

Scholarships for foreigners

Since the DAAD was founded in 1925, its main focus has been to provide scholarships for students and researchers. For the best candidates, it means an opportunity to pursue study/research projects according to their own unique vision. DAAD mobility programmes, such as Erasmus+ or PROMOS, take another approach: making sure that as many students as possible have the chance to go abroad and gain international experience and skills.

The selection committees applied strict selection criteria: out of 7,500 foreign applicants, just 1,000 were awarded one-year scholarships

In order to select the best for its scholarship programmes, the DAAD once again invested a tremendous amount of time and energy into the selection process in 2015. As a rule, an interdisciplinary selection committee comprised of university professors reviews the applications and decides which candidates receive DAAD support. DAAD staff does not have a voice in the selection process.

DAAD regional offices and information centres in the respective home or host countries review the first round of applications and frequently make decisions on the final selection. Applicants

are often invited to take part in a personal interview. The selection committees also include foreign university lecturers/professors, many of whom are former DAAD scholarship holders who have become established academics in their countries.

Rigorous selection process

In 2015, some 7,500 foreigners applied to the DAAD for one-year scholarships to pursue either a Master's degree or doctoral studies. Of these, only about 1,000 were selected to receive scholarships starting in 2016. The selection committees apply strict selection criteria. They not only evaluate past academic performance and the applicant's study/research proposal, but also carefully consider his/her development and leadership potential.

Especially in developing countries, the DAAD has focused for a long time on providing academic training to future university lecturers and professors. Roughly half of all long-term scholarship holders pursue doctoral degrees while the rest choose to enrol in Master's degree or continuing education programmes. The DAAD awards undergraduate scholarships almost exclusively to graduates of German schools abroad or other partner schools with intensive German language instruction. As of 2015, German host institutions receive an annual stipend of 1,000 euros to help create research opportunities and provide support to scholarship holders pursuing doctoral studies.



The DAAD's flagship programmes for foreigners include Master's scholarships for degree programmes in policy-making and good governance, scholarships for Development-Related Postgraduate Courses (EPOS) as well as sur-place and in-country/in-region programmes in developing countries, the primary purpose of which is to train future academics at universities in the host countries or in the region. The new programme "Leadership for Syria" also generated tremendous interest in 2015 (see p. 70).

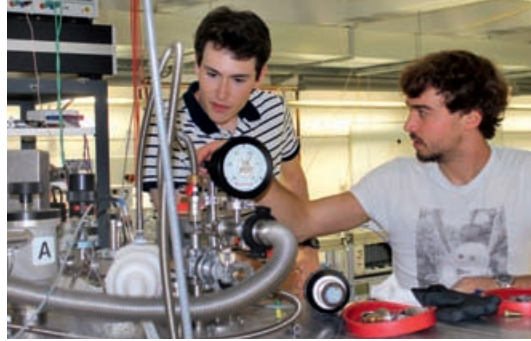
Most scholarship programmes for foreigners are financed by the Federal Foreign Office (AA), while EPOS, sur-place and in-country/in-region programmes are financed by the



Conference on the "Leadership for Syria" scholarship programme in the Federal Foreign Office: DAAD President Prof. Margret Wintermantel and Svenja Schulze, Minister for Innovation, Science and Research of the State of North Rhine-Westphalia (NRW), in dialogue with current and former scholarship holders



Hope for a better future: scholarship holders of the "Leadership for Syria" programme



RISE gives foreign students the chance to conduct research internships in Germany

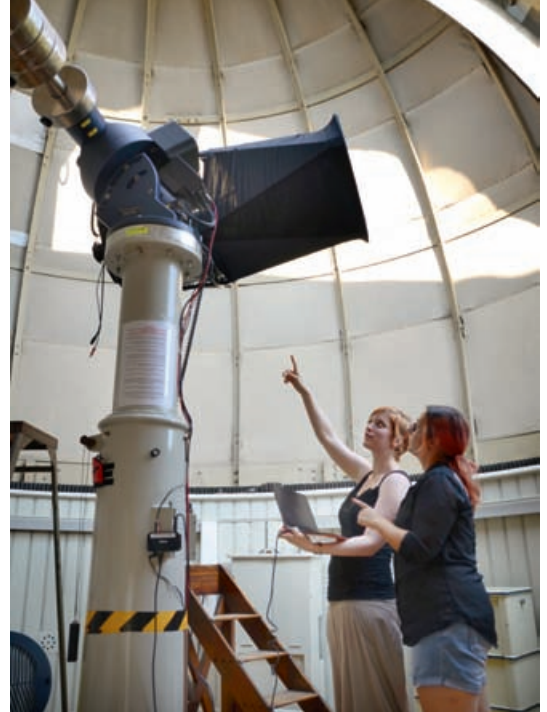
Federal Ministry for Economic Cooperation and Development (BMZ).

The DAAD also awards scholarships within special programmes, funded by the Federal Ministry of Education and Research (BMBF) or in cooperation with non-university research

DAAD-ALUMNI RECEIVE ORDER OF MERIT

Six DAAD alumni received the prestigious Order of Merit of the Federal Republic of Germany ("Bundesverdienstkreuz") in recognition of their outstanding achievements: H. E. Sheikh Abdullah bin Mohammed Al Salmi, Minister of Religious Affairs of the Sultanate of Oman, for championing tolerance in his home country; Ignacio Mantilla, Rector of the Universidad Nacional de Colombia, for his commitment to furthering academic exchange with Germany; German Studies professor (emeritus) Jarmo Korhonen, who headed Finland's DAAD alumni association for 19 years, and Mexican Professor of Medicine Julieta Rojo Medina, who creates connections to Germany through her work in research, teaching and healthcare, for their commitment to maintaining strong and vibrant relations between their respective home countries and former host country; Egyptian medical doctor Abdel Meguid Kassem for his work to improve healthcare in Egypt, Tunisia and Tanzania; and Prof. Pramod Talgeri, for his efforts to promote German culture and language in India.

institutions. One example is the BMBF-funded programme "Sustainable Water Management". Since 2012, 70 Master's and 44 doctoral scholarships have been approved for this programme, with Iran, Vietnam and Indonesia among the most important countries of origin.



Foreign government scholarship programmes becoming increasingly popular

More and more foreign governments and foundations are financing scholarship programmes, often in collaboration with the AA or BMZ. This is the case today for nearly half of all newly-awarded long-term scholarships. "Science without Borders", sponsored by the Brazilian government, is currently the largest programme of this kind. Some 100,000 Brazilians have participated in the programme so far and taken the opportunity to study or conduct research abroad. The DAAD has managed the programme for the nearly 6,000 Brazilians who have studied or conducted research in Germany. Although 2015 saw a new record with 3,833 scholarship holders, the future of this programme is uncertain due to the current government crisis in Brazil.

Attractive for future Nobel Prize winners

For the past 52 years, the internationally renowned Artists-in-Berlin programme (BKP) has invited artists, composers, writers and filmmakers to pursue their work in Berlin. When Belarusian author Svetlana Alexievich won the 2015 Nobel Prize in Literature, it marked the fourth time that a former guest of the Artists-in-Berlin programme has won this prize (see p. 25).





Launched

Interview with junior professor and DAAD scholarship holder Tim Bartley.

For Tim Bartley, the DAAD's P.R.I.M.E. programme was the perfect springboard. While still in the programme, the UK physicist and DAAD scholarship holder was appointed junior professor at Paderborn University, where his research today focuses on the behaviour of photons at different energy levels.

From scholarship holder straight to junior professor. How did you achieve that?

I didn't know about the junior professorship opportunity when I decided in favour of Paderborn University. For me, Paderborn offered a unique opportunity: cutting-edge technologies in the area of integrated optics and top international research. In preparation of the scholarship I had established ties to the university, especially to the research group under Professor Christine Silberhorn, with whom I now work. This is how I heard about the job and then decided to apply for it. The fact that I had already acquainted myself with the university and established networks as a scholarship holder surely improved my chances.

You spent twelve months in the US and six months in Germany as part of P.R.I.M.E. How was this important for your career?

As a British postdoc, the chance to come to Germany and, at the same time, gain experience in the US is only possible in a programme with a high degree of international flexibility – and this is exactly what was so important for me. I already had connections to Paderborn because I had spent an exchange year at the University of Erlangen-Nuremberg (FAU) as a student. This is where I met Professor Silberhorn, who today teaches and conducts research in Paderborn. This has made things much easier for me.

I can also take advantage of my connections to the National Institute of Standards and Technology in Colorado, where I spent two months during my postdoc time at Oxford. I then chose both institutions as hosts for my scholarship. As a junior professor, I have now brought both of them together as research partners since they provide the technology I need for my scientific work. Without a doubt, it was this international cooperation – along with the skills and knowledge I gained in the US – that laid the groundwork for my appointment as junior professor.



From P.R.I.M.E. scholarship holder to junior professor: Tim Bartley

How would you describe your time as a scholarship holder?

The P.R.I.M.E. programme provides a university position over an 18-month period that includes benefits but no teaching responsibilities. It's a time of pure research and maximum independence, and I was able to concentrate entirely on my scientific output. As a junior professor, I now spend much more time on teaching and handling administrative duties.

So you would recommend P.R.I.M.E. to others?

Definitely. As a group leader, I will encourage my best postdocs to take advantage of this opportunity. It's a way to gain excellent international experience and bring many new ideas back to my research group.

Scholarships for Germans

Sought-after scholarships: only the top 33 percent of applicants were selected to receive funding in 2015.

Demand for study-abroad scholarships remained high in 2015 – a year in which the DAAD accepted only the top third of applicants. Scholarship holders range from Bachelor's degree students to doctoral candidates to university lecturers/professors interested in teaching abroad for a few years. As a rule, the application process includes a personal interview with one of the selection committees.

As popular as ever: Western Europe and North America

Most DAAD programmes are open to all host countries and academic disciplines – from music to computer science. Despite various initiatives on the part of the DAAD to increase interest in more “unconventional” destinations in Eastern Europe, Asia, Africa and Latin America, most students and young researchers continue to prefer Western Europe and North America.

COMMITTED TO RESPECT



DAAD alumnus Navid Kermani was awarded the prestigious 2015 Peace Prize of the German Book Trade. The jury highlighted Kermani's commitment to “the dignity of all individuals and the respect for all cultures

and religions”. Born in 1967 in Siegen, Germany, Kermani – author, essayist and expert in Middle Eastern Studies – was first noticed for his PhD dissertation “God Is Beautiful: The Aesthetic Experience of the Quran”. His most famous novel “Your Name” is at once essay, travelogue and personal journal of a novelist, called Navid Kermani. He tells of his everyday life: his self-doubt as a novelist, his Iranian grandfather and his marital problems. Thanks to a DAAD scholarship, Navid Kermani studied at the American University of Cairo from 1991 to 1992. It was there that Kermani discovered his subject, the “beauty of the Quran”. Kermani's views and writings not only relate to his own culture and religion; in August 2015, for example, he published his highly acclaimed book on Christianity “Unbelievable awe”.

For several years now the DAAD – as part of the “Programme to increase the Mobility of German Students” (PROMOS) – has provided funding support to individual universities to enable shorter stays abroad. This way, universities not only can support scholarship holders in line with their own internationalisation strategies, but also offer students six-month stays abroad on an ad-hoc basis without the need for a lengthy nationwide selection process.

The DAAD headquarters in Bonn, on the other hand, focuses more on long-term scholarships which are awarded as part of a competitive selection process. Bachelor's and Master's degree students as well as PhD candidates and post-docs receive one-to-two year scholarships; “Lektors” for German language, literature and cultural studies – as well as the long-term lectureships in other disciplines – receive support for up to five years abroad.



The “Postdoctoral Researchers International Mobility Experience” (P.R.I.M.E.) programme funds research stays for highly qualified young researchers from all countries and disciplines. A twelve-month stay abroad is followed by a half-year reintegration phase at a German university. Participating researchers are officially employed as post-docs throughout the programme. Funded

by the Federal Ministry of Education and Research (BMBF) and the European Union’s Marie Skłodowska-Curie action “Co-funding of Regional, National and International Programmes” (COFUND), the format has proven its effectiveness in a short amount of time. After just a few years, five former P.R.I.M.E. researchers have been appointed as (junior) professors (see p. 21). ➤

Instead of scholarships, the “P.R.I.M.E.” programme offers research positions to postdocs.

MORE APPLICATIONS EVERY YEAR



There's no denying the attractiveness of the "Carlo Schmid Programme for Internships in International Organisations and EU Institutions". Once again in 2015, a large number of applications were received – over 600 in all and 50 more than the previous year. As part of the programme, the DAAD works together with the Studienstiftung des deutschen Volkes and the Mercator Program

Center for International Affairs to provide some 100 outstanding young German university graduates each year with internships at such institutions as the United Nations or the European Union. "The programme is especially popular because it is designed as a transition between university studies and working life," says programme manager Gritta Klöhn. "Many of our scholarship holders have the opportunity to continue working at the respective organisations after completing their internship." The programme is also popular among the participating organisations and institutions; in fall 2015, the DAAD received 180 offers for internship positions.

The (hard) search for German teachers

A positive development in recent years has been the improved job market for university graduates and young researchers. A negative side-effect of this is that fewer and fewer qualified German teachers are signing up to serve as Lektors (young German academics working at universities abroad in many academic areas). The search for interested candidates has proven especially challenging for Lektor positions in lesser developed countries. In 2014, the DAAD was able to increase remuneration for Lektors and is currently preparing to offer additional benefits. At the same time, this traditional DAAD flagship programme has shifted its focus to education/training for foreign German teachers.

Internships around the world

Aside from academic degree programmes and research programmes abroad, the DAAD offers a broad spectrum of summer internships as another way to gain international experience and expand horizons. In addition to this, the "Carlo Schmid Programme for Internships in

International Organisations and EU Institutions" – which is run by the DAAD in cooperation with the Studienstiftung des deutschen Volkes and the Mercator Program Center for International Affairs – helps prepare qualified students and graduates for future careers in international affairs. The programme provides German university graduates with first-hand insights into the workings of international organisations (see box insert).

The "Research Internships in Science and Engineering" (RISE) programme remains as popular as ever. Originally developed for North American undergraduates, today RISE offers German students in the fields of engineering and natural sciences the chance to conduct research internships with doctoral students around the world. In 2015, 254 Germans and 340 foreigners took advantage of this opportunity.





The “people researcher”

Following in the footsteps of Mario Vargas Llosa, Imre Kertész and Gao Xingjian, she is the fourth winner of the Nobel Prize in Literature who is also a former guest of the DAAD’s Artists-in-Berlin programme: Svetlana Alexievich. In October 2015, the Belarusian writer was honoured by Sweden’s Nobel Foundation with the world’s foremost prize for literature “for her polyphonic writings, a monument to suffering and courage in our time.” The prize was primarily awarded in recognition of Alexievich’s most recent book “Second-Hand Time”, which she finished during her time as a guest of the Artists-in-Berlin programme from 2011 to 2012.

The DAAD’s Artists-in-Berlin programme is one of the most highly respected scholarship programmes internationally for artists in the areas of fine arts, literature, music and film. Since 1963, it has awarded some twenty scholarships annually to artists worldwide, usually for a one-year stay in Berlin.

Soviet worlds

Svetlana Alexievich was born in 1948 in the town of Ivano-Frankivsk in the then Soviet Ukraine and grew up in Minsk, Belarus. In her books Alexievich creates a unique form – a marriage of poetic and documentary styles – that paints a picture of the real-life worlds of people in Belarus, Russia and Ukraine. Her space is the territory of the former Soviet Union; her time is the 20th century. The human experiences of this time and this space raise the questions with which Alexievich grapples

in her books: the hardships of the Second World War and the short-lived joy of victory in “War’s Unwomanly Face”; the iron-fisted utopian promise of salvation and its disastrous failure in “Second-Hand Time”; the determination to conquer nature and the catastrophic consequences in “Chernobyl Prayer: A Chronicle of the Future”; the short flight of hope and freedom in the years of perestroika followed by the crash landing in a desert of predatory capitalism in “Second-Hand Time”.

Svetlana Alexievich is a “people researcher”. Her books are panoramas made up of the smallest mosaic tiles, and the picture she tries to paint with her ever-innovative approaches is nothing less than the image of mankind at the start of the 21st century. Most of all, Alexievich wants to understand human nature and solve the great riddle: how much humanity can be found in humans?

Politics yesterday and today: Nobel Prize in Literature winner Svetlana Alexievich together with German Foreign Minister Frank-Walter Steinmeier on the occasion of the German-Israeli series of readings and talks organised by the Federal Foreign Office and the DAAD’s Artists-in-Berlin programme as part of “50 years of Diplomatic Relations between Germany and Israel”.

Structures for internationalisation

University internationalisation strategies

Thirty-one countries and over 28,000 students: German universities are present around the world with their transnational education projects.

Germany's higher education landscape is characterised by a close-knit network of international contacts and relationships. Through various funding programmes, the DAAD helps institutions of higher education build and strengthen these networks, expand their collaborative partnerships and implement their internationalisation strategies.

The DAAD supports a broad range of internationalisation projects – from German Houses of Research and Innovation, to bi-national universities and transnational education, to

cooperation programmes in developing countries and countries affected by conflict and/or crisis. Also in great demand are university programmes – integrated into existing degree programmes – which focus on academic stays abroad for German students, as well as programmes aimed at incoming foreign students which foster a 'welcome' culture in Germany.

Higher education “made in Germany”

Today German institutions of higher education maintain transnational education projects in 31 countries around the world, and reach more than 28,000 students with higher education “made in Germany”. The DAAD supports this steady increase in international engagement through a programme funded by the Federal Ministry of Education and Research (BMBF). Support ranges from individual specialised degree programmes to bi-national universities with a broad spectrum of disciplines.

Another large international venture was launched in April 2015 as three German universities – TU Ilmenau, Flensburg University of Applied Sciences and Osnabrück University of Applied Sciences – teamed up to found the International University Liaison Indonesia (IULI) in Jakarta. IULI, which offers German-quality engineering courses, has been very well received in Indonesia thus far, and will serve as a platform for cooperation with German research and industry in the Asia-Pacific growth region over the long term. ➤

OUTSTANDING STUDENT INITIATIVE



Large and growing numbers of foreign students on campus are no guarantee for successful internationalisation; the most important success factor is integration. The IPAS integration project

for foreign students, initiated by students at the University of Koblenz-Landau in 2002, has made “mentoring” its core message and mission. IPAS offers international students – either foreigners who have come to Germany or Germans preparing to go abroad – a range of various opportunities to help them get settled in their host country, including welcome workshops, language cafés, special country events, and seminars to enhance intercultural skills. At the 2015 DAAD conference for heads of international offices and foreign student advisers at German universities, the project was honoured with the Federal Foreign Office's prize for outstanding support of foreign students in Germany. The award, which includes 20,000 euros in prize money, has been awarded since 1998.



High potential

Attracting graduates from German schools abroad

German universities have discovered a high-potential source of students waiting to be tapped: the roughly 15,000 young people who graduate each year from German schools abroad with above-average qualifications for university study in Germany. One way for German universities to reach out to this group of highly qualified students is to participate in the “Support Initiative for PASCH Schools” (BIDS) programme of the DAAD. In May 2015, representatives of the 21 BIDS projects met in Bonn.

The BIDS programme helps German universities network with the so-called PASCH Schools – more than 1,800 educational institutions worldwide participating in the “Schools: Partners for the Future” campaign launched by the Federal Foreign Office (AA). PASCH Schools around the world share a close connection to Germany. The majority of PASCH graduates leave school with German university entrance qualification or qualify for the

two-semester university preparatory programme (“Studienkolleg”). They also have good German language skills and are familiar with Germany’s educational system. The BIDS programme provides participating universities with financial support so that they, in turn, can help young people make the transition to university study in Germany. Universities provide students with targeted support in the final phase of their secondary schooling, as well as in the initial phase of their university studies. “We see our efforts paying off,” says Anke Heibroek, BIDS Coordinator at Philipps-Universität Marburg. “The overall level of candidates has improved significantly – both in terms of language and academic qualifications.”

Breaking down barriers

The BIDS conference in May made it clear that attracting new PASCH partner schools has become more challenging. This is due in part to a saturation effect, as German universities are already very well represented and well networked in many parts of the world. However, relatively “untapped”

territory can still be found in the CIS countries, the Baltic countries as well as in northern and southern Africa. Discussions at the conference also revealed that PASCH School graduates are not automatically drawn to Germany. Because PASCH graduates are highly qualified, they can often choose from several different host countries; all the more reason to make sure they are informed about the advantages of academic life in Germany.

At the BIDS conference in Bonn, university representatives discussed how to persuade graduates of German schools abroad to pursue university study in Germany.

The highly qualified graduates can often choose from several different countries for university study.

“At our conference, we focused on best-practice projects and what can be learned from them,” says Dr. Esther May, who manages the BIDS programme for the DAAD. Conference participants, for example, introduced models for university trial periods, discussed opportunities in the area of alumni relations, and reported on their experience with motivational scholarships. Usually in the amount of 300 euros, these scholarships are awarded for a maximum of two semesters and provide a form of start-up support for the initial phase of study.



In September 2015, representatives from five DAAD-supported bi-national universities in Turkey, Kazakhstan, Jordan, Oman and Egypt celebrated the one-year anniversary of the German Russian Institute for Advanced Technologies (GRIAT) in Kazan, Russia. The occasion offered a chance to share experiences and discuss strategy with regard to the transnational establishment of research infrastructures.

Focus on international mobility

GRIAT in Kazan, Russia has been educating future engineers since its launch one year ago

In late November 2015, the “Bologna macht mobil – Auslandsmobilität im Fokus” conference in Berlin focused on a structured approach to

promoting international mobility – an area where the DAAD supports universities with a range of different programmes. The conference was also an occasion to introduce the new campaign “study worldwide – LIVE THE EXPERIENCE!” (see p. 32). Over 350 representatives of German universities shed light on various aspects by way of lectures, discussions and working groups. All agreed that students in international degree programmes which include academic stays abroad not only benefit from intercultural exchange and personal development, but also have the opportunity to greatly expand their knowledge in their given field. At the same time, such degree programmes further strengthen the international ‘infrastructure’ of participating universities and are an important element in their internationalisation strategies.

Dialogue and exchange around the globe

The exchange of information and best-practice examples was also the focus of the DAAD symposium in April 2015 in Giessen, Germany, hosted jointly by the Centres of Excellence in Research and Teaching and the Centres of African Excellence. In workshops and panel





Table 2 : Programmes to promote the internationalisation of higher education in 2015 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
I. Higher education cooperation and networks			
Partnership programmes			
A new passage to India	31	805	3,027
PPP – Programmes for project-related personal exchange	679	2,218	3,251
Partnerships with Eastern and South-Eastern European countries	87	4,154	2,039
Partnerships with Japan and Korea	29	188	375
IPID4all – International Doctorates in Germany	28	1,170	3,455
Strategic Partnerships and Thematic Networks	49	2,266	7,124
Welcome to Africa / ICT for Africa	13	163	744
Programmes promoting academic cooperation with Greece / South-Eastern Europe	40	813	1,099
Support and events for DAAD alumni abroad	71	2,386	4,342
Transnational educational projects			
Study programmes run by German higher education institutions abroad	17	342	4,005
Degree programmes in German	31	616	1,550
Promotion of binational higher education institutions	5	578	6,170
Specialist centres and centres of excellence			
Centres of African Excellence	7	226	2,989
Centres of excellence in Research and Teaching abroad / Specialist centres CUPL and IRDLK	6	386	1,404
Lectureships			
Programme for visiting Lectureships		110	2,483
Long-term Lectureships		48	2,833
Short-term Lectureships		181	523
II. Mobility			
Erasmus*	344	42,680	84,979
PROMOS – Programme to increase the mobility of German students	301	11,003	11,562
ISAP – International Study and Training Partnerships, UNIBRAL	223	1,514	6,381
Integrated International Degree Programmes with double Degrees	128	972	4,135
Bachelor Plus programme	67	654	2,333
Go East programme	90	762	1,234
STIBET – Grant and Support Programme for Foreign Students and Doctoral Students	429	4,537	11,224
RISE – Research Internships in Science and Engineering		581	1,519
Conference travel and lecture tours		2,413	3,672
Higher education marketing (GATE-Germany)			8,137
Research marketing			1,197
“studieren weltweit – ERLEBE ES” (study worldwide – LIVE THE EXPERIENCE)			1,625

The DAAD supports structures for internationalisation at higher education institutions with a broad range of programmes.

* For technical reasons, the statistical data presented here for the 2014/15 academic year consists of preliminary statistical data from the Erasmus+ European mobility funding programme for the period 1 June 2014 – 31 December 2015. Finalised data will be available in fall 2016 after programme reorganisation has been completed.

German higher education projects funded by the DAAD

- German higher education projects abroad
- Centres of Excellence in Africa / African Excellence
- exceed – Higher Education Excellence in Development Cooperation
- Bicultural study programmes
- Centres of Excellence
- Study programmes in German



discussions, participants discussed a wide range of topics related to the Centres of Excellence and Centres of African Excellence. Participants agreed on the following list of ‘ingredients’ considered crucial for both the success of the centres and for the creation of structures for internationalisation: early and extensive networking among participating universities, the further development and expansion of digital learning opportunities, as well as systematic investigation and analysis of best-practices in the area of international cooperation.

‘Welcome’ culture

A rich and vibrant ‘welcome’ culture helps ensure that foreign students and researchers feel comfortable in Germany, study and conduct their research successfully, and form

and maintain ties to Germany. It is also a factor in determining whether foreign students/researchers opt to stay in Germany to work and live.

The “Grant and Support Programme for Foreign Students and Doctoral Students” (STIBET), established twelve years ago, has proven to be the most effective in this regard. It helps provide intensive support for students and young researchers from abroad and enhances the ‘welcome’ culture at German universities. In 2015, to further expand advising and support services for foreign students and researchers, the DAAD announced the programme component STIBET II – “Model projects to enhance the Welcome Culture” – funded by the Federal Foreign Office (AA). The idea is to feature 30 model projects in a brochure and at selected



events so that other universities can benefit from the input of good ideas.

Dialogue and communication

In response to the political crises and armed conflicts around the world, the DAAD provides a diverse range of support to German universities engaged in partnerships with universities in particularly affected regions. These support measures include short-term measures, such as dialogue programmes for researchers and young academics, all the way to large-scale educational rebuilding projects in the aftermath of war, such as the “Academic Reconstruction in Afghanistan”.

All such measures are guided by the central idea that institutions of higher education – by

creating the foundation for positive social and economic development – are particularly well-suited to help ease crisis and conflict situations. Higher education provides a country’s future policy- and decision-makers with the skills and qualifications they need, and promotes critical but constructive discourse.

Collaborative partnerships between German universities and their partners in crisis and conflict regions play an especially important role. These partnerships keep lines of communication and dialogue open where they would otherwise be cut off. They provide a forum for debate based on facts, open the door to new perspectives and common viewpoints, and make it possible to objectively analyse the causes of conflict and find potential solutions that integrate civil society. ➤

The DAAD supports German universities in their partnerships with universities in crisis regions.



**DAAD President
Prof. Margret Wintermantel and BMBF
State Secretary
Thomas Rachel launch
the new campaign
“studieren weltweit –
ERLEBE ES!” (study
worldwide – LIVE THE
EXPERIENCE!)**

Experiencing life abroad

New mobility campaign launched

Germany’s federal government would like to see half of all university students to spend time abroad by the year 2020. The mobility campaign “studieren weltweit – ERLEBE ES”

(study worldwide – LIVE THE EXPERIENCE!) was launched in 2015 to help achieve this goal. With the campaign, the DAAD wants to motivate young people – especially those who might be undecided about going abroad – to pursue study or an internship in a foreign country. While international experience offers a long list of benefits – improved language skills, useful new contacts and better career opportunities – the opportunity for personal development may be the most important. “At the DAAD, we believe that anyone who has experienced a foreign culture can become a good global citizen,” says Alexander Haridi, head of the DAAD’s Information on Studying Abroad section.

Vibrant, authentic, direct

The campaign focuses mainly on personal experience and insights. “Correspondents”, i. e. German students currently studying abroad, share their experiences by feeding the campaign website with content from their social media channels and thus allow others to partake in the daily routine of a stay abroad. The website also provides planning support, consulting services and information on university study, internships and language courses abroad.

The campaign’s focus on new media – Instagram, Facebook, YouTube, Twitter, blogs – is

ONLINE DATABASE WITH DIGITAL LEARNING OPTIONS



in 2015, universities that provide interactive online learning supported by teaching staff could register their programmes on the platform. “Students are interested in the online format because it is highly flexible and allows for individually tailored forms of teaching and learning – and with the database we’ve closed an information gap,” says Esther Kirk, who is team leader in the section Information on Studying in Germany. Once every year, participating universities are asked to submit or update the information on their course offerings; the DAAD provides editorial support and quality assurance. The platform has proven a success so far. Nearly 200 universities are included in the database today, and the 75,000 clicks per day are a good indication of the strong demand around the world.

Universities are constantly adding to their digital services, and using the Internet more and more to convey knowledge and skills. The extension of the DAAD database “International Programmes” is one response to this trend. Since 2006, the platform has provided a one-stop-shop for information on international Bachelor’s, Master’s and doctoral programmes in Germany. For the first time



A bazaar in Mexico or perhaps the Eiffel Tower in Paris instead? The campaign's colourful and engaging posters inspire viewers to go abroad.

tailored to the young target audience and encourages interaction. “Young people communicate mainly digitally and the smartphone plays a major role in this; only five percent of people in this age group do not use one,” says Haridi.

Experiences from around the world

The “correspondents” comprise a broad spectrum of young people with a diverse range of international experiences. This ensures that different

audiences will find information that is engaging and useful. Correspondents report from Europe, Asia and North America as Bachelor’s, Master’s or PhD students, as scholarship holders or on their own expenses. A chemistry student, for example, who posts photos and comments from his research internship in the US; a political scientist who writes about studying in Romania as part of the Erasmus programme; or a regional studies specialist who shares insight into her work as a language assistant in Chile. Campaign

organisers believe the diversity of experience – and the direct communication among peers – will inspire and encourage their target audience to go abroad. “The campaign wants to show that apparent obstacles such as lack of financing or problems with recognition can be overcome,” says Haridi. “Spend-ing time abroad, especially as a young person, is tremendously valuable and often a very formative experience.”

► www.studieren-weltweit.de
(in German)

Among the programmes most successful in this regard (funded by the AA) are: “Higher Education Dialogue with the Muslim World”, the “German-Arab Transformation Partnership”, the “German-Iraqi Academic Partnerships”, as well as “Academic Reconstruction in South Eastern Europe”, “East-West Dialogue”, “Higher Education Dialogue with Southern Europe” and “German-Greek Academic Partnerships”. Most of these represent advanced forms of

traditional university cooperation programmes, including partnerships with universities in developing countries and university-business partnerships. «

The German language

German Studies have long-since developed from a Germany-centric study of national philology to an international academic discipline. The emergence of cultural studies in the humanities, a changing demand for German language instruction, and the efforts of intermediary organisations are factors that have impacted this process.

Paulo Astor Soethe, Brazilian literary scholar and professor of German Studies, embodies this view of “Germanistik” as an international humanities discipline – one that considers both the career prospects of its graduates as well as its own contribution to current social issues. For his achievements, Soethe was awarded the DAAD’s prestigious Jacob and Wilhelm Grimm Prize in 2015. The Grimm Young Talents Award, which honours young foreign scholars for excellence in research and teaching of German language, literature and culture, was presented to German Studies specialist James Meja Ikobwa from Kenya (see p. 36).

Participants in the “Teaching German in the intercultural context” conference hosted by the German teachers’ association of Vietnam discussed new priorities for German departments at universities.



German Studies with a future

The demand for highly qualified German teachers continues to grow, and this poses a major challenge to universities around the world. To foster progress on this front, the DAAD supports events around the world, organised by associations of German Studies specialists and designed to promote regional and international network-building – for example in Greece or Brazil, where a new association was founded in 2015. Such meetings provide a valuable platform for dialogue and exchange.

Another good example was the conference hosted by the German teachers’ association of Vietnam entitled “Teaching German in the intercultural context”. At the gathering in Hanoi, participants discussed how best to prepare today’s students for the labour market. The lively exchange between German teachers and association heads from six Asian countries, Germany and Austria underscored the strong interest in the region. In the end, conference participants agreed that German departments at universities need to adjust priorities, with greater focus on teacher training, career orientation and technical language instruction. Here they see an opportunity to further expand and enhance the interdisciplinary nature of German Studies and to strengthen international German Studies networks.

As German Studies degree programmes around the world confront a similar set of



challenges, they are all the more interested in working together to develop common solutions. The DAAD supported this dialogue in 2015 with a panel at the 13th World Congress of the International Association for Germanic

Studies (see p. 36). Here, German Studies specialists from 15 countries and four continents discussed how German Studies curricula can best prepare students for their future careers. >



Panel members at the World Congress discuss the future of German Studies abroad (top)

DAAD President Prof. Margret Wintermantel awards the Grimm Prize to Prof. Paulo Astor Soethe (left) and Dr. James Meja Ikobwa

German between tradition and innovation

IVG World Congress held in China for the first time

The current and future state of German Studies was the focus of debate at the 13th World Congress of the International Association for Germanic Studies (IVG). “While demand for Goethe, Schiller and other more traditional topics is decreasing, Germany continues to grow in importance for more and more people around the world,” explains Dr. Ursula Paintner, who heads the section German Studies, German Language and ‘Lektor’ Programme of the DAAD. Today the number of people wanting to learn German for job-related reasons is on the rise.

The international conference was entitled “German Studies between tradition and innovation”, with a focus on German Studies and its ability to adapt

to changing demands. How, for example, can it best meet the needs of people studying German as part of a business degree? And how can German Studies degree programmes open career opportunities for their graduates? “The conference provided participants with excellent opportunities to engage with each other on these issues and expand their networks,” says Paintner.

Close ties

The World Congress took place in August 2015 and was hosted by China for the first time. IVG President Prof. Dr. Zhu Jianhua welcomed participants to Tongji University in Shanghai, which was founded by Germans in 1907 and continues to maintain close ties to Germany today. The special relationship to Germany was underscored by the participation of Tongji University President Prof. Dr. Pei Gang, who opened the event. A total of 1,200 visitors from 69 countries attended.

The conference programme covered all areas of literature, language and cultural studies as well as German language teaching and didactics. The cultural events included in the conference programme reflected the diversity of conference participants. “The evening of Chinese culture offered a colourful and extroverted presentation of the host

country, while the German culture evening was much more understated,” says Paintner. “What distinguished the conference was the opportunity for discussion beyond the core German Studies topics – the chance to explore a range of intercultural issues and to experience them directly.”

Grimm Prize awarded

During the evening of German culture, DAAD President Prof. Dr. Margret Wintermantel awarded the Jacob and Wilhelm Grimm Prize to Prof. Dr. Paulo Astor Soethe from Brazil. An alumnus of both the DAAD and the Alexander von Humboldt Foundation, Soethe is one of Brazil’s leading researchers of the brothers Thomas and Heinrich Mann and their family ties to Brazil, and plays an active role in promoting the German language in Brazil. The Grimm Young Talents Award was awarded to James Meja Ikobwa from the University of Nairobi. With his PhD dissertation, the DAAD alumnus demonstrated how today’s German Studies can make a positive contribution to current social processes. The DAAD awards the Grimm Prize each year to foreign scholars who, along with outstanding scholarly achievement, demonstrate their commitment to international cooperation in German Studies and German as a foreign language.

Table 3 : Programmes for promoting the German language abroad in 2015 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
Centres for German and European Studies	19	1,005	2,830
German Language, Literature and Culture: Institutional Partnerships (GIP)	63	770	1,465
Language and specialist courses (intensive language courses; university summer and winter courses)		2,339	4,562
Lektor programme		591	23,061
Language assistant programme		316	2,053

Unique ‘Lektor’ network

The changes in the German Studies landscape, along with the social transformation processes evolving worldwide, also impact the “Lektor programme”, which is the DAAD’s most important programme for promoting German Studies and the German language abroad. As part of the programme, some 470 Lektorships build a dense network across more than 100 countries, with funding provided by the Federal Foreign Office (AA). The Lektors not only champion German Studies and the German language at universities abroad, but also ‘transmit’ their knowledge about systems of higher education, learning cultures and current developments back home to Germany. The “Lektor programme”

also includes the DAAD “Ortslektor programme” (see box insert). In summer 2015, some 230 Lektors from 77 countries came to Bonn for the 27th summer meeting of DAAD Lektors, which included a very stimulating programme of presentations and discussions. The opening speech by Rudolf Stichweh, Dahrendorf Professor for “Theory of Modern Society” at the University of Bonn, attracted wide interest. Stichweh spoke about the sociological classification of global political models using the example of democratic and authoritarian political systems. <<

AT HOME IN THE WORLD: THE DAAD “ORTSLEKTOR PROGRAMME”



The DAAD “Ortslektor programme” in 2015 spanned nearly 60 countries and included 830 teachers and lecturers who teach German language, literature and culture or one of the subfields of German Studies at universities around the world. The “Ortslektor programme” is special because these teachers receive valuable professional support despite the fact that they, themselves, have not been placed by the DAAD and are not affiliated with the DAAD. “About 80 per cent of ‘Ortslektors’ work at universities where there is no DAAD Lektorship, which is why we consider them such important members of the international network that represents the interests of Germany’s foreign cultural and educational policy around the world,” says Elke Hanusch, project manager of the “Ortslektor programme”. For

participating Ortslektors the programme offers professional training in the host country and in Germany, free subscriptions to professional journals, teaching materials, and the opportunity to network with colleagues both locally and worldwide.

► www.daad.de/ortslektoren



Development and dialogue

As of early 2015, the DAAD supports the “1,000 scholarships for African students” programme to fight hunger and the root causes of forced migration.

No fewer than four major international summits – from the G7 meeting in Elmau, Germany to the historic climate agreement in Paris – left their mark on the “super development year” 2015. The UN Sustainable Development Summit in New York was particularly important for the field of education. On 25 September, the 193 UN member states unanimously adopted the “Sustainable Development Goals 2015–2030” in which higher education and science play a significantly larger role than in the past.

Tackling the root causes of displacement

While the refugee issue drew tremendous public attention in the second half of 2015, the development cooperation community had begun focusing on the refugee crisis much

earlier. In early 2015, the Federal Ministry for Economic Cooperation and Development (BMZ) provided the DAAD with 16 million euros in additional funding from its special programme “Tackling the root causes of displacement, reintegrating refugees”.

At the end of November, Diana Naikobi from the PRIDE microcredit bank in Jinja, Uganda joined fellow African DAAD alumni in the Federal Foreign Office (AA) to present the results of the DAAD winter school “The political and societal challenges of forced migration from Africa”. The winter school at the University Magdeburg was one of five kick-off events for the “1,000 scholarships for African students” programme. Supported by the DAAD since early 2015 with funding from the BMZ, the aim of the programme is to tackle hunger and the root causes of forced migration.

A FUTURE FOR YOUNG JORDANIANS AND SYRIANS

Jordan has absorbed well over 600,000 refugees from neighbouring Syria and now faces a major challenge: how to provide (mostly young) Syrian refugees, as well as its own young people, with opportunity and hope for the future. Access to higher education is the key – working together with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the DAAD launched the sur-place and in-country / in-region scholarship programme “New Perspectives for Young Jordanians and Syrians” in 2015. With funding provided by the Federal Ministry for Economic Cooperation and Development (BMZ), 20 Syrian refugees and 20 Jordanians received scholarships to pursue a Master’s degree at one of four Jordanian universities. To ensure a successful start, the Syrian scholarship holders first complete a three-month preparatory course at the German Jordanian University. Forty additional scholarships will be awarded in 2016.

In 2015, the DAAD and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) launched “New Perspectives for Young Jordanians and Syrians” – a sur-place and in-country / in-region scholarship programme funded by the BMZ (see box insert) to provide higher education opportunities for young refugees, most of whom are situated in Africa and the Middle East.

Solving problems through partnership

A core principle of the sustainability agenda is to rely on the strength of partnerships to solve problems. The North-South partnership



between the Inter-University Council for East Africa (IUCEA) and the DAAD is an example of one such strong partnership. From 2006 to 2015, the DAAD, the German Rectors' Conference (HRK) and the IUCEA collaborated to establish an international quality assurance system in East Africa to ensure that curricula are aligned with the needs of the labour market. Following the successful final evaluation in 2015, which highlighted more than 70 successful pilot projects, the IUCEA is now financing the network and trainings on its own.

Based on this model, the DAAD continues to increase its collaboration with the conference of West African education ministers, marked by the signing of a new agreement in 2015. Another DAAD programme focused on the Sustainable Development Goals was jointly developed with the BMZ in 2015. Starting with six international centres, the programme will train a new generation of decision-makers and university professors/instructors, who will



help drive implementation of the sustainability agenda around the world. The programme will also rely on increased use of digital learning technologies.

DAAD alumni at the Intersolar exhibition

A global energy transition is essential to achieving the Sustainable Development Goals, and this will require science, business and national governments to collaborate more closely. The DAAD actively supports this cooperation. As an example, the world's most important companies in the solar industry meet each year at the Intersolar exhibition in Munich. In 2015, the DAAD selected 50 top Germany alumni from a pool of 302 applicants, who then attended two summer schools to prepare for the Intersolar. At the exhibition in Munich they served as valuable points of contact for exhibitors, providing information on solar markets and the development potential of the solar industry in their home countries. ➤

After exploring the causes and effects of forced migration at the DAAD-supported winter school at the University Magdeburg, participants present their results during a visit to the Federal Foreign Office.

Table 4 : Programmes for promoting development and dialogue in 2015 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
DIES – Dialogue on Innovative Higher Education Strategies	23	682	1,485
Subject-related academic partnerships with developing countries	91	1,205	3,265
exceed – Higher Education Excellence in Development Cooperation	5	745	4,056
Special programme for Iraq / Middle East	30	390	1,510
Higher Education Dialogue with the Muslim World	30	876	1,464
German-Arab Transformation Partnership	75	1,336	5,965
Academic reconstruction in South-Eastern Europe	10	637	770
Academic reconstruction in Afghanistan	7	444	3,433

Digital learning

The DAAD at the Global Media Forum

“Digital learning offerings are a must for universities who want to compete internationally today,” says Katrin Haufe-Wadle, senior desk officer for digital higher education in the DAAD’s Internationalisation in Research and Teaching section. The DAAD already supports

has huge potential for developing countries. “The Internet gives more people access to higher education,” says Haufe-Wadle, who points out the added effect of ‘positive’ pressure on the institutions. “Educational offerings become more transparent, and especially regional institutions of higher education are obliged to define, focus and promote their strengths more clearly.”

At the Global Media Forum 2015, hosted by Deutsche Welle in Bonn, the DAAD underscored the importance of digital learning in development cooperation as part of its workshop entitled “Bringing people together: The global power of virtual formats in higher education”. A leading event in the area of international digital communication, the forum focused on global dialogue and its increasing relevance for the opinion-making process, also with regard to digital learning.

Participants in the DAAD workshop discussed technology trends and methods of quality assurance. Another topic was e-literacy which addressed the knowledge required by teachers and students in order to implement and use digital learning effectively, and how this knowledge should be conveyed. Also presented at the workshop was the joint programme of the DAAD and

the South African digitalisation organisation ITOCA, which seeks to train East African DAAD scholarship holders in virtual collaboration and get them actively involved in the use of free-of-charge digital libraries and databases.

Online communication as an opportunity for intercultural cooperation

The workshop also demonstrated how virtual dialogue between people from different regions can work effectively even without personal contact. “Through several examples we were able to show that online communication and collaboration in virtual space really does work,” says Haufe-Wadle. In the massive open online course (MOOC) “Managing the Arts: Marketing for Cultural Organisations”, a continuing education course offered jointly by the Goethe-Institut and the University of Lüneburg in cooperation with Alumniportal Deutschland, prospective managers of cultural organisations not only studied via video lectures but also collaborated with each other virtually in interdisciplinary working groups to develop solutions for various work-related scenarios.

The Internet provides more people access to higher education.

over 100 virtual formats as part of online and blended-learning programmes, internship projects and strategic partnerships. The DAAD is also involved in the “German Forum for Higher Education in the Digital Age” and a member of the expert teams supporting the sector projects “Information and Communication Technology (ICT)” and “Digital World” of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

Digital learning offers great potential

With network coverage expanding and improving at a rapid pace in regions such as Sub-Saharan Africa, digital learning



When it comes to climate-change adaptation efforts, DAAD alumni in Vietnam also play a critical role. Tran Kim Long, who studied at TU Dresden from 1995 to 1997 in the development-related postgraduate course “Tropical Forestry”, is now department head in Vietnam’s Ministry of Agriculture and Rural Development, where he champions the new Vietnamese-German programme to protect tropical forests.

Clear goals and good planning

University partnerships do not automatically have an impact in terms of development policy; this requires clear goals and a well thought-out strategy. To this end, the DAAD works together

with decision-makers and universities to define clear application standards and specifications in order to clarify expectations and simplify the application and project planning process for universities. In 2015, the call for applications for university partnership programmes financed through the BMZ was conducted according to this new model for the first time. The effort clearly paid off – with application numbers remaining stable, there was a significant improvement in the planning quality and overall clarity of the applications. The DAAD plans to continue pursuing this approach in the future. <<

MORE PRACTICAL TRAINING AT AFRICAN UNIVERSITIES



Enhancing the employability of university students is the goal of the DAAD’s “University-business partnerships between higher education institutions and business partners in Germany and developing countries” programme, funded by the Federal Ministry for Economic Cooperation and Development (BMZ). At the second meeting of the network in September 2015 in Ghana, German and African project partners in Sub-Saharan Africa discussed best practices for cooperation between universities and local industry. The information and experiences shared by the participants met with particular interest in Ghana, where several of the country’s technical universities, known as polytechnics, are to be converted into universities of applied sciences based on the German model. The delegation visited two polytechnics, held discussions in Ghana’s Ministry of Education together with minister Jane Opoku-Agyemang, provided recommendations, and presented two successful start-up companies born out of the university-business partnership between the Bonn-Rhein-Sieg University of Applied Sciences in Germany and Ghana’s University of Cape Coast.



The DAAD: 90 years later, more active than ever



It all began with Carl Joachim Friedrich, a university student in Heidelberg, Germany. After returning from a study tour to the US in 1922, he secured thirteen additional scholarships for his fellow students through the US-based Institute of International Education (IIE).

This laid the foundation for the Academic Exchange Service, a precursor to the DAAD, which was officially founded on 1 January 1925.

Federal Foreign Minister Frank-Walter Steinmeier and DAAD President Prof. Margret Wintermantel greeted guests at the official anniversary gala celebration in Berlin; hosts and guests alike were enthralled by the stories of scholarship holders and alumni (from right to left: DAAD Secretary General Dr. Dorothea Rüländ, BMZ State Secretary Friedrich Kitschelt, BMBF State Secretary Cornelia Quennet-Thielen, DAAD President Prof. Margret Wintermantel, DAAD Vice President Prof. Joybrato Mukherjee, Dr. Andreas Görgen, Director-General for Culture and Communication at the Federal Foreign Office).

90 years later, the DAAD has become the world's largest organisation for international academic exchange with its unparalleled network of offices across 60 countries. In 2015, the DAAD celebrated its 90th anniversary together with friends, partners, supporters, scholarship holders and alumni. Throughout the year, numerous events, publications, websites and social media campaigns honoured the DAAD for its contributions to international understanding and peace, to worldwide academic exchange and to the internationalisation of higher education.

The official anniversary gala celebration took place in Berlin and was attended by numerous guests, including Federal Foreign Minister Frank-Walter Steinmeier, Cornelia Quennet-Thielen, State Secretary in the German Federal Ministry of Education and Research (BMBF), and Friedrich Kitschelt, State Secretary in the Federal Ministry for Economic Cooperation and Development (BMZ).

Three fundamental beliefs

In her speech, DAAD President Prof. Dr. Margret Wintermantel emphasised that the DAAD – with the exception of its alignment with the political ideology of the Nazi regime – has remained true to its core principles throughout the decades. These principles can be summarised in three fundamental beliefs:

- International exchange is the lifeblood of academic / scientific progress.
- The experience of study or work abroad creates immeasurable value for an individual's education and personal development.
- International exchange and cooperation in teaching and research enhance a society's innovative capacity, promote its further development and help ensure its economic well-being.

These core principles, combined with its commitment to honouring academic excellence, have enabled the DAAD and its member universities to successfully shape several decades of German foreign cultural and educational policy, foreign academic policy and development cooperation since the DAAD was newly founded in 1950.

Some impressive results of this work were on display at the anniversary gala in Berlin, as international DAAD scholarship holders and alumni shared their own stories, highlighting the positive impact of international exchange on their own lives and society as a whole.



Festive spirit in Warsaw:
DAAD regional office
director Dr. Peter Hiller
celebrates with Rolf Nikel,
German Ambassador to
Poland (top left) and the
entire team (top right)



Expertise for academic collaborations

Federal Minister of Education and Research Johanna Wanka, DAAD President Prof. Margret Wintermantel and Dr. Ulrich Heublein from the German Centre for Higher Education and Science Research (DZHW) presented the report “Wissenschaft weltoffen 2015” (from right to left)

Internationalisation requires diverse and differentiated knowledge, which is why an important component of the DAAD strategy has been to provide “Expertise for academic collaborations” – one of three strategic fields of activity along with “Scholarships for the best” and “Structures for internationalisation”. Through ongoing dialogue with experts and its worldwide network of regional offices and information centres, the DAAD is constantly – and systematically – expanding and conveying its knowledge, which serves two main purposes: to support and enhance the DAAD’s own work in the area of knowledge-based funding, and to provide its partners in science, research and policy-making with the information, analyses, numbers and consulting support they need to make strategic decisions and engage even more successfully in collaboration and international exchange.

Academic expertise and regional knowledge is conveyed via the DAAD website and various publications. In 2015, four new country profiles were published on Tunisia, Canada, Israel and Peru. Also in 2015, the higher education marketing series published new volumes on Brazil, Central and South-Eastern Europe.

A guidebook titled “How universities use social media for recruiting international students” was published as part of the online series “Marketingwissen Kompakt”.

As a way to further highlight and share DAAD expertise, several articles by DAAD staff were published in external media. As an example, *Forschung & Lehre*, Germany’s widest circulating higher education and science policy journal, featured DAAD regional office reports from Moscow, New York and Beijing, as well as a by-lined article comparing the mobility goals of countries around the world. Various articles on the subject of higher education marketing were also published in professional journals.

The “Wissenschaft weltoffen” report was in great demand again in 2015. A compendium edited by the DAAD, “Wissenschaft weltoffen” provides a German perspective on all matters related to mobility, exchange and international academic collaboration. The focus of the 2015 issue was on “International Master’s Students at German Higher Education Institutions”.



Targeting the “mobile” generation

7th GATE-Germany Marketing Congress

“We live in a networked world, but so far universities are very poorly networked with prospective students,” explained Duleep Deosthale, a renowned expert on the recruitment of international students, at GATE-Germany’s 7th Marketing Congress.

GATE-Germany, the consortium for international higher education marketing funded by the DAAD and the German Rectors’ Conference (HRK), hosts its marketing congress every two years – a chance for representatives from German universities to expand their knowledge of current marketing strategies and instruments in dialogue with guest experts and with representatives of the DAAD’s worldwide network.

During his talk on “Digital Marketing” Deosthale urged listeners to keep their marketing activities focused on the target audience: young people, who communicate via social media, surf the Internet on their smartphones, and can best be reached by keeping information clear and simple. “You need to connect with this generation on both the



emotional and intellectual level,” said Deosthale.

“Networked Marketing”

The main theme of the congress – “Networked Marketing” – was the focus of numerous workshops and lectures on the subject of digital marketing, but was also considered from a regional perspective. Country-specific lectures by representatives of the DAAD’s regional offices provided conference participants with insight into local education markets – valuable knowledge which universities can use to improve the effectiveness of their international network-building, for example through university partnerships. Participants also discussed the structural challenges that result from the de-centralised approach to marketing at many universities – a challenge that marketing managers must often face. One conclusion drawn at the conference was that marketing can only be effective and impactful if departments work together and pool their resources.



Congress participants also agreed that precise knowledge of the target audience and its needs is the key to developing attractive course offerings and effective marketing activities. “Above all else we want to recruit good students, so it’s not just about pure numbers,” said Stefan Hase-Bergen, who heads the GATE-Germany Office and Marketing division at the DAAD. “For us and for German universities, our presence in international markets means we need to continually advance our understanding of our target audiences.”

Participants in the 7th GATE-Germany Marketing Congress learned about the latest developments in higher education marketing (top); the congress was opened by DAAD President Prof. Margret Wintermantel.

Moving with the times

Digital tools in higher education and research marketing

Digitalisation is one of the DAAD's main areas of focus in the field of higher education and research. "We look at it in the context of the internationalisation of higher education institutions," says Stefan Hase-Bergen, who heads the DAAD's Marketing division. The DAAD recommends that universities do more to integrate virtual formats into their marketing activities.

This recommendation is based in part on the results of the study "The University 2.0. Internationalising German universities by way of virtual teaching and learning scenarios", which appeared in late 2014 in both print and as a free online

publication. The recommendation is also based on the fact that the DAAD itself has had consistently positive experiences using digital tools to promote DAAD programmes and Germany as an international centre for study and research. The DAAD makes use of digital communication in two campaigns "Study in Germany – Land of Ideas" and "Research in Germany – Land of Ideas" and to promote the services of GATE-Germany, the consortium for international higher education marketing. Digital communication also plays a major role in the "study worldwide – LIVE THE EXPERIENCE!" campaign, launched at the end of 2015 to stimulate international mobility.

Mobile and virtual

A good website should serve as the central information platform for international target audiences

– students, researchers, foreign university representatives interested in possible partnerships – and should be tailored to the needs of its users. This is by no means easy to achieve. "To help meet this need, GATE-Germany offers German universities a professional 'check' of their international websites," explains Hase-Bergen. The DAAD also makes sure that the design of its own online marketing campaigns is responsive, i.e. optimised for mobile devices. "In emerging higher-education markets such as Kenya, the target group communicates primarily by smartphone," says Hase-Bergen. The DAAD adjusts its activities accordingly: "We try to serve as a trailblazer for the universities."

Social media presence is also very important for international marketing as more and more students around the world use

Internet takes on a central role

In the future, the DAAD website will serve as the central communications channel for knowledge transfer. Since December, the newly designed DAAD website includes separate sections devoted to knowledge transfer – one entitled "Positions" and the other "Analyses and Surveys" (German site only) – both reached via the link "The DAAD" in the main navigation bar. "Positions" contains position papers in which the DAAD takes a stance on important issues of international academic cooperation and shares its expertise in current debates on higher education and science policy, foreign

cultural and educational policy, and development cooperation. The "DAAD Positions" series – as with the "DAAD Focus" and "DAAD Strategies for Countries and Regions" series – is published in its own design.

Events are another important platform for sharing knowledge with higher education institutions. Some examples of events in 2015 include the Marketing Congress hosted by GATE-Germany (see p. 45), the Canada trip for university presidents, and an informational trip to Spain by 16 presidents and chancellors. For nearly 20 years the DAAD has organised these types of excursions, which are now coordinated



Promoting Germany anytime, anywhere: the DAAD maintains a presence at virtual higher education fairs.

YouTube, Twitter or Facebook to access information and to engage in dialogue with the universities. The DAAD's Facebook page for its "Study in Germany" campaign, for example, has some 400,000 fans. Webinars also help spread information on study and research opportunities in Germany – a format that makes it possible to establish contacts and convey information anywhere around the world regardless of time and place. For German higher education institutions striving to compete internationally and attract students to Germany, maintaining a presence at virtual higher education fairs has also become increasingly important. Since 2013, GATE-Germany offers these institutions more

and more opportunities in this regard and demand is on the rise.

The DAAD brings its own experience in e-learning to the table as part of the "German Forum for Higher Education in the Digital Age". Here, senior experts work together in six different subject areas to develop recommendations for implementing e-learning at German universities. One of these experts is DAAD Secretary General Dr. Dorothea Rüländ, who represents the expert team on the subject of "Internationalisation and Marketing Strategies" – an area that Rüländ considers pivotal. "In the area of digitalisation there is still a lot of untapped potential," she says.

But even if digitalisation is the order of the day, Hase-Bergen is careful to point out that traditional communications tools and channels remain important. "A cross-media mix can communicate the desired message even more successfully to the various target groups," he says.



by the International DAAD Academy (iDA). In 2015, iDA offered a total of 121 seminars, which were attended by 1,820 men and women eager to pursue further education and training. One area of focus for iDA since 2010 has been training for university administrative staff. Language courses in subject-specific English are particularly popular.

In addition, a special programme was added in 2015 to provide university staff with additional knowledge and skills related to refugee

The tremendous interest in iDA's special programme "Counselling and Support for Refugee Students" prompted the iDA to significantly expand its offering for 2016.

applicants. In nine courses, more than 200 participants learned basic knowledge about legal matters, entrance requirements and handling refugee trauma. Demand was so overwhelming that iDA has expanded its offerings in this area for 2016.

New formats established

In 2015, the DAAD's Government Liaison Office in Berlin further intensified its efforts to provide information to the political community in

Delegation trip to Spain: A chance for 16 university presidents and chancellors to learn about higher education policy in Spain



Berlin, including new formats aimed at strategically important target audiences in politics, science and education. The office focuses on providing information by way of informal meetings to members of the German Bundestag who sit on DAAD-relevant committees. Newly established in 2015 was the "Brown Bag Briefing" – a monthly gathering during which DAAD experts report exclusively to Bundestag staffers on current issues and important fields of work.

The DAAD also increased its interaction with the embassies in Berlin. As an example, the Government Liaison Office – together with the Strategy department and the newly formed "Regional Forums" – hosted an event entitled "Embassies in dialogue with the DAAD". The first dialogue event focused on Sub-Saharan Africa; 37 embassy representatives from 25 countries in the region took advantage of the opportunity to obtain information about DAAD programmes and possible areas of cooperation with the DAAD.



III.

The DAAD
worldwide

Western, Central and South-Eastern Europe

Young researchers consider the “lessons of history” at a conference in Amsterdam (top)

Participants of a “Weimar Triangle” summer school in Munich discussed “Concepts of Europe: Past – Present – Future” (centre and bottom)

The ongoing financial crisis in parts of Southern Europe – and its consequences for the European economy as a whole – has had an impact on the DAAD and its scholarship programmes. The demand for German scholarships was especially strong in Southern European countries with high rates of unemployment among young people and academics. German students and graduates, on the other hand, continue to prefer universities in Western European countries, with Great Britain a particularly popular destination.

Learning from history

Students and researchers throughout Europe are investigating crises such as the euro crisis and the refugee crisis as tests of Europe’s commitment to its values. Against this backdrop, the DAAD helped its scholarship holders participate in various special events, such as the “European Summer Academy” hosted by the Gustav Stresemann Institut in Bonn and a conference for young researchers in Amsterdam on the lessons of history. As part of the “Weimar Triangle” trilateral cooperation funded by the DAAD, the Ludwig-Maximilians-Universität in Munich hosted a summer school, during which university students and young researchers from Germany, France, Poland, Russia, Canada, Israel, Japan and Korea considered “Concepts of Europe: Past – Present – Future”. At a meeting in Riga, Latvia, DAAD alumni discussed the challenge of ethics in globalised knowledge societies.





A milestone was reached in 2015 with regard to support for worldwide centres for academic cooperation, as the DAAD and Cambridge University signed a Memorandum of Understanding for a German Studies centre, which will focus on interdisciplinary Germany research.

In March 2015 in Ankara, festivities to conclude the German-Turkish Year of Research, Education and Innovation (DTWJ) marked a highlight in academic relations with Turkey. Throughout the year Turkish and German students and researchers collaborated on numerous projects, and today there are over 1,200 university partnerships between the two countries (in 2010, this number was just 400). In addition, ‘Turkish Weeks’ were held at 14 different German universities as part of DTWJ. The DAAD and Turkey’s Council of Higher Education (YÖK) concluded an agreement to expand German-Turkish relations in the area of higher education.

The challenge of uniting Western Europe with Central, Eastern and South-Eastern Europe plays a major role in academic partnerships. So far, however, there have been only few German applicants for study and research stays in the new member states of the EU.

RESEARCHING GERMAN-GREEK RELATIONS

From the time of 19th century monarchs, to the post-war immigration of “Gastarbeiter” (migrant workers) into West Germany, to today’s political and economic relations as members of the European Union, Germany and Greece are bound by past and present. Relations between the two countries also include dark chapters, such as Germany’s occupation of Greece from 1941 to 1944. There has nevertheless been little research into the shared history of these two countries. The DAAD’s “German-Greek Future Fund” programme wants to change this. Announced in 2014 by German Federal President Joachim Gauck during his visit to Greece and launched in 2015, the programme supports research on German-Greek relations with funds provided by the Federal Foreign Office. In the first funding period, 125,000 euros were provided for doctoral scholarships, visiting lectureships in Germany, as well as academic symposia primarily in the field of history with a focus on the Second World War.

Germany in demand

As in the past, students and researchers from Central, Eastern and South-Eastern Europe are extremely interested in an academic stay in Germany. This is evidenced not only by the consistently high numbers of applicants year after year, but also by the many activities of DAAD-funded programmes such as “Degree Programmes in German”, “Eastern European Academic Partnerships” as well as “Academic





Information, exchange and networking: University representatives from Germany and the Western Balkan countries met at the University of Belgrade for a conference on university partnerships and providing support to universities in the region.

Strengthening universities

Networking in the Western Balkans

The “EU-Higher Education Cooperation between Germany and the Western Balkan region” conference in September 2015 brought German universities together with partners in the Western Balkans – a chance to get to know each other better, identify common ground, collaborate on project ideas, and learn from one another. “With EU funding support,

these partnerships are designed to strengthen universities in the region and help them meet international standards,” explains Beate Körner, who heads the section Erasmus+ Key Action 2: Partnerships and Cooperation Projects within the DAAD’s National Agency for EU Higher Education Cooperation. The National Agency organised the conference together with the DAAD Information Centre in Belgrade and Serbia’s National Erasmus+ Office at the University of Belgrade. Twenty-one German university representatives joined some 120 of their counterparts from Serbia, Bosnia-Herzegovina, Kosovo, Montenegro and Albania for the conference in Serbia’s capital city. The DAAD supports them in applying for Erasmus+ capacity-building projects.

While Western Balkan countries are in different stages of development today, their agendas share one common priority: retaining talent, i.e. making sure highly-educated graduates and researchers remain in the country or region. “The idea is to counteract ‘brain drain’ and stimulate ‘brain circulation’ within the region and within Europe by offering attractive and innovative degree programmes,” says Körner.

Universities in the Western Balkans – especially in Serbia – have already successfully secured funding and implemented measures as part of Tempus, the precursor to the Erasmus+ projects. German higher education institutions took part in nearly one-third of the 140 Tempus projects in the region and were represented in two-thirds of the 15 projects selected in 2015.

Degree programmes and curricula

Several universities presented examples of successful collaboration at the conference, e.g. the University of Pristina which initiated collaboration in the fields of engineering, architecture and environmental sciences with five other Western Balkan universities and RWTH Aachen in Germany. “The partners develop tools and work together to design degree programmes and curricula,” explains Körner. “One important factor is the issue of how sustainable a project is and whether results can be used by other universities.” Along with best-practice examples, participants in Belgrade introduced new project ideas such as a climate network or a Master’s programme in Information Technology.

Incentives for German universities

German higher education institutions have different reasons for cooperating with university partners in the Western Balkans. "Agricultural and environmental sciences are strong in this

region and very interesting in terms of content," says Beate Körner. In addition, EU funding is an incentive to get involved in bilateral partnerships and to integrate these into the internationalisation strategies developed by the universities themselves. The projects receive up

to one million euros in funding support. Additional information on Erasmus+ capacity-building projects is available at:

► www.eu.daad.de/capacity-building

Reconstruction in South Eastern Europe". These programmes promote academic study in German at universities abroad, as well as the mobility and academic exchange of German and foreign researchers and students. At Corvinus University of Budapest, for example, Hungarian students can pursue a Master's degree in Business Administration taught in

German and recognised by the University of Passau in Germany. So far, over 30 graduates have successfully completed the double degree Master's programme.

With support from the DAAD, the specialist centres and regional centres in Central and South-Eastern Europe handle a demanding



PRIZES FOR LEADING GERMAN-EUROPEAN RESEARCH

Every year the DAAD awards academic prizes to researchers from Italy and Spain who demonstrate both academic excellence and a commitment to dialogue and exchange with Germany. In 2015, the Ladislao-Mittner Prize was awarded to two legal scholars from Italy. Prof. Dr. Riccardo Omodei Salè from the University of Verona was honoured by the six-member jury for his comparative work on German and Italian civil law; Dr. Alberto De Franceschi from the University of Ferrara was recognised for his contribution to a better understanding of copyright law in Italy and Germany. Also upholding a long tradition of academic exchange were the two winners of the Julián Sanz del Río Prize, presented by the DAAD and Spain's Ministry of Education. Pilar Beatriz García Allende works at the Helmholtz Zentrum München (German Research Center for Environmental Health) on methods for fluorescence imaging and tomography; Ander Ramos-Murguialday conducts research at the University of Tübingen and develops brain-computer interfaces for applications in medicine.



The award winners of the Ladislao-Mittner Prize (left) and the Julián Sanz del Río Prize



Andrassy Universität in Budapest receives a distinguished guest: German Chancellor Angela Merkel in dialogue with students

range of responsibilities. The Faculty of German Engineering Education and Industrial Management (FDIBA) in Bulgaria plans to update its engineering programme with an innovative approach that combines teaching with hands-on work experience. Andrassy Universität Budapest (AUB), which is the only entirely German-speaking university outside the German-speaking world, offers students and young researchers a diverse range of study programmes and research opportunities in the social sciences.

An important event for Andrassy Universität in 2015 was the visit by German Chancellor Angela Merkel. Students from AUB and other Hungarian universities took advantage of the opportunity to join Chancellor Merkel in discussions on current issues such as the Ukraine crisis or Germany's energy transition. "Here at the university we see an example of how closely knit Europe has become," said Merkel.

"AUB serves as a role model for international collaboration, bringing students together from different countries in internationally-oriented degree programmes." The DAAD has supported the development and further expansion of Andrassy Universität Budapest since its founding in 2001.





Ensuring successful integration of refugees at universities

Roughly one million refugees came to Germany in 2015, more than half of them younger than 25. Although there is too little data available to determine how many of them hold a secondary school diploma or have attended university before, the DAAD estimates that 30,000 to 50,000 refugees will pursue higher education. For higher education institutions in Germany the upcoming challenge will be to successfully integrate a large number of qualified and willing refugees into academic life.

In September 2015, the DAAD met with university representatives to determine what kind of support universities need. The meeting focused on ways to prepare refugees for university study and what kind of infrastructure would be required to do so. The meeting also considered how prior academic achievement could be recognised.

New package of support measures

Based on these considerations and negotiations with the Federal Ministry of Education and Research (BMBF), the DAAD put together a three-part package of support measures, amounting to 100 million euros over four years. The package was presented in late 2015 at a press conference at the Technische Universität Berlin (TU Berlin) by Federal Minister of Education and Research Johanna Wanka, TU-Berlin President Prof. Dr. Christian Thomsen and DAAD President Prof. Dr. Margret Wintermantel.

To provide a quicker and more accurate assessment of the skills and academic qualifications of refugee

applicants, the TestAS, an assessment test for foreign students funded by the DAAD and the BMBF, will be translated into Arabic. Refugees will be able to take the test at designated locations at German universities and will be exempt from the usual testing fees.

To prepare young refugees for the rigours of university study, the German federal government has agreed to finance some 2,400 additional places each year for subject- and language-based instruction at preparatory colleges (Studienkollegs) and other similar institutions at German universities, and to provide higher education institutions with flexible forms of funding to finance language and subject-specific preparatory measures. In December, the DAAD issued a call for applications for its “Integration of Refugees in Degree Programmes” (INTEGRA) programme.

Last but not least, the DAAD programme “Welcome – Students Helping Refugees” provides student and/or university-organised groups with financial support for tutorials, translations and language courses, as well as for hiring student assistants and purchasing the required materials.



English-language information for refugees:

► www.study-in.de/en/refugees

Information on DAAD programmes and measures:

► www.daad.de/der-daad/fluechtlinge/en

Presenting the support package for refugees were Federal Minister of Education and Research Johanna Wanka, TU-Berlin President Prof. Christian Thomsen and DAAD President Prof. Margret Wintermantel (from left to right)

Eastern Europe, Central Asia and Southern Caucasus

Short stays in Eastern Europe are popular: 504 German university students took part in a Go East Summer School in 2015, while 47 immersed themselves in working life in Russia through the Go East internship programme “Russland in der Praxis”.

The prolonged conflict in eastern Ukraine as well as struggling economies in large portions of Eastern Europe, Central Asia and the South Caucasus region have created adverse conditions for academic exchange. Nevertheless, DAAD scholarships for study and research in Germany remain very much in demand throughout the region.

There is also considerable interest among German university students who want to learn more about Eastern Europe and gain experience in the region for their professional development. Most German students, however, are interested in shorter stays in Eastern Europe. This was evidenced by the many scholarship applications for short stays in 2015, with 504 German university students taking part in Go East Summer Schools in Eastern Europe and 47 scholarship holders taking part in the Go East internship

programme “Russland in der Praxis” – a chance to gain insight into Russian private-sector companies through internships.

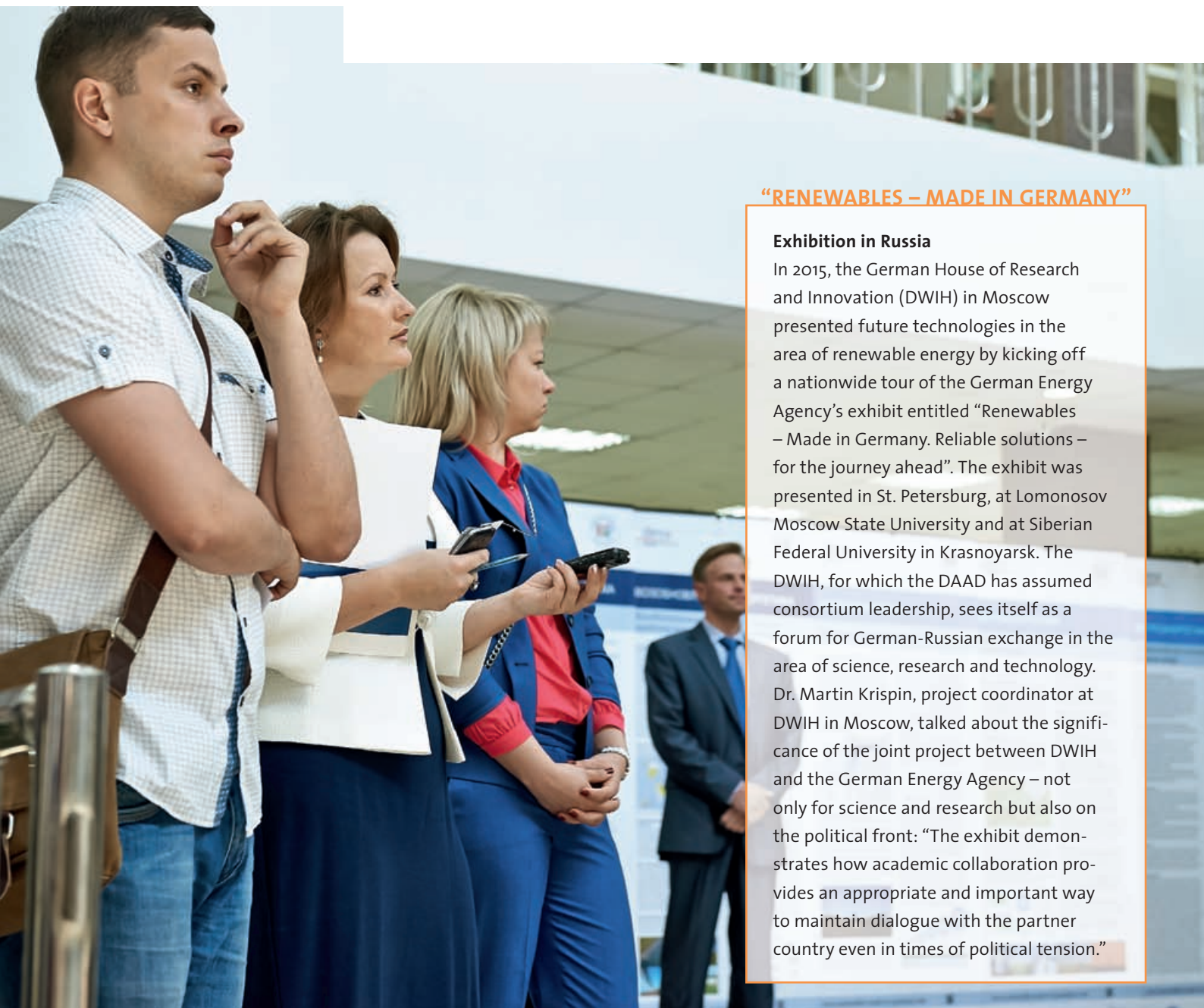
East-West dialogue

Since 2009, the DAAD has supported higher education partnerships focusing on conflict resolution in this region. In 2015, a large number of students and researchers took part in this “East-West dialogue”; examples include the German-Ukrainian seminar “Information, Transparency, Democracy” in Odessa and the summer school in Kazakhstan on “Teaching and Implementing International Law in Central Asia”.

Especially during times of political crisis or conflict, science and research take on a special role in building bridges between cultures. One

BELARUS JOINS THE BOLOGNA PROCESS

By joining the Bologna Process in 2015, Belarus laid the foundation for its integration into the European higher education landscape. This builds on the DAAD’s prior engagement in Belarus; in 2014, 117 German scholarship holders went to Belarus and an additional 435 Belarusians studied, taught and conducted research in Germany. “With the Bologna Process we should see a continued increase in mobility,” says Dr. Thomas Pahl, who heads the DAAD’s Eastern Europe, Central Asia and South Caucasus section. “But there is still a lot of work to be done here.” In a first important step, the Belarusian Minister of Education Dr. Mikhail Zhuravkov announced the establishment of the three-level system of higher education (Bachelor, Master and PhD). In addition, curricula will be recalibrated in line with the European Credit Transfer System (ECTS) as a way to facilitate international comparability of standards and achievements in higher education.



“RENEWABLES – MADE IN GERMANY”

Exhibition in Russia

In 2015, the German House of Research and Innovation (DWIH) in Moscow presented future technologies in the area of renewable energy by kicking off a nationwide tour of the German Energy Agency’s exhibit entitled “Renewables – Made in Germany. Reliable solutions – for the journey ahead”. The exhibit was presented in St. Petersburg, at Lomonosov Moscow State University and at Siberian Federal University in Krasnoyarsk. The DWIH, for which the DAAD has assumed consortium leadership, sees itself as a forum for German-Russian exchange in the area of science, research and technology. Dr. Martin Krispin, project coordinator at DWIH in Moscow, talked about the significance of the joint project between DWIH and the German Energy Agency – not only for science and research but also on the political front: “The exhibit demonstrates how academic collaboration provides an appropriate and important way to maintain dialogue with the partner country even in times of political tension.”

positive example is the international research training group launched in 2015 by the University of Freiburg and the Russian State University for the Humanities (RGGU) in Moscow. As part of this group, Russian and German doctoral students will collaborate over a nine-year period on the topic of “Cultural Transfer and Cultural Identity – German-Russian Contacts in the European Context” (see p. 59).

Katja Plachov is among the first to conduct research with the group. “We don’t just talk about cultural exchange, we practice it,” says

Plachov, a German Studies specialist from Freiburg. For Plachov, who considers academic collaboration an important way to overcome boundaries, young academics provide an important “link between Germany and Russia”. Over the last several years, the DAAD has supported the establishment and further development of the Thomas Mann chair at RGGU and the Institute for Russian-German Literary and Cultural Relations (IRDLK). These form the foundation of the international research training group, which is funded primarily by the German Research Foundation (DFG).



In front of the flags of Europe: the DAAD Centre study tour included a visit to the European Court of Justice



German and Russian researchers participating in the Berlin-St. Petersburg workshop “On Structure and Dynamics of Nano-scopical Matter” at FU Berlin



The importance of its role as “bridge between cultures” was mentioned several times during the IRTG’s inaugural celebration in early March 2015. There speakers emphasised the importance of collaborative research among young students and researchers, and how this builds the foundation for a common future. According to Mikhail Shvydkoi, the Russian President’s Special Representative for International Cultural Cooperation, bringing together young researchers is “the best way for them to build their professional networks.”

“We will continue our work”

Many Russian universities have been worried that the DAAD might scale back its involvement in Russia due to the ongoing political crisis. “Russian partners are very intent on maintaining existing contacts,” says Dr. Gregor Berghorn, who was director of the DAAD Regional Office in Moscow until March 2016. Berghorn has reassuring words for the Russian partners: “We will continue our work,” he says.

This also applies to other large projects funded by the DAAD. At the German-Russian Institute for Advanced Technologies (GRIAT) in Kazan, young Russians study engineering according to German curricula and standards. Two large collaborative projects between the St. Petersburg State University and its German partners are based in St. Petersburg: the German-Russian Interdisciplinary Science Center (G-RISC), which bundles the know-how of some 100 working groups in physics, physical chemistry, geophysics and mathematics, and the Centre for German and European Studies (ZDES), a partnership between St. Petersburg State University and the University of Bielefeld, which offers interdisciplinary perspectives on research into Germany and Europe.





Lasting structures in Russia

Interview with DAAD long-term lecturer Prof. Dirk Kemper

March 2015 saw the establishment of the German-Russian international research training group “Cultural Transfer and Cultural Identity”. In Russia it is based at the Institute for Russian-German Literary and Cultural Relations (IRDLK) at the Russian State University for the Humanities (RGGU), and in Germany at the University of Freiburg. It is the first research training group in the humanities with Russia funded by the German Research Foundation (DFG). Prof. Dirk Kemper is Director of the IRDLK.

Professor Kemper, what is the basis for the new research training group?

In the humanities it's not easy to find partners in Russia who can work on large projects on the same level with German universities. But the cooperation between the IRDLK at RGGU in Moscow and the University of Freiburg certainly provides a very positive example of a successful partnership. With help from the DAAD our collaboration, initiated in 2008, has developed into a strong and productive partnership between

equal partners. This made it possible for us to establish a DFG International Research Training Group. We have now put the structures in place that will allow us to maintain the partnership into the future – something that cannot be taken for granted in Russia.

What challenges does German Studies face in Russia?

In the former Soviet Union the linguistics were recognised because language instruction was deemed necessary. Literary studies, on the other hand, was considered ideological. Its role and importance was minimised and it was closely monitored by the chair of world literature; so on an institutional level they were considered separate from the linguistics. Even today, literary studies receives little funding and has very little opportunity to develop.

What has the DAAD done for the Institute for Russian-German Literary and Cultural Relations in Moscow?

Establishing the IRDLK was made possible by a combination of various forms of support. At the heart of this was the long-term lectureship in German Studies, which I took over in 2002 at Lomonosov Moscow State University, and since 2005 at RGGU. The IRDLK was founded in 2008. The DAAD also supported the partnership with the University of Freiburg,

a small doctoral school as well as a joint double degree programme.

What is the idea behind these efforts?

The vision developed by DAAD Secretary General Dr. Dorothea Rüländ and Regional Office head Dr. Gregor Berghorn was to establish a centre for German Studies in Russia – a beacon that would send out its signal beyond the university to provide orientation and serve as an initiator of new ideas and contacts. And this vision has been achieved; today we are recognised across the country as a competence centre for students and young researchers in German Studies.

The first evaluation of the IRDLK was very positive. What is the key to success?

The trilateral relationship between Moscow, Freiburg and the DAAD in Bonn is key. And the funds that we received have borne fruit. At the IRDLK students work in a research-oriented, German-speaking environment. The best students go to Freiburg early, Master's graduates obtain a second degree there and doctoral students receive advising support from both sides. But the key to success is also the academic recognition and mutual respect on the part of our Russian colleagues, which must be constantly earned.



Prof. Dirk Kemper



North America

In 2015, opportunities to study in Germany were in demand among American college and university students. This growing interest was partly in response to developments in 2014 when Lower Saxony became the last German state to completely eliminate university tuition. For Americans it's an idea nearly impossible to imagine: renowned universities inviting students from around the world to pursue higher education free of charge. Considering that the average yearly tuition for a four-year Bachelor's degree programme is currently 31,230 US dollars at a private US college or 9,140 US dollars at a state/public college, this is sensational news – and an opportunity that makes the often-bemoaned language barrier seem a lot less problematic.

More and more North American university students are interested in study opportunities in Germany.

Attention turned to Germany after several detailed reports in international media spread the word about German universities. As a result, the DAAD's three North American offices in New York, San Francisco and Toronto saw a significant increase in inquiries, also for undergraduate studies in Germany.

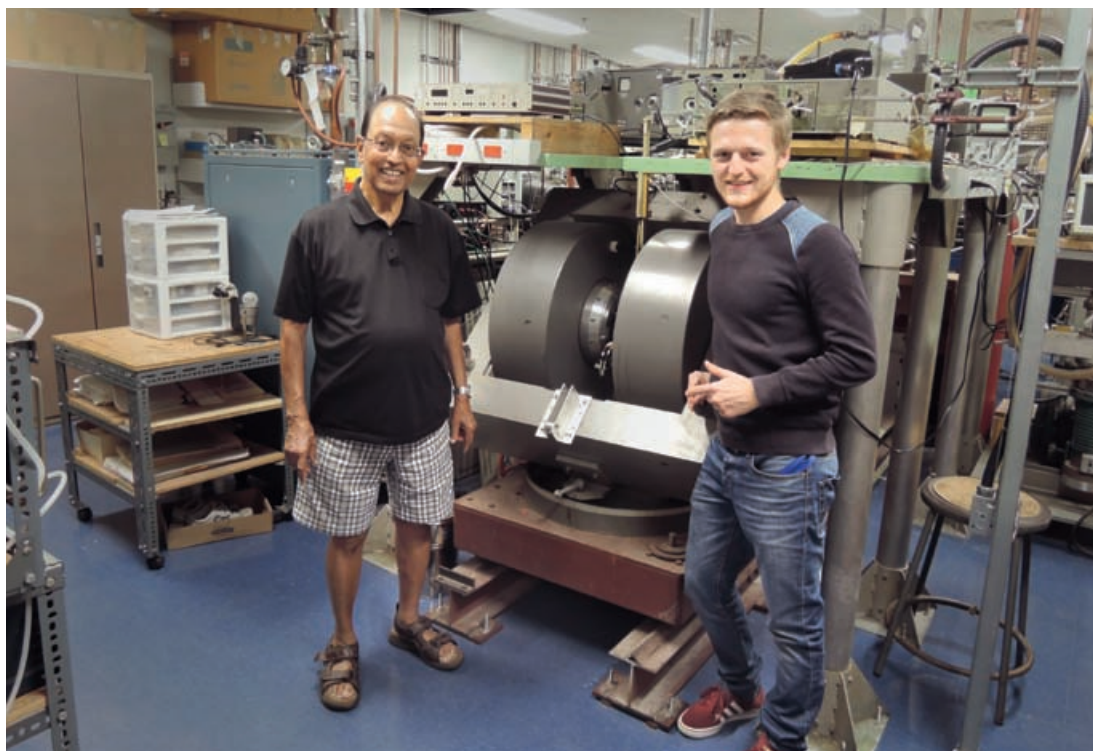
More German students going abroad

This positive trend was reflected in the numbers published in autumn 2015 by the Institute of International Education (IIE), which revealed that in 2014, for the first time, more than 10,000 Americans came to Germany to study. It is worth noting that more and more American students have shown interest in pursuing a German university degree for several years now.

According to Germany's Federal Statistical Office, the 2014/15 winter semester in Germany saw a new record with 2,800 students. At the same time, the number of German university students going overseas continues to increase – in 2014/15 a total of 10,193 young men and women.

More and more German Bachelor students are interested in short stays abroad. The DAAD's "Research Internships in Science and Engineering (RISE) Worldwide" programme has kept pace with this trend, facilitating and financing research internships all around the world. The USA and Canada top the list of the most popular destinations. Application numbers for DAAD one-year scholarships at North America's top universities also remain very high.

Riding the wave of interest in Germany, the DAAD continues to raise awareness among North Americans, further promoting the strengths and benefits of higher education and research in Germany, as well as Germany's



Canada and the US are the most popular destinations for research internships abroad.



own scholarship programmes in North America. As part of its “Study in Germany” and “Research in Germany” campaigns, the DAAD conducts advertising and marketing activities at universities all across North America.

In 2015, for example, DAAD representatives took part in some 130 “Study Abroad” events and more than 40 conferences and fairs. The success of this strategy is confirmed by

the growing numbers of North American university students applying for Master’s scholarships in Germany. Scholarships in the natural sciences are particularly high in demand.

“RISE Germany” as popular as ever

Another popular programme in the DAAD portfolio is the “RISE Germany” scholarship programme for research internships, which



A lively exchange at the preparatory seminar for one-year scholarship holders heading off to North America

matches undergraduate students from North American and British universities with research internship opportunities at German universities and research institutions.

At the same time the goal is to focus recruitment on selected target groups for the German market. For the first time an annual theme – “German Engineering” – was announced for North America; this involved several events as well as a cooperative agreement signed between the DAAD and the Canadian partner organisation Mitacs. In September 2015, the DAAD Regional Office in New York organised a tour of the University of California in Berkeley, the

Georgia Institute of Technology in Atlanta and the Carnegie Mellon University in Pittsburgh on behalf of the TU9 consortium of Germany’s nine leading Institutes of Technology. The goal was to identify opportunities for research collaboration with top universities in science and engineering.

Together with the IIE, the DAAD hosted the “18th Annual Colloquium on International Engineering Education” in New York in November 2015. The conference was aimed primarily at university representatives responsible for engineering degree programmes with an international focus, i. e. with language training and study abroad components. Some 130 participants from the USA, Canada, Germany and other European countries, as well as Latin America and Asia, took advantage of the two-day event to expand their knowledge and network of contacts.

Also in line with the year’s “German Engineering” theme was the autumn 2015 trip to Canada together with ten German universities and organisations as part of the “Research in Germany” campaign. In Toronto and Vancouver the German delegation met with representatives from more than 20 Canadian universities, mainly to talk about projects in the fields of chemistry, biology and environmental sciences. <<

MORE EXCHANGE WITH CANADA

“So German! Si allemand!” This is the title of the campaign launched by the DAAD together with the German Embassy in Ottawa and the Goethe-Institut on the occasion of the 40th anniversary of the cultural agreement signed between Germany and Canada. At the heart of the campaign is a website with information on all events hosted by the 20 participating institutions. The goal of the partners is to raise public awareness for the close academic relations between Canada and Germany, and to interest young Canadians in an exchange with Germany. To kick off the campaign, the DAAD and the Alexander von Humboldt Foundation hosted an alumni conference “Migration and Multiculturalism in Germany and Canada” in Toronto in May. In 2016, the DAAD and the Canadian funding organisation Mitacs launched their joint internship programme with a call for applications; the programme plans to award scholarships to 120 German and Canadian university students for research internships abroad in Canada and Germany, respectively.

► www.sogerman.ca





Beratung durch die
NA DAAD

Erasmus+: beyond Europe

Launched in January 2014, the EU education and training programme Erasmus+ was significantly expanded in 2015 to include the so-called international dimension, making it possible for European higher education institutions to cooperate with many countries in Southern and Eastern Europe, as well as countries on other continents, in the areas of individual mobility and partnership projects.

More and more university staff and interns are gaining international experience through Erasmus+.

As part of its International Credit Mobility under Erasmus+ (student and staff mobility in- and outbound), the European Commission established various financing options in different regions for industrialised, emerging and developing countries. In 2016, the options will be expanded to include cooperation opportunities with additional partner countries in Africa, the Caribbean and countries bordering the Pacific. In response to the first call for applications in 2015, German universities showed the greatest interest in the International Credit Mobility as compared to other European countries. The available budget – about 15.5 million euros – is the equivalent of roughly 3,000 semester scholarships. As a comparison, for the traditional Erasmus+ mobility within Europe, the DAAD's National Agency for EU Higher Education Cooperation (NA DAAD) provided over 70 million euros to German higher education institutions for about 42,000 funding recipients. The year 2015 witnessed dynamic growth in mobility, especially among university staff and interns.

In great demand

In its second year, Erasmus+ provided German universities more partnership opportunities in

Eastern and Southern Europe as well as in Asia, Central Asia, South Africa, Latin America and North America. Partnerships with Latin America were in greatest demand, with requested funding exceeding six times the available budget. The good contacts with neighbouring regions in Eastern and Southern Europe also resulted in numerous project applications.

German universities were particularly successful in applying for funding for the partner countries Israel, Russia and Serbia. With fact-finding missions and contact seminars for German and regional universities, the NA DAAD focused attention on the Western Balkans and also succeeded in establishing a large number of partnerships there (see p. 52).

Successful applications

The international dimension of the Erasmus+ programme creates even more room for global collaboration. Thanks to the NA DAAD's individualised consulting services for German universities, as well as in-country networking seminars, German applicants in 2015 enjoyed a high success rate in applying for programmes administered centrally by the EU Commission. In the case of capacity-building projects in higher education, the success rate was 25 percent, with a total of 82 German institutions participating in roughly one-third of the selected projects (49). In the case of Erasmus Mundus Joint Master Degrees, German universities are involved in two-thirds of all selected projects (10 out of 15). Germany was also able to



Over 500 participants attended the Erasmus+ Annual Conference hosted by Humboldt-Universität zu Berlin



nearly double its involvement in Jean Monnet activities as compared to the previous year – from six up to eleven projects; the approval of four Centres of Excellence is particularly worth noting.

The opportunities associated with this global expansion of Erasmus+ were considered from various viewpoints at the Erasmus+ Annual Conference held in Berlin. Representatives from Germany's BMBF and the EU Commission discussed with conference participants not only the Erasmus+ programme, but also the Bologna Process and its reorientation following the Ministerial Conference in Yerevan. It was the first time that the DAAD had chosen a university to host the conference and selected a broad spectrum of topics to be included. The response was very positive, with more than 500 participants attending the conference at Humboldt-Universität zu Berlin.

Great interest on the part of policy-makers

For members of the German Bundestag and German members of the European Parliament, Erasmus+ has increasingly become a point of focus. In various meetings together with Erasmus+ representatives of higher education institutions, the DAAD reported on the initial challenges in implementing the programme and progress made so far. These productive meetings also led to participation in the various group hearings of the European Parliament's Committee on Culture and Education (CULT) in Brussels. Committee members emphasised their clear desire to increase funding for the programme and to improve it both technically and administratively.

Latin America

For many years the DAAD has maintained close partnerships with large Latin American countries such as Brazil and Mexico; in 2015, attention was also focused on several smaller countries in the region such as Colombia, Peru and Cuba.

In spring, a delegation of 70 high-ranking representatives from Colombian universities and research institutions travelled to Germany with support from the DAAD. The guests gained insight into the German higher education and research landscape, strengthened their existing contacts, and agreed on concrete projects. The visit marked the occasion of the second round of Scientific and Technological Cooperation (WTZ) meetings between Colombia and Germany, which took place in April at the Federal Ministry of Education and Research (BMBF). The new director of Colombia's research funding organisation Colciencias, Dr. Janeth Giha, and DAAD Vice President Prof. Dr. Joybrato Mukherjee took

the opportunity to shed light on various aspects of the bilateral cooperation.

Continued support for marine research

Certainly one prestigious collaboration in marine research is the German-Colombian Center of Excellence in Marine Sciences (CEMarin) located on Colombia's Caribbean coast. The DAAD has supported the Center of Excellence since 2009 with funds from the Federal Foreign Office's (AA) Foreign Academic Initiative; the second phase of funding began in 2015. During his trip to Colombia in February, Federal Foreign Minister Frank-Walter Steinmeier made a stop in Santa Marta for a closer look at CEMarin and its accomplishments.

The project consortium consists of six Colombian universities, Justus Liebig University Giessen, the Colombian Ocean Commission and the marine and coastal research institute INVEMAR. Also involved on the German side are the internationally renowned Leibniz Center for Tropical Marine Ecology (ZMT) in Bremen along with marine researchers at the University of Oldenburg. CEMarin obtained institutional status in May 2015.

Closer collaboration with Peru

The DAAD intensified its collaboration with Peru in 2015. Peruvian President Ollanta Humala met with German Federal President

Colombian university rectors on a visit to the DAAD's Berlin office



Partner sought, partner found

German-Brazilian research projects

The funding programme NoPa stands for “Novas Parcerias” – “German-Brazilian Partnerships in Sustainable Development”. The programme provides funding to German-Brazilian research projects seeking solutions to the challenges facing Brazil today – issues such as the protection and sustainable use of the country’s rainforests, expanding the use of renewable energies and promoting energy efficiency. As part of the NoPa programme, the DAAD has cooperated with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and with Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), the funding agency within Brazil’s Ministry of Education. In 2015, funding was awarded for research in the field of sustainability for the third time.

Prior to each new NoPa funding round, German and Brazilian researchers, policymakers and industry representatives are invited to take part in a matchmaking event, this time held in

Brasilia in March 2015. “These events bring together partners for research projects,” explains Ilona Daun, who, as senior desk officer within the DAAD’s section Institution Building in Higher Education, is responsible for the programme. “Moreover they can use these meetings to begin work on their joint applications.”

Supporting the application process

Representatives from the DAAD, GIZ and CAPES also attend the matchmaking events. In workshops and lectures they introduce the programme, provide information on the application process and answer questions. “This year for the first time there was a seminar on designing effective and practice-oriented projects,” says Anja Munzig who represented the DAAD team responsible for NoPa at the event and supported German participants in the application process. Special excursions – including a visit to the National Institute of Meteorology and the waste processing station ETE Paranoá – also provided participants with valuable networking opportunities and the chance to engage with experts on practice-relevant topics.



**Mariella Uzeda and Vanessa
Rodrigues Osuna in a
matchmaking session**

To receive funding through NoPa, German and Brazilian researchers must each submit an application to their respective funding organisations – DAAD or CAPES – and work together on their proposed project. They are not, however, required to take part in the matchmaking events before applying. “Still, there is always a lot of interest in these events,” reports Anja Munzig. “In March, there were 130 participants from Germany and Brazil.”

Fresh ideas and energy

Following the March event, a total of 36 applications were submitted; five were accepted. But for the participants, securing financing is only one aspect of the event: “It’s not just about the funding, which only a few will be able to receive,” emphasises Ilona Daun. “Another important element is the dynamic that these events generate, and that carries over beyond the event itself; it’s about meeting new people, building networks and developing ideas together.”

► nopa-brasil.net

Joachim Gauck to send off the first nine scholarship holders in the country-related cooperation programme with Peru ALEPRONA (see box insert p. 69). The establishment of a DAAD Information Centre in Lima in August 2015

also underscored the significance of academic collaboration between Germany and Peru.

Along with regular DAAD scholarship funding, jointly financed programmes such as ALEPRONA

**With its information centre
in Lima, the DAAD has
maintained a presence in
Peru since August 2015.**

Profound interest in academic exchange: Cuban delegation of high-ranking science policy experts and university representatives on their visit to the DAAD in Bonn in November 2015

Dialogue resumed

Germany and Cuba

After years of diplomatic standstill due to political tensions, Germany revived bilateral relations with Cuba in 2015. In July, DAAD President Prof. Margret Wintermantel travelled to Cuba as part of a delegation led by German Foreign Minister Frank-Walter Steinmeier and helped lay the foundation for new collaboration in science and research. “Even when relations between the two countries were most strained, we always managed to maintain some form of contact,” said Wintermantel. “But now we can once again initiate talks at the institutional level and work to expand our contacts and relationships; this is a very positive development.” The stage has been set for a new start. Dr. Ulrike Dorfmueller, DAAD Lektor at the University of Havana, sees the need for academic exchange and a high degree of engagement to solidify the newly revitalised contacts and relationships. According to Dorfmueller, the DAAD has been building bridges over the years despite the political roadblocks and is now very well positioned in Cuba. “Moreover, many Cubans are Germany alumni and carry with them very positive memories of their years in Germany,” she says.



There is tremendous interest in collaborative projects between German and Cuban universities. During her visit to Cuba's Ministry of Higher Education in Havana, DAAD President Wintermantel personally extended an invitation to Minister of Higher Education Dr. Rodolfo Alarcón Ortiz to lead his own delegation on a visit to Germany. In fact, by November 2015, a Cuban delegation of high-ranking science policy experts and university representatives visited Germany.

Establishing effective structures

During their tour of Germany's higher education and research landscape, the delegation showed particular interest in opportunities for binational doctoral studies. Other important goals of the Cuban delegation include establishing joint projects for research and development, especially in engineering and natural sciences, and increased collaboration with German counterparts in the field of university management.

“Despite the political restrictions in the area of individual scholarships in place since 2003, the DAAD's cooperation and institution building programmes

provided German higher education institutions with a number of different opportunities to further develop collaborative relationships with Cuban partners,” says Christine Arndt, who is the Latin America expert in the section Coordination of Regional Expertise. “Fortunately we no longer need to hide the fact that the DAAD, as a funding institution, is what made this possible.” According to Lektor Ulrike Dorfmueller, Cubans are very intent on establishing effective structures at their universities which will allow them to steer the course of today's changes for the good of the country. “Thanks to its own experience with transformation processes in the 1990's, Germany can serve as an experienced partner for Cuba,” says Dorfmueller.

Longstanding personal contacts support closer ties between the two countries. Dr. José Luis García Cuevas, who led the Cuban delegation on its trip to Germany in November, is an advisor to Cuba's Minister of Higher Education and Germany alumnus. As a DAAD Lektor in Havana, Christine Arndt worked closely with Cuevas before the diplomatic “freeze” in 2003. “Now we can join forces again and get back to work,” says Arndt.



play a very important role in the DAAD's cooperation with Latin America. Governmental qualification initiatives go hand in hand with Latin American universities' increased focus on internationalisation. As a result, these universities are becoming more attractive as collaboration partners for German universities. Mexico's National Council on Science and Technology (CONACYT) has maintained a very successful postgraduate scholarship programme with the DAAD since 1999. Demand for the programme has been growing continuously, with Germany now in third place behind the United States and Canada for number of CONACYT scholarships awarded.

The "Science without Borders" (CsF) scholarship programme initiated by the Brazilian government in 2011 also got off to a fast start. In September 2015, the DAAD organised a networking seminar in Bonn for 120 CsF doctoral candidates, which reflected the programme's high aspirations. However, due to the current government crisis in Brazil, the future of this programme, which the DAAD coordinates for Germany, remains uncertain.

Multifaceted engagement

Critical to the success of the DAAD's work in Latin America is its network of regional offices, information centres, long-term lectureships and Lektorships, whose work in 2015 was diverse and wide-ranging. Once again the postgraduate fair EuroPosgrados was organised in Mexico

OFFICIAL SEND-OFF FOR PERUVIAN SCHOLARSHIP HOLDERS



At a festive ceremony held at the end of March in Peru's Government Palace in Lima, nine Peruvian scholarship holders were officially sent off by German Federal President Joachim Gauck

and Peruvian President Ollanta Humala. Each scholarship holder will be studying in Germany thanks to a scholarship programme jointly financed by the DAAD and Peru's Ministry of Education. The first call for applications for the co-financed ALEPRONA programme was issued in 2014. The programme makes it possible for up to 100 scholarship holders per year to begin Master's or PhD programmes at German universities. Scholarship holders are subjected to a rigorous selection process, which ensures the academic excellence of the ALEPRONA programme. Peru's top students are interested in Germany for its practice-oriented training, the option of studying in English as well as German, and the extensive scholarship benefits, including additional allowances for accompanying partners or children.

and Colombia together with European partners. The second Andean conference for German teachers was attended by 290 participants from over 17 countries. Successors were appointed to fill the DAAD-funded special chairs for German and European Studies at the Colegio de México and the Universidade de São Paulo. With seminars, event series and publications, they make a clear contribution to bilateral academic dialogue.



Middle East, North Africa

Syrian scholarship holders together with Federal Foreign Minister Frank-Walter Steinmeier (centre), DAAD President Prof. Margret Wintermantel (right, next to Steinmeier) and NRW Minister for Innovation, Science and Research Svenja Schulze (6th from left).

A lasting solution to the military conflicts in Syria, Afghanistan and Iraq will require engagement and constructive support on the part of Iran – clearly a key player to Middle Eastern geopolitics. All the more important that the DAAD, as a mediator of Germany's foreign cultural and educational policy, has helped to keep the doors open to Iran on the level of higher education and civil society, even in the years of "chilly" diplomatic relations between the two countries.

Iran's careful opening under its new president Hassan Rouhani, combined with the successful conclusion of the 5+1 negotiations on the Iranian nuclear programme, has created new opportunities for collaboration which the DAAD is actively pursuing. After initial steps in 2014 – including the re-opening of the Information Centre in Tehran, a visit to Iran by a delegation of German university rectors, and the establishment of a joint steering committee



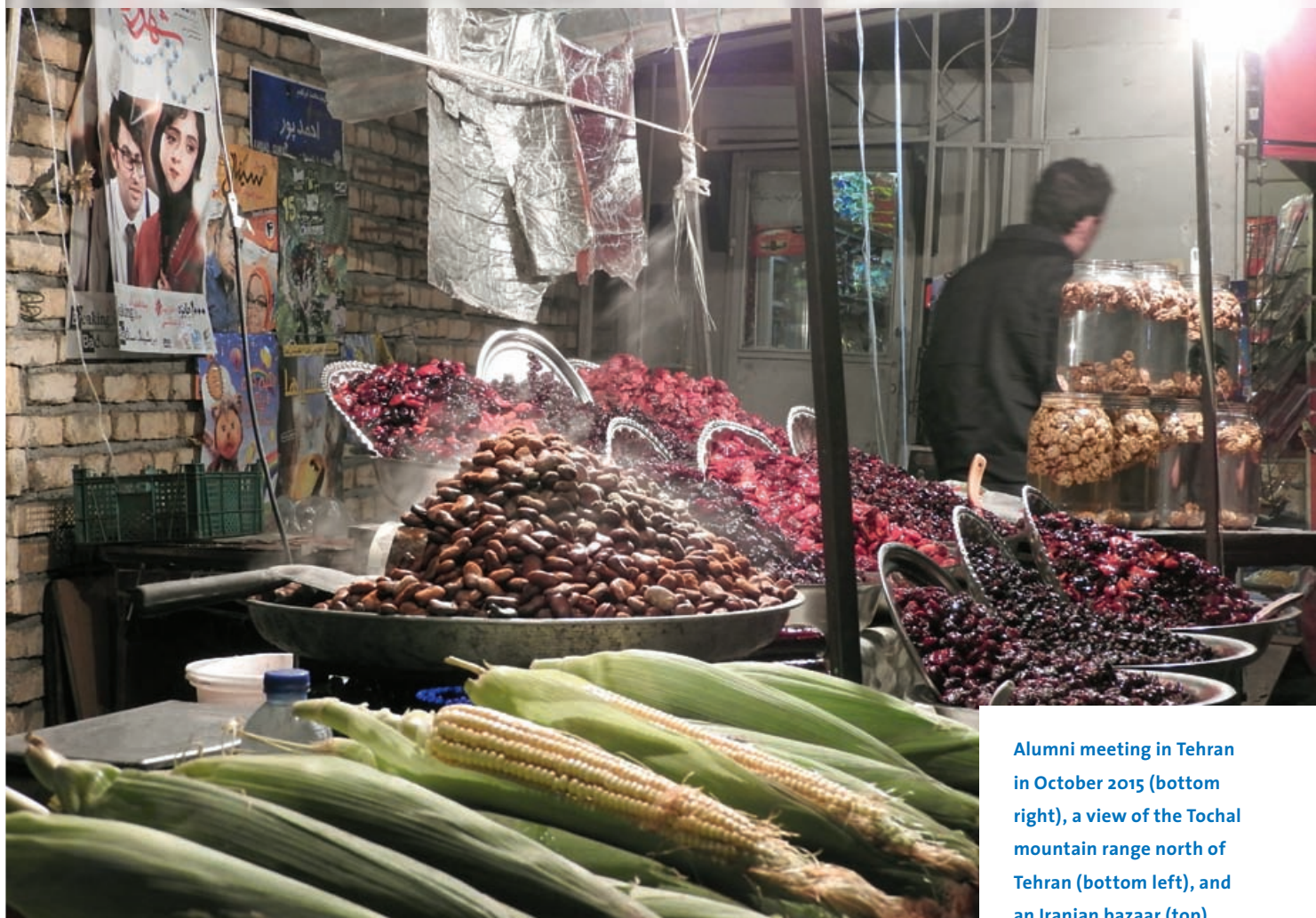
between the DAAD and Iran's Ministry of Science, Research and Technology – a highlight in 2015 was the large alumni meeting at the University of Tehran in October (see p. 75).

Leadership for Syria

Syria, now all but destroyed by civil war, had once been an important partner for German universities. Even after the outbreak of hostilities, the DAAD has remained committed to Syria and continued its funding

GREAT HOPE IN AFGHAN GEOSCIENTISTS

Although significant mineral deposits could help ensure Afghanistan's development into the future, the country still lacks the skilled professionals to exploit this resource. To overcome this obstacle, the DAAD has joined forces with the GIZ to develop the "Academic Mining Education in Afghanistan" project, which will provide German support in establishing mining expertise at Afghan universities and institutions. The programme was kicked off in spring 2015 as 15 Afghan university lecturers and Ministry of Mines and Petroleum staff began work on their Master of Geosciences degree at TU Bergakademie Freiberg. In addition, 16 Afghan undergraduates in Geosciences completed a three-month study stay. All are tasked with sharing and implementing their newly-acquired knowledge at their respective universities and organisations. At a ceremony in Kabul, Afghanistan's Deputy Minister of Higher Education Mohammed Osman Babury addressed the funding recipients: "We are counting on you. You will be the driving force for all of us to work under great pressure for the good of the country. I believe in the future and I believe in you."



Alumni meeting in Tehran in October 2015 (bottom right), a view of the Tochal mountain range north of Tehran (bottom left), and an Iranian bazaar (top)



programmes. Today, the DAAD's additional scholarship programmes for Syrian university students, which are unique around the world, have given 271 Syrians the opportunity to continue their academic training in Germany. This includes a mandatory programme in which the scholarship holders explore central questions related to social order and good governance. The hope is that these young people will one day contribute to rebuilding their country.

As part of the "Leadership for Syria" programme, 200 of these scholarships are financed by the Federal Foreign Office (AA) and 21 by the federal state of North Rhine-Westphalia; 50 additional scholarships are funded by the federal state of Baden-Württemberg in its own programme administered by the DAAD. Federal Foreign Minister Steinmeier greeted all scholarship holders together with both state ministers in October 2015 in the "Welsaal" at the Federal Foreign Office in Berlin. ➤

DAAD-funded additional scholarship programmes have made it possible for 271 Syrian scholarship holders to continue their academic training in Germany.



Strong bond

Fifty years of German-Israeli relations

In 2015, the DAAD-funded Centres for German and European Studies in Haifa and Jerusalem – both established in 2007 – commemorated 50 years of diplomatic relations between Germany and Israel, and sent a strong signal for many more years of fruitful collaboration between the two countries. The two centres in Israel are among the Centres for German and European Studies established around the world with DAAD funding, which not only help solidify bilateral relations in science and research, but also

provide the academic community and general public with current information on Germany. At a joint conference in March 2015 held at Hebrew University of Jerusalem's Center for German Studies (CGS), high-ranking representatives from science, research, politics and journalism from both countries came together to consider the topic "Evaluating the Present, Envisioning the Future". The opening lecture was delivered by Dr. Josef Joffe, publisher-editor of the German weekly *Die Zeit*.

"With their internationally renowned conference participants and chosen topic for the conference, the centres reached out

not only to academia but also to representatives in politics and journalism," says Ulrich Grothus, Deputy Secretary General of the DAAD. Conference guests learned, for example, about the decades-long exchange between Israel and Germany in the area of law and the influence this has had on the laws and legal practice in both countries. Former Israeli ambassador to Germany Shimon Stein took part in a panel that explored diplomatic relations over the last 50 years.

A matter of the heart

This was followed by debates about economic exchange, collaboration in the peace effort, reciprocal influences in the arts,



“Evaluating the Present, Envisioning the Future” was the title of the conference hosted jointly by the Centers for German and European Studies in Haifa and Jerusalem, and held at Hebrew University of Jerusalem. Opening addresses were given by DAAD Deputy Secretary General Ulrich Grothus (top right) and Deputy Head of the German Embassy Monika Iwersen (bottom left). The opening lecture was delivered by Dr. Josef Joffe, publisher-editor of the German weekly *Die Zeit* (bottom right).

and the perceptions of each country in the other country's media; the participants included correspondents from *Die Welt*, *Neue Zürcher Zeitung* and the editor-in-chief of the Israel Broadcasting Authority. Grothus was struck by both countries' pursuit of knowledge and common interest in “big-picture” issues. “Over the course of the conference it became clear that the relationship between Germany and Israel is still a priority among political, academic and journalistic elites in both countries – and a matter of the heart,” says Grothus. “Both sides are doing a lot to reach out to the general public and make it a matter of general public interest.”

The joint conference between CGS Jerusalem and the Haifa Center for German & European Studies (HCGES) marked the highlight of their collaborative work thus far. The fact that two Centres for German and European Studies could be established in Israel at once shows the great interest in the exchange relationships with Germany. “Both centres have established a Master's in German Studies and each has a DAAD Lektorship for teaching German language and culture. Young researchers from both centres meet regularly for workshops, and there are study trips to Germany,” explains Christian Strowa, who is responsible for the Centers

for German and European Studies in the section Project Funding for German Language, Alumni Projects, Research Mobility (PPP) of the DAAD.

“The relationship between Germany and Israel is still a priority among political, academic and journalistic elites in both countries.”

“With a large number of events open to the public, the centres reach a broad audience far beyond just the academic community.”

GERMAN-JORDANIAN UNIVERSITY TEN YEARS ON

The German-Jordanian University (GJU) can look back on an important year in its history. Before hosting Germany's Federal President Joachim Gauck in December, the GJU celebrated its ten-year anniversary in May 2015 together with distinguished guests such as Jordan's Prime Minister Abdullah Ensour, Federal Minister of Education and Research Johanna Wanka, and DAAD President Prof. Dr. Margret Wintermantel.

With support from the "Transnational education" programme of the DAAD, the GJU is among the best universities in Jordan today. GJU's anniversary motto – "The best of both worlds" – has been key to the university's work ever since its foundation. The GJU is based on the model of Germany's universities of applied sciences, with a curriculum oriented towards the economic and social needs of the region. Today, the GJU provides some 4,000 enrolled students a high-quality

university-level education "made in Germany" with a strong emphasis on practical training.



a post-war order and contributes significantly to the rebuilding of institutions of higher education.

Because demand for vocational education and training in the region of the Middle East is very high, the importance of German transnational education projects, which have established an excellent reputation in their countries and in the region as a whole, continues to grow. The German-Jordanian University (GJU) in Amman, in particular, is considered a model example even outside the Arab world in countries such as Iran and Afghanistan, mainly because it caters to the specific needs of the local, regional and international labour market (see box insert).

More scholarship programmes

Scholarship programmes that provide opportunities for academic training in Germany are gaining significance in the Middle East and are increasingly financed by home governments such as Pakistan, Saudi Arabia, Iraq and Egypt. The support provided by the DAAD takes into consideration the often difficult conditions in the partner countries and offers the universities flexible forms of collaboration, such as locating activities in a neighbouring country. The year 2015 saw the continuation of the successful German-Arab Transformation Partnership projects, which are now offered in Jordan and Morocco in addition to Egypt and Tunisia. The DAAD also supports academic programmes in Libya and Yemen. This makes it possible to maintain relationships and make new contacts, which serves an important function in

Transnational education project with high international visibility: the German-Jordanian University in Amman is considered a model example even outside the Arab world in countries such as Iran and Afghanistan.

Rebuilding higher education in Afghanistan

Afghanistan has been a focus country for the DAAD since 2002. Today, even after the International Security Assistance Force (ISAF) completed its mandate and moved on, the DAAD remains committed to the process of systematic academic rebuilding. While economics, business sciences and information technology have retained the main emphasis, a new German-Afghan mining education project was launched in 2015, further extending the DAAD's spectrum of cooperation (see box insert p. 70). Programmes are also in place for cooperation with Iraq and Pakistan.





Iran – Joining forces on sustainable development

October 2015 saw the first major alumni meeting in Iran. In attendance were not only 180 alumni, but also Federal Foreign Minister Frank-Walter Steinmeier, who opened the event together with DAAD President Prof. Dr. Margret Wintermantel and joined in a panel discussion.

The traditionally strong relationship between Germany and Iran in the area of higher education took a significant step forward with the arrival of Iran's new president Hassan Rouhani; this may be the only way to explain why the DAAD was invited to organise a public podium discussion at the country's leading university in Tehran – featuring German and Iranian researchers and a German federal minister. DAAD President Wintermantel emphasised the DAAD's desire to "help intensify dialogue and exchange in the future."

Sustainable development in all its varieties was the focus of the panel discussion and subsequent forums. From Germany's energy transition ("Energiewende") and Iran's possible policy shift towards renewable energies, to a viable water policy for semi-arid Iran, to sustainable urban planning: Iranian participants in the event showed great interest in understanding and discussing the German / European experience as a way to find their own solutions to global challenges.

In his address, Federal Foreign Minister Steinmeier stressed the tremendous importance of cultural, academic and social contact between the two countries and the critical role of DAAD alumni in maintaining these relationships. "A mountain



never meets a mountain, but a man meets a man," said Steinmeier, quoting a Persian proverb.

People coming together

Indeed, the alumni meeting was not just about researchers sharing ideas; it was, perhaps even more, about people coming together. Particularly impressive was the tremendous curiosity of the young, mostly secularly-oriented alumni and students who hope their country will continue to open up, witness further domestic reforms and improve conditions for work and research. DAAD Secretary General Dr. Dorothea Rüland, who spent the alumni event in intensive discussions with Iranian alumni and researchers, summed it up as follows: "I see a lot of potential for academic exchange with Iran and very much hope that the recent opening-up of the country will be sustained over the long term."



At the first major alumni meeting in Iran, an auditorium full of former DAAD scholarship holders focuses on the event's opening session in Tehran (top); Federal Foreign Minister Frank-Walter Steinmeier (left, 3rd from left) and DAAD Secretary General Dr. Dorothea Rüland (1st from left) listen to DAAD President Prof. Margret Wintermantel (right) as she greets the many guests.

Sub-Saharan Africa

In 2015, the DAAD focused its activities in the Sub-Saharan Africa region, in particular on training for specialists and management professionals, in-country capacity building and the establishment of sustainable institutional infrastructure. These emphases are aligned with the DAAD's Africa Strategy guideline, published at the end of 2014.

New centres of excellence for Kenya

In the area of project funding, well-established and successful programmes were further expanded and developed. As an example, the "Centres of African Excellence" programme initiated a call for the establishment of a Kenyan-German Centre of Excellence for "Applied Resource Management". The goal of the new centre is to prepare Kenya and neighbouring countries for future challenges over the next ten years – both in terms of specialist know-how and strategy. This includes, for example, the extraction and utilisation of

recently discovered natural resources. The "Centres of African Excellence" programme is tailored to the special needs of African universities and – by strengthening university teaching and research capacities – contributes to improved education and training for future leaders.

Also opened and inaugurated in 2015 was the East and South African-German Centre for Educational Research at Moi University in Kenya, established jointly by the University of Oldenburg and Nelson Mandela Metropolitan University (South Africa). The first Master's and PhD scholarship holders have already been selected. Faculty also received training to improve their ability to advise students and secure funding.

Promotional films produced in 2015 (see www.african-excellence.de) feature the DAAD-funded centres of excellence, the benefits of training at the centres, and how African and German researchers use the centres for their collaborative projects.

Multifaceted university partnerships

The "Welcome to Africa" and "ICT Measures for Africa" programmes were successfully concluded with a closing event, featuring also the presentation of recommendations for continued action. The programmes have helped create a robust network of German and African universities for future partnerships.

Presentation of scholarship certificates and inauguration of the new East and South African-German Centre for Educational Research at Moi University in Eldoret, Kenya





Filmed at various locations, several promotional videos feature the DAAD-funded Centres of African Excellence, the benefits of training at the centres, and how African and German researchers use the centres for their collaborative projects.

The call for proposals issued at the end of 2015 “Partnerships for sustainable solutions with Sub-Saharan Africa: measures for research and integrated postgraduate education and training”, financed by the Federal Ministry of Education and Research (BMBF), aims to establish structured postgraduate training as well as strengthen teaching and research staff at partner universities. For the first time, the DAAD has taken on project management together

with the international office commissioned by the BMBF.

Africa was also a focus of German foreign affairs in 2015. DAAD President Prof. Dr. Margret Wintermantel was twice invited by the Federal Foreign Office (AA) to serve as a member of the Foreign Minister’s delegation, taking part in trips to Mozambique, Zambia, Uganda, Tanzania and the Democratic Republic of Congo. ➤

Focus on East Africa: the DAAD president accompanied Germany’s foreign minister to East Africa twice in 2015.

For peace and security

Degree programme celebrates first graduates

In February 2015, the first twelve graduates of the four-semester “Global Studies: Peace and Security in Africa” Master’s degree programme gathered in Addis Ababa to celebrate completion of the unique interdisciplinary course. “All graduates are very proud of what they have achieved,” says Dr. Stephan Geifes, who heads the DAAD’s division Transnational Education and Cooperation Programmes. “Now they are highly motivated to apply what they have learned and make a positive contribution to society.”

Between Leipzig and Addis Ababa

And this is precisely what they were trained for – to take on responsibility in their home countries within government, in the educational system or in supranational organisations. The Global and European Studies Institute at the University of

Leipzig and the Institute for Peace and Security Studies at Addis Ababa University jointly offer the degree programme with funding from the DAAD. Instructors from both partner institutions provide various perspectives on topics such

are trained at a high academic level so that they can assume responsibility and an active role in their home countries – in higher education, for example – upon completing the programme. In addition, curricula are taught according to German

The Master’s programme provides contact to experienced professionals.

as globalisation or peace and security, with one semester taught in Leipzig and the remainder in Addis Ababa.

standards by both German instructors and by the foreign partners, so that they can later offer the courses on their own.

As the site of the African Union headquarters, Addis Ababa offers programme participants the chance to come in contact with experienced professionals – such as members of the Peace and Security Council or Panel of the Wise – already during the course of their studies. “I learned how these institutions work and what measures they employ to help ensure peace and security on the African continent,” says graduate Bethlehem Taye, who is now Director for Research and Publications at the International Leadership Institute in Addis Ababa.

Participants in the programme, all of whom already have professional experience, pay tuition for the programme, which may be covered by their employer. “This shows the market-driven nature of the programme and its strong appeal,” says Stephan Geifes. The Master’s programme offers more than just a tailored response to local training needs. With students from eleven different countries, it is also a forum for intercultural exchange – a fact highlighted by the mayors of Leipzig and Addis Ababa during their keynote addresses at the graduation ceremony.

The first graduates in “Global Studies: Peace and Security in Africa” proudly celebrate their successful completion of the Master’s programme.





UNBUREAUCRATIC HELP

In early April 2015, the Somali terrorist group Al-Shabaab carried out an attack on Garissa University College in Kenya. Over 140 students were killed and many more suffered injuries and trauma. To help survivors quickly resume their studies, the DAAD provided 300 students with scholarships beginning in May. "Our priority was to enable assistance quickly and free of bureaucratic burdens," says Cay Etzold, who heads the Africa section within the DAAD's Scholarships department. The DAAD has made up to 550,000 euros available from its regular scholarship fund, with initial support planned until April 2016. Garissa University College was temporarily closed following the attacks, with some 600 students meanwhile enrolled at Moi University in Eldoret.

Dialogue on the DAAD's Africa Strategy

Representatives from 24 African countries, including six ambassadors, DAAD staff and research advisors for several members of the German Bundestag, convened in September at the Berlin-Brandenburg Academy of Sciences to discuss the DAAD's Africa Strategy. Hosted by Ulrich Grothus, Deputy Secretary General of the DAAD, the event succeeded in providing a platform for dialogue on funding for the region. In the area of individual funding, the sur-place and in-country/in-region programmes



for Africa introduced new quality standards in 2015 for the process of selecting universities. Together with its long-time partner, the Inter-University Council for East Africa (IUCEA), and university representatives from Ethiopia, Kenya, Tanzania and Uganda, the DAAD selected 20 institutions to receive sur-place and in-country/in-region scholarships for Master's and PhD courses over the next three years. A corresponding course selection is planned for western and southern Africa.

Ethiopia saw the launch of a new partnership programme. In autumn 2015, the first 22 Ethiopian doctoral candidates began their studies in Germany. For the first time, scholarship holders will travel up to three times to Germany for six-month stays at German universities. Their PhD certificates are then awarded in their home country. Additional partnership programmes – with Rwanda, for example – are being finalised.



Motivation for successful studies: Dr. Helmut Blumbach, director of the DAAD Regional Office in Nairobi, presents a student with his scholarship certificate

Small group, intensive exchange: "Embassies in Dialogue" in Berlin

Asia, Pacific

The DAAD continues to expand its relationship with India – not least with the new “Indo-German-Partnerships in Higher Education” programme.

Good things come to those who wait – in October 2015, the DAAD signed an agreement with the University Grants Commission of India for the new university partnership programme “Indo-German-Partnerships in Higher Education”. The agreement, which was finalised during the third Indo-German intergovernmental consultations, concluded several years of intensive talks. The programme’s primary aim is to intensify cooperation between universities in both countries through the exchange of students and faculty. The joint financing of the programme opens

a new chapter in German-Indian academic relations.

In 2015, the “Strategic Partnerships and Thematic Networks” programme entered its second application period, selecting a total of 28 projects for future funding. Asian universities are once again well represented among the project partners. China leads the way again with 14 partner universities. Partnerships with Australian (6) and Japanese (5) universities also increased as compared to the first application period. >

Serving justice

Excellence centre works on reform

The German-Southeast Asian Center of Excellence for Public Policy and Good Governance (CPG), located at Thammasat University in Bangkok, focuses its efforts on promoting democracy, the rule of law and human rights – all of which remain critical issues in Thailand following the 2014 military coup. The CPG has been supported by the DAAD since 2009 with funding from the Federal Foreign Office (AA); its

German partners include the universities in Frankfurt / Main, Münster and Passau.

Support with everyday legal issues

CPG’s work focuses on research and teaching, legal advice, governmental consulting and practitioner training. CPG is actively involved in everyday legal matters in Thailand – in ministries, courts or police departments, making recommendations for legal reform and offering training seminars. “With our diverse and well-coordinated programme,

we actively participate in political reform discussions, legal reforms and training for young legal professionals,” says Henning Glaser, CPG Director, who has also been a member of the Faculty of Law at Thammasat University for the last seven years. “In this way we make a contribution to raising awareness for standards in the area of rule of law and human rights, as well as for Germany’s development cooperation work on behalf of Thailand’s economy and its political and legal system.” In 2015, the CPG organised a total of 38 public events, inviting



more than 140 scholars and practitioners from 21 countries as guest speakers.

Due to the CPG's numerous activities and successful networking, the CPG is now active throughout the Asian region. Its activities include conducting training seminars on human rights standards for the Office of the Supreme People's Prosecutor in Laos, or taking part in discussions on constitutional law in Indonesia. The CPG has also made a name for itself among international organisations and Western diplomats in the region. And with numerous



events hosted by its German partner universities, the CPG also stimulates legal discussions and debate in Germany.

A common tradition

By the early 20th century, Thailand had largely adopted German law, with the first Thai students traveling to Germany to study law in the thirties. A few decades later, Dr. Warawit Kanithasen also made his way to Germany to study law, receiving his PhD in International Law in Bonn in 1975. Since 2010, Kanithasen has served as Senior Research Fellow for CPG in



Bangkok, because he feels the organisation is an important stabilising factor for public law in the region. "Since the founding of the CPG six years ago, interest in justice as a field of academic study has increased significantly," says Kanithasen. "As a result, the excellence centre has become a special kind of academic institution in Southeast Asia."

With its numerous activities and successful networking, the German-Southeast Asian Center of Excellence for Public Policy and Good Governance (CPG) is present today throughout the Asian region. Headquartered at Thammasat University in Bangkok, the CPG is led by Henning Glaser (bottom row, centre).

With its SHARE project, the DAAD supports the harmonisation of Asia's higher education landscape.

Record-breaking number of applications

In early 2015, an agreement with Universities Australia (UA) expanded the "Universities Australia-DAAD Joint Research Cooperation Scheme" (PPP) to include all 39 UA member

The German language helps to establish ties in South East Asia.

universities. This led to a record 380 applications submitted to the DAAD, of which 101 project proposals were approved (see box insert p. 84).

In Southeast Asia the DAAD is working more and more across national borders, as evidenced not only by the in-country/in-region scholarships, but also by the newly funded project

"European Union Support for Higher Education in the ASEAN Region" (SHARE). Throughout the region, the Bologna Process – and the progress towards a single European Higher Education Area – is regarded as a success story. As a result, ASEAN countries have expressed growing interest in harmonising their own higher education landscape. The DAAD is part of a European consortium that is supporting ASEAN countries in this process through the SHARE project.

Strengthening networks across Asia's higher education landscape was also the focus of a major DAAD event in the region. In March 2015, some 350 guests attended an alumni meeting entitled "Getting ready. The Importance of the Indonesian University Landscape for ASEAN" to celebrate the 25th anniversary of the DAAD Regional Office in Jakarta. In attendance were former Indonesian President

EAST ASIAN CENTER CONFERENCE



In October 2015, over 20 researchers from three DAAD-funded Centers for German and European Studies from China, Korea and Japan met for the first time to explore the topics of nation, National Socialism and national memory. Hosted by Peking University, the interdisciplinary conference brought together

researchers from nine different fields. Also on hand were experts from Germany, who took advantage of the opportunity to strengthen relationships with their East-Asian colleagues. Due to the very positive feedback, a second conference is already planned for Japan in 2017.



B. J. Habibie and Director of the Southeast Asian Ministers of Education Organization (SEAMEO) Gatot Priowirjanto – both DAAD alumni who received their doctoral degrees in Aachen.

The German language also helps to establish ties within the region. Since its founding just a few years ago, a very active German teachers' association in Vietnam has assumed a leading role in Southeast Asia. In October 2015, it hosted



German Federal President Joachim Gauck in conversation with representatives of Korea's ADeKO. Some 800 participants came to Seoul for ADeKO's largest conference to date, which was also attended by Nobel Prize winner Prof. Christiane Nüsslein-Volhard.

a symposium in Hanoi on the topic of German as a foreign language, which was attended by association representatives from India, Indonesia, Malaysia and Thailand. The event made very clear the value of professional dialogue and exchange in the region and the importance of platforms that facilitate this exchange.

Constant contact with industry

Vietnam's leading universities, including Hanoi University of Science and Technology, which is the site of the DAAD Regional Office in Hanoi, are focusing more and more on application-oriented research and maintaining close ties to industry. The Vietnamese-German University (VGU), which has already established numerous partnerships with private-sector companies, serves as a model in this regard. Two highly respected international conferences hosted by the VGU and attended by well over 150 participants – "Global Conference on Sustainable Manufacturing" and "The Future of Ho Chi Minh City Metropolitan Area" – demonstrate the tremendous importance of maintaining this constant dialogue with industry.

More than 800 guests gathered in Seoul in October 2015 for the largest conference to date hosted by the Korean alumni network ADeKO, which focused on the topic of "Science and Innovation". Among the participants were German Federal President Joachim Gauck and winner of the Nobel Prize in Medicine Prof. Dr. Christiane Nüsslein-Volhard. The growing



number of applications from South Korea for one-year scholarships strongly suggests that the intensified cooperation with South Korea is bearing fruit; in 2015, the number of applicants increased by 100 percent. Also in October, some 70 alumni convened in North Korea.

Projects in China also received high-level attention. German Chancellor Angela Merkel joined Chinese Premier Li Keqiang on a visit to Hefei University, where the DAAD currently supports two programmes offered by German universities. Li Keqiang announced the Chinese government's plans to make Hefei University a model example of educational partnership between China and Germany. «

GREATER FOCUS ON AUSTRALIA

The DAAD expanded its collaboration with Australia's universities in 2015. Based on the Memorandum of Understanding signed at the end of 2014 between the DAAD and the Australian higher education association "Universities of Australia" (UA), the call for applications in the "Project-related exchange Programme" (PPP) was issued to all 39 UA member universities in 2015. The tremendous demand for this programme was reflected in some 400 applications. Starting in January 2016, the DAAD will be funding 101 German-Australian research projects with up to one million euros per year.

IV.

Facts and figures

Overview of DAAD funding

Table 5 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas

Western, Central and South-Eastern Europe

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Albania	Austria	Belgium	Bosnia and Herzegovina	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Greece	Hungary	Iceland	Ireland
I. Individual funding – Total		G 20	81	76	21	26	64	43	73	54	20	51	374	33	55	16	45
		F 63	14	15	69	119	42	7	155	10	34	56	207	162	177	6	27
1. By status																	
Undergraduate students	G	16	4	24	16	15			10	4	9	10	76	6	1	1	15
	F	32	1	4	38	72	18	5	98	7	20	53	126	61	90	1	21
Students already holding a first degree (graduates)	G		47	34		2	5	21	22	38	3	22	156	8	22	8	13
	F	29	11	8	28	40	22	2	47	2	10	2	66	90	63	5	2
of these, PhD students	G		32	18			5	21	20	12	3	19	58	8	20	7	6
	F	5	6	3	6	11	8		16	1	3	2	39	26	32	2	2
Academics und university lecturers (incl. postdocs)	G	4	30	18	5	9	59	22	41	12	8	19	142	19	32	7	17
	F	2	2	3	3	7	2		10	1	4	1	15	11	24		4
2. By duration of funding																	
< 1 month	G	16	52	25	12	12	58	40	39	11	11	29	93	13	26	12	9
	F	22		2	18	47	11	1	87	7	14	50	34	29	67	1	14
1–6 months	G		15	29	5	7			4	8	2	8	80	6	2	2	14
	F	2	4	6	16	5	11	4	19		4	1	128	16	38		6
> 6 months (long-term funding)	G	4	14	22	4	7	6	3	30	35	7	14	201	14	27	2	22
	F	39	10	7	35	67	20	2	49	3	16	5	45	117	72	5	7
II. Project funding – Total		G 38	197	177	28	92	163	15	399	47	61	170	454	445	389	7	103
		F 107	80	94	177	358	171	8	550	19	74	14	304	371	503	39	27
1. By status																	
Undergraduate students	G	18	110	85	1	7	47	3	174	18	24	70	195	163	185		82
	F	30	15	4	65	75	9		102	1	13	3	102	93	165	37	12
Students already holding a first degree (graduates)	G	10	79	69	9	24	71	1	110	29	19	64	157	163	83	7	17
	F	36	33	43	60	105	76	5	163	13	28	10	139	111	177	1	10
of these, PhD students	G	2	38	23	5	22	25	1	79	14	8	43	119	81	36	3	2
	F	22	12	20	26	45	32	4	100	4	15	6	48	60	72	1	5
Academics und university lecturers (incl. postdocs)	G	10	8	23	18	61	45	11	115		18	36	102	119	121		4
	F	41	32	47	52	178	86	3	285	5	33	1	63	167	161	1	5
2. By duration of funding																	
< 1 month	G	37	176	157	26	86	151	12	372	27	55	112	366	379	355	4	31
	F	93	58	82	164	254	157	6	460	16	53	7	199	299	319	39	8
1–6 months	G	1	18	16	2	5	11	3	17	17	6	23	37	30	11	3	64
	F	12	19	9	9	92	11	1	57	2	17	7	81	50	144		11
> 6 months (long-term funding)	G		3	4		1	1		10	3		35	51	36	23		8
	F	2	3	3	4	12	3	1	33	1	4		24	22	40		8
III. EU mobility funding – Total *		G 1,301	920		149	130	82	750	1,004	346	2,036	6,219	344	859	215	1,421	
		F 20	2		1	1		1	14	2	8	1	1	4	1	2	
1. By status																	
Undergraduate students	G		758	549		56	68	52	413	590	193	1,226	4,456	178	539	121	1,127
	F																
Students already holding a first degree (graduates)	G		332	286		29	30	7	206	366	101	489	1,385	78	179	53	229
	F																
of these, PhD students	G		4	2						2	1		20	1	1	1	2
	F																
Academics und university lecturers (incl. postdocs)	G		211	85		64	32	23	131	48	52	321	378	88	141	41	65
	F		20	2		1	1		1	14	2	8	1	1	4	1	2
2. By duration of funding																	
< 1 month	G		212	85		64	32	23	131	48	52	321	379	88	142	41	65
	F		20	2		1	1		1	14	2	8	1	1	4	1	2
1–6 months	G		929	748		75	93	57	554	833	280	1,502	4,426	214	645	158	1,110
	F																
> 6 months (long-term funding)	G		160	87		10	5	2	65	123	14	213	1,414	42	72	16	246
	F																
DAAD funding – Total (I + II + III)		G 58	1,579	1,173	49	267	357	140	1,222	1,105	427	2,257	7,047	822	1,303	238	1,569
		F 170	114	111	246	478	214	15	706	43	110	78	512	534	684	46	56
DAAD funding – Germans and foreigners, total			228	1,693	1,284	295	745	571	1,928	1,148	537	2,335	7,559	1,356	1,987	284	1,625

* For technical reasons, the statistical data presented here for the 2014/15 academic year consists of preliminary statistical data from the Erasmus+ European mobility funding programme for the period 1 June 2014 – 31 December 2015. Finalised data will be available in fall 2016 after programme reorganisation has been completed.

IV. FACTS AND FIGURES : DAAD FUNDING

	Italy	Kosovo	Latvia	Liechtenstein	Lithuania	Luxembourg	Macedonia	Malta	Montenegro	Netherlands	Norway	Poland	Portugal	Romania	Serbia	Slovakia	Slovenia	Spain	Sweden	Switzerland	Turkey	Vatican City	United Kingdom	Total
	229	3	19		27	1	10	6	1	97	50	125	35	55	17	12	16	158	71	152	106	1	585	2,828
	344	24	41		40		64	13	27	20	7	338	52	151	118	77	43	194	20	14	345		232	3,327
	38		8		22		6			5	7	29	3	26	8	1	9	30	5	34	33		74	545
	58	10	21		27		32	11	21	7	4	194	35	54	35	59	19	107	11	3	156		136	1,647
	125		1			1				67	25	27	11	2	3		2	63	44	96	23	1	366	1,258
	185	14	17		11		31	2	6	10	2	96	16	80	73	16	17	67	7	9	167		73	1,326
	108					1				31	18	22	7	1	2		2	37	20	21	13	1	130	643
	116	1	5		2		7			7		44	7	36	15	4	3	47	5	6	28		37	532
	66	3	10		5		4	6	1	25	18	69	21	27	6	11	5	65	22	22	50		145	1,025
	101		3		2		1			3	1	48	1	17	10	2	7	20	2	2	22		23	354
	63	1	9		22	1		2		28	26	67	18	25	5	1	9	62	21	23	18		105	964
	51	1	13		21		21	9	13	6	1	177	26	31	25	42	18	43	7	2	54		96	1,061
	44		4				5			18	10	9	6	10	6	2	2	38	11	49	39	1	90	526
	122	4	3		2		10	2	2	6	4	70	14	26	37	4	12	79	5	4	93		78	837
	122	2	6		5		5	4	1	51	14	49	11	20	6	9	5	58	39	80	49		390	1,338
	171	19	25		17		33	2	12	8	2	91	12	94	56	31	13	72	8	8	198		58	1,429
	683	5	75		70	78	36	7	2	166	115	572	136	146	116	86	41	437	119	264	357	1	599	6,896
	330	51	125		110	10	146		21	166	27	1,205	53	376	260	183	52	267	52	55	507		415	7,307
	405	1	15		43	70	13	3		65	38	200	12	35	10	7	20	233	38	147	134		320	2,991
	38	7	23		30	2	31		8	32	1	325	7	114	23	26	4	59	2	9	232		77	1,776
	224	2	49		17	6	10	4		91	39	206	77	51	66	33	6	150	54	105	100	1	245	2,448
	148	25	69		31	1	52		4	69	17	417	24	120	130	52	21	101	24	23	122		156	2,616
	72		3			2	1	2		34	27	68	56	9	28	25	5	77	21	30	27		84	1,072
	98	12	8		10	1	30		1	16	7	166	14	39	80	30	8	53	15	9	31		110	1,210
	54	2	11		10	2	13		2	10	38	166	47	60	40	46	15	54	27	12	123		34	1,457
	144	19	33		49	7	63		9	65	9	463	22	142	107	105	27	107	26	23	153		182	2,915
	563	2	74		59	77	36	2	2	88	82	477	109	133	105	84	39	269	51	182	263		297	5,340
	229	46	99		91	7	114		19	92	25	1,044	38	248	198	166	45	194	47	43	383		370	5,712
	60	3	1		11	1		5		41	20	59	11	10	10	2	1	53	32	79	37	1	203	904
	53	4	13		13	3	27		2	71	1	137	8	87	54	9	5	55	1	10	80		23	1,178
	60									37	13	36	16	3	1		1	115	36	3	57		99	652
	48	1	13		6		5			3	1	24	7	41	8	8	2	18	4	2	44		22	417
	2,462		301	9	279	114	9	175		1,545	1,471	1,357	957	222		121	182	6,897	2,610		2,589		5,464	42,540
	3			1				3		30	6	6				1		4	2		4		22	140
	1,504		169	7	151	89	1	112		998	894	687	612	82		65	103	5,262	1,598		1,901		3,843	28,404
	624		61	2	61	19	2	25		404	482	343	258	24		32	50	1,100	880		451		1,162	9,750
	7							1		4	2	2					1	6	4		2		17	80
	334		71		67	6	6	38		143	95	327	87	116		24	29	535	132		237		459	4,386
	3				1			3		30	6	6				1		4	2		4		22	140
	334		71		67	6	6	38		142	95	328	87	113		24	29	536	132		237		459	4,387
	3				1			3		30	6	6				1		4	2		4		22	140
	1,696		221	7	202	88	3	134		1,268	1,189	917	741	92		91	145	5,286	2,119		2,066		3,850	31,739
	432		9	2	10	20		3		135	187	112	129	17		6	8	1,075	359		286		1,155	6,414
	3,374	8	395	9	376	193	55	188	3	1,808	1,636	2,054	1,128	423	133	219	239	7,492	2,800	416	3,052	2	6,648	52,264
	677	75	166		151	10	210	16	48	216	40	1,549	105	527	378	261	95	465	74	69	856		669	10,774
	4,051	83	561	9	527	203	265	204	51	2,024	1,676	3,603	1,233	950	511	480	334	7,957	2,874	485	3,908	2	7,317	63,038

Table 6 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas
Eastern Europe, Central Asia and Southern Caucasus

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Armenia	Azerbaijan	Belarus	Georgia
I. Individual funding – Total	G	18	5	51	37
	F	125	147	130	148
1. By status					
Undergraduate students	G	8	1	36	21
	F	36	43	60	58
Students already holding a first degree (graduates)	G				1
	F	70	93	56	62
of these, PhD students	G				
	F	30	15	14	23
Academics und university lecturers (incl. postdocs)	G	10	4	15	15
	F	19	11	14	28
2. By duration of funding					
< 1 month	G	10	2	35	24
	F	33	31	44	37
1–6 months	G	1	1	1	4
	F	25	13	18	28
> 6 months (long-term funding)	G	7	2	15	9
	F	67	103	68	83
II. Project funding – Total	G	64	14	56	109
	F	134	179	223	331
1. By status					
Undergraduate students	G	35		28	10
	F	28	30	116	102
Students already holding a first degree (graduates)	G	20	5	10	33
	F	53	65	51	121
of these, PhD students	G			7	15
	F	15	17	26	58
Academics und university lecturers (incl. postdocs)	G	9	9	18	66
	F	53	84	56	108
2. By duration of funding					
< 1 month	G	63	12	44	94
	F	95	149	148	227
1–6 months	G	1	2	11	14
	F	32	22	61	86
> 6 months (long-term funding)	G			1	1
	F	7	8	14	18
DAAD funding – Total (I + II)	G	82	19	107	146
	F	259	326	353	479
DAAD funding – Germans and foreigners, total		341	345	460	625

Kazakhstan	Kyrgyzstan	Moldavia	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan	Total
44	28	17	453	15	10	72	17	767
203	111	47	1,081	80	35	320	93	2,520
24	13	14	321	8		45	11	502
117	51	13	466	37	9	149	28	1,067
1			28	1				31
77	53	30	471	38	26	135	51	1,162
			15					15
13	13	6	255	9	2	39	16	435
19	15	3	104	6	10	27	6	234
9	7	4	144	5		36	14	291
21	17	12	249	3	2	45	11	431
74	33	15	296	25	9	115	19	731
9	2	2	37	8		2	1	68
22	19	4	226	12		57	15	439
14	9	3	167	4	8	25	5	268
107	59	28	559	43	26	148	59	1,350
62	62	52	1,441	15	1	265	20	2,161
593	346	186	2,934	103	30	1,544	255	6,858
8	27	18	571	1		72	7	777
429	210	52	1,057	41	15	548	109	2,737
25	9	12	390	2		76	6	588
94	36	67	979	38	3	603	47	2,157
2	2	1	51			25	1	104
12	12	12	248	3		154	5	562
29	26	22	480	12	1	117	7	796
70	100	67	898	24	12	393	99	1,964
54	44	49	1,051	13	1	249	13	1,687
141	169	131	1,978	98	30	1,109	216	4,491
8	18	3	353	2		15	7	434
414	72	55	727	2		333	22	1,826
			37			1		40
38	105		229	3		102	17	541
106	90	69	1,894	30	11	337	37	2,928
796	457	233	4,015	183	65	1,864	348	9,378
902	547	302	5,909	213	76	2,201	385	12,306

Table 7 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas**North America**

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Canada	United States of America	Total
I. Individual funding – Total				
	G	382	1,826	2,208
	F	148	703	851
1. By status				
Undergraduate students	G	109	248	357
	F	95	357	452
Students already holding a first degree (graduates)	G	136	875	1,011
	F	35	259	294
of these, PhD students	G	117	655	772
	F	22	116	138
Academics und university lecturers (incl. postdocs)	G	137	703	840
	F	18	87	105
2. By duration of funding				
< 1 month	G	208	961	1,169
	F	25	79	104
1–6 months	G	105	335	440
	F	92	372	464
> 6 months (long-term funding)	G	69	530	599
	F	31	252	283
II. Project funding – Total				
	G	680	3,157	3,837
	F	219	836	1,055
1. By status				
Undergraduate students	G	334	1,715	2,049
	F	70	255	325
Students already holding a first degree (graduates)	G	296	1,212	1,508
	F	86	266	352
of these, PhD students	G	63	280	343
	F	36	140	176
Academics und university lecturers (incl. postdocs)	G	50	230	280
	F	63	315	378
2. By duration of funding				
< 1 month	G	185	973	1,158
	F	151	531	682
1–6 months	G	437	1,857	2,294
	F	61	257	318
> 6 months (long-term funding)	G	58	327	385
	F	7	48	55
DAAD funding – Total (I + II)				
	G	1,062	4,983	6,045
	F	367	1,539	1,906
DAAD funding – Germans and foreigners, total				
		1,429	6,522	7,951



Table 8 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas

Latin America

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Argentina	Bahamas	Barbados	Belize	Bolivia	Brazil	Chile	Colombia	Costa Rica	Cuba	Dominican Republic
I. Individual funding – Total	G	79		1		28	259	83	91	34	16	7
	F	347				34	4,389	275	474	83	33	5
1. By status												
Undergraduate students	G	34				16	131	35	47	20	1	6
	F	125				3	3,654	156	124	8		
Students already holding a first degree (graduates)	G	15				8	42	19	12	6	3	1
	F	180				31	623	111	306	59	11	5
of these, PhD students	G	10				5	21	13	10	4	3	
	F	78				11	517	73	87	34	7	
Academics und university lecturers (incl. postdocs)	G	30		1		4	86	29	32	8	12	
	F	42					112	8	44	16	22	
2. By duration of funding												
< 1 month	G	18		1		5	44	15	6	3	8	
	F	8					25	16	49	15	10	
1–6 months	G	34				18	130	37	45	21	3	7
	F	111				2	248	33	24	6	14	
> 6 months (long-term funding)	G	27				5	85	31	40	10	5	
	F	228				32	4,116	226	401	62	9	5
II. Project funding – Total	G	314	2	5		28	553	322	271	74	117	2
	F	331			3	27	520	390	526	54	323	4
1. By status												
Undergraduate students	G	127	1	4		17	213	164	151	36	55	1
	F	71				4	156	34	251	8	21	1
Students already holding a first degree (graduates)	G	106	1	1		11	182	86	82	16	31	1
	F	125				7	148	92	123	26	79	1
of these, PhD students	G	23				1	75	15	26		13	
	F	55				3	52	27	26	6	49	
Academics und university lecturers (incl. postdocs)	G	81					158	72	38	22	31	
	F	135			3	16	216	264	152	20	223	2
2. By duration of funding												
< 1 month	G	124					266	101	87	16	67	
	F	161			3	18	387	213	344	28	298	
1–6 months	G	164	2	5		28	254	208	166	51	50	2
	F	109				5	101	122	128	20	24	1
> 6 months (long-term funding)	G	26					33	13	18	7		
	F	61				4	32	55	54	6	1	3
DAAD funding – Total (I + II)	G	393	2	6		56	812	405	362	108	133	9
	F	678			3	61	4,909	665	1,000	137	356	9
DAAD funding – Germans and foreigners, total		1,071	2	6	3	117	5,721	1,070	1,362	245	489	18

IV. FACTS AND FIGURES : DAAD FUNDING

Ecuador	El Salvador	Grenada	Guatemala	Guyana	Haiti	Honduras	Jamaica	Mexico	Nicaragua	Panama	Paraguay	Peru	Saint Lucia	Saint Vincent and Grenadines	Suriname	Trinidad and Tobago	Uruguay	Venezuela	Total
37	9		7		1	1	3	103	13	18	7	38	2					3	854
74	52	3	47	3		57	2	815	48	53	19	85	1	1		3	21	37	6,961
29	2		2				1	49	6	11	4	26				1	11		432
26	13	1	2					375	3	1	6	18					7	5	4,527
3	2		1		1	1	1	29	1	4	2	4	2				1	1	159
47	39	2	45	3		57	2	428	44	52	13	65	1	1		3	12	30	2,170
1	2		1		1	1	1	16	1	2		3					1	1	97
23	9		12			15		152	7	9	6	25				2	7	22	1,096
5	5		4				1	25	6	3	1	8					1	2	263
1								12	1			2					2	2	264
1	7		1				1	17		4		7							138
11	4	1	3			1		20	3	1	1	7						5	180
30	2		3		1	1	2	40	9	12	6	20	2			1	12	1	437
9	4		6			7		16	7	3	5	9					8	3	515
6			3					46	4	2	1	11					1	2	279
54	44	2	38	3		49	2	779	38	49	13	69	1	1		3	13	29	6,266
69	1		9	1		1	7	447	25	18	6	161			1	5	14		2,453
124	13		12		3	17	1	291	13	28	20	122					18	38	2,878
48	1		7	1			5	218	19	9	5	72			1	3	11		1,169
39	3		2		1	2		96	4	10	3	27						17	750
16			2			1	2	174	6	8	1	71				2	3		803
40	2		7		2	9	1	96	1	9	3	54					8	16	849
1								26	1	1		4					1		187
12	1		1			1	1	26	1	3		15					5	6	290
5								55		1		18							481
45	8		3			6		99	8	9	14	41					10	5	1,279
10							1	119	3	6		41				2	1		844
83	6		7		1	3	1	153	5	24	15	45					14	17	1,826
58	1		9	1		1	6	288	22	12	6	99			1	3	13		1,450
22	2		2		2	7		92	4	1	4	33					4	18	701
1								40				21							159
19	5		3			7		46	4	3	1	44						3	351
106	10		16	1	1	2	10	550	38	36	13	199	2		1	6	27	3	3,307
198	65	3	59	3	3	74	3	1,106	61	81	39	207	1	1		3	39	75	9,839
304	75	3	75	4	4	76	13	1,656	99	117	52	406	3	1	1	9	66	78	13,146

Table 9 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas

Middle East, North Africa

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Afghanistan	Algeria	Bahrain	Egypt	Iraq	Iran	Israel	Jordan
I. Individual funding – Total		G 6	1		76	2	29	121	40
	F	111	37		523	152	228	76	114
1. By status									
Undergraduate students	G				14		20	72	23
	F	1	12		94	9	24	49	29
Students already holding a first degree (graduates)	G				42		2	30	10
	F	110	19		391	135	187	20	79
of these, PhD students	G				4		1	24	3
	F	18	15		282	91	148	8	37
Academics und university lecturers (incl. postdocs)	G	6	1		20	2	7	19	7
	F		6		38	8	17	7	6
2. By duration of funding									
< 1 month	G				1		2	18	1
	F	1	13		65	9	24	22	27
1–6 months	G				10		19	28	26
	F	2	6		28	7	27	33	9
> 6 months (long-term funding)	G	6	1		65	2	8	75	13
	F	108	18		430	136	177	21	78
II. Project funding – Total		G 10	71	1	416	29	165	382	196
	F	441	61	1	1,224	360	388	251	540
1. By status									
Undergraduate students	G		24	1	47	3	67	231	72
	F	54	4		125	92	41	52	333
Students already holding a first degree (graduates)	G	2	11		162	9	48	94	16
	F	288	41		608	62	264	113	83
of these, PhD students	G	1	5		65	2	13	32	4
	F	16	6		149	40	136	30	15
Academics und university lecturers (incl. postdocs)	G	8	36		207	17	50	57	108
	F	99	16	1	491	206	83	86	124
2. By duration of funding									
< 1 month	G	5	65		308	24	145	269	111
	F	239	49	1	822	241	203	147	236
1–6 months	G	2	6	1	70	5	17	110	33
	F	50	5		229	55	158	42	73
> 6 months (long-term funding)	G	3			38		3	3	52
	F	152	7		173	64	27	62	231
DAAD funding – Total (I + II)		G 16	72	1	492	31	194	503	236
	F	552	98	1	1,747	512	616	327	654
DAAD funding – Germans and foreigners, total		568	170	2	2,239	543	810	830	890

* Nation in the making

IV. FACTS AND FIGURES : DAAD FUNDING

Kuwait	Lebanon	Libya	Morocco	Oman	Pakistan	Palestinian Territories *	Qatar	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Yemen	Total
9	21	1	14	14	5	19	1	3	352	12	4	91	368
33	43	132	390	156	2	330	110	4	91	2,894			
	7		7	9	1	10	1			1	2		167
9	15		27	130	1	15	2	233	43	80	4		777
	9		3	1		1				4			102
	14	1	16		384	119		95	308	25		90	1,993
	2		1			1				4			40
	9		14		278	48		6	79	21		16	1,070
	5		4	4	4	8		3		7	2		99
	4			2	5	22		2	1	5		1	124
	1			1		5	1			1	2		33
	5		28	6	2	17		6	2	31	1	2	261
	11		7	10	1	8				1	1		122
	7		2	14	23	18	2	2	5	12	3	6	206
	9		7	3	4	6		3		10	1		213
9	21	1	13	112	365	121		322	345	67		83	2,427
64			106	34	40	105	1	1		133	68	6	1,828
87		12	251	156	276	171	14	5	110	434	24	41	4,847
	28		65	10		49	1			21	19	4	642
	25		178	144	35	61	8	3	27	66	14	11	1,273
	21		17	24	20	38				43	41		546
	30	4	43	5	179	54	3	1	69	212	2	15	2,076
	2		11	7	15	3				24	2		186
	8	2	19	1	65	13	1		31	80		3	615
	15		24		20	18		1		69	8	2	640
	32	8	30	7	62	56	3	1	14	156	8	15	1,498
	38		87	15	32	68		1		109	53	4	1,334
	55	8	135	93	131	57	14	4	35	328	24	9	2,831
	26		17	15	7	12	1			11	11	2	346
	24	4	58	3	132	72		1	58	86		24	1,074
			2	4	1	25				13	4		148
	8		58	60	13	42			17	20		8	942
9	85		120	48	45	124	2	4		145	72	6	2,196
	120	13	294	288	666	327	16	335	462	544	28	132	7,741
9	205	13	414	336	711	451	18	339	462	689	100	138	9,937

Table 10 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas

Sub-Saharan Africa

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Angola	Benin	Botswana	Burkina Faso	Burundi	Cameroon	Cape Verde	Central African Republic	Chad	Comoros	Congo	Congo, Democratic Republic	Djibouti	Ethiopia	Eritrea	Gabon	Gambia	Ghana	Guinea
I. Individual funding – Total																				
	G		3		2	2	9	1				1	1		14		1	2	49	
	F	1	47	8	22	8	77		2	2	1	3	16	1	222	13	2	7	203	3
1. By status																				
Undergraduate students	G		1				1								1			2	39	
	F		3		7		3						2		2		2	3	51	
Students already holding a first degree (graduates)	G					2		1					1		2				5	
	F	1	43	8	12	8	69		2	2	1	3	14	1	211	13		4	148	3
of these, PhD students	G					1		1							1				5	
	F		27		5	3	55		2	1	1	1	9		124			1	89	1
Academics und university lecturers (incl. postdocs)	G		2		2		8								11		1		5	
	F		1		3		5								9				4	
2. By duration of funding																				
< 1 month	G						1								1		1	1	3	
	F		3		3		7								7		2	1	23	
1–6 months	G		1			1	2						1	1					40	
	F		2		3		5								9			2	36	
> 6 months (long-term funding)	G		2		2	1	6	1							12				6	
	F	1	42	8	16	8	65		2	2	1	3	16	1	206	13		4	144	3
II. Project funding – Total																				
	G	5	20	8	16	3	86	15	1			3	1		115		8		96	
	F	9	93	9	44	5	373	13	2	2	1	5	59		357	1	28	4	199	3
1. By status																				
Undergraduate students	G			3	2		32	3				2			30		1		38	
	F	4	4	3	3	1	159								25		13		7	
Students already holding a first degree (graduates)	G	1	12	2		3	22	7	1				1		38		1		45	
	F	1	24		15	2	125	2	2	1	1	5	52		128		6	2	107	1
of these, PhD students	G		1	2		1	3		1						14		1		6	
	F		12		4		31			1		5	6		47		4	1	57	
Academics und university lecturers (incl. postdocs)	G	4	8	3	14		32	5				1			47		6		13	
	F	4	65	6	26	2	89	11		1			7		204	1	9	2	85	2
2. By duration of funding																				
< 1 month	G	4	20	5	10		62	15				1	1		81		6		31	
	F	4	70	6	17	2	118	12		1			8		281	1	15	2	109	
1–6 months	G	1		3	6	3	22		1			2			33		2		63	
	F	5	13	3	14		215	1	2				2		55		7		41	1
> 6 months (long-term funding)	G						2								1				2	
	F		10		13	3	40			1	1	5	49		21		6	2	49	2
DAAD funding – Total (I + II)																				
	G	5	23	8	18	5	95	16	1			4	2		129		9	2	145	
	F	10	140	17	66	13	450	13	4	4	2	8	75	1	579	14	30	11	402	6
DAAD funding – Germans and foreigners, total																				
		15	163	25	84	18	545	29	5	4	2	12	77	1	708	14	39	13	547	6

IV. FACTS AND FIGURES : DAAD FUNDING

Kenya	Ivory Coast	Lesotho	Liberia	Madagascar	Malawi	Mali	Mauritania	Mauritius	Mozambique	Namibia	Niger	Nigeria	Rwanda	Sao Tome and Principe	Senegal	Seychelles	Sierra Leone	Somalia	South Africa	South Sudan	Sudan	Swaziland	Tanzania	Togo	Uganda	Zambia	Zimbabwe	Total
27	9	2		5	1			8	2	18		4		1	11	4		5	128	8	3	1	21	2	11	1	3	347
318	22	4	7	14	12	13		2	17	67	8	68	30		21		8	5	232	8	148	2	194	30	139	19	70	2,096
17	3	1		1				6	1	6		2			2	4			73		2	1	9		3			175
22	4			3		3				7		7	1		2				7		5		1	3	2		8	148
6	2	1			1			2		5				1	5				26				8		4	1	3	76
295	17	4	7	10	12	10		2	17	58	7	54	29		13		8	5	217	8	135	2	192	25	133	19	61	1,883
3	2				1			1		4				1	1				20				6		2		2	51
184	7	1		10	2	4		1	9	17	4	28	8		10				127		99	1	113	9	54	7	26	1,040
4	4			4					1	7		2			4				29		1		4	2	4			96
1	1			1						2	1	7			6				8		8		1	2	4		1	65
										5					2				25				2				2	43
6	4			3		3				2		6	1		4						6		2	4	5		1	93
22	4	1		2				7	1	9		2			2	4			65		2	1	15	1	5			191
26	2			1					1	6		9	1		3				29		12		2	1	4		8	162
5	5	1		3	1			1	1	4		2		1	7				38		1		4	1	6	1	1	113
286	16	4	7	10	12	10		2	16	59	8	53	28		14		8	5	203	8	130	2	190	25	130	19	61	1,841
99	11	2		21	9	2		5	28	158	1	5	26	1	27	6			449		20		144	1	28	5	1	1,426
315	40	1	1	46	18	5	1	3	48	73	7	144	102		82		2		200		63	1	135	28	112	9	18	2,661
42	6	2		9	5			1	4	93	1	3	10		4	4			249				62	1	21	5		633
38	9			1				1		28	1	6	59		18				36		5		4	3	2			430
29	1			12	1	1		3	3	39			7	1	10	2			147		7		52		6		1	455
76	10	1		38	2			1	18	20	1	65	9		11				65		15		43	7	29	5	13	903
6				1	1					8			4	1	7	2			18		3		16		1			97
36	6			1				1	10	3		14	4		4				23		4		15	4	10		7	310
28	4				3	1		1	21	26		2	9		13				53		13		30		1			338
201	21		1	7	16	5	1	1	30	25	5	73	34		53		2		99		43	1	88	18	81	4	5	1,328
51	10			11	3			3	22	48	1	3	14		18	2			150		18		79		3			672
240	23			39	10	1	1	2	35	41		88	95		53				147		47	1	100	14	94	4	9	1,690
46	1	2		10	6	1		2	6	107		2	12	1	9	4			289		2		65	1	25	5	1	733
40	3			5	6			1	12	9	2	30	4		15				41		12		17	6	1	2	2	567
2						1				3									10									21
35	14	1	1	2	2	4			1	23	5	26	3		14		2		12		4		18	8	17	3	7	404
126	20	4		26	10	2		13	30	176	1	9	26	2	38	10			577		23	1	165	3	39	6	4	1,773
633	62	5	8	60	30	18	1	5	65	140	15	212	132		103		10	5	432	8	211	3	329	58	251	28	88	4,757
759	82	9	8	86	40	20	1	18	95	316	16	221	158	2	141	10	10	5	1,009	8	234	4	494	61	290	34	92	6,530

Table 11 : DAAD funding for foreigners and Germans in 2015 according to countries of origin / destination and funding areas

Asia, Pacific

Please see Table 12 on page 100
for explanation of tables.

G = Scholarship holders from Germany
F = Scholarship holders from abroad

		Australia	Bangladesh	Bhutan	Brunei	Cambodia	China	Hong Kong (CN)*	Fiji	India	Indonesia	Japan	Korea, the Dem. People's Republic
I. Individual funding – Total	G	241	8			14	358	28	3	103	46	252	1
	F	113	98	2		14	395	23		641	258	104	9
1. By status													
Undergraduate students	G	65	6			10	78	14	2	64	22	57	
	F	55	2				86	13		187	43	42	
Students already holding a first degree (graduates)	G	112	1			2	111	8	1	15	9	143	
	F	44	85	2		14	208	9		408	201	52	8
of these, PhD students	G	78	1				58	6	1	10	5	74	
	F	24	39			1	92	8		184	109	32	6
Academics und university lecturers (incl. postdocs)	G	64	1			2	169	6		24	15	52	1
	F	14	11				101	1		46	14	10	1
2. By duration of funding													
< 1 month	G	65				3	159	7		14	3	72	
	F	13	1				52	10		35	39	26	
1–6 months	G	86	7			9	70	11	3	71	21	43	
	F	67	11				99	6		229	12	25	
> 6 months (long-term funding)	G	90	1			2	129	10		18	22	137	1
	F	33	86	2		14	244	7		377	207	53	9
II. Project funding – Total	G	873	15	4	1	15	1,321	110	6	664	227	571	
	F	85	106	17		24	1,474	14	2	861	408	226	
1. By status													
Undergraduate students	G	410	1	1	1	7	446	54	5	208	120	267	
	F	20	6	6			564	11		107	85	86	
Students already holding a first degree (graduates)	G	367	8	1		4	517	29	1	337	65	236	
	F	21	76	2		3	646	1		555	95	92	
of these, PhD students	G	101	2				107	20		64	17	70	
	F	11	17				185			159	43	26	
Academics und university lecturers (incl. postdocs)	G	96	6	2		4	358	27		119	42	68	
	F	44	24	9		21	264	2	2	199	228	48	
2. By duration of funding													
< 1 month	G	205	6	2		1	587	61		237	79	198	
	F	46	44	10		12	567	2	2	382	336	132	
1–6 months	G	658	8	2	1	10	602	38	6	408	131	275	
	F	35	56	6		3	656	12		437	52	69	
> 6 months (long-term funding)	G	10	1			4	132	11		19	17	98	
	F	4	6	1		9	251			42	20	25	
DAAD funding – Total (I + II)	G	1,114	23	4	1	29	1,679	138	9	767	273	823	1
	F	198	204	19		38	1,869	37	2	1,502	666	330	9
DAAD funding – Germans and foreigners, total		1,312	227	23	1	67	3,548	175	11	2,269	939	1,153	10

* Dependent territory

IV. FACTS AND FIGURES : DAAD FUNDING

Korea, the Republic of	Laos	Macao (CN) *	Malaysia	Mongolia	Myanmar	Nauru	Nepal	New Zealand	Papua- New Guinea	Philippines	Samoa	Singapore	Sri Lanka	Taiwan *	Thailand	Timor-Leste	Tonga	Vietnam	Total
61	1	1	15	16	18		13	53		28	1	41	21	73	48	1	10	38	1,493
93	18	1	22	91	59		68	37		36		6	24	98	78	1		170	2,459
17	1	1	9	2	10		6	14		19		17	18	31	22		10	14	509
18	2	1	2	21			3	17		3		2	4	18	35			8	562
23			3		3		4	23		6	1	12	1	27	7	1		5	518
55	16		17	55	53		65	13		31		3	19	76	36	1		152	1,623
8			2		1		2	19		3	1	11		13	3	1		2	299
32	4		14	12	24		13	9		15		3	8	67	24			100	820
21			3	14	5		3	16		3		12	2	15	19			19	466
20			3	15	6			7		2		1	1	4	7			10	274
14			3	4				13		2		14	3	16	7		4	5	408
19	2		3	9	2		1	1		2		2	2	20	23			15	277
23	1	1	9	3	12		7	16		23	1	17	18	34	26		6	19	537
16	1	1	3	17	4		4	25		2			3	15	19			3	562
24			3	9	6		6	24		3		10		23	15	1		14	548
58	15		16	65	53		63	11		32		4	19	63	36	1		152	1,620
312	10		126	38	31	1	52	197	1	35	2	139	35	189	179			252	5,406
235	61		92	87	47		118	8		57		100	32	40	230	3		446	4,773
187			85	5	8	1	30	125		20	1	65	17	104	93			37	2,298
71	2		19	33	1		13	1		8		41	4	16	51			44	1,189
92	4		31	7	20		19	71	1	6	1	72	9	63	60			61	2,082
132	15		37	17	22		59	5		13		55	12	13	101	1		189	2,162
15	1		5	5	2		4			3		4	1	16	6			19	462
34	8		15	6	2		8	3		5		5	6	2	25	1		47	608
33	6		10	26	3		3	1		9		2	9	22	26			154	1,026
32	44		36	37	24		46	2		36		4	16	11	78	2		213	1,422
95	10		29	27	25		4	26		12		10	11	70	41			203	1,939
100	52		48	75	25		85	5		45		10	24	19	140	1		231	2,393
163			95	11	6	1	45	171	1	23	2	124	24	104	124			43	3,076
122	5		38	11	9		29	3		9		90	8	19	37	2		88	1,796
54			2				3					5		15	14			6	391
13	4		6	1	13		4			3				2	53			127	584
373	11	1	141	54	49	1	65	250	1	63	3	180	56	262	227	1	10	290	6,899
328	79	1	114	178	106		186	45		93		106	56	138	308	4		616	7,232
701	90	2	255	232	155	1	251	295	1	156	3	286	112	400	535	5	10	906	14,131

Table 12 : DAAD funding for foreigners and Germans
Overall for 2014/15 by funding area

Calendar year	Foreigners funded		Germans funded		Total funded		newly funded
	2014	2015	2014	2015	2014	2015	2015
I. Individual funding – Total	19,994	21,108	9,117	8,865	29,111	29,973	16,981
1. By status							
Undergraduate students	8,399	9,180	2,486	2,687	10,885	11,867	7,233
Students already holding a first degree (graduates)	10,241	10,451	3,283	3,155	13,524	13,606	6,414
of these, PhD students	4,591	5,131	1,899	1,917	6,490	7,048	3,403
Academics und university lecturers (incl. postdocs)	1,354	1,477	3,348	3,023	4,702	4,500	3,334
2. By duration of funding							
< 1 month	2,601	2,707	3,635	3,186	6,236	5,893	5,839
1–6 months	3,484	3,185	2,343	2,321	5,827	5,506	5,159
> 6 months (long-term funding)	13,909	15,216	3,139	3,358	17,048	18,574	5,983
3. By selected programmes							
DAAD one-year scholarships for research and study	4,199	4,252	1,413	1,420	5,612	5,672	1,955
Scholarships as part of third-party-funded programmes	7,012	7,777	37	26	7,049	7,803	2,001
Sur Place and in-country/in-region programme	1,374	1,386			1,374	1,386	630
Lektor programme			608	591	608	591	107
Long-term lectureships, visiting lectureships, professorships	8		131	110	139	110	44
Conference travel and lecture tours			2,774	2,413	2,774	2,413	2,413
Specialist and language courses	2,372	2,339			2,372	2,339	2,336
Interns	1,525	1,514	1,819	1,961	3,344	3,475	3,318
Research visits for university lecturers	847	753	73	53	920	806	803
II. Project funding – Total	28,170	30,379	23,103	24,007	51,273	54,386	44,073
1. By status							
Undergraduate students	8,602	8,480	12,047	10,559	20,649	19,039	17,346
Students already holding a first degree (graduates)	10,290	11,115	6,532	8,430	16,822	19,545	15,988
of these, PhD students	3,304	3,771	1,498	2,451	4,802	6,222	4,973
Academics und university lecturers (incl. postdocs)	9,278	10,784	4,524	5,018	13,802	15,802	10,739
2. By duration of funding							
< 1 month	18,537	19,625	11,551**	12,974	26,652	32,599	26,716
1–6 months	6,678	7,460	10,126**	9,237	20,240	16,697	14,860
> 6 months (long-term funding)	2,955	3,294	1,426	1,796	4,381	5,090	2,497
3. By selected programmes							
PROMOS – Programme to enhance mobility			11,388	11,003	11,388	11,003	11,003
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	641	741	2,190	2,269	2,831	3,010	2,029
Scholarship and guidance-counselling programmes (STIBET)	4,216	4,537			4,216	4,537	3,740
Project-related exchange programmes (PPP)	610	575	1,591	1,643	2,201	2,218	1,405
III. EU mobility funding – Total	90	140	40,642	42,540	40,732	42,680	42,680
1. By status							
Undergraduate students			27,574	28,404	27,574	28,404	28,404
Students already holding a first degree (graduates)			8,682	9,750	8,682	9,750	9,750
of these, PhD students			67	80	67	80	80
Academics und university lecturers (incl. postdocs)	90	140	4,386	4,386	4,476	4,526	4,526
2. By duration of funding							
< 1 month	90	140	4,361	4,387	4,451	4,527	4,527
1–6 months			29,283	31,739	29,283	31,739	31,739
> 6 months (long-term funding)			6,998	6,414	6,998	6,414	6,414
3. By programmes							
Erasmus student mobility for studies			29,982	30,684	29,982	30,684	30,684
Erasmus student mobility for placements/traineeships			6,274	7,473	6,274	7,473	7,473
Erasmus staff mobility (lecturers, other staff)	90	140	4,386	4,383	4,476	4,523	4,523
DAAD funding – Total (I + II + III)	48,254	51,627	72,862	75,412	121,116	127,039	103,734

The organisation's funding figures are presented according to the DAAD's three funding areas. The DAAD's individual funding provides support to bachelor students, graduates, academics and university lecturers who have applied for a DAAD scholarship. DAAD's project funding pertains to funding provided primarily to projects that promote structures of internationality. As a national agency for EU higher education collaboration, the DAAD also provides funding to German higher education institutions active in enhancing the international mobility of German students within Europe (EU mobility funding).

* For technical reasons, the statistical data presented here for the 2014/15 academic year consists of preliminary statistical data from the Erasmus+ European mobility funding programme for the period 1 June 2014 – 31 December 2015. Finalised data will be available in fall 2016 after programme reorganisation has been completed. | ** Changes based on current data as compared to the 2014 Annual Report.

Chart 1 : Share of female scholarship holders by academic status
(in %)

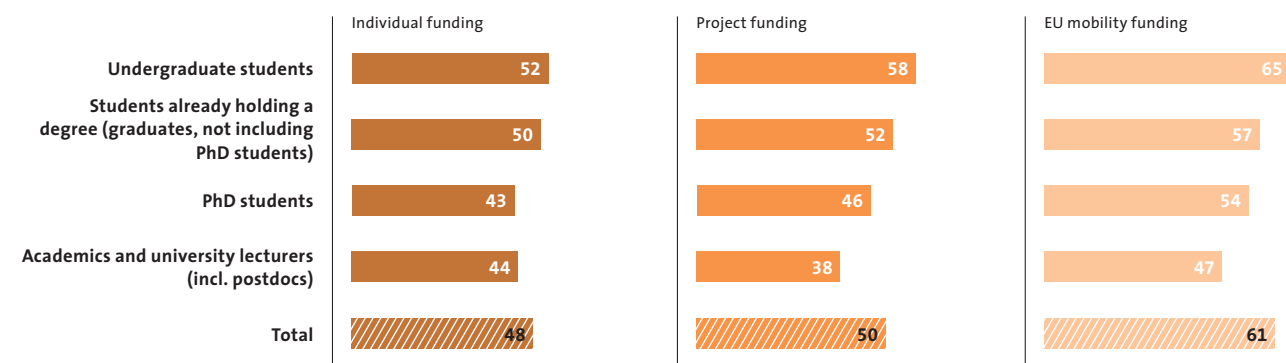


Chart 2 : Funding by subject and funding area
(Number of individuals funded)

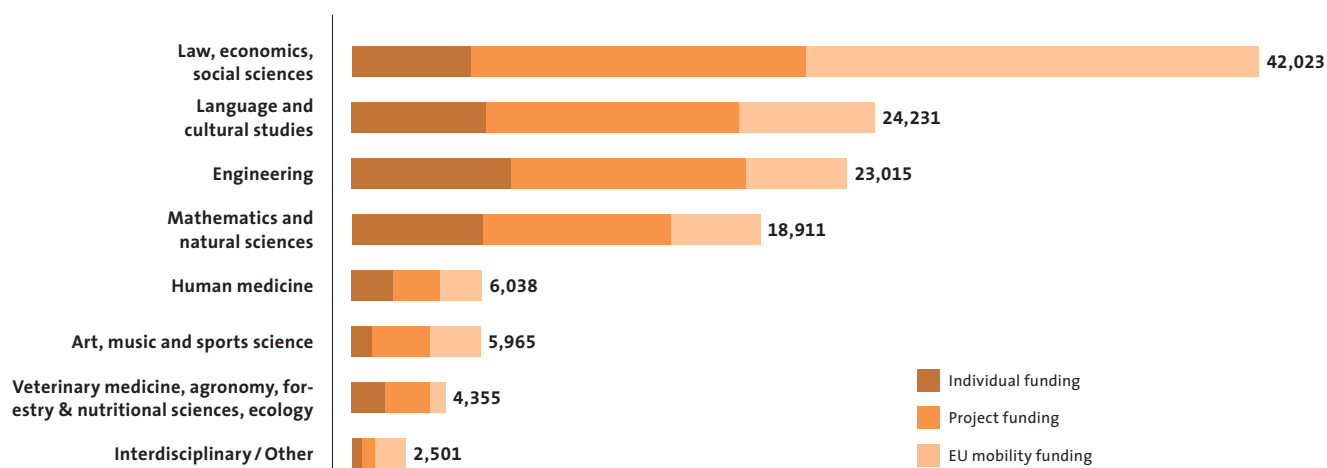
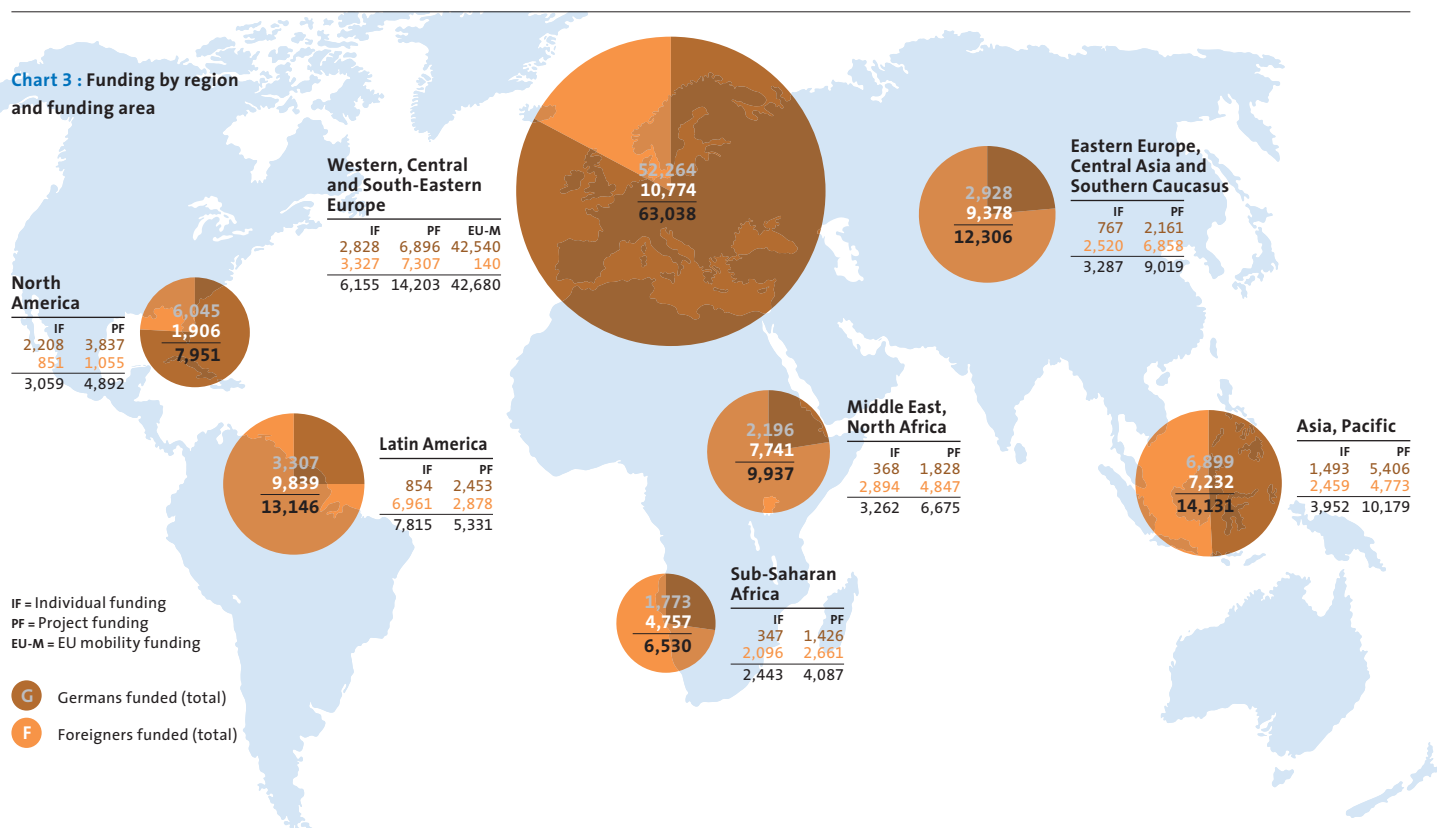


Chart 3 : Funding by region and funding area



Financial Statement

Table 13 : 2015 Financial Statement

	Overall funds EUR	Overall expenditure EUR
SECTION I–II – INSTITUTIONAL ADMINISTRATIVE BUDGET		
Institutional administrative budget (operation incl. investments)		
1. Domestic income		
Own income	1,142,417.48	1,142,417.48
City State of Berlin	342,596.92	342,596.92
Federal Foreign Office (AA)	15,158,466.07	15,133,930.26
Sum – Domestic income	16,643,480.47	16,618,944.66
2. Income from abroad		
Own income	517,621.84	517,621.84
Federal Foreign Office (AA)	6,790,222.45	6,790,222.45
Sum – Income from abroad	7,307,844.29	7,307,844.29
Sum – Section I–II	23,951,324.76	23,926,788.95
SECTION III – INSTITUTIONAL OPERATING FUNDS		
Institutional operating funds (Federal Foreign Office programme budget)		
Programme costs	140,929,000.00	140,513,974.48
Project-related administrative costs	7,030,000.00	7,429,895.29
Sum – Section III	147,959,000.00	147,943,869.77
SECTION IV – PROJECT BUDGET / PUBLIC DONORS		
Project budget / Public donors		
1. Federal Government funding		
Federal Foreign Office (AA)		
Programme costs	12,894,772.63	12,045,432.15
Project-related administrative costs	2,245,243.44	2,152,543.61
Sum – AA	15,140,016.07	14,197,975.76
Federal Ministry of Education and Research (BMBF)		
Programme costs	97,707,084.97	95,634,163.03
Project-related administrative costs	14,899,033.85	14,332,163.86
Sum – BMBF	112,606,118.82	109,966,326.89
Federal Ministry for Economic Cooperation and Development (BMZ)		
Programme costs	40,070,442.48	39,352,693.59
Project-related administrative costs	5,209,157.52	5,115,850.17
Sum – BMZ	45,279,600.00	44,468,543.76
Federal Ministry of Economics and Technology (BMWi)		
Programme costs	920,354.36	948,257.36
Project-related administrative costs	119,646.07	123,273.46
Sum – BMWi	1,040,000.43	1,071,530.82
2. State funding		
State Ministers of Cultural Affairs	39,507.66	39,506.62
Berlin Senate	50,403.08	50,403.08
State of Baden-Württemberg	516,916.00	401,177.11
Programme costs	362,953.00	281,501.99
Project-related administrative costs	153,963.00	119,675.12
State of North Rhine-Westphalia	339,000.00	261,719.27
Programme costs	299,000.00	239,481.56
Project-related administrative costs	40,000.00	22,237.71
Sum – States	945,826.74	752,806.08
3. European Union (EU) funding		
Programme costs	104,344,981.88	83,371,558.07
Project-related administrative costs	1,669,078.11	1,607,721.02
Sum – EU	106,014,059.99	84,979,279.09
Total programme costs (1, 2 and 3)	256,689,500.06	231,962,997.45
Total project-related administrative costs (1, 2 and 3)	24,336,121.99	23,473,464.95
Sum – Section IV	281,025,622.05	255,436,462.40
Total programme costs (sections I–IV)	397,618,500.06	372,476,971.93
Total project-related administrative costs (sections I–IV)	55,317,446.75	54,830,149.19
Sum – Sections I–IV	452,935,946.81	427,307,121.12

	Overall funds EUR	Overall expenditure EUR
SECTION V – PROJECT BUDGET / OWN FUNDS AND THIRD-PARTY FUNDING		
A) Own funds sector (Measures in the project and assets sector)		
Measures in the project and assets sector		
Programme costs	19,507.90	19,507.90
Investment and project-related administrative costs	37,938.95	37,883.01
Sum A – Own funds sector	57,446.85	57,390.91
B) Third-party funding sector		
1. Liaison and university offices		
Programme costs	287,853.49	482,712.90
Project-related administrative costs	—	—
Total	287,853.49	482,712.90
2. German Houses of Science and Innovation (DWIH)		
Programme costs	541,073.24	636,677.04
Project-related administrative costs	—	—
Total	541,073.24	636,677.04
3. GATE-Germany – Consortium for higher education marketing		
Programme costs	551,694.34	551,694.34
Project-related administrative costs	830,513.41	830,513.41
Total	1,382,207.75	1,382,207.75
4. International DAAD Academy (iDA)		
Programme costs	20,958.52	20,958.52
Project-related administrative costs	498,243.86	498,243.86
Total	519,202.38	519,202.38
5. “Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)”		
Programme costs	5,566,769.73	4,164,419.72
Project-related administrative costs	1,776,569.43	1,485,150.42
Total	7,343,339.16	5,649,570.14
6. Cooperation projects with German and foreign partners		
Programme costs	32,670,878.53	25,448,905.67
Project-related administrative costs	1,476,271.24	5,246,573.55
Total	34,147,149.77	30,695,479.22
7. “Stifterverband für die Deutsche Wissenschaft”		
Programme costs	999,756.02	970,382.06
Project-related administrative costs	238,473.42	238,443.84
Total	1,238,229.44	1,208,825.90
8. Dr. Mildred Scheel Foundation for Cancer Research		
Programme costs	1,020,143.89	1,083,571.75
Project-related administrative costs	34,417.35	32,670.54
Total	1,054,561.24	1,116,242.29
9. Various donors		
Programme costs	2,126,988.33	1,406,976.54
Project-related administrative costs	688,000.05	997,562.34
Total	2,814,988.38	2,404,538.88
Sum B – Third-party funding sector	49,328,604.85	44,095,456.50
Total programme costs (A and B)	43,805,623.99	34,785,806.44
Total project-related administrative costs (A and B)	5,580,427.71	9,367,040.97
Sum – Section V	49,386,051.70	44,152,847.41
Total programme costs (Sections I–V)	441,424,124.05	407,262,778.37
Total administrative costs (Sections I–V)	60,897,874.46	64,197,190.16
Sum – Sections I–V	502,321,998.51	471,459,968.53

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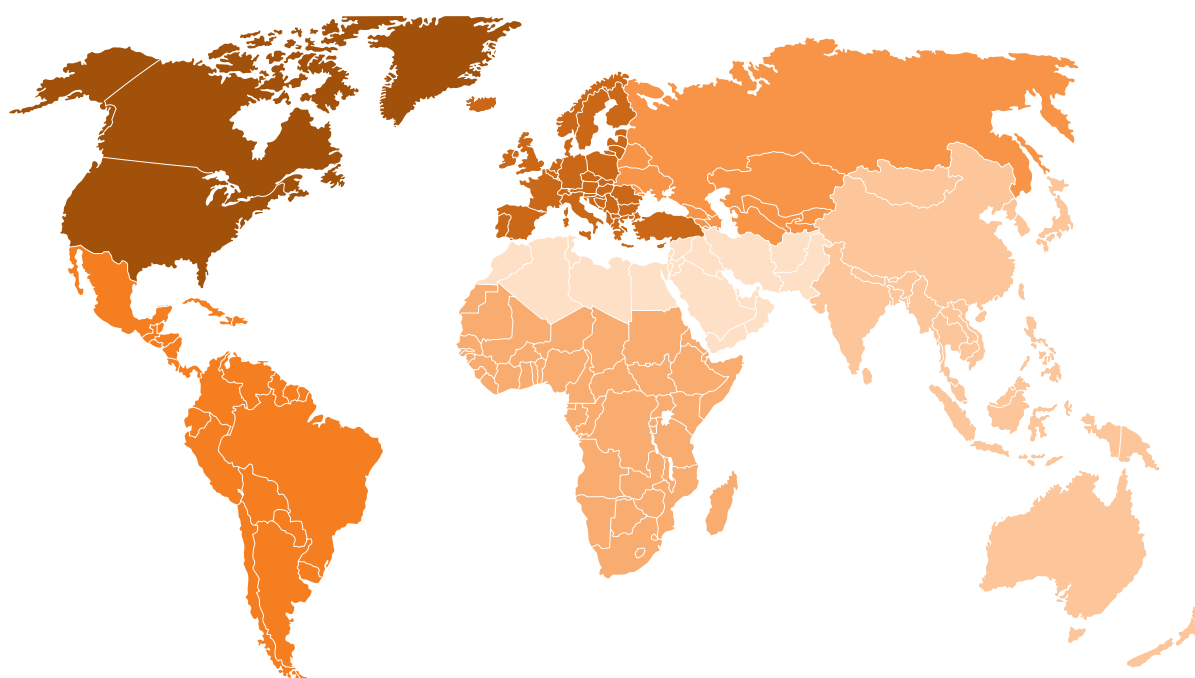
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List of abbreviations

AA Federal Foreign Office	EPOS Development-Related Postgraduate Courses	PPGG Public Policy and Good Governance
ADeKo German Korean Alumni Network	Erasmus/Erasmus+ European Community Action Scheme for the Mobility of University Students	P.R.I.M.E Postdoctoral Researchers International Mobility Experience
AUB Andrassy Universität Budapest	EU European Union	PROMOS Mobility Programme for Students and Postgraduates of German Universities
AvH Alexander von Humboldt Foundation	GAIN German Academic International Network	RISE Research Internships in Science and Engineering
BIDS Support Initiative for PASCH Schools (Betreuungsinitiative Deutsche Auslands- und Partnerschulen)	GATE-Germany Guide to Academic Training and Education (Germany)	SDG Sustainable Development Goals
BKP Artists-in-Berlin programme	GIP German Institute Partnerships	SHARE Support for Higher Education in the ASEAN Region
BMBF Federal Ministry of Education and Research	GIZ Gesellschaft für Internationale Zusammenarbeit	STIBET Grant and Support Programme for Foreign Students and Doctoral Students
BMZ Federal Ministry for Economic Cooperation and Development	GJU German Jordanian University	TDU Turkish-German University
CIS Commonwealth of Independent States	GRIAT German-Russian Institute of Advanced Technologies	TNE Transnational education
COFUND Co-funding of Regional, National, and International Programmes – Marie Curie Actions	GSSP Graduate School Scholarship Programme	UNESCO United Nations Educational, Scientific and Cultural Organization
CsF Science without Borders (Ciência sem Fronteiras)	GUC German University in Cairo	VGU Vietnamese-German University
CULT Committee on Culture and Education of the European Parliament	GUTech German University of Technology	ZDS Centre for German Studies
DFG German Research Foundation	HRK German Rectors' Conference	
DIES Dialogue on Innovative Higher Education Strategies	IC Information Centre	
DLR German Aerospace Center	iDA International DAAD Academy	
DTWJ German-Turkish Year of Research, Education and Innovation	IIE Institute of International Education	
DWIH German Houses of Science and Innovation	IULI International University Liaison Indonesia	
ECTS European Credit Transfer System	NA DAAD National agency for EU higher education collaboration within the DAAD	
	NAFSA Association of International Educators	
	PASCH Schools: Partners for the Future	
	PAU Pan African University	

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